

ABSTRACT

The present research aims to investigate whether it is possible to acquire English vocabulary in a classroom situation without resorting to direct instruction. This assumption is based on the principles of two prominent theories: Input Hypothesis and Interaction hypothesis. Participants were 76 students in the “Ciudad de Cuenca” High School in their tenth year. Two intact classes serving as a control group and an experimental group respectively were involved in this study. The control group followed regular instruction as determined by the State school curriculum and programs, while the experimental group received permanent target language input and was given the opportunity to interact. This involves extensive use of English by the teacher during English classes. The hypothesis was that input and negotiated interaction would produce the acquisition and learning of more target vocabulary. Thus, it was expected that the students in the experimental group would learn and retain more English words than the participants in the control group. To evaluate the level of vocabulary knowledge a Filling-gap pre-test was used. It was based on that by Yang (2007) but it was adapted for this study. The results of the present study led to the overall conclusion that comprehensible input and negotiated interaction in the classroom can produce more target words than the traditional instruction approach.

KEY WORDS:

- **SECOND LANGUAGE ACQUISITION**
- **IMPLICIT VOCABULARY ACQUISITION**
- **INPUT**
- **NEGOTIATED INTERACTION**
- **COMPREHENSION**

