UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

Work presented as requirement for obtaining the degree of "Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés"

THESIS TITTLE:

"TEACHING TECHNIQUES ANALYSIS FOR TEACHING VOCABULARY, USED IN STUDENTS OF NINTH YEAR OF EDUCACIÓN GENERAL BÁSICA "A", AT UNIDAD EDUCATIVA "PEDRO VICENTE MALDONADO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018".

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Riobamba – Ecuador

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CERTIFICATE OF COMMITTEE MEMBERS OF TRIBUNAL

Members of Tribunal of Graduation of the Research Project of the Topic:

"TEACHING TECHNIQUES ANALYSIS FOR TEACHING VOCABULARY, USED IN STUDENTS OF NINTH YEAR OF EDUCACIÓN GENERAL BÁSICA "A", AT UNIDAD EDUCATIVA "PEDRO VICENTE MALDONADO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018".

Submitted by Mery Elizabeth Arcos Colcha and directed by MsC. Miguel Fernando Paredes Amoroso.

The defense and final reviewing of this research project accomplish all requirements. The written work was elaborated for getting the degree of "Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés" and it has been approved by members of this Tribunal. The Tribunal authorizes this thesis work for its usage. As final step, this research work will be kept in the Facultad de Ciencias de la Educación, Humanas y Tecnologías Library at Universidad Nacional de Chimborazo.
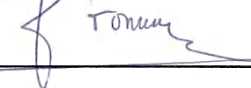
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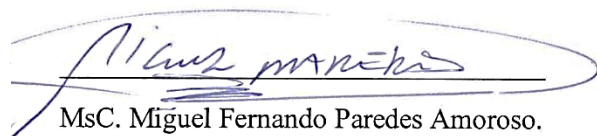
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MsC. Miguel Fernando Paredes Amoroso, professor of the Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo; in my capacity of thesis director of this research work presented by Mery Elizabeth Arcos Colcha, prior to obtain the degree of "Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés" whose theme is:

"TEACHING TECHNIQUES ANALYSIS FOR TEACHING VOCABULARY, USED IN STUDENTS OF NINTH YEAR OF EDUCACIÓN GENERAL BÁSICA "A", AT UNIDAD EDUCATIVA "PEDRO VICENTE MALDONADO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018".

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba, 13 de Julio de 2018.

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AUTHORSHIP

I, Mery Elizabeth Arcos Colcha, student of Languages Career, I am the only author of this research work named:

"TEACHING TECHNIQUES ANALYSIS FOR TEACHING VOCABULARY, USED IN STUDENTS OF NINTH YEAR OF EDUCACIÓN GENERAL BÁSICA "A", AT UNIDAD EDUCATIVA "PEDRO VICENTE MALDONADO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018". Ideas, opinions or commentaries in this document are responsibility of the author.

Riobamba, 13 de Julio de 2018.

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"Sometimes the road is difficult, but in team, with effort and perseverance, everything is possible."

I want to express my gratitude to Universidad Nacional de Chimborazo, to crystallize my ideals. To the professors of the Languages Career for sharing their knowledge and making of the acquisition of experience, a way of life; specially to Mónica Torres PhD. for being my inspiration. To my thesis tutor, MsC. Miguel Paredes for guiding me both in my academic training and in the elaboration of this research project. To Paulo Herrera PhD. who was my support in this process, thank you.

Elizabeth Arcos C.

DEDICATION

This research work is dedicated to my father +Luis Colcha who always accompanied me spiritually, giving me the necessary dose of motivation and strength to reach the desired goal. Wherever you are, thank you.

To my mother who loves and supports me to materialize my dreams. To my family, essential part of my life. To my teachers who trained me to be a good professional. And to my friends that I acquired during this process.

We were a great team and for that, my most sincere gratitude.

Elizabeth A.

RESUMEN

Se estableció como problema, la falta de aplicación de técnicas de enseñanza de vocabulario en los estudiantes de Noveno Año de Educación General Básica "A" de la Unidad Educativa "Pedro Vicente Maldonado" durante el año lectivo 2017-2018. Mediante la observación se evidenció que los estudiantes desconocían muchos términos ingleses, debido al limitado manejo de palabras extranjeras. El propósito de esta investigación es analizar las técnicas de enseñanza utilizadas para enseñar vocabulario. La población observada fue de 30 estudiantes. El estudio es de corte cualitativo porque la información recolectada se basó en la observación de comportamientos naturales que sirvió para la posterior interpretación de resultados. El nivel es exploratorio porque dio una visión general y aproximada de la realidad. La técnica de observación fue la clave para obtener información acerca de los participantes activos de este estudio (docente y estudiantes), razón por la cual el instrumento empleado fue una guía de observación con la que se pudo recolectar los datos necesarios para la investigación. Se determinó que la correcta aplicación de las técnicas de enseñanza de vocabulario ayudó a los estudiantes de Noveno E.G.B. "A" a incrementar su vocabulario que les ayudó a comunicarse.

Palabras Clave:

Estudiantes, Enseñanza, Técnicas, Vocabulario.

ABSTRACT

The lack of application of vocabulary teaching techniques in the Ninth Year of Educación General Básica "A", at Unidad Educativa "Pedro Vicente Maldonado" during the academic year 2017-2018 was established as a problem. Through the observation it was evident that the students did not know many English terms, due to the limited handling of foreign words. The purpose of this research is to analyze the teaching techniques used to teach vocabulary. The observed population was 30 students. The study is qualitative because the information collected was based on the observation of natural behaviors that served for the subsequent interpretation of results. The level is exploratory because it gave a general and approximate vision of reality. The observation technique was the key to obtain information about the active participants of this study (teacher and students), reason for which the instrument used was an observation guide with which the necessary data for the investigation could be collected. It was determined that the correct application of teaching techniques for teaching vocabulary helped the students of Ninth E.G.B. "A" to increase their vocabulary that helped them to communicate.

Key Words:

Students, Teaching, Techniques, Vocabulary.

_____

MsC. Mónica Cadena.

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INTRODUCTION

The need to teach English effectively is the challenge of all teachers in public and private institutions. Today, it has become mandatory to rethink and modernize the way of using techniques to teach vocabulary, since it is an essential part for the acquisition of a language.

This research took place in Ninth Year of Educación General Básica "A" of Unidad Educativa "Pedro Vicente Maldonado", during the Academic Year 2017-2018. It pretends to show why students cannot improve the learning of vocabulary. Therefore, it is important to investigate about the application of teaching techniques for teaching vocabulary.

This research is qualitative because information was collected based on the observation of natural behaviors, discourses, and open answers for the subsequent interpretation of results. It does not discover, but builds knowledge, thanks to the behavior among the people involved and all their observable behavior.

The level of research is exploratory because it aims to give us a general – approximate type view of a certain reality. This type of research is carried out especially when the chosen topic has been little explored and recognized, and when even more on it, is difficult to formulate precise hypotheses of certain generality. It also serves to increase the degree of familiarity with relatively unknown phenomena, obtain information about the possibility of carrying out a more complete investigation into a particular real-life context, and investigate human behavior problems that are considered crucial, identify promising concepts or variables, establish priorities for subsequent

research or suggest verifiable postulates. This kind of study is common in behavioral research, especially in situations where there is little information.

The main purpose of this research project is to analyze the teaching techniques used for teaching vocabulary to know if the students of ninth year of Educación General Básica "A" during the academic year 2017 – 2018, improve their vocabulary.

This research work is divided into five chapters, which are detailed below:

CHAPTER I. Referential Framework which contains the Research Problem, Problem Definition, Problem Formulation, Question Guidelines, Objectives and the Justification.

CHAPTER II. Theoretical Framework, which contains the Research Background Regarding to the Problem to be Investigated, Theoretical Foundation and Definition of Basic Terms.

CHAPTER III. Methodological Framework which contains the Design of Research, Type of Research, Research Level. Population and Sample and Techniques for Data Recollection.

CHAPTER IV. Analysis and Interpretation of Results which contains the Analysis and Description of Observation Sheet.

CHAPTER V. Conclusions and Recommendations.

FINALLY, 6. References. And **7.** Attachments.

CHAPTER I
1. REFERENTIAL FRAMEWORK

1.1. RESEARCH PROBLEM

Lack of application of Teaching Techniques for Teaching Vocabulary in students of Ninth year of Educación General Básica "A", at Unidad Educativa "Pedro Vicente Maldonado", in the city of Riobamba, Chimborazo province, during the academic year 2017-2018.

1.2. PROBLEM DEFINITION

As learners enter the sublevel EGB Superior, it is important to remember that language is principally about interacting with others and expressing meaning. English is an important communication tool in today's globalized world, which allows learners to communicate beyond their own linguistic and geographical boundaries. (Ministerio Ecuatoriano de Educación, 2010)

Ministerio Ecuatoriano de Educación (2010) says, "Students of E.G.B. Superior are becoming more mature and more expressive, and being able to communicate in the international language". It is obvious that students change their thinking, believes and worldviews, in consequence they want to learn more. Therefore, teachers have to be motivated to make English easier and more effective. Most of them felt afraid to communicate in oral way. It is assumed that the lack of vocabulary and the fear of committing mistakes were the cause. For this problem it is important that teachers must implement listening and speaking tasks that focus on fluency first, rather than accuracy. This is not to imply that grammar is unimportant at this level. In fact, because of learner's improved ability to communicate and think with higher-order thinking skills, the necessity for grammar increases.

Listening and speaking take place in real-life, face-to-face interactions (i.e., conversations, requirements or instructions). They are characterized by popular and improvised language which requires a variation of words. Learners usually pay attention to context and linguistic features, such as intonation and stress to avoid mistakes in the production and reproduction of words.

"Writing is a complex intellectual task that involves various language and cognitive skills, everything from punctuation and mechanics to grammar and word choice". (Ministerio Ecuatoriano de Educación, 2010). Most of students of ninth year of E.G.B. cannot develop this skill easily. They have time to think about what to say but they don't know how to say. The teacher has to teach grammar structure to strengthen this skill, when students are writing they would choose the best word or grammar structure, and revise their work in order to clarify points or correct mistakes. They need to be familiar with different text types and their organization, as well as special vocabulary, in order to produce their own similar texts.

Unidad Educativa "Pedro Vicente Maldonado" was founded 150 years ago to serve the country. It was the first school settled in the city of Riobamba. Currently the institution offers: Educación General Básica (Preparatoria Nivel 1, Básica Elemental Nivel 2, Básica Media Nivel 3, Básica Superior Nivel 4), Bachillerato General Unificado and Bachillerato Internacional. In addition, it is worked day and night ship. There are two campuses, in the center and north of the city in which 2,840 students are being educated by 132 teachers from different areas in which 15 of them, belong to the English Department.

The pre-professional practice was the key to formulate the established problem, since it was observed that the students had difficulties to learn new words due to the lack of teaching techniques for teaching vocabulary. The students do not have a high commitment with English learning, due to limited activities in the book and to lack of motivation by teacher. A few of students followed the teacher's instructions to work correctly, but the rest of them just copied the activity for full fill the spaces of English book. Another problem was that the students did not have an English-English dictionary. When they did not understand new words, they asked their classmate or simply guessed the meaning just to complete the task. Traditional methodology had impact on the little predisposition of the students to learn English, since they felt tired and bored with the lack of playful activities and the absence of teaching material for the realization of the class.

Ninth of Educación General Básica "A" is formed by 30 students, who receive 5 hours of English per week, they worked with the book granted by the MinEduc that is limited to writing tasks development which sometimes remain incomplete due to the absence of the teacher's guide (which contains the texts to full fill the listening activities), and the lack of technological resources don't help to learn vocabulary. They do other activities such as, Reading's Day (each month), in which the teacher prepares students for a presentation of activities, to pretend to demonstrate the influence of reading in the teaching - learning process, but this process is memoristic and repetitive because it is based on reproducing what already exists. Therefore, it does not build knowledge. In effect, it does not contribute to the learning of English because students do not use reasoning (i.e. the use or meaning of words) and are only prepared for the moment, after of the performance they forget everything learned.

1.3. PROBLEM FORMULATION

Why can't students improve the learning of vocabulary in Ninth year of Educación General Básica, at Unidad Educativa "Pedro Vicente Maldonado", in the city of Riobamba, Chimborazo province, during the academic year 2017-2018?

1.4. QUESTION GUIDELINES

- How to determine the use of teaching techniques for teaching vocabulary?
- Which is the impact that the teaching techniques for teaching vocabulary have?

1.4.1. OBJECTIVES

1.4.2. GENERAL OBJECTIVE

To analyze the teaching techniques for teaching vocabulary, used in students of ninth year of Educación General Básica "A", at Unidad Educativa "Pedro Vicente Maldonado", in the city of Riobamba, Chimborazo province, during the academic year 2017-2018.

1.4.3. SPECIFIC OBJECTIVES

- To diagnose which teaching techniques for teaching vocabulary are used with the students.
- To determine the impact that the teaching techniques used for teaching vocabulary have in the English classes.

1.5. JUSTIFICATION

Vocabulary not only contains words, but also their meaning, spelling, pronunciation and context. It is the essence of the process of learning a new language. Therefore, when teaching

English, the lack of vocabulary is a big problem for student and teacher. It contributes to the scarcity of oral and written communication. To minimize this reality, it is necessary to determine what type of techniques to teach vocabulary must be used.

(Torres, 2017) mentions the concept of technique, "It is a practical procedure that requires physical and intellectual skill, which is used to develop a determine task and obtain an effective result". The importance of applying teaching techniques for teaching vocabulary is based on the students´ scarcity communicative production, so teacher has to use them in English acquisition.

This research work is relevant because some points of New Curriculum for EFL principally focus the English influence in the scholar process, lifestyle and social field of students. Bearing in mind the methodological suggestions, the teacher of Ninth year of E.G.B. will apply the teaching techniques to teaching vocabulary. From a sociocultural perspective, this research pretends to diffuse the importance of the home environment, the community and the classroom in which students develop to acquire new words.

It is interesting because it allows us to know the variety of techniques that exist for the teachers to apply in the classroom with the purpose of setting aside traditionalism and giving way to an academic innovation to create interest in students by learning the language.

It is appropriate since it is concerned about the need of the Ninth year of E.G.B. "A" students to acquire vocabulary for their better development in the English language through their domain, with this they will be able to communicate with native speakers or English speakers. Timely

intervention through recommendations is an important factor in avoiding and correcting mistakes during the teaching-learning process.

This research is original not only because an equal work has never been done before, but because of its theme, its focus, its presentation and the context in which it is presented. Analyze the techniques to teach vocabulary so that students improve their English level.

This research project will have two types of beneficiaries that are direct and indirected. Direct beneficiaries, Students of Ninth year of Educación General Básica "A", at Unidad Educativa "Pedro Vicente Maldonado", in the city of Riobamba, Chimborazo province, during the academic year 2017-2018 and the Indirected Beneficiaries, the teacher, the institution's authorities and the researcher.

2. THEORETICAL FRAMEWORK

2.1. RESEARCH BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED

After an extensive review of the work previously done by students graduated from the National University of Chimborazo, I noted that there are no studies on the subject: **"TEACHING TECHNIQUES ANALYSIS FOR TEACHING VOCABULARY, USED IN STUDENTS OF NINTH YEAR OF EDUCACIÓN GENERAL BÁSICA "A", AT UNIDAD EDUCATIVA "PEDRO VICENTE MALDONADO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC YEAR 2017-2018 ",** but the following investigations exist with the same variable:

"The Use of Word Sets, Synonyms- Antonyms, Definition and Illustrative Sentences as methodological techniques to teach **vocabulary** of English language with the students of Primer Año de Bachillerato paralelo "F" at Unidad Educativa Fiscal "Capitan Edmundo Chiriboga during the academic year 2014-2015"
(Guamán J. & Morillo I., 2015), tesis de pregrado, Unach, Riobamba.
The result of this research was the acquisition of new words through the use of four methodological techniques which allowed improving communication in that group of students.

"The Reading Habit Influence in the Teaching Learning of **Vocabulary** de los estudiantes de Octavo Año "A" de Educación Básica de la Unidad Educativa "Maldonado", in Riobamba canton, during the academic term 2015-2016"

(Cando M, & Medina J., 2016), tesis de pregrado, Unach, Riobamba.

This investigation served to know the incidence that has the habit of reading in the improvement of the vocabulary of these students, developing the four skills of language: listening, speaking, reading and writing.

2.2. THEORETICAL FOUNDATION

2.2.1. TECHNIQUES FOR TEACHING VOCABULARY

2.2.2. WHAT IS A TECHNIQUE?

(Torres, 2017) argues: "A technique is a practical procedure which requires physical and intellectual skills, it is used to develop a specific task and get an effective result".

The author refers to the technique is a procedure by which a task is accomplished in satisfactory way. Teacher must master knowledge about the language and vocabulary teaching techniques to use the most appropriate when teaching their students, because when they acquire new words they will have better communication both inside and outside the classroom.

(Brown, 2001) says that: "A technique is any exercise, activities, and task in the classroom to meet the objectives or goal of learning".

The author refers to the technique is a tool that the teacher uses in the classroom to convert challenges into educational achievements. Teacher focuses on the authentic use of language for meaningful communicative purpose for that students acquire knowledge easily about a specific topic. In the acquisition of a second language, the technique must focus on the authentic use of language with a communicative purpose, so that students easily acquire knowledge about a specific

topic. The students' performance will show which techniques are effective and which are not to achieve a meaningful learning.

2.2.3. TYPES OF TECHNIQUES FOR TEACHING VOCABULARY.

2.2.3.1. REALIA

The teacher can introduce certain real elements in his class with the aim of simplifying and improving the comprehension of English in the most direct and clear way possible, building "an associative bridge between the classroom and the world" (Heaton in Smith, 1979).

According to the author, the educational process will be more effective since the students use real objects to develop their senses like sight, smelling, hearing, tasting and touching. Then, they will internalize what they have learned.

ADVANTAGES OF USING REALIA IN CLASSROOM.

(Pesce, 2018) estimates, there are some reasons realia should be included in the classroom:

- Kinesthetic learning is the type of learning that students will most effectively acquire, mostly because they will have hands-on experience.

- The use of realia brings a welcome change in the class, a break from typical class activities like *reading* and *writing*.

- The unexpectedness of having to suddenly interact with real objects will keep students on their toes; it will create excitement, and they'll have fun.

- Students have the chance to practice real life situations like using maps and asking for directions in a foreign language, but with the guidance of someone who speaks fluently

and will help them get it right. Once they hit the street, they will feel more confident in speaking the language with the locals.

- Students will clearly understand the reason they're learning a particular ESL component. Instead of wondering when and where they might have use for a particular language element, they'll know the reason.

2.2.3.2.   PICTURES, FLASHCARDS, PHOTOS, CHARTS, DIAGRAMS

"The teacher can collect useful pictures from magazines, newspapers or photographs; or he/she may use the blackboard to make rapid sketches or simple things. These should be drawn at home on a flashcard" (Torres, 2017, pág. 108).

The author refers that it is important to collect different things to make didactic material for building vocabulary. Images are great for presenting nouns, adjectives and simple sentence patterns. Collecting and using images will be fun for both the teacher, the student and even for parents. Through the applied technique the learning will be memorable.

By using chart work tools, vocabulary will be learning successfully. The use of charts also helps to teach word families like columns for "nouns," "verbs", "adjectives" and "adverbs". For example, if the word "tired" comes up in class, the teacher has to expand on it by eliciting "tiredness," "tire" and "tiredly.

2.2.3.3.   BODY MOVEMENT

This technique uses facial expressions, gestures, using hands and arms, mime and actions to show meaning. Memory generally responds better to visual stimuli than words so these are very

effective methods. They are direct, they are interesting and they make an impression on the class. (Torres, 2017, pág. 108)

According to the author, the human body is a tool for introducing new words. The movements or expressions allow to visualize that is being try to say. It is important that teacher to be able to get students' attention.

(Ratey, 2008) mentions, "Physical exercise puts the brains of students in the optimal position for them to learn".

The author refers, the teacher must be an active agent in the classroom. He/she needs to remove the students from their seats, motivate them to obtain new levels of self-discovery and self-expression for it is important that they experience the acquisition of a second language through their bodies and the teacher should be the one to help them establish deeper emotional, interpersonal and kinesthetic connections.

2.2.3.4.   WORD SETS OR WORDS FAMILIES

(Bauer & Paul Nation, 1993) believe, "A word family consists of a base word and all its derived and inflected forms that can be understood by a learner without having to learn each form separately"

The authors refer, a word family is the base form of a word. Its inflected and derived forms support the core meaning. These are groups of words that are closely related to each other.

There are two types of word families.

Form-base families are a grouping of words derived from the same base. Teachers can refer to affixation when teaching meaning of this type of word families. It could also be used for word

formation charts to list the concept nouns, personal nouns, adjectives, adverbs, and verb forms of key vocabulary. Meaning-Base families reveal links and patterns of meaning. (Torres, 2017, pág. 109)

Table 1

Chart 1: Examples of Form - Base Families

CONCEPT NOUN	PROPER NOUN	ADJECTIVE	VERB
Administration	Administrator	Administered	Administrate
Authorization	Authority	Authorized	Authorize
Communication	Communicator	Communicative	Communicate

Made by: Elizabeth Arcos.

Table 2

Chart 2: Examples of Meaning - Base Families

UNIVERSITY	Teacher	Degree	Classroom	Student
ART	Artist	Picture	Stage	Paints
TENNIS	Ball	Net	Court	Racket

Made by: Elizabeth Arcos.

2.2.3.5. DEFINITION

"It is the description of the words using an explanation of its meaning in English. This kind of linguistic approach is not suitable for low levels because they do not have enough knowledge of vocabulary to understand the definition" (Torres, 2017, pág. 109).

The author believes the meaning (in English) of an unknown word to know its use or function through a contextual approach. Translation must be avoided.

2.2.3.6. SYNONYMS / ANTONYMS

"A synonym is a word or phrase that has the same or nearly the same meaning as another word or phrase in the same language" (Cambridge dictionary, 2018).

The author refers that a synonym is a word that has a related meaning to another word. Sometimes the word that is in mind may not be the most appropriate to be used in a certain context, so the use of a correct synonym would be the best option.

Table 3

Chart 3: Examples of Synonyms

WORD	SYNONYMS
Smart	Intelligent, clever, savvy, brainy.
Strong	Hard, vigorous, powerful, potent.
True	Right, exact, correct, real.

Made by: Elizabeth Arcos.

"Antonym is a word that means the opposite of another word" (Cambridge dictionary, 2018) The author refers that: an antonym can be used to help show contrast between two things or give clues to exactly what is meant. Sometimes, to better understand the meaning of a word, we can take a look at its opposite meaning (antonym).

Table 4

Chart 4: Examples of Antonyms

WORD	ANTONYMS
Interesting	Boring
Strong	Weak
Smart	Dumb

Made by: Elizabeth Arcos.

2.2.3.7.   ILLUSTRATIVE SENTENCES

It is to give a sentence or a sequence of sentences to create a linguistic context in which the meaning of the unknown word is illustrated. This definitely provides the best way of showing the meaning of a word, because in this way it can demonstrate the usage as well as the meaning. (Torres, 2017)

The author refers that, to the real or imaginary context in which a word is placed in order to know the meaning and use of it, is called: illustrative sentence.

Table 5

Chart 5: examples of illustrative sentences

WORD	ILLUSTRATIVE SENTENCES
Handsome	My boyfriend is ***handsome***. He has a nice face and a muscular body.
Newspaper	Because I like to know local news, I read the ***newspaper*** every day.
Flag	Yellow, blue and red are the colors of my flag.

Made by: Elizabeth Arcos.

2.2.3.8. SCALES

"The meaning of some words can be illustrated by relating them to something showing variation from one extreme to another" (Torres, 2017 pág. 110).

The author refers to, the words sequence that have been ordered in order to show the value of each item (grade).

Graphic 1. Scale of Degree.
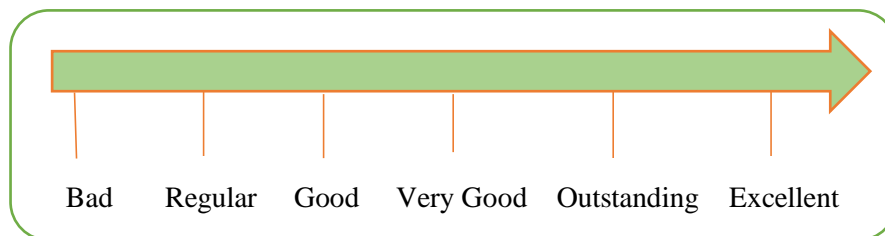
Source and Made by: Elizabeth Arcos.

2.2.3.9. HYPONYMS

"They are items that serve as specific examples of a general concept" (Torres, 2017, pág. 111). The author refers that hyponyms are particular terms that belong to a broad category. For instance, lion and dog are hyponyms of animals. Hyponyms are typically used to refer to nouns, it can also be used on other parts of speech.

"Hyponym is a word whose meaning is included in the meaning of another word" (Cambridge dictionary, 2018)

The author refers that; hyponym is a word of more specific meaning than a general or superordinate term applicable to it.

Graphic 2. Example of Hyponyms
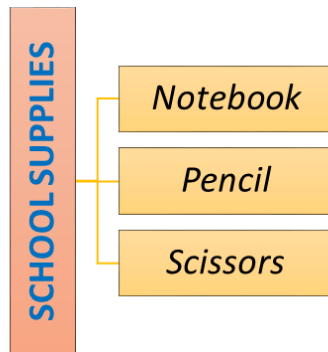
Source and Made by: Elizabeth Arcos.

2.2.3.10.   SPECIAL GRAMMATICAL FEATURES

"Teachers can teach certain grammatical features to make the meaning clear, like: Collocations (words that naturally go together), spelling features or focus on pronunciation" (Torres, 2017, pág. 111).

According to the author, in attempting to understand language, the teacher has to use grammatical features to make the elements clear. Collocation, spelling and pronunciation can be also used.

Graphic 3. Examples of Collocation.
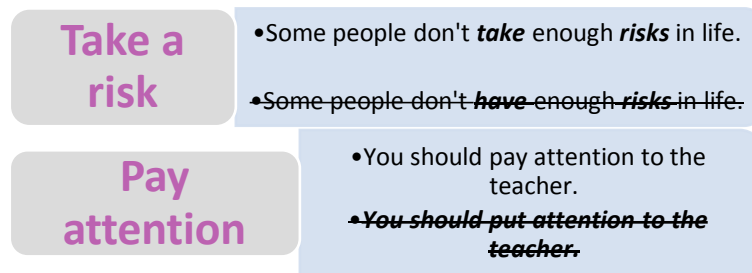
Source and Made by: Elizabeth Arcos.

Graphic 4. Example of Spelling Features.

Verbs following by Gerunds or Infinitives	Verbs following only by Gerunds	Verbs following only by Infinitives
• Start • Begin	• Enjoy • Keep • Finish	• Be going •Want • Need • Plan • Would like

Source and Made by: Elizabeth Arcos.

Graphic 5. Examples of Pronunciation.

/θ/	/ʃ/	/tʃ/
• Think • Through	• Admission • Permission	• Furniture • Future

Source and Made by: Elizabeth Arcos.

2.2.3.11.   ROLE PLAY

(Blachowicz, 2006) mentions, "Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words".

The author refers that: role-play is the creation of a real life situation in the classroom. It is important in the interaction of students. It provides them the opportunity to communicate in different social contexts. The language applied in this activity can be varied according to the student's status, mood, attitudes and different situations.

2.2.3.12. DOMAINS

(Lucas, 2015) affirms: "When professionals think about communication, they often do so in terms of the individual components of language otherwise known as the domains".

There are five domains:

- **Pragmatics:** Every act of communication begins with the desire to get something done. This could be as simple as asking for a cookie or greeting a friend.

- **Semantics:** Once we know what we want to do with language, the next domain that's important is the words. Semantics is the meaning of language.

After the function and the meaning of language, the next part to come is its Form. Form is thought of in three domains.

- **Syntax:** we can think of as grammar; the order of words and how they fit together.

- **Morphology:** how we change words to change their meaning – like adding "s" to "dog" to make "dogs".

- **Phonology:** is the knowledge about sounds of language and where they belong.

According to the author, the domains are very important when learners are learning a new language and not just for speaking and listening also for literacy, which is the ability to read and write because they are important for developing the individual skills.

2.2.4. WHAT IS VOCABULARY?

"Vocabulary is an essential element in learning a foreign language. It cannot be taught or learned in complete isolation from the rest of the linguistic components: grammar, phonetics, phonology, notions and functions" (Torres, 2017).

The author refers to the fact that vocabulary is very important in the teaching-learning process because it helps to master the skills of production (speaking and writing) as well as reception skills (listening and reading), in other words, it allows good communication. Vocabulary needs to be studied from a functional point, since it is not only about learning the meaning of new words but also about knowing their function within a given context when the acquisition of a second language is concerned.

2.2.5. WHAT IS THE IMPORTANCE OF VOCABULARY?

"Without grammar little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972).

The author refers that, people need to acquire words and know the meaning of them in order to express themselves in any language. In class, is noticed that students usually find it difficult to speak English fluently. They usually consider speaking and writing activities boring because they keep on using the same words over and over and very soon their conversation or writing is abruptly interrupted due to missing more words. The main reason for the situations above mentioned, is the lack of vocabulary.

2.2.6. TYPES OF VOCABULARY

According to (Montgomery, 2007) there are four types of vocabulary.

2.2.6.1. Reading vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot "grow" your vocabulary. (Montgomery, 2007)

The author refers that, the reading provides the reader with a number of benefits such as the acquisition of new words through the visualization of the same, the pronunciation and repetition.

2.2.6.2. Listening vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary. (Montgomery, 2007)

According to the author, the pronunciation plays an important role in the acquisition of this type of vocabulary because when a person listens and is able to repeat what he heard; at that moment he is demonstrating that he appropriated those words according to his auditory and retentive capacity.

2.2.6.3. Speaking vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use. (Montgomery, 2007)

The author refers that, the way a person speaks denotes the ability to master the language they have, (either their mother tongue or other languages), because their personal and professional development will depend on their ability to communicate.

2.2.6.4. Writing vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell. (Montgomery, 2007)

According to the author, writing is the basis of the most direct communication. The use of a writing communication media will do the communication more understandable.

2.3. DEFINITION OF BASIC TERMS

- **Baccalaureate:** Degree obtained at ending of middle education and previous higher education.

- **Exploratory:** It aims to give us a general – approximate type view of a certain reality.

- **Kinesthetic**: It is a learning style in which it takes place by the students carrying out physical and practical activities.

- **Method:** It is a systematic process for doing something, especially in accordance with a definite plan.

- **Morphology:** It is the study and analysis of the structure of words and parts of words, such as stems, root words, prefixes, and suffixes.

- **Overwriting:** Writing too about something.

- **Scarcity:** The state of being scarce or in short supply; shortage.

- **Syntax:** It is the set of rules, principles, and processes that govern the structure of sentences in a given language, usually including word order.

- **Technique:** It is a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.

- **Vocabulary:** a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. DESIGN OF RESEARCH

The design of this research project is the following:

Inductive reasoning: Observations (experiences), were considered to extract from them, a wide and more general principle.

Documentary research: The information to support this research was obtained from reliable resources such as: digital repository, electronic pages and books.

Field research: Observation, gathering information through of quality data and participation of research's members were very important in this process.

3.2. TYPE OF RESEARCH

This research is qualitative because information was collected based on the observation of natural behaviors, discourses, and open answers for the subsequent interpretation of meanings. This method does not discover, but builds knowledge, thanks to the behavior among the people involved and all their observable behavior. This study will be carried out by using, direct observation and as instrument an observation guide.

3.3. RESEARCH LEVEL

The level of research is exploratory because it aims to give us a general – approximate type view of a certain reality. This type of research is carried out especially when the chosen topic has been little explored and recognized, and when even more, on it, it is difficult to formulate precise

hypotheses or of certain generality. It also serves to increase the degree of familiarity with relatively unknown phenomena, obtain information about the possibility of carrying out a more complete investigation into a particular real-life context, and investigate human behavior problems that are considered crucial, identify promising concepts or variables, establish priorities for subsequent research or suggest verifiable postulates. This kind of study is common in behavioral research, especially in situations where there is little information.

3.4. POPULATION AND SAMPLE

The population chosen for this research are 30 students of ninth year of Educación General Básica "A" and a teacher of Unidad Educativa "Pedro Vicente Maldonado" in the city of Riobamba, Chimborazo province, during the academic year 2017-2018, so they are a total of 31 people.

Pre-professional Practices were the key for chosen to this population. In other words, it was chosen based to a real experience. All students belong to middle economic class and live in the urban area. Most of them have a good behavior but they did not acquire new words due to teaching techniques for teaching vocabulary used by the teacher was traditional. The population was small, so it was not applied.

3.5. TECHNIQUE AND INSTRUMENT FOR DATA RECOLECTION

Legal requirements of Unidad Educativa "Pedro Vicente Maldonado" were an important step. They permitted to perform the research process into this institution through sub principal's

authorization. Communication with the English teacher was essential to know her points of view about each class.

Non-participatory observation was the technique used in this research and an observation guide was the instrument for it.

The Technique used was:

Non-participatory Observation: It was important in this process because through it was possible to diagnose which were the teaching techniques for teaching vocabulary that the teacher applied in the students.

The Instrument used was:

 Observation Guide: a systematic data collection approach used in the classes given by the teacher of Ninth year of Educación General Básica "A".

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS.

4.1. ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE SURVEY APPLIED TO THE TEACHER.

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
-To diagnose which teaching techniques for teaching vocabulary are used with the students. **-To determine the impact that the teaching techniques used for teaching vocabulary have in the English classes.**	Teacher usually uses **Realia.**	Even with provided information it was possible to observe that: The teacher took things around to explain the class when explanations were not understood. When the explanation was not understood, the teacher taught new vocabulary that helped the students to understand. The educational process will be more effective since the students use real objects to develop their senses like sight, smelling, hearing, tasting and touching. Then, they will internalize what they have learned.	Teaching techniques are tools that the teacher must use in the classroom to convert challenges into educational achievements. The most important techniques for teaching vocabulary are: **Realia** The teacher can introduce certain real elements in his class with the aim of simplifying and improving the comprehension of English in the most direct and clear way possible, building "an associative bridge between the classroom and the world" (Heaton in Smith, 1979) .

Teacher usually uses **Pictures, Flashcards, Photos, Charts, and Diagrams.**	The teacher usually used pictures, flashcards, photos, charts, diagrams to introduce new words. The class became dynamic and interesting so the students could acquire new words easily. It is important to collect different things to make didactic material for building vocabulary.	"The teacher can collect useful pictures from magazines, newspapers or photographs; or he/she may use the board to make short sketches or simple things. These should be drawn at home on a flashcard" (Torres, 2017, pág. 108).
Teacher seldom uses **Body Movements.**	The teacher seldom used facial gestures or body movements to teach in order to manage the class. The students couldn't internalize the new vocabulary taught. The human body is a tool for introducing new words. The movements or expressions allow to visualize that is being try to say. It is important that teacher to be able to get students' attention.	This technique uses facial expressions, gestures, using hands and arms, mime and actions to show meaning. Memory generally responds better to visual stimuli than words so these are very effective methods. They are direct, they are interesting and they make an impression on the class. (Torres, 2017, pág. 108)
Teacher seldom uses **Word Sets or Word Families.**	The teacher seldom used word sets or word families because of English level of students was low. It was difficult to be understood. A word family is the base form of a word.	"A word family consists of a base word and all its derived and inflected forms that can be understood by a learner without having to learn each form separately" (Bauer & Paul Nation, 1993)

		Its inflected and derived forms support the core meaning.	
	Teacher sometimes uses **Definition.**	The teacher seldom used this technique due to it is not suitable for low levels. Vocabulary taught was not understood to get meanings therefore the students could not improve their lexicon with this technique. The meaning (in English) of an unknown word to know its use or function through a contextual approach. Translation must be avoided.	"It is the description of the words using an explanation of its meaning in English. This kind of linguistic approach is not suitable for low levels because they do not have enough knowledge of vocabulary to understand the definition" (Torres, 2017, pág. 109).
	Teacher sometimes uses **Synonyms/Antonyms.**	Teacher sometimes used synonyms/antonyms in order to make students reflect about the meaning of each word. When a new word was presented, the teacher fostered to search alternative words (positive or negative). A synonym is a word that has a related meaning to another word. Sometimes the word that is in mind may not be the most appropriate to be used in a specific context, so the use of an appropriate synonym would be the best way.	"A synonym is a word or phrase that has the same or nearly the same meaning as another word or phrase in the same language" (Cambridge dictionary, 2018). "Antonym is a word that means the opposite of another word" (Cambridge dictionary, 2018)

		An antonym can be used to help show contrast between two things or give clues to exactly what is meant. Sometimes, to better understand the meaning of a word, we can take a look at its opposite meaning (antonym).	
	Teacher sometimes uses **Illustrative Sentences.**	The teacher sometimes used the mention technique to illustrate an unknown word in order to show the meaning of the misunderstood word. Through the meaning, words were understood. The real or imaginary context in which a word is placed in order to know the meaning and use. It is called illustrative sentence.	It is to give a sentence or a sequence of sentences to create a linguistic context in which the meaning of the unknown word is illustrated. This definitely provides the best way of showing the meaning of a word, because in this way it can demonstrate the usage as well as the meaning. (Torres, 2017)
	Teacher usually uses **Scales.**	The teacher usually used this technique to know the variation in the meaning of each word. Some topics had to be strictly treated in scale to show the degree of importance that each word has. The words sequence that has been ordered in order to show the value of each item (grade).	"The meaning of some words can be illustrated by relating them to something showing variation from one extreme to another" (Torres, 2017, pág. 110)

	Teacher seldom uses **Hyponyms.**	The teacher seldom used hyponyms to make students relate things from general to specific. The hyponyms are particular terms that belong to a broad category. For instance, lion and dog are hyponyms of animals. Hyponyms are typically used to refer to nouns; it can also be used on other parts of speech.	"They are items that serve as specific examples of a general concept" (Torres, 2017, pág. 111). Hyponymy is a less familiar term to most people than either synonymy or antonymy, but it refers to a much more important sense relation. It describes what happens when we say 'An X is a kind of Y'--A daffodil is a kind of flower, or simply, A daffodil is a flower. (David, 2003)
	Teacher seldom uses **Special Grammatical Features.**	The teacher seldom used this technique because the students couldn't understand neither the word nor the meaning. In attempting to understand language, the teacher has to use grammatical features to make the elements clear. Collocation, spelling and pronunciation can be also used.	"Teachers can teach certain grammatical features to make the meaning clear, like: Collocations (words that naturally go together), spelling features or focus on pronunciation" (Torres, 2017, pág. 111).
	Teacher seldom uses **Role Play.**	The teacher seldom used role play to manage the class. It caused indiscipline. Students could not learn new words related with everyday situations. Role-play is the creation of a real life situation in the	"Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and

		classroom. It is important in the interaction of students. It provides them the opportunity to communicate in different social contexts. The language applied in this activity can be varied according to the student's status, mood, attitudes and different situations.	usage of the words" (Blachowicz, 2006).
	Teacher seldom uses **Domains.**	The teacher seldom used this technique due to lack of vocabulary of students. Domains are very important when learners are learning a new language and not just for speaking and listening also for literacy, which is the ability to read and write because they are important for developing the individual skills.	(Lucas, 2015) mentions: "When professionals think about communication, they often do so in terms of the individual components of language otherwise known as the domains". There are five domains: - **Pragmatics:** Every act of communication begins with the desire to get something done. This could be as simple as asking for a cookie or greeting a friend. - **Semantics:** Once we know what we want to do with language, the next domain that's important is the words. Semantics is the meaning of language.

			After the function and the meaning of language, the next part to come is its Form. Form is thought of in three domains. - **Syntax:** we can think of as grammar; the order of words and how they fit together. - **Morphology:** how we change words to change their meaning – like adding "s" to "dog" to make "dogs". - **Phonology:** is the knowledge about sounds of language and where they belong.

FIRST SPECIFIC OBJECTIVE

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
ESCUELA DE IDIOMAS

OBSERVATION SHEET

OBJECTIVE: To diagnose which teaching techniques for teaching vocabulary are used with the students.

<table>
<tr><th colspan="5">TEACHING TECHNIQUES TO TEACHING VOCABULARY</th></tr>
<tr><th>N°</th><th>LIST</th><th colspan="2">FREQUENCY</th><th>EXPLANATION</th></tr>
<tr>
<td>1</td>
<td>Teacher uses **Realia**.</td>
<td>Usually
Sometimes
Seldom</td>
<td>✓</td>
<td>The teacher usually takes things around to explain the class when explanations were not understood. Besides if new vocabulary is taught.</td>
</tr>
<tr>
<td>2</td>
<td>Teacher uses **Pictures, Flashcards, Photos, Charts, and Diagrams**.</td>
<td>Usually
Sometimes
Seldom</td>
<td>✓</td>
<td>The teacher usually uses images to explain a specific topic. Nouns, adjectives and simple sentence patterns are presented.</td>
</tr>
<tr>
<td>3</td>
<td>Teacher uses **Body Movements**.</td>
<td>Usually
Sometimes
Seldom</td>
<td>✓</td>
<td>The teacher seldom uses facial gestures or body movements to teach in order to manage the class.</td>
</tr>
</table>

4	Teacher uses **Word Sets or Word Families**.	Usually Sometimes Seldom	 ✓	The teacher seldom uses this technique because students couldn't understand. Besides, the teacher explanation.
5	Teacher uses **Definition**.	Usually Sometimes Seldom	 ✓	The teacher seldom uses this technique due to it is not suitable for low levels. Vocabulary taught was not enough understood to get better definitions.
6	Teacher uses **Synonyms/Antonyms**.	Usually Sometimes Seldom	 ✓	Teacher sometimes uses synonyms/antonyms in order to make students reflect about the meaning of each word.
7	Teacher uses **Illustrative Sentences**.	Usually Sometimes Seldom	 ✓	The teacher sometimes uses the mention technique to illustrate an unknown word in order to show the meaning of the misunderstood word.
8	Teacher uses **Scales**.	Usually Sometimes Seldom	✓	The teacher usually uses this technique to know the variation in the meaning of each word.

9	Teacher uses **Hyponyms**.	Usually Sometimes Seldom	✓	The teacher seldom uses hyponyms because of the low level of English that students had.
10	Teacher uses **Special Grammatical Features**.	Usually Sometimes Seldom	✓	The teacher seldom uses this technique because students don't know enough grammar rules.
11	Teacher uses **Role Play**.	Usually Sometimes Seldom	✓	The teacher seldom uses role play to manage the class.
12	Teacher uses **Domains**.	Usually Sometimes Seldom	✓	The teacher seldom uses this technique due to lack of vocabulary of students.

SECOND SPECIFIC OBJECTIVE

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

ESCUELA DE IDIOMAS

- **OBJECTIVE:** To determine the impact that the teaching techniques used for teaching vocabulary have in the English classes.

N°	TEACHING TECHNIQUES FOR TEACHING VOCABULARY	CRITERIA	
		YES	NO
1	The introduction of appropriate real elements in the class allows simplifying and improving the comprehension of English in the most direct and clear way possible.	✓	
2	The collection of images obtained from different sources such as magazines help students improve their vocabulary.	✓	
3	The use of the human body as a tool in the classroom allows students to acquire new words.		✓
4	The inflected and derived forms of a word that support the core meaning increase the vocabulary of the students.		✓
5	The description of words using an explanation of its meaning in English allows the acquisition of new words.		✓
6	A word that has a meaning related to another word or a word that helps show the contrast between two things supports the improvement of the vocabulary in the students.	✓	
7	A real or imaginary context in which a word is placed in order to know the meaning and use allows that students learn vocabulary.	✓	

8	The sequence that has been ordered in order to show the value of each item (grade) of something benefits to students in the acquisition of new words.	✓	
9	The particular terms that belong to a broad category contributes to the increase of vocabulary.		✓
10	In attempting to understand language, the use of grammatical features to make the elements clear helps to improve the vocabulary.		✓
11	The creation of real life situations in the classroom supports the acquisition of new terms and in consequence, it improves the communication among students.		✓
12	In order to improve communication, the use of individual language components, such as Pragmatics, Semantics, Syntax, Morphology and Phonology, contributes to improving the vocabulary.		✓

CHAPTER V
5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

➢ The teacher did not know all the techniques of teaching vocabulary. She only applied: Realia, Pictures, Flashcards, Photos, Charts and Diagrams, Synonyms/Antonyms, Illustrative Sentences and Scales.

➢ In most situations, the teacher resorted to translation.

➢ The teaching techniques were not used as they would have been expected to teach vocabulary. There are techniques as it is based on the results of this research that were not used by the teacher for the internalization of knowledge of the students such as: Body Movements, Word sets or Word families, Definition, Hyponyms, Special Grammatical Features, Role Play and Domains. However, these techniques are of great importance because they allow the student to acquire new words easily and improve their communication.

5.2. RECOMMENDATIONS

✓ The institution must provide training to teachers on teaching techniques for teaching vocabulary so that they can provide appropriate and successful teaching to students which guarantee they really acquire the new words to use them in a free way in communication.

✓ Translation must be avoided by teachers in order to improve vocabulary in students.

✓ All the teaching techniques should be used by the teacher so that the students improve their lexicon, with this they can develop the four language skills and consequently they can have a better interaction in the classroom and outside of it.

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7. ATTACHMENTS

7.1. OBSERVATION SHEET

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
ESCUELA DE IDIOMAS

OBSERVATION SHEET

- **OBJECTIVE:** To diagnose which teaching techniques for teaching vocabulary are used with the students.

N°	LIST	FREQUENCY		EXPLANATION
	TEACHING TECHNIQUES TO TEACHING VOCABULARY			
1	Teacher uses **Realia**.	Usually Sometimes Seldom		
2	Teacher uses **Pictures, Flashcards, Photos, Charts, and Diagrams**.	Usually Sometimes Seldom		
3	Teacher uses **Body Movements**.	Usually Sometimes Seldom		

4	Teacher uses **Word Sets or Word Families**.	Usually Sometimes Seldom		
5	Teacher uses **Definition**.	Usually Sometimes Seldom		
6	Teacher uses **Synonyms/Antonyms**.	Usually Sometimes Seldom		
7	Teacher uses **Illustrative Sentences**.	Usually Sometimes Seldom		
8	Teacher uses **Scales**.	Usually Sometimes Seldom		

9	Teacher uses **Hyponyms**.	Usually Sometimes Seldom		
10	Teacher uses **Special Grammatical Features**.	Usually Sometimes Seldom		
11	Teacher uses **Role Play**.	Usually Sometimes Seldom		
12	Teacher uses **Domains**.	Usually Sometimes Seldom		

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

ESCUELA DE IDIOMAS

OBSERVATION SHEET

- **OBJECTIVE:** To determine the impact that the teaching techniques used for teaching vocabulary have in the English classes.

N°	TEACHING TECHNIQUES FOR TEACHING VOCABULARY	CRITERIA	
		YES	NO
1	The introduction of appropriate real elements in the class allows simplifying and improving the comprehension of English in the most direct and clear way possible.		
2	The collection of images obtained from different sources such as magazines help students improve their vocabulary.		
3	The use of the human body as a tool in the classroom allows students to acquire new words.		
4	The inflected and derived forms of a word that support the core meaning increase the vocabulary of the students.		
5	The description of words using an explanation of its meaning in English allows the acquisition of new words.		
6	A word that has a meaning related to another word or a word that helps show the contrast between two things supports the improvement of the vocabulary in the students.		
7	A real or imaginary context in which a word is placed in order to know the meaning and use allows that students learn vocabulary.		
8	The sequence that has been ordered in order to show the value of each item (grade) of something benefits to students in the acquisition of new words.		

9	The particular terms that belong to a broad category contributes to the increase of vocabulary.		
10	In attempting to understand language, the use of grammatical features to make the elements clear helps to improve the vocabulary.		
11	The creation of real life situations in the classroom supports the acquisition of new terms and in consequence, it improves the communication among students.		
12	In order to improve communication, the use of individual language components, such as Pragmatics, Semantics, Syntax, Morphology and Phonology, contributes to improving the vocabulary.		