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RESEARCH PROJECT

TITLE: INFLUENCE OF THE INPUT AND INTERACTION ON VOCABULARY ACQUISITION IN THE TENTH YEAR AT "CIUDAD DE CUENCA" HIGH SCHOOL DURING THE SECOND PERIOD OF THE SCHOOL YEAR 2014-2015

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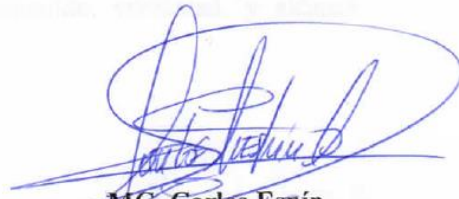## CODIRECTOR: MG. ESPÍN, CARLOS

SANGOLQUÍ

AUGUST, 2015

CERTIFICATION

We Dr. María Teresa Llumiquinga P. Mg., Director and Mg. Carlos Espín, Co-Director, duly certify that the Thesis under the title: "**INFLUENCE OF THE INPUT AND INTERACTION ON VOCABULARY ACQUISITION AT THE TENTH YEAR OF "CIUDAD DE CUENCA" HIGH SCHOOL DURING THE SECOND PERIOD OF THE SCHOOL YEAR 2014-2015**" by Liliana Teresa Correa Moncayo, who has finished and approved all the subjects of the Applied Linguistics in English career in University of the Armed Forces ESPE, after being studied and verified in all its parts and performed under our guidance and supervision; its presentation and oral sustaining are authorized to the correspondent university instance.

Sangolquí, 2015

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DECLARACIÓN DE RESPONSABILIDAD

Liliana Teresa Correa Moncayo

DECLARO QUE:

El Proyecto de grado denominado "INFLUENCE OF THE INPUT AND INTERACTION ON VOCABULARY ACQUISITION AT THE TENTH YEAR OF "CIUDAD DE CUENCA" HIGH SCHOOL DURING THE SECOND PERIOD OF THE SCHOOL YEAR 2014-2015" ha sido desarrollado en base a una investigación exhaustiva, respetando derechos intelectuales de terceros, conforme las citas que constan de las páginas correspondientes, cuyas fuentes se incorporan en la bibliografía.

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Liliana Teresa Correa Moncayo

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Liliana Teresa Correa Moncayo

DEDICATORY

To my dear family: my husband Enrique, my son Danny and my daughter Cindy for trusting me so much, for offering me unconditional love and support throughout the course of this thesis, and above all, for being along with me in all the decisive moments of my life.

Liliana Teresa Correa Moncayo

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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**

INTRODUCTION

Input has proved to be an important aspect in English language learning because a person cannot acquire a language without it. Although there are multiple theories of second language acquisition which recognize the influence of input, one of the most influential is the Input Hypothesis by Krashen (1983). This author states that learners need to have access to comprehensible input, and the input would be a slightly beyond their current linguistic competence, in this way, they have the challenge to understand their interlocutor.

In addition to the input or teacher's talk, the students need interactional modifications specially negotiation for meaning to facilitate comprehensibility, as Long (1996) argued in the Interaction Hypothesis.

Another component of the language proficiency that can be affected by the input and interaction is the acquisition and development of vocabulary because it constitutes the measure of how well students speak, listen, read, and write. Whether a person can express his or her ideas or thoughts depends on how much vocabulary he or she has. As Wilkins (1992), asserted "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (p.111) Moreover, having sufficient vocabulary helps students to communicate effectively.

Along this line of research, the present study was conducted to determine the influence of oral input and interaction on the acquisition of vocabulary. Its main purpose was to examine whether or not the students who had the opportunity to negotiate for meaning in the classroom acquired more vocabulary than those who did not have the chance to interact with their teacher and classmates.

The present research has been organized into four parts as they are detailed below.

Part One describes the research problem, the variables implied in the study, as well as the main goals and reasons to develop the present study.

Part Two comprises the theoretical framework which analyzes the literature and theorists that provide support to both variables. Included in this part is the structure of the research process which in turn, is subdivided into six chapters.

Chapter I has to do with the background of the school where the research was conducted. Not only is the information related to the aspect of infrastructure described but also the detail of its educational model.

Chapter II starts by eliciting different viewpoints about the role of input and interaction in L2 learning. It includes the theoretical background related to the independent variable involved in the present study. Krashen's Input theory of language acquisition with all its implications is at the core of the research. Long's Interaction Theory, specially the negotiation of meaning is also described. Findings of relevant studies regarding the role of input and interaction in L2 acquisition are also examined.

Chapter Three displays the main contents about some approaches to second language acquisition and more specifically about vocabulary acquisition and development.

Chapter Four describes the relationship between the variables under study, that is, how input and interaction influence on the English listening comprehension and vocabulary acquisition.

Chapter five analyzes other causes of the main problem related to the limited English vocabulary. Therefore, the roles of ICT in learning English vocabulary as well of television are described.

The Methodology applied throughout the research which has to do with its type and design, the participants, the instruments for data collection, the treatment, and finally how data were processed and analyzed is covered in part three. Closing this part some conclusions and recommendations are also stated.

Some graphical expositions as well as the main findings and interpretation of the results are detailed in Part four.

Finally, in Part five a proposal on vocabulary acquisition and development for secondary English teachers is provided to add greater value and pragmatism to the overall research.

PART ONE
RESEARCH PROBLEM

PART ONE

RESEARCH PROBLEM

Identification of the problem

Effect 1.1

The students cannot communicate in English

Effect 2.1

The students manage a scarse vocabulary

Effect 3.1

The students don't understand new words from oral speech

Effect 1

Inappropriate enhancement of linguistic skills

Effect 2

Memory-focused learning

Effect 3

Isolate vocabulary

Limited English vocabulary

Cause 1

Limited practice of   input and interaction

Cause 2
Few opportunities for acquiring and increasing vocabulary

Cause 3

Book-centered approach

Cause 1.1

Predominant use of Spanish in class

Little knowledge of Linguistic Theories

Cause 2.1

Old-fashioned methodologies

Cause 3.1

Minimal use of extra material

Figure 1. Problem tree

Nowadays, speaking more than one language is essential in order to interact and communicate in a globalized world. Such is the philosophy surrounding the curricular model of the Ecuadorian education as is stated in the National English curriculum guidelines (Educación, 2011). Therefore, education has the challenge of contributing toward the development of students' skills to live together in their local communities and take a more proactive role as world citizens. According to Richards and Rodgers (2001 as cited in the National English curriculum guidelines), the main objective of curriculum design is to help students to develop their communicative capacity through the consideration that the primary function of language is communication and interaction.

It is supposed that English as studied in our schools should focuses on the achievement of the communicative goal through the development of the four basic skills: listening, speaking, reading and writing. For that reason, for long time English has been included as one of the major subjects in Ecuadorian curriculum.

In a study of the English development in Bangladesh, Hogue (2009, M Enamul) shows a reality very similar to that our country is facing. It refers to the serious efforts made by the government and educationists for improving the state of English language teaching for the past few decades and emphasizes that a bad situation is still found to exist in the achievement of English among the students at all levels, especially among the secondary students. Therefore, as Hogue proposes it is really imperative to investigate the real reasons behind the poor performance of the students in English.

To begin with, some studies have demonstrated that traditionally in Ecuador, the communicative function of English has not been considered at all and linguistic skills have not been appropriately enhanced to contribute with the main goal of language English

learning that is to enable students to interact by using a foreign language. Thus most of Ecuadorian secondary students can't communicate in English.

In addition to that, most of the learning process is still based on mechanical and repetitive processes which have contributed to develop the students' memory mostly. In direct relation with the memory-focused learning, students are forced to use decontextualized knowledge which constitutes an obstacle in their attempt for exchanging with others in real situations.

For these and other reasons, Ecuadorian students are demotivated and even skeptical about the importance and the usefulness of English language. A great number of students even consider English as one of the most difficult subjects to master. Thus, they have a low achievement and finally fail.

There is no doubt that English panorama in Ecuador is alarming, but it is imperative to analyze the causes inherent with this situation.

The first and most evident cause seems to be the minimal or null input and interaction between teacher and students. Some notable linguistics have highlighted the input hypothesis which states that it is important for the acquirer to understand language that is a bit beyond his or her current level of competence. This means that the language that learners are exposed to should be just far enough beyond their current competence that they can understand most of it but still is challenged to make progress (Krashen, 1985). Most of English teachers talk in their native language, that is, Spanish. So, it appears to be a logic that the more the English teacher speaks in Spanish, the further the students will be from the English language oral performance.

The second cause could be the fact that in most of Ecuadorian schools, learning is not situated; that is, as it normally occurs, learning is embedded within activity, context and

culture. It is also usually unintentional rather than deliberate. Lave and Wenger (1991). In this way, the students are given only a few opportunities for acquiring and increasing vocabulary. This process is done through a list of new words and repeated exposure to new vocabulary words is often ignored. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Thus, most of the techniques and tools used by most of the English teachers are inappropriate since they do not enhance the improvement of the speaking skill in real situations.

The third factor affecting English performance is the practice of book-centered approach. In fact, all teachers are working from a main course book which provides both the syllabus and the book bone as what they do with their classes. This seems to be the reason why most students cannot understand some oral messages which contain unfamiliar words.

In order to fill this lack in The "Ciudad de Cuenca" High School, this research has to do with applying an appropriate and balanced approach which provides a rich and permanent input and emphasize students' interaction to get an increase on the students' English performance.

Input and interaction in the present study are key to second language acquisition. As Harmer (1988) claimed that outside the context of any classroom, all children who are repeatedly exposed to a language will in normal circumstances learn it. He goes on to say that they do this unconsciously rather than as a form of study. Therefore, teachers play a crucial role in promoting language acquisition in the classroom setting.   In fact, people who acquire language successfully outside the classroom seem to share certain similarities in their learning experiences. First of all, they are usually exposed to language they

understand even if they cannot produce the same language fluently. Secondly, they are motivated to learn the language in order to be able to communicate. And finally, they have opportunities to use the language they are learning in different situations. (Harmer, 1988)

It is convenient to consider therefore like language learners outside schools, English students need to be motivated, be exposed to the target language with their teacher talking English in their classes, exchanging information, negotiating for meaning, listening audio materials, and given chances to use the language not only for practicing structures but taking part in real communicative situations.

Problem-formulation

What is the relationship between the limited practice of input and interaction and the students´ vocabulary acquisition and development?

Variables matrix

Table 1

Variables matrix

RESEARCH VARIABLES				
INDEPENDENT VARIABLES				
VARIABLES	**DEFINITION**	**DIMENSIONS**	**SUBDIMENSIONS**	**SUBDIMENSIONS**
INPUT	"Input is used to refer to the language that is addressed to the L2 learner either by a native speaker or by the teacher or by another L2 learner"	Second Language Acquisition Input hypothesis	Behaviorism Nativism Constructivism Teacher-talk comprehensible input Insufficiency of input	Natural acquisition Language Acquisition Device (LAD) Individual capabilities Social interaction ZPD "i+1" Discourse Classroom commands Classroom instructions

CONTINUES ➡

INTERACTION	Exchanges or reciprocal communication between a non-native speaker and a native speaker or non-native speaker of a higher level, where the NNS learns through negotiation of meaning and /or becoming aware of gaps in their target language knowledge.	The interaction hypothesis	Comprehensible output Negotiation of meaning Trigger Resolution Negative feedback	Pair work Group work Role-play Debate

DEPENDENT VARIABLES				

VARIABLES	DEFINITION	DIMENSIONS	SUBDIMENSIONS	SUBDIMENSIONS
LISTENING COMPREHENSION	Listening comprehension is the receptive skill in the oral mode. It can be summarized to listening and understanding what we hear.	Listening situations	Interactive Non-interactive	Face-to-face Telephone calls Listening to: the radio TV films lectures sermons
VOCABULARY ACQUISITION	Correct translation of an English word into Spanish. Knowledge of stored information about the meanings and pronunciations of words necessary for communication.	Word recognition Vocabulary acquisition Vocabulary instruction	Components Aspects of vocabulary knowledge Vocabulary as a basis of other skills English vocabulary mastery development Instructional methods Vocabulary as an indicator of English proficiency	Form Meaning Use Reading Listening Speaking Writing Meeting a new word Establishing Developing Frequent encounters Vocabulary in context

Objectives

General objectives

- To identify the incidence of implementing an input-interactional approach to the ESL curriculum in order to improve the English vocabulary in the students of tenth year Basic Education at "Ciudad de Cuenca" High School during the second quimester, 2014-1015.

Specific objectives

- To determine the relationship between comprehensible input and vocabulary acquisition.

- To ascertain at what extent the incidental vocabulary learning opportunities are provided by teacher talk.

- To create an input- interaction classroom environment that allows both students and teachers at the "Ciudad de Cuenca" High School engage on communicative activities, negotiation of meaning as well as utterances to acquire and improve their English vocabulary.

Justification

It is almost a common rule at the end of a class year or of a term to observe the poor results on students' English performance at the "ciudad de Cuenca" High School. Teachers always complain of poor students' performance in different school subjects among them, English. The question therefore is what is the cause of this poor English performance of students? Is the fault entirely that of teachers or students or both of them? Or is it because teachers are using traditional methodology? Or is it because students are not given the

opportunities for putting into practice what they have learned in class? Such questions have interested me for years and consequently prompted me to select this topic and conduct the present research.

The topic for the study has been chosen because it is related with a special field, that is, the educational one.

Besides, this research is based on the view that people use language for communication. In other words, people use language to give and receive messages of different kinds. There are different purposes in communication, but the purpose of asking for and giving information is the central one in the learning English process.

Most of teachers are conscious of the critical state of Ecuadorian education; authorities have tried several reforms in order to reach the education quality, however, the "Ciudad de Cuenca" High School does not escape from that situation, thus, every year poor results of performance in the English subject and a high percentage of repetition have been observed.

In order to improve English in the ciudad de Cuenca high school, it is necessary to equilibrate activities in the classroom by providing input and interaction prior students output, considering that the main course book is not the most important goal, giving students the opportunities to listen to and read English, to listen to the teacher speaking in English, to incidentally acquire vocabulary from the teacher talk, and interacting with the teacher and their peer group in class.

This work seeks to investigate how the balance between the input and the interaction may influence on an effective language performance.

In sum, the present research attempts to be useful for both teachers and students in order to know the reasons for students panic and problems, for the poor English performance and specifically for further modifications in the English teaching-learning process.

PART TWO
THEORETICAL FRAMEWORK

PART TWO

THEORETICAL FRAMEWORK

CHAPTER ONE-BACKGROUND OF THE STUDY

"Ciudad de Cuenca" high school

History

The "Ciudad de Cuenca" High School was established on August 4, 1970 in the city of the same name under the Presidential Decree 0174 of Dr. Jose Maria Velasco Ibarra. It was created with the intention of offering a female educational institution where Cuencan women could see their expectations come true as leaders of change that Ecuadorian society requires.

From its origins the white and green were the emblematic colors of this institution to the point that people gave its students the nickname "onions" In fact, this identification is used by the entire Cuencan community to this date.

Because of the high level of interest of the Ecuadorian government, as well as to the desire of advancing, since July 8, 2014 this institution belongs to the world of the International Baccalaureate Organization offering the diploma program. Because this school has always been open to innovation proposals from the government, since the last year, 2014, it gave place to flexible education where people who left their studies for various reasons can fulfill them and achieve the corresponding certificate.

The institution has progressively increased one course every year. Today the school offers from first year to third year of bachillerato. It is a mixed public school working both morning and afternoon schedules with about one thousand four hundred five students.

Most of the students are Hispanic. 80% of them are female and 20% are male. About 60% live in the urban area and 40% live in the rural area. According the statistics of the Student Counseling Department, 76% of students come from families of middle class and 24% belong to low class. A salient aspect found is that about 48% of the students have their parents living abroad, especially in The United States of America.

Location

The "Ciudad de Cuenca" High School is located in the province of Azuay in Cuenca, Ecuador in San Sebastian Parish in the urban area of Cuenca on "Del Sauco" Street.

Infraestructure

The infraestructure of the "Ciudad de Cuenca" High School is adequate to the needs and development of the students who attended this prestigious institution.

The departments and physical spaces available to the students and the teachers are: twenty-four classrooms, a teacher's office, three computer labs, an audiovisual-room, a Millennium Classroom equipped with 25 computers, a projector, and a digital whiteboard, three computer labs with internet access, a science lab, a physics laboratory, a library, a gym, an English laboratory, A Medical Department, a Student Counseling Department, offices for the area administrative, 3 snack bars, an auditorium, three blocks of sanitary facilities, green spaces and recreational areas.

The educational model

The institutional philosophy of the "Ciudad de Cuenca" High School is reflected in its vision and mission.

The vision states, "Ciudad de Cuenca High School will become a leading institution to deliver to society a holistic education which enable the students to be inquirers, democratic leaders, researchers and avid of knowledge, able to contribute to a better and more peaceful world; with trained teachers to provide educational excellence, respecting the multicultural identity, preservation of the environment, equal opportunities and harmonious development of their students within the permanent practice of values".

The mission runs "Ciudad de Cuenca high school offers a comprehensive education to its students through the development of educational processes, scientific and humanistic quality to achieve excellence according to profiles and standards aligned with the principles of Good Living".

Based on the previous goals, this institution has adopted a corp of guidelines to be accomplished by the whole educative community.

- Teachers who respect and make prevail the students' superior interest.
- Assertive interaction among the three main pillars of the educational community: students, teachers, and parents
- Trained and motivated students and high academic performance according to the requirements of the new educational guidelines and pedagogical approaches
- Conflict Resolution of the educational community through ongoing dialogue and consensus agreements to achieve Good Living.

- Immersed in the changes of modern technology and having a well-defined philosophy as an educational institution allows us to deal with the impact generated by globalization.
- It is also vital to develop the skills and artistic and physical capabilities that facilitate students' creativity and help them rescue our cultural and social identity.
- As teachers, we are the first that need to have a constant updating and preparation to compete with these "technologized young people but we cannot lose sight that values education is the priority because first of all we are great humanists, this is crosscutting charge applied in all subjects, because teachers do not only impart scientific knowledge but they are the student's "great friends" because all them are part of this huge family, "Ciudad de Cuenca" high school.

The curricular, pedagogical, and didactical model

Taking into account the need to provide a high academic level of quality and with warmth education, the "Ciudad de Cuenca" school has integrated to the official curriculum some innovative techniques to meet the requirements necessary for humans of today's society.

Based on this philosophy, this institution has adopted a "flexible curriculum model" which follows the syllabus or programme of learning as prescribed by the Ministry of Education but without neglecting the human aspect which includes important aspects such as the personal attitudes, feelings, values as well as competencies involved in the teaching and learning process. Therefore, the contents and teaching procedures from the Ministry are not a recipe and should not be a substitute for using the teacher's own professional and personal judgment on what is a good approach to enhancing student learning.

Constructivism is applied throughout the teaching and learning process. Under this view, students construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When learners encounter something new, they have to reconcile it with their previous ideas and experience. Therefore, classes in this school point towards a number of different teaching practices which involve the use of active techniques such as experiments, real-world problem solving, and projects to create more knowledge. The teacher is a guide and a facilitator in the knowledge building process.

In order to achieve the objectives in the new Bachillerato model, it has been necessary to make a change in pedagogical approach. In many cases, teaching in high school and at other levels is done with a "banking" approach to education, where the teacher is the person who is in possession of "knowledge" and transmits it to their students. This school seeks to break with this scheme and proposes one that believes that learning is not, as noted in the previous model, to absorb and recall data and information. Rather, it is a training aimed at the acquisition of knowledge, skills and attitudes. Learning, under this view, should be durable, useful, forming the personality of students and significant to apply to their everyday lives. Learning is also interdisciplinary. This means that the organization of the contents to be addressed is not a list of subjects unrelated to each other, but has consistency within the subject area of science itself or -in relation to other contents and procedures of their own subject matter-, and show relationships with other subjects.

CHAPTER TWO-INPUT AND INTERACTION IN SLA

In order to investigate the relationship between input and interaction and the English language development, a related-literature has been reviewed. Therefore, this chapter provides a theoretical framework on this topic as well as findings on relevant studies. This chapter starts by reviewing the role of input in different schools of thoughts. After that the value of comprehensible input as well as its insufficiency in L2 learning is analyzed. At the core of this chapter is the discussion of the role of interaction in language acquisition.

The role of input in L2acquisition

Input plays a central role in the acquisition of a second language. However, the concept of input is not so simple. There are different types of input and only a certain type of input is relevant for second language development. Input can be either oral or written and obtained in natural setting or in the classroom. For the present study the definition of Sharwood has been taken. 'Input is the potentially processable language data which are made available by chance or by design, to the language learner' (1993, p. 167)

To understand the role of input in L2 learning, three different views will be discussed; they are behaviorism, nativism, and constructivism. Besides, some models and theories of second language acquisition will be analyzed.

Theories and models of Second Language Acquisition

Behaviorism

The behaviorism theory states that Second language acquisition refers to learners imitating what they hear and developing habits in that language by routine practice. In this school of thought, therefore, a linguistics environment plays a critical role in the acquisition

because language learning is a type of habit-formation and a stimulus-response connection. In this view, Input constitutes stimuli to language learning, and therefore, acquisition occurs when learners' responses are reinforced (Ellis, 1985, 1997)

Behaviorists also argue that drills and mechanical practice are crucial for language acquisition since they aid learners to form habits and eventually lead to automatic, thereby resulting in acquisition (Brown, 2000) Moreover, behaviorists believe learning refers to the process of acquiring isolated small units and learners develop their language proficiency by accumulating these small pieces (Brown, 2000) In other words, learners acquire words and phrases first as a previous step for further sentence formation.

Problems with this view of Second language learning include the fact that imitation does not help the learner in real-life situations. Learners are continually required to form sentences they have never previously seen. A finite number of pre-practiced sentences is not enough to carry on conversation, not even with an instructor (Conrad, 2001)

Nativism

Nativism theory, on the other hand, contends language learning is a result of one's predisposed capacity, and input is mainly used as a trigger to arouse our innate language ability. According to the nativist theory, humans are pre-programmed with the innate ability to develop a language.

The main theorist associated with the biologically based perspective is Noam Chomsky. Before Chomsky time, language development was widely accepted as being purely a cultural phenomenon that is based solely on imitation. He felt differently. He came up with the idea of the Language Acquisition Device (LAD), a language organ which is

hardwired into our brains at birth. This device is turned on once we are exposed to input (Brown, 2000) Another theorist is David Ausubel who claims that one should learn meaningfully, that is to say, relating new knowledge to existing knowledge to best absorb and store it in long-term memory.

Constructivism

Constructivist theory emphasizes the importance of social contexts because human beings develop their linguistic competence through interaction with others (Brown, 2000) Piaget and Vygotsky emphasize the importance of social contexts in different views. Piaget states that human beings are equipped with language capacity, and interaction is important to trigger our innateness (Piaget, 2007) Vygotsky, however rejects the notion of predispositions and claims that acquisition only happens through social interaction. He proposed that "children's understanding is shaped not only through adaptive encounters with the physical world but through interactions between people in relation to the world---a world not merely physical and apprehended by the senses, but cultural, meaningful and significant, and made so primarily by language". (Edwards and Mercer, 1987).

Vygotsky proposed the term "zone of proximal development" (ZPD) to refer to "the distance between the actual developmental level and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p 86, emphasis in the original). The common concept of ZPD presupposes an interaction between a more competent person and a less competent person on a task, such that the less competent person becomes independently proficient. Children, hence, are able to acquire knowledge which is slightly beyond their current competence as a result of the interaction with more competent interlocutors (Ellis, 1997)

Having recognized the importance of interaction, Roger, one of the constructivists, suggests that teachers should create a relaxed learning environment so that learners can free themselves to interact with others and, thus, maximize the effects of learning (Brown, 2000)

Gass' model of SLA

In addition to the three theories mentioned above, Gass' (1997) model of SLA also emphasizes the importance of input in L2 learning. This model contains five stages that transform input: apperceived input, comprehended input, intake, integration and output. According to Gass this model works as follows.

Apperceived input characterizes the awareness of new L2 information that is not yet part of the learner's L2 repertoire. Comprehended input goes one step beyond recognition. It may be analyzed and has the potential of being assimilated through the process of intake. Psycholinguistic processing occurs at this stage where new information may be matched against existing stored knowledge. The next stage, integration, involves storage of new information for later use, hypothesis formulation, and confirmation or reformulation of existing hypotheses. The final stage, output, is an "overt manifestation" of the acquisition process. The different stages may be influenced by a number of factors, such as saliency and frequency, prior knowledge, and attention, as well as by affective factors. (Gass,1997, p.4).

Comprehensive theory of SLA

In the early 80s of the 20th century, Steven Krashen (1982) established his systematic and comprehensive theory of SLA. His theory consists of five main hypotheses: a. the Acquisition-Learning hypothesis; b. the Monitor hypothesis; c. the Natural Order

hypothesis; d. the Input hypothesis; and e. the Affective Filter hypothesis. According to his Monitor hypothesis of second language acquisition, he emphasized two conditions of SLA. First, in order to make learners acquire large amount of information input, the teacher has to pay attention to the filtering function of emotional factors upon input. Second, the input level should be higher than the existing language level of the student. Only when the above mentioned two conditions are satisfied the input information can be absorbed by students. To the purpose of the present study, the fourth theory will be analyzed in more detail.

The Input Hypothesis, according to his author, may be one of the single most important concepts in second language acquisition theory today. "It is important because it attempts to answer the crucial theoretical question of how we acquire language as well as it may hold the answer to many of the everyday problems in second language instruction at all levels" (Krashen, 1982)

Statement of the Input Hypothesis

In order to clearly understand the core concept of this theory, some questions need to be stated. The first one is how do we acquire a language? And the second one is how do we move from one stage to another? If an acquirer is at "stage 4", how can he progress to "stage 5"? More generally, how do we move from stage i, where i represents current competence, to $i + 1$, the next level? The input hypothesis makes the following claim:

A necessary (but not sufficient) condition to move from stage i to stage $i + 1$ is that the acquirer understands input that contains $i + 1$, where "understand" means that the acquirer is focused on the meaning and not the form of the message. (Krashen, 1982)

In other words, only when an acquirer understands language that contains structure that is "a little beyond" where he or she is now, there will be a language performance.

The input hypothesis opposes to the usual pedagogical approach in second and foreign language teaching. As Hatch (1978) has asserted, "our assumption has been that we first learn structures then practice using them in communication and this is how fluency develops". The input hypothesis says the opposite. It claims we acquire by "going for meaning" first, and as a result, we acquire structure.

Therefore, to effectively understand the Input theory, Krashen (1982) analyzes it by distinguishing several parts as follows:

(1) The input hypothesis relates to acquisition, not learning.

(2) We acquire by understanding language that contains structure that is beyond our current level of competence ($i + 1$). This is done with the help of context or extra-linguistic information.

(3) When communication is successful, when the input is understood and there is enough of it, $i + 1$ will be provided automatically.

(4) Production ability emerges. It is not taught directly. The final part of the input hypothesis states that speaking fluency cannot be taught directly. Rather, it "emerges" over time, on its own. The best way, and perhaps the only way, to teach speaking, according to this view, is simply to provide comprehensible input. (p. 21)

Under this heading, the importance and a variety of views toward the role of input in language acquisition, Gass' model of SLA, which gives us an idea of how input is converted to output, and Krashen's Input hypothesis of language acquisition, have been widely discussed. Although input is an essential element of language acquisition, how to make input more comprehensible is more important in terms of teaching and learning since language acquisition rarely occurs when the input is incomprehensible to learners.

Comprehensible Input and SLA

Stephen Krashen a leading scholar in the field of SLA, strongly believes in the usefulness of comprehensible input in the process of language acquisition to the point of consider it as an indispensable element in this process. In his monograph Foreign Language Education the Easy Way, Krashen (1997) states:

> We acquire language in only one way, when we understand messages, that is, when we obtain "comprehensible input." Thus, we acquire when we understand what people tell us or what we read, when we are absorbed in the message. More precisely, we acquire when we understand messages containing aspects of language that we are developmentally ready to acquire but have not yet acquired. (p.45)

The term comprehensible input is part of the $i+1$ (input +1) hypothesis. Krashen (1985) defined L2 learners' current competence as i, and their next level as $i+1$. Learners, according to this concept, should receive input which goes a little beyond their current competence to make acquisition occur. Therefore, learners' language proficiency can be positively enhanced as long as comprehensible input is provided. According to this hypothesis, acquirers improve and progress along the "natural order" when they receive second language "input" that is one step beyond their current stage of linguistic competence. This is done with the help of context or extra-linguistic information. That is, "acquirers use more than their linguistic competence, context, knowledge about the world, extra-linguistic information, to help understand language that contains structures a bit beyond their current level of competence" (Zheng, 2008, p.54).

Teacher talk as an aid to facilitate comprehension

Besides the use of contextual information, schematic knowledge and paralinguistic information, comprehension can also be attained through the use of simplified code by NSs or L2 teachers. The use of simplified speech is called foreigner talk (FT) when occurring at natural settings and is named teacher talk when taking place in an L2 classroom (Ellis, 1985).

This modified input according to Krashen (1982) can be of three types. Foreigner-talk which results from the modifications native speakers make with less than fully competent speakers of their language. Teacher-talk is foreigner-talk in the classroom, the language of classroom management and explanation and instruction, when it is in the second language. A third simple code is interlanguage talk, the speech of other second language acquirers.

Modifications in the in foreigner talk and teacher-talk are made for the purpose of communication; that is to say, to help students understand what is being said. These talks are roughly-tuned to the level of the acquirer and not finely-tuned (Freed, 1980; Gaies, 1977; Krashen, 1980) .Teachers or NSs adjust their speech in different ways. For example, they may modify the rate of speech, length of utterances, the use of vocabulary, or syntactic complexity. The features of teacher talk are as follows, (Chaudron, 1988)

1. Rate of speech appears to be slower.
2. Pauses, which may be evidence of the speaker planning more, are possible more frequent and longer.
3. Pronunciation tends to be exaggerated and simplified.
4. Vocabulary use is more basic.
5. Degree of subordination is lower.

6. More declaratives and statements are used than questions.

7. Teachers may self-repeat more frequently. (p.85)

The insufficiency of comprehensible input

In his input hypothesis, Krashen (1985) highlights the significant role that comprehensible input plays in SLA. He argues that the success or failure of acquisition relies on whether or not input is comprehensible to learners. The Input Hypotheses, however, has also brought a considerable amount of criticism.

The argument that comprehensible input is not enough for successful L2 acquisition/learning led some researchers in the field to argue in favor of a joint focus-on-meaning and focus-on-form instruction (for example, Long, 1996). Some researchers have argued that L2 learners develop grammatical accuracy in their L2 through 'negotiation of meaning' (Gass, 1997; Pica, 1994). Long (1996) proposed that the best way to help L2 learners focus on form is to engage them in negotiation of meaning.

As a number of case studies of unsuccessful language learning, Schmid, 1983 (as cited in Storch, 2013) showed, exposure to comprehensible input is insufficient for successful L2 learning. More convincing evidence for the insufficiency of comprehensible input came from reports on the Harley & Swain Canadian immersion programmes (as cited in Storch, 2013) Learners in these programmes were found to be able to use the L2 fluently but not necessarily with native-like accuracy, despite many years of exposure to presumable comprehensive second language input in the classroom. White (1987) holds a similar view, contending that being able to comprehend input does not necessarily lead to acquisition; however, acquisition occurs when learners fail to understand the meaning of messages because the failure of comprehending input draws their attention to unfamiliar linguistic items and hence results in acquisition.

Besides the empirical evidence of the insufficiency of comprehensible input in SLA, it has been argued that comprehensible input does not always result in language acquisition because learners may understand meanings of input without knowing forms (Long, 1996). According to Faech and Kasper (1986), some input is used for comprehension, when it is used in immediate communication, and as in this case, it is less likely to result in acquisition because there is too little time for learners to pay attention to input (Gass & Selinker, 2001).

The role of interaction in the L2 learning

One of the most important theories of Second Language Acquisition is Long's (1983,1985) Interaction Hypothesis whose genesis is Krashen's (1981, 1982, 1985) Comprehensible Input Hypothesis. In fact, Long's Interaction Hypothesis is an extension of the Input Hypothesis. Long accepted that comprehensible input is key to L2 learning but claimed that a most consistently used and prevalent way of making input comprehensible is via interactional modifications during conversations. It is this view that first highlighted the importance of verbal interaction for language learning. Long (1983) has argued that not only simplification and contextual clues lead to comprehensible input, but also modification of the interactional structure of conversation. These modifications occur when a communication problem arises and the interactants negotiate to seek solutions to it. Like the Input Hypothesis, Long's Interaction hypothesis had more focused on input rather than output as the source of acquisition.

According to the interaction hypothesis (Long, Gass, 1990), second language acquisition occurs when learners interact in conversations with native speakers and or each

other. This perspective offers an explanation of one way SL students can best succeed in learning a target language. It states that interaction between a non-native speaker and a native speaker, or non-native speaker at a higher level, creates a naturalistic Second Language Acquisition environment where the NNS learns through negotiation of meaning or becoming aware of gaps in their target language knowledge.

The interactionist view of language learning is that language acquisition is the result of an interaction between the learner's mental abilities and the linguistic environment. Long (1990) as cited in Ellis (1994) proposed that interaction is necessary for the second language acquisition. According to him, three aspects of verbal interaction can be distinguished: input, production and feedback. Input is the language offered to the learner by native speakers or other learners, production (output) is the language spoken by the language learners themselves and feedback is the response given by the conversational partners to the production of the learner.

In this way, the interaction hypothesis "has taken as basic the notion that conversation is not only a medium of practice, but also the means by which learning take place", more specifically when it comes to negotiation of meaning (Gass, p. 234). "Especially negotiation work that triggers interactional adjustments by the native speaker or more competent speaker facilitates acquisition, because it connects input, internal learner's capacities, particularly selective attention, and output in productive ways" (Long, 1996, p. 451-2)

The importance of negotiated interaction during input processing and acquisition is more explicitly explained by Gass (2005). She describes this process as the result of failure in communicative interaction which pushes learners to negotiate for meaning. Through the

act of clarification and elaboration for comprehension, learners then receive additional and comprehensible input, and their attention can be focused to specific features in the L2. Consequently, interaction increases the chance for learners to make mental comparisons between their IL and the L2. Therefore, through negotiated interaction, the input is enhanced in three ways. First, it is made more comprehensible, which is a prerequisite of IL development. Second, problematic forms that impede comprehension are highlighted and forced to be processed to achieve successful communication. Third, through negotiation, learners receive both positive and negative feedback that are juxtaposed immediately to the problematic form, and the close proximity facilitates hypothesis-testing and revision (Doughty, 2001). In light of its threefold effect on acquisition, the interaction component of Gass' model really should be regarded as a facilitator of learning, not a mechanism for learning.

Gass and Torres (2005) define interaction as exchanges in which there is some evidence that a part of the speech has not been fully understood. The following structure taken from Varonis and Gass (1985) indicates this:

Trigger   (= makes communication breakdown)

                    Indicator (= some part of the utterance is not understood)

A resolution ⟵———— Response (=response of the NNS)

                    Reaction (= reactions of NS to the utterance of NNS)
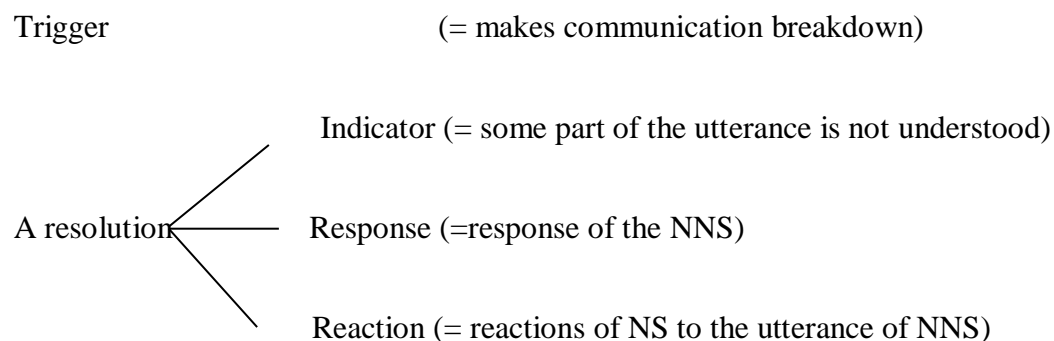
Figure 2. Interaction exchanges

Source: Varonis and Gass (1985)

To clarify this diagram, Gahemi (2014) gives an example from his own class as follows:

Student: I feel lonely in Darab because I have a few friends here. (Trigger)

Teacher: You have few friends in Darab? (Indicator of the problem)

Student: Yes, few friends. (Response)

Teacher: Oh, yes. (Reaction) (p.3)

Long's interaction hypothesis (as cited in Ellis, 1991) can be summarized as a hierarchical three-part statement:

(1) Comprehensible input is necessary for L2 acquisition (= the input hypothesis).

(2) Modifications to the interactional structure of conversations which take place in the process of negotiating a communication problem help to make input comprehensible to an L2 learner.

(3) a. Tasks in which there is a need for the participants to exchange information with each other promote more interactional restructuring.

b. A situation in which the conversational partners share a symmetrical role relationship affords more opportunities for interactional restructuring. (p.9)

The first part claims that learners need to comprehend input in order to develop their languages. The second part states that opportunities to modify the structure of a conversation promote comprehension. The third part concerns the conditions that create opportunities for restructuring.

As it can be seen, Long's Interaction Hypothesis is an extension of the Input Hypothesis. Long (1983) has argued that not only simplification and contextual clues lead to comprehensible input, but also modification of the interactional structure of conversation. These modifications occur when a communication problem arises and the

interactants negotiate to seek solutions to it. Like the Input Hypothesis, Long's Interaction hypothesis had more focused on input rather than output as the source of acquisition.

Comprehensible output

Swain (1985) proposed the comprehensible output hypothesis. Without denying the crucial role of input in SLA, Swain argued that producing language (output) also plays an important role in second language acquisition. According to her, production requires learners to process language syntactically; thus for successful L2 learning, learners need to be not only exposed to comprehensible input and interaction but also to produce spoken or written language.

Skehan (1998, as cited in Ellis, 2003) suggested six roles for production in L2 acquisition:

(1) It serves to generate better input through the feedback that learners' efforts
     at production elicit;

(2) It forces syntactic processing (i.e. it obliges learners to pay attention to grammar);

(3) It allows learners to test out hypotheses about the target-language grammar;

(4) It helps to automatize existing L2 knowledge;

(5) It provides opportunities for learners to develop discourse skills, for
     example by producing 'long turns';

(6) It is important for helping learners to develop a 'personal voice' by steering
     conversations on to topics they are interested in contributing to. (p.111)

Negotiation of meaning

A basic principle of second language acquisition is the need to negotiate meaning in any learning situation. Once meaning is established, the learner can comprehend what is being said.

Long (as cited in Yang, 2007) defined negotiation as: The process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved (p.418).

An example of how negotiated interaction may be operating to facilitate L2 development can be seen in example (1), taken from data in Mackey's (1999) study. In this example the NNS does not understand the word *glasses*. The word is repeated by the native speaker (NS), the original phrase is extended and re-phrased, and finally a synonym is given.

NS: There's a pair of reading glasses above the plant.

NNS: A what?

NS: Glasses reading glasses to see the newspaper?

NNS: Glass?

NS: You wear them to see with, if you can't see. Reading glasses.

NNS: Ahh ahh glasses glasses to read you say reading glasses.

NS: Yeah. (p. 558-559)

Negotiation of meaning fosters language acquisition because of the occurrence of interactional modifications, as illustrated by Long (1996):

Negotiation for meaning and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention and output in productive ways (p. 451-452).

Negotiation of meaning takes place as the result of non-understanding utterances. In the process of negotiation, learners not only pay attention to incomprehensible utterances but also attempt to produce output.

Negative feedback

Providing corrective feedback is one important element in language learning process because it helps learners to ensure that they are learning and internalizing the correct version of the target language forms.

Corrective feedback on part of the teacher is a reactive pedagogical strategy that emerges when the teacher identifies an error. After having identified an error, the teacher can adopt two different approaches which are closely related to the distinction between explicit and implicit learning. The first approach, explicit negative feedback indicates that there is some mistake in the learner's output. In contrast, implicit negative feedback includes corrections or requests for clarification. (Salazar, 2003)

Although there are seven corrective feedback techniques: recast, explicit correction, clarification requests, metalinguistic information, elicitation, repetition, and translation (Lyster & Ranta, 1997; Panova & Lyster, 2002) , for the purpose of promoting L2 acquisition in a direct manner, explicit feedback is deeply studied throughout the present research. As the name suggests, this kind of error correction is characterized by an overt and clear indication of the existence of an error and the provision of the target-like reformulation and can take two forms, i.e. explicit correction and metalinguistic feedback (Ellis, Loewen, & Erlam, 2006). In explicit correction, the teacher provides both positive and negative evidence by clearly saying that what the learner has produced is erroneous, while in metalinguistic feedback he or she only provides students with "comments,

information, or questions related to the well-formedness"(p.47) of their utterances (Lyster & Ranta, 1997) .

Both negative and positive evidence potentially aid learners to notice the gap between their interlanguage and the target-like form. Many scholars and researchers have highlighted the importance of using negative feedback in ELT education (Ashby & Brien, 2007), because it is widely accepted that when negative feedback is not provided after a wrong response by a learner, the learner will think that the response he or she has provided is correct. As a result, the learner will apply the same erroneous form in the future. When errors are corrected immediately, the second language learner has a chance to change his or her conscious mental rule about the linguistic form he or she has learnt. Is sum, error correction informs the leaner that his or her version of understanding is wrong and that he or she needs to change to the correct version.

CHAPTER THREE-LISTENING COMPREHENSION AND VOCABULARY ACQUISITION

What does listening comprehension involve?

SIL Organization in its lingual link defines listening comprehension as the receptive skill in the oral mode. This definition can be summarized to listening and understanding what we hear. In order to understand what we hear human beings are equipped with skills and background language to understand messages.

In his introduction to the ESL journal Vandergrift (1999) provides a concept of listening comprehension as

> a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. (p. 168)

Listening situations

According to SIL organization there are two kinds of listening situations in which individuals find themselves:

- Interactive, and
- Non-interactive

Interactive listening situations include face-to-face conversations and telephone calls, in which interlocutors are alternately listening and speaking, and in which they have a chance to ask for clarification, repetition, or slower speech from their conversation partner.

Non-interactive listening situations could be listening to the radio, TV, films, lectures, or sermons in which interlocutors usually do not have the opportunity to ask for clarification, slower speech or repetition.

Micro-skills involved in listening comprehension

The following are the main macro-skills present in listener's understanding according to Richards (as cited in Omaggio, 1996):

1. Retain chuncks of language in short-term memory

2. Discriminate among the distinctive sound in the new language

3. Recognize stress and rhythm patterns, tone patterns, intonational contours

4. Recognize reduced form of words

5. Distinguish bound boundaries

6. recognize typical word-order patterns

7. recognize vocabulary

8. detect key words, such as those identifying topics and ideas

9. guess meaning from context

10. recognize grammatical word classes

11. recognize basic syntactic patterns

12. recognize cohesive devices

13. detect sentence constituents, such as subject, verb, object, prepositions, and the like
    (p. 977)

Listening comprehension in EFL teaching

Listening plays an important role in daily communication and educational process. In fact, (Mendelsohn, 1994, as cited in Ahmadi, 2011) points out that of the total time spent on communicating, listening takes up 40, 50%; speaking, 25,30%; reading, 11, 16%; and writing, about 9% (Rivers 1981 and Morly, 1991, as cited in Fang, 2008) corroborates these figures by asserting that we listen twice as much as we speak, four times as much as we read, and five times as much as we write. Therefore, listening is the most frequently used language skill in everyday life.

Based on the information mentioned above, it is now generally recognized that listening comprehension plays a key role in facilitating language learning. According to Gary (1975, as cited in Vandergrift, 1999) ,giving pre-eminence to listening comprehension, particularly in the early stages of second language teaching and learning, provides advantages of four different types: cognitive, efficiency, utility, and affective.

The cognitive advantage of an initial emphasis on listening comprehension is its respect for a more natural way to learn a language. To place speaking before listening, as advocated by the audio-lingual method, is on Gary's view, to 'put the cart before the horse'. Therefore, processing and decoding auditory input requires recognition knowledge, whereas encoding and generating speech output requires retrieval knowledge. This explains why, when students first begin to learn a language, they have difficulty listening for accurate meaning and learning to produce correct sounds at the same time. For this author, short-term memory (STM) is not capable of retaining all of this information, so when learners are forced to speak before they are ready to do so, they have to resort to native language habits. Gary goes on to affirm that concentrating on speaking leaves little room

for listening, and little room for comprehension; that is, understanding meaningful messages.

Closely related to the cognitive advantage is the efficiency advantage. Gary expands this idea by claiming that language learning can be more efficient if learners are not immediately required to produce all the language material to which they are exposed. This allows for more meaningful language use earlier in the course, since learners can use all of the limited attentional resources of STM to concentrate on meaning. This principle has been shown to enhance the acquisition of other language skills as well. In this way, a preliminary emphasis on listening is also more efficient, because students are exposed only to good language models (the teacher and realistic recordings) instead of the imperfect utterances of classmates. (Gary, as cited in Vandergrift, 1999)

The third advantage according to Gary is the usefulness of the receptive skill or the utility. In his view, language learners will make greater use of comprehension skills. Whereas speakers can, at their own pace, use paralinguistics and other communication strategies to maintain communication, listeners must adjust to the speaker's tempo and active vocabulary. This is, for him, probably the most important reason for teaching listening comprehension strategies, and for the continued inclusion of listening activities throughout a language programme, even at advanced levels.

The psychological advantage is the final advantage proposed by Gary (as cited in Vandergrift, (Vandergrift, 1999)

1999) This author goes on to explains that without the pressure of early oral production there is less potential embarrassment about producing sounds that are difficult to master, especially for adults and teenagers. Once this pressure is eliminated, they can relax

and focus on developing the listening skill, and on internalizing the rules which will facilitate the emergence of the other skills. Moreover, listening comprehension results in earlier achievement and a sense of success, which, in turn, lead to a greater motivation to continue learning a second language.

To conclude, Vandergrift (1999) emphasizes that listening comprehension is a highly integrative skill because it plays an important role in the process of language learning and acquisition, facilitating the emergence of other language skills. For these reasons, an awareness and use of effective listening comprehension strategies can help students capitalize on the language input they are receiving. (p. 170)

What is vocabulary?

There are some different definitions of vocabulary proposed by different linguist experts. Hatch and Brown (as cited in Fanny, 2007) state that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. This view considers vocabulary as a series of words used by individual speakers of certain language. Since vocabulary is a list, the only system involved in this concept is alphabetical order in dictionaries.

Most people think of vocabulary as something to do with words of a language. But vocabulary is more than just single words. Recent vocabulary studies focuses on analysis of *lexis,* the Greek for word, which in English "refers to all the words in a language, the entire vocabulary of a language" (Barcroft, Sunderman, & Schmitt,2011, p. 571). So vocabulary also includes lexical chunks and phrases of two or more words, which research suggests children and adults learn as single lexical units. Phrases like these involve more than one word but have a clear, formulaic usage and make up a significant portion of spoken or

written English language usage. They are also called formulaic sequences (Alali & Schmitt, 2012) They are central to English vocabulary learning and therefore worth teachers' attention as they teach vocabulary (Lewis, 1993).

Therefore, vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks (TESOL org, 1974)

In addition to the definitions above, Ur (1998) says that vocabulary can be defined as the words taught in foreign language. In other words, vocabulary is the written or spoken unit of language as symbol of idea in foreign language introduced to learners. This concept involves specific language's utility rather than general language's list of words.

Passive vs. active vocabulary

According with the previous concept, Behlol (as cited in Achmad, 2013) stated that vocabularies can be divided into passive vocabularies and active vocabularies. Thus, he explained that passive vocabulary consists of the words that the students may recognize and understand when they occur in the context but which they cannot produce or use correctly in different context; while active vocabularies consists of the words which the students understand, recall, write with the correct spellings, pronounce them correctly, and use constructively in speaking and writing.

Importance of vocabulary in SLA

Vocabulary is essential to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins ((Wilkins, 1972) wrote that ". . . while without grammar very little can be conveyed, without

vocabulary nothing can be conveyed" (pp. 111–112). This view reflects the enormous importance of knowing words rather than knowing how to locate words within a sentence to express ideas in a real communicative situation. Even without grammar, with some useful words and expressions, people can often manage to communicate. Lewis (1993) went further to argue, "Lexis is the core or heart of language" (p. 89). In the Cambridge University Press Organization blog, (Budden, 2014) ponderates the importance of vocabulary for human beings to the extent of starting her article under the heading Vocabulary is King and citing the famous Wilkins quote mentioned above.

Some linguists have highlighted the critical role of vocabulary in any language. They are cited in the work of Fanny (2007). Learning words can be considered to be the most important aspect of second language acquisition (Knight, 1994). Candlin (1988) stated that "… the study of vocabulary is at the heart of language teaching in terms of organization of syllabuses, the evaluation of learner performance, and the provision of learning resources…." Maiguashca (1993) claimed that vocabulary is "perhaps the fastest growing area of second language education in terms of research output and publication."

Edge (as cited in Fanny, 2007) states that knowing a lot of words in foreign language is also very important. The more the words a person knows, the better his or her chance of understanding or making themselves understood. Cross (1995) states that a good store of words is crucial for understanding and communication. The major aim of most teaching programmes is to help students to gain a large vocabulary of useful words. In addition, a strong vocabulary can be a valuable asset, both in college and later in a career.

Consequently, as students develop greater fluency and expression in English, it is significant for them to acquire more productive and active vocabulary knowledge and to develop their own personal vocabulary learning strategies.

What is involved in knowing a word?

Nation (2001) asserted that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. *Use*, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth. For *form*, *meaning*, and *use*, Nation (2001) declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge, as summarized in table 2.

Table 2

What is involved in knowing a word?

Aspect	Component	Receptive	Productive
Form	Spoken written word parts	What does the word sound like? What does the word look like? What parts are recognizable in this word?	How is the word pronounced? How is the word written and spelled? What word parts are needed to express the meaning?
Meaning	form and meaning concepts and referents associations	What meaning does this word form signal? What is included in this concept? What other words does this make people think of?	What word form can be used to express this meaning? What items can the concept refer to? What other words could people use instead of this one?
Use	grammatical functions collocations constraints on use (register, frequency . . .)	In what patterns does the word occur? What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when, and how often can people use this word?

Source: Adapted from Nation (2001, p. 27)

As is apparent, a simple question like, "Do you know this word?" in Fanny's (2007) view can have a multitude of meanings depending on who is asking it. In the teaching process therefore all these different elements should be considered to effectively help

students to build their knowledge of words and phrases as well as to assist them in enhancing their English vocabulary knowledge and use.

Vocabulary as a basis of other skills

Vocabulary has been considered by many linguists as the cornerstone of the English language. Without a large vocabulary, even the best understanding of English grammar will not allow people to communicate effectively. In her bachelor thesis (Joklová, 2009) for example, radically stated that vocabulary functions as a cornerstone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary.

To show the decisive role of vocabulary on the other skills, an article of Achmad (2013) has been taken. In her view, the indicators of English mastery competencies academically can be measured from the four language skills. Those language skills are listening, speaking, reading and writing skills and according to her, they are enhanced by vocabulary as detailed below.

In Listening skills, the students are expected to interpret the massage from the expression in any kinds of discourse, such as recount text, procedure text, descriptive text, narrative text, etc. The students' comprehension on listening activities will supported by a largest vocabularies mastery as basic language competence or we can call as denotation and connotation mastery on vocabularies. Thus speaking skill is the students' competence in expressing though, ideas, and feeling by using a certain utterance in interaction communication, whether related to the academic or non-academic interaction (general and daily life conversation). In this case, it is expected that the students having fluencies starting from articulating English sounds component to how use that English language in doing

communication in large context culturally. Reading competence is the academic ability of students to cope or understanding the massage of any kinds of reading text. In this context the students are expected having this competence as strongly as possible in order as medium of improving their knowledge related other subjects, such as in biology, chemistry, physics, mathematics, and social sciences. Nobody denies that this competence is also supported by large vocabularies mastery as a basic competence; because without mastering a large number of lexical items, it is difficult for the students to comprehend the text or discourse comprehensively. The fourth is writing competence, namely the ability of people to express their ideas systematically through writing. As academic people, such as students, teachers, or educators writing is necessary to be mastered, in order to help them socializing the science or knowledge, innovation that will be improved. Related to subject matter, the students are expected to own this competence as balance as other skills, in order to customize writing their ideas, though, and reporting their researches or their finding as a scientific paper. This skill is also supported by intensive exercises and vocabularies mastery. (p. 79)

English vocabulary mastery development

In an approach to the term mastery Coulson et al. (as cited in Fanny, 2007) state that mastery is skill, use or knowledge. According to them, mastery is the ability to use one's knowledge. Hornby (1984: 523) adds that mastery is complete control or knowledge. That is to say, mastery is the whole power or ability to direct knowledge. Therefore, vocabulary mastery can be defined as the ability to use skill or knowledge dealing with a series of words in foreign language to express meaning based on recognized standard.

Beck and McKeown (1991) stated that vocabularies consists of content and function words in a language learned, so words are the knowledge that must be understood by the learners in doing listening, speaking, reading, and writing corresponding to the other subjects such as mathematics, Physics, Biology, Chemistry and Social Sciences. In this context, of course, vocabularies can be categorized as general, and specific vocabularies; or we recognize as technical vocabularies (vocabularies related to for specific purpose). Both categories of vocabularies should be mastered well by the students in order to support their ability in doing interaction communication whether orally or writing.

Vocabulary acquisition

Based on the framework given by Coady (1997) and Hulstijn, Hollander, and Greidanus (1996), Hunt and Beglar (1998) identified three approaches to enhance vocabulary learning, namely, incidental learning, explicit instruction, and independent strategy development. Among the three, incidental vocabulary learning was viewed as an essential part of L2 vocabulary acquisition. Nation (1999) stressed the importance of incidental learning through "message-focused activities" as follows:

> "A well-balanced language learning programme has an appropriate balance of opportunities to learn from message-focused activities and from direct study of language items, with direct study of language items occupying no more than 25% of the total learning programme." (p. 145   )

Approaches to vocabulary instruction

In the educational field an old saying goes: "teachers teach the way they were taught". This obviously cannot be generalized; however it has to be kept in mind in the

teaching and learning process. Coady (as cited in Duppenthaler, 2007) expands on this idea by including four aspects that influence on the way teachers teach vocabulary: (1) the teacher's own learning experiences, (2) the teacher's metacognitive attitude toward learning vocabulary, (3) the teacher's knowledge of the research in the field, and (4) the effect of experiences gained through teaching.

After some studies in the sphere of L2 vocabulary acquisition Coady (1997) states that there are four main approaches to L2 vocabulary instruction: (1) context alone, (2) strategy instruction, (3) Development plus explicit instruction, and (4) classroom activities.

Context alone "proposes that there is actually no need or even justification for direct vocabulary instruction. This position is based on the claim (by Krashen, 1989, and others) that students will learn all the vocabulary they need from context by reading extensively, as long as there is successful comprehension" (p. 275)

Strategy instruction refers to "context as the major source of vocabulary learning but with some reservations about how well students can deal with context on their own.

Development plus explicit instruction "argues for explicit teaching of certain types of vocabulary using a large number of techniques and even direct memorization of certain highly frequent items" (p.2178).

Finally, classroom activities, "advocates the teaching vocabulary words along very traditional lines" (Coady, 1997, p. 280)

Instructional methods

Research on second language vocabulary is the meta-analysis by Hunt and Beglar (as cited in Duppenthaler, 2007). They state that teachers use a combination of explicit and implicit techniques in order to facilitate vocabulary acquisition

Explicit instruction, for most researchers usually refers to the direct teaching of vocabulary and vocabulary strategies, while implicit instruction refers to the use of integrated tasks which improve fluency and some additional vocabulary.
Nation (1990) and others (Krashen's theory of "comprehensible input") state that, " the essential element in developing fluency lies in the opportunity for meaningful use of vocabulary in a low cognitive load" (p.viii). This means that the tasks must be at the students' true vocabulary level in order for them to derive any real benefit from them.

According to Duppenthaler, (2007) a look at the research reveals certain themes that appear again and again. First, there is the advice to teachers that a combination of explicit and implicit instruction is a good idea. Second, there is a general agreement on the importance of "comprehensible input". The problem, of course, is that one students' "comprehensible" is another's incomprehensible". The question has always been how to make the tasks comprehensible yet challenging to all.

To effectively help students in promoting their entire language store it may be useful to keep the following quote from Nation (1994) in mind.

Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. Learners' growth in vocabulary must be accompanied by opportunities to become fluent with that vocabulary. This

fluency can be partly achieves through activities that lead to the establishment and enrichment of vocabulary knowledge. (p.viii)

Taken the above into consideration, Nation (1994) proposes 5 main components of a vocabulary course:

1. Meeting new vocabulary for the first time

2. Establishing previously met vocabulary

3. Enriching previously met vocabulary

4. Developing vocabulary strategies

5. Developing fluency with known vocabulary (p. v)

CHAPTER FOUR- INPUT-INTERACTION, LISTENING COMPREHENSION AND VOCABULARY DEVELOPMENT

How is input processed through listening comprehension?

In order to clearly understand the input process an article from NCLRNC (The essentials of language teaching, The National Capital Language Resource Center,) has been taken because of its close relationship with the present study. According to this article, listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified into three general groups based on how the listener processes the input. These are Top-down strategies, bottom-up strategies, and metacognitive strategies.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details

- recognizing cognates

- recognizing word-order patterns

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.

- They monitor their comprehension and the effectiveness of the selected strategies.

- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one. (NCLRNC, site map 2)

Input and vocabulary acquisition

Evidence that new word knowledge can be acquired incidentally through exposure to spoken input is well established. In her study Elley (as cited in Horst, 2010) reported that children retained knowledge of new words they heard in stories read aloud. Since then other studies have shown that learners of a second language (L2) can achieve small but significant vocabulary gains through comprehension-focused listening. Activities that have been investigated include self-directed exploration of a video disk (Brown, 1993), attending to a video-taped dialogue in class (Duquette & Painchaud, 1996), following audio-taped instructions to complete

a classroom task (Ellis & He, 1999), watching video both with and without captions (d'Ydewalle & Van de Poel, 1999; Markham, 1999), and listening to stories from graded readers read aloud (Brown, Waring, & Donkaewbua, 2008). In their carefully controlled study, Brown et al. found a repetition effect; as had been found in studies of L2 reading (e.g., Rott, 1999; Zahar, Cobb, & Spada, 2001) words met more often were more likely to be retained. But the main purpose of their study was to compare incidental vocabulary occurs when the same stories were read in three exposure conditions: reading only, reading while listening to a text, and listening only. Performance on measures of word knowledge showed the listening condition to be the least effective; gains proved to be very small and susceptible to decay over time; the authors conclude that in order for knowledge acquired through comprehension-focused listening to be lasting, learners may need to hear new words as many as 30 times or more (Brown et al., 2008, p. 18). The extent to which vocabulary is repeated in the spoken input of the language classroom in Elli's view is clearly important; however, she emphasizes that it has been difficult to investigate because researchers have had to rely on samples of teacher talk that are short and discontinuous. In the corpus study reported here, all of the teacher talk that a group of learners were exposed to in entire English as a second language (ESL) course was explored to determine the extent to which the teacher used words that were likely to be new and the extent to which they were repeated.

Teacher talk as a source of comprehensible input

Students are exposed to a substantial amount of oral input in the classroom and, consequently, teacher talk remains an important part of L2 instruction. Research shows that

this type of input provides learners with the opportunity to acquire vocabulary (Horst 2009, 2010).

Wode (as cited in Lévesque,2013), for example, compared the vocabulary acquisition of English as a Foreign Language (EFL) immersion students to regular EFL students at a school in Germany. He observed that the students in the immersion group greatly outperformed the students in the other group on a vocabulary test, most possibly due to the quantity, and not the quality, of the input provided in the immersion environment. Interestingly, Wode noted that the majority of the words acquired by the students came from the teacher's speech as most of the terms learnt were not in the textbooks used in class.

How can Teachers promote vocabulary acquisition?

Vidal (2003) claims that the goal in teaching and learning L2 is that the comprehensible input comes to be understood as the teacher's responsibility to make what is being taught as comprehensible as possible to the students. In the $i + 1$, the teacher should always be raising the bar. So to make something comprehensible doesn't mean it has to be said in the mother tongue or that it has to be accompanied by a complex definition. She also asserted that what we know about all learners, those at all levels and in all subject areas is that they learn more from examples than from definitions. If a teacher gives a definition, for example, the students can write it down and even memorize it, but it will have very little meaning for them. If the students are given examples, on the other hand, they can start to make connections and begin to figure things out, or start asking questions. (p. 57)

An important concept for second-language development for students is comprehensible input. As it was stated in Chapter I, Comprehensible input means that students should be able to understand the essence of what is being said or presented to them. This does not mean, however, that teachers must use only words students understand. In fact, instruction can be incomprehensible even when students know all of the words. Students learn a new language best when they receive input that is just a bit more difficult than they can easily understand. In other words, students may understand most, but not all, words the teacher is using.

Therefore, comprehensible input means that it is the teacher's responsibility to use as much of the target language as possible, as well as a variety of other tools to help the students understand. These tools include, but are not limited to: facial expressions, gestures, intonation, visual cues, drawing something, using a graphic organizer that builds on itself so that students can actually see a process over time, using multiple examples that have been thought through and that build on the vocabulary the students already know in the target language, creating a context through which they would be able to grasp whatever that vocabulary might be, using cognates, speaking more slowly, using a repetition of terminology on a regular basis so that there are key times when you are not overloading students with too much new information.

Using routine classroom language is an example of how teachers can incorporate comprehensible input into their classroom. Classroom language is the routine language that is used on a regular basis in classroom like giving instructions of praise, for example "Take out your books" or "Please sit down" .

The importance of making teacher talk comprehensible to students has been deeply explained by Gersten, Baker, and Unok (1999) According to these authors, an efficient

teacher talk goes beyond the choice of vocabulary and involves presentation of background and context, explanation and rewording of unclear content, and the use of effective techniques such as graphic organizers. By using context or visual cues, or by asking for clarification, students enhance their knowledge of English. When input is comprehensible, students understand most aspects of what is required for learning, and the learning experience pushes them to greater understanding.

The three authors go on to affirm that one way teachers can ensure that material is sufficiently comprehensible is to provide relevant background knowledge and content. Therefore, teachers should try to explain ideas or concepts several times using slight variations in terminology and examples.

To continually modulate and clarify the language of instruction, the authors suggest teaching must also be highly interactive. They list a variety of activities to be carried out in the classroom setting. Teachers must constantly involve students, ask many questions, and encourage students to express their ideas and thoughts in the new language. One strategy for motivating students is to give them opportunities to share their language, culture, country, and experiences. Opportunities to use language orally create, in turn, opportunities to increase receptive language skills.

The role of interaction on vocabulary development

Vocabulary development, as defined in the Glossary of Reading Terms by Florida Center for Reading Research in its website (FLORIDA CENTER FOR READING RESEARCH) refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary development is

important for beginning reading in that when a student sounds out a word, he or she is also determining if the word makes sense based on his or her understanding of the word. If a student does not know the meaning of the word, it is difficult to check for the word that fits.

In an article the ESOL Program Services Education Department (2007) emphasizes the necessary relationship between speaking and vocabulary. According this view, oral language development and vocabulary development go hand in hand. The article supports this affirmation with literature on previous study. The article goes on to assert that research had showed that language learning occurs through interaction. Therefore, the point of learning language and interacting socially is not to master rules, but to make connections with other people and to make sense of experiences. English classrooms should be full of active learners who are hardly ever silent. Structured talk about academically relevant content rather than rote memorization of word lists is necessary. It is important to model and teach deliberate strategies for clarifying word meaning as well as to provide students opportunities to use the words in context. Children have to talk as well as listen. According to Cummins (as cited in ESOL org. 2007), students develop oral language within the first two years of immersion in the target language; however, academic language takes about 5 – 7 years. Teachers of ELLs need to provide instruction in which oral language development, content learning, and literacy development support one another. Native speakers generally learn to read words they already use in speech, while English learners need to learn what the words mean, and how to say them as they are learning to read. In order for L2 learners to catch up to native speakers, they must expand their vocabularies. The article goes on to suggest that teachers can assist L2 learners by directly teaching vocabulary within a

meaningful context and providing them with many encounters with language. This will help children discover the joy and power of literacy.

Effective vocabulary instruction according ESOL org. (2007) should include the following three components:

• Definitional and contextual information about a word. To know a word, students need to see it in context and learn how its meaning relates to the words around it. An approach that includes definitions and shows how words are used in various contexts can generate a full and flexible knowledge of word meanings.

• Multiple exposures to a word in different contexts. A word that is encountered once has about a 10 percent chance of being learned from context. When students see a word repeatedly, they gather more and more information about it until they get an idea of what it means.

• Encouragement of students' active participation in their word learning. Students remember words better when they relate new meanings to knowledge they already have. Group discussion of word meanings also helps students learn new vocabulary by having to actively participate in their own learning. (p. 26)

Compulsory input and vocabulary

To illustrate the importance of a comprehensible input on vocabulary acquisition and development, the ESOL organization (2007) proposes some effective and useful considerations.

- Vocabulary needs to be taught explicitly and be a part of the daily curriculum to promote English language development. In order to read fluently and comprehend what is written, students need to use not just phonics, but also context. It is possible

for students to read phonetically yet not comprehend what they read because they do not have the vocabulary.

- Scientific research on vocabulary development demonstrates that children learn the majority of their vocabulary indirectly in the following three ways:

  1. Conversations, mostly with adults,

  2. Listening to adults read to them, and

  3. Reading extensively on their own (CIERA, as cited in ESOL.org., 2007).

This is a challenge for L2 learners because their parents and other adults in their lives are often not fluent in English. Therefore, educators must provide many opportunities for students to learn vocabulary directly, including explicitly teaching vocabulary words before students read a text and providing read aloud and structured independent reading time.

- Teaching vocabulary development involves more than teaching the definition of technical or unfamiliar words in texts. Many encounters with a word in meaningful contexts are needed for students to acquire it. It also requires understanding how the words are learned in non-instructional contexts through conversation and reading. Researchers claim we don't learn much from looking up words in a dictionary and memorizing definitions (Nagy, as cited in ESOL. Org., 2007).

- When teaching vocabulary special attention must be given not only to single words but also to polywords (e.g. by the way); collocations, or word partnerships (i.e. community service); institutionalized utterances (i.e. we'll see) and idioms.

CHAPTER FIVE-OTHER TOOLS FOR ENHANCING ENGLISH VOCABULARY

Textbook-based instruction vs. interactional instruction

Learning words does not occur in a vacuum; that is, children do not acquire meanings of words in isolation. All learning—both personal and academic—occurs within the sociocultural environment of the home, community, and classroom. "Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community" (Scott, Nagy, & Flinspach, 2008, p. 197).

Therefore, according to these authors, effective teachers of language provide practices that stimulate rich uses of language, designing their instructional programs within a social context that promotes literacy learning.

The authors also make a distinction between incidental acquisition and direct vocabulary instruction. According to them, knowledge of words is acquired incidentally, where vocabulary is developed through immersion in language activities. Words are also learned through direct instruction, where students learn words through a structured approach. Thus, vocabulary programs should be designed to support children's word learning through a combination of approaches to teaching, direct instruction, and incidental word learning. Michael Graves (2006) offers a framework for successful vocabulary programs that supports effective teaching and students' development of word knowledge. The foundation of his instructional program includes a four-part approach to developing robust vocabularies: (1) Provide rich and varied language experiences, (2) teach individual words, (3) teach word-learning strategies, and (4) foster word consciousness (pp. 4–8).

The authors go on to suggest teachers to provide rich and varied language experiences to support incidental word learning which takes place when teachers offer and encourage students to participate in a variety of rich language experiences that occur throughout the day and across the curriculum. Examples of such experiences that promote rich and powerful vocabularies at all grade levels include (1) Interactive read-aloud of outstanding children's literature, (2) dialogic-based instructional activities, (3) independent reading, (4) interactive writing, and (5) creating a print-rich environment where the "walls are dripping with words."

Although many words may be learned incidentally and vocabularies become stronger when they are supported with a language-rich environment, the authors affirm that children benefit from systematic and direct instruction of words but it is necessary to take into account the following ideas. Vocabulary instruction should (1) provide students with information that contains the context as well as the meaning of the word, (2) design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words.

The Role of ICT in Learning English Vocabularies Development

ICT (as cited in Lévesque, 2013) is regarded as strategic media to assist the students to improve their vocabularies mastery in learning English. As a matter of fact that the role of that media can support optimally the successfulness of the learning and teaching process, and having the role building up communication effectively in teaching and learning

process, because and it can be a multi resources of information to enrich the students' vocabularies.

As a way of example, an article from International Journal of Linguistics (2015) states that media can open the larger gap information that probably to stimulate the students open their mind or way of thinking in learning and teaching process, because of involving multi equipment aids. Basically, we can assume the use both audio-visual aids combined will increase learning and teaching achievement, especially to cope the vocabularies and being internalized in their vocabularies system in their brain.

Oral input combined with visual support

An argument can be made for the use of television programs over other means of exposure to aural texts. Given that overall incidental vocabulary gains appear to be limited (e.g., Brown, Waring & Donkaewbua ; Elley; Nation as cited in Lévesque, 2013), teachers will want to maximize the learning opportunities of their students.

Some studies have found that learners acquired more words through story telling when the words were associated with an image (e.g., Elley, 1989, Jones & Plass, 2002, Mueller, 1980). For instance, Mueller (1980) observed that visual supports enhanced comprehension recall in adult beginner learners of German, especially if these visual aids were presented before hearing the recording. Similar results were obtained in a study of 8-year olds English native speakers by Elley (1989), where it was found that learners acquired more words through story telling when the words were associated with an image than when an explanation of the word was given.

The role of TV on vocabulary development

In chapter III, it was observed that the classroom's lexical richness found in teacher talk is not sufficient in promoting language acquisition and specifically vocabulary acquisition. It is thus possible that L2 learners could benefit from multiple and varied exposure to the spoken L2 language which could be provided by television programs. Television watching , according Lévesque (2013), is in fact one of the most popular activities among the general public, so this experience might be of interest to those wishing to complement classroom instruction with extra-curricular activities that may contribute to learning.

Lévesque (2013) goes on to say that it has been shown that repeated exposure to television programs produces some vocabulary acquisition in L2 learners. Results of previous research also suggest that particular programs and certain viewing conditions, such as the use of closed captions, produce better results. As such, Uchikoshi (2006) looked at the effects of educational television viewing by Spanish-English bilingual kindergarten children on their receptive and expressive vocabulary acquisition. Students watched 30-minute episodes three times a week in class. The vocabulary was not reinforced by any activities after the viewings.

Even after a whole year of this treatment, there were no vocabulary gains from the viewing of the programs. However, some gains were observed in those students who combined classroom viewings with home screening of the same programs. Results also differed depending on the show that students were watching, which suggests that not only do learners need repeated exposures to acquire vocabulary, but also that certain shows are more beneficial than others. Determining what those programs are could potentially

increase learners' incidental vocabulary acquisition. Along these lines, the present study aims at uncovering which television genres namely drama, situational comedy or science fiction are most useful for vocabulary acquisition.

Research Questions

- Do students in the experimental group comprehend input more successfully than those on the control group?

- Do students in the interactionally experimental group recognize more words than those on the control group?

- Do students in the interactionally modified group retain more words than those on the control group?

- Do students in the modified experimental group comprehend the meaning of target words in context more accurately than those on the control group?

Hypothesis system

Working hypothesis

The applying of language input and interaction techniques in e English classes in the tenth year of the "Ciudad de Cuenca" high school will enhance the students' vocabulary acquisition.

Null hypothesis

The applying of language input and interaction techniques in English classes in the tenth year of the "Ciudad de Cuenca" high school won´t enhance the students' vocabulary acquisition.

PART THREE
METHODOLOGICAL DESIGN

PART THREE

METHODOLOGICAL DESIGN

Research type and design

Since the aim of the present study was to investigate the influence of input and interaction on the acquisition of vocabulary, a previous research on this topic was taken as a pattern. Therefore, this study is basically a replication of the study by Yang (2007), which, in turn, is a reproduction of research by Ellis, Tanaka, Yamazaki (1994).

In order to answer the research questions and the hypothesis of this research, a quantitative approach was adopted. Besides, a pre-test and three post-tests were applied to check the behavior of the variables under investigation. As for the type of research, this is quasi-experimental since there is a control group and an experimental group.

Population and sample size

Participants in this study were 76 students of tenth year Basic Education at "Ciudad de Cuenca" High School. The groups chosen for this study were two tenth years. Tenth D was the control group with 38 students (31 female and 7 male). Tenth C was the experimental group with 38 students (25 female and 13 male). Students were aged between 14 and 15. All participants were taking English as a required subject matter of the curriculum whose main purpose is to develop the students' four language skills. They had a similar English level as determined by the diagnostic test prior to the treatment.

Table 3

Demographic table of participants

GROUP	CLASS	GENDER	# OF STUDENTS
Experimental (Interactionally modified)	Tenth "C"	Male (n=13) Female (n=25)	38
Control (Baseline)	Tenth "D"	Male (n=7) Female (n=31)	38
TOTAL			**76**

Field work

Design of the study

Two intact groups were involved in the present research. Tenth D was the Baseline Group, the control group (n=38), and Tenth C was the Interactionally Modified Group, the experimental group (n=38). There was one independent variable, interaction, and two dependent variables, listening comprehension and word recognition.

In order to achieve the general objective of this study, students in both groups experienced the following:

1. The pre-test, applied to all participants one week prior to the treatment including 40 words related to kitchen utensils and kitchen verbs.

2. The treatment, a listening comprehension task performed within 3 consecutive class periods (about 120 minutes).

3. The immediate post-test, immediately applied to all the participants after the listen-and-do task.

4. The delayed post-test 1, conducted a week after the treatment session 2.

5. The delayed post-test 2, administered to all participants after the treatment session 3.

Although the study replicated much the study by Yang (2007), the design of the current study was slightly different from that in the following respects:

1. The pre-test in the study of Yang (2007) included the translation of words; however, the content of the pre-test of the present study took the words of Yang's test but they were presented in context.

2. The treatment in Yang's study consisted in a listen-and-do task in which participants had to listen to the directions given by the teacher. Participants in Yang's study were given a matrix picture of the kitchen and some pictures related to kitchen utensils with the task of choosing the corresponding picture according to the teacher directions to demonstrate their listening comprehension. In addition to this treatment task, which was adopted for the present study, two more sessions were carried out.

Instruments for data collection

Pre-test, administered to all students one week prior to the treatment, comprised of 40 lexical items in context related to kitchen utensils and kitchen verbs to determine the students' ability to recognize some English words new to them and English proficiency of all subjects involved in this study as well. Each word correctly selected was scored one point. See Annex 1.

Immediate Post-test. A posttest was immediately administered to the students after the listen and do task to examine the effect of the treatment on the acquisition of vocabulary. This test was comprised of 20 target words which were randomly selected from the 40

phrases in the initial vocabulary pre-test. The students were required to choose the word which best fit each one of the 20 phrases and were awarded one point for each word translated accurately. See Annex 2.

Delayed Post-test 1. To investigate the students' retention of vocabulary, a post-test was applied one week after the immediate post-test. That's to say, immediately after the first session of the treatment. The content of this post-test was formed by the other remaining 20 words in context which were not yet taken from the vocabulary pre-test.

Delayed Post-test 2. A post-test was administered to all students one week after the first delayed post-test, immediately the second session in order to determine the retention of vocabulary. It was integrated by another 20 words in context randomly selected from the initial pretest. As for the immediate post-test, the participants were given one point for each word correctly chosen. To avoid the effect of students' test-taking skills, that's to say, to prevent the students from reciting the answers to each item, the order of the target words was changed.

Treatment

Unlike Yang's research where only a task was carried out as the treatment to develop vocabulary knowledge, the present study involved the performance of three tasks. The first was a listen-and-do task adapted from Yang's in which students had to listen to the directions given by the teacher. Several pictures related to kitchen utensils, foods and kitchen verbs were given to the students. The task for students was to choose and circle the pictures on the matrix according to the teacher's directions, demonstrating, in this way, their vocabulary comprehension. The students were awarded one point for each correct

picture selected. See Annex 3. The second was a pair listen-speak-write task in which each student had to interact with his or her partner in order to fill a grid with pictures and their corresponding names. Each correct name was awarded one point. The third was in the form of a guessing game, jeopardy. It was a group listen-speak-recognize task in which students divided into groups had to identify the object described by the teacher. Again, students were given one point for the correct word. The aim of the treatment was to determine the students' general comprehension; rather than to investigate their listening proficiency.

Participants in the experimental group listened to the information given by the teacher and their peers and were allowed to interact to clarify the input. To facilitate interaction some formulas were written on the board so that the students could ask for clarification with confidence; for instance, repeat please, could you speak more slowly? what is a……….? where is the……….? Is ……….. from metal? etc.

Processing and analysis

Procedure

1. The pre-test was administered to all students in both groups a week prior to the beginning of the research. The pre-test involved the translation of 40 target words into Spanish. The students in the experimental group were permitted to interact with the teacher.

2. Once applied the pre-test, the treatment was performed. The treatment was completed within two periods of class (about 80 minutes) per week. During the treatment, in the first session both the control group and the experimental group received the same input related to some instructions but only the students in the experimental group were

encouraged to negotiate meaning with the teacher and classmates until they understood the input. On the other hand, the students in the control group participated on the first treatment session and could listen to the input only once.

3. After the treatment an immediate post-test was administered to all students. The students were given 10 minutes to identify the meaning of 20 lexical items taken from the initial pretest. Students in the experimental group were informed that the use of circumlocution was allowed in case they did not know the exact meaning of the word.

4. A delayed post-test was given to all the participants one week after the immediate post-test. It involved the meaning recognition of the remaining 20 target words which were not yet chosen from the vocabulary pre-test. The participants were given 10 minutes to complete the post-test and only those in the experimental group were allowed to interact with the teacher for clarification.

5. The second delayed post-test was administered to all the participants one week after the first. This time the other 20 target words which were randomly selected from the 40 sentences in the vocabulary pre-test were considered to be part of this post-test.

Table 4

Experimental procedure

Week	Test/Treatment	Activity
1	Pre-test	Recognition of vocabulary in context
2	Treatment-Session 1	Listen-and-do task
3	Immediate Post-test	Recognition of vocabulary in context
4	Treatment-Session 2	pair listen-speak-write task
5	Delayed Post-test 2	Recognition of vocabulary in context
6	Treatment-Session 3	group listen-speak-recognize task
7	Delayed Post-test 2	Recognition of vocabulary in context

Data Analysis

      A two sample *t*- test was employed to analyze the differences of mean values of the pre-test, the listening comprehension task, and the three post-tests between the control group and the interactional modified group. A significant level of $p < 0.05$ was considered.

PART FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

PART FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Previous for the data collection

This chapter displays the results achieved in order to test the hypothesis and answer the research questions of this study. Since the general objective was to identify the incidence of implementing an input-interactional approach to the ESL curriculum in order to improve the English vocabulary, a two-sample t test was used to investigate whether there were any differences between the control group and the experimental group. Therefore, the mean scores for the pre-test, comprehension of directions, and the three posttests were analyzed using this statistical tool.

Vocabulary knowledge. Results of the pre-test

To determine the students' ability to recognize some English words, a pre-test was administered to all 76 students one week prior to the treatment. The test contained 40 words related to kitchen utensils and kitchen verbs presented in context. These words were completely new to the students since they did not appear on the textbook. The purpose of using this test was to determine if the acquisition of vocabulary, if given, was due to the effect of treatment rather than the effect of regular instruction.

The maximum score for the test was 40, and each correct word was worth one point. The students were required to choose the word that makes sense in each of the sentences provided. That is, the pretest was in the form of gap-filling task and was intended to determine how many words the students had already known before the treatment.

Table 5

Results of pre-test applied to the control group.

CONTROL GROUP 10TH D	WORDS WELL IDENTIFIED	TOTAL SCORE
1	8	8
2	8	8
3	1	1
4	13	13
5	0	0
6	5	5
7	0	0
8	2	2
9	1	1
10	1	1
11	2	2
12	1	1
13	11	11
14	3	3
15	4	4
16	5	5
17	3	3
18	2	2
19	4	4
20	5	5
21	0	0
22	2	2
23	2	2
24	1	1
25	6	6
26	1	1
27	5	5
28	2	2
29	6	6
30	3	3
31	3	3
32	2	2
33	2	2
34	5	5
35	4	4
36	6	6
37	2	2
38	6	6

Mean Score= 3.61

This table shows that the students' scores in the pretest in the control group were very low considering the score of 40. Only 2 students, which represents 5.26 % of the whole group, recognize the meaning of at least a quarter of the total words presented, 13 and 11 respectively. Six students, 15.8 %, know the meaning of 6 to 10 terms. Most students, 79% get a score of five or less. There are even students who do not manage to choose a single

word correctly. Therefore, the mean for the experimental group is 3.61. Making a deeper analysis it is interesting to note that most correctly recognized words are cognates such as refrigerator, toaster, bottle opener, etc. At this point it is necessary to mention that a great number of students tried to find the meanings in an instinctive way, by assuming that all words that sound the same also share the same meaning. Examples of this type are the English words pan, canister, whisk, and cabinet whose corresponding confused Spanish translations are pan (food), canasta (basket), wisky (licour), and gabinete (beauty salon).

Table 6

Results of pre-test applied to the experimental group

EXPERIMENTAL GROUP	WORDS WELL TRANSLATED	TOTAL SCORE
1	5	5
2	8	8
3	2	2
4	5	5
5	2	2
6	1	1
7	7	7
8	1	1
9	3	3
10	1	1
11	4	4
12	3	3
13	3	3
14	4	4
15	0	0
16	1	1
17	2	2
18	3	3
19	1	1
20	2	2
21	6	6
22	3	3
23	1	1
24	1	1
25	2	2
26	1	1
27	1	1
28	2	2
29	4	4
30	4	4
31	2	2
32	3	3
33	2	2
34	9	9
35	4	4
36	5	5
37	3	3
38	4	4

Mean Score 3.03

Analysis

The results of the pretest in the experimental group show a very similar trend in the control group. That is to say, the mean score 3, 03 is low based on the rating scale of 40. It is noticed that the mean in the experimental group was a little lower compared to the mean of the control group. This was a challenge for the present investigation since it was expected that with the treatment the final results would be higher than the control group. Similar to the findings in the control group, it is observed that the level of vocabulary is very low. However, in the experimental group no one recognized 10 or more words. In fact, only 4 students who constitute 10.5% know 5 to 9 terms. Most students in this group know the meaning of less than five semantic units. Similarly to the control group, there were students who did not recognize a single word. As for the most frequent correct translated words were cognates. There were also students in the experimental group who tried to complete the meaning of the phrase intuitively by means of false cognates.
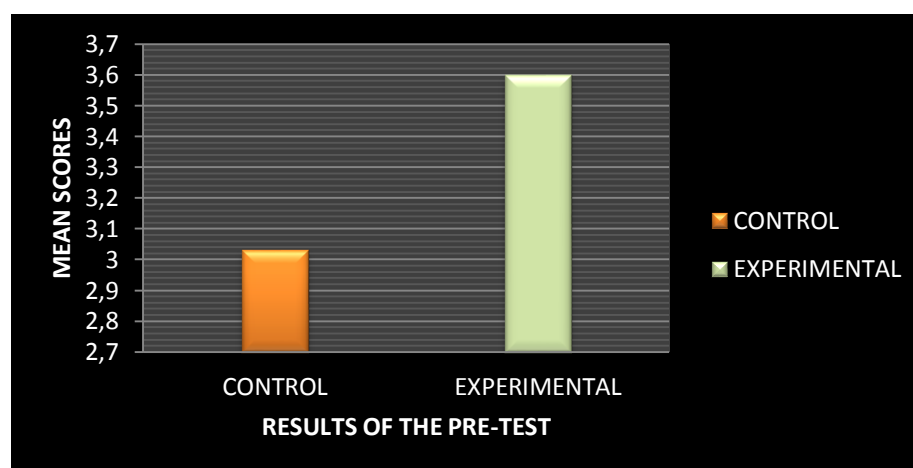
Figure 3. Comparison of the pre-test means between the two groups

As Figure 3 shows, the results of the students' English vocabulary knowledge before the experiment are very close. The experimental group obtained a mean of three-point-sixty-

one (3.6) and the control group reached a mean of three-point-three (3.03). In order to determine the difference between the means of the two groups, a two-sample *t* test was used. Thus it was concluded that the subjects had a very similar ability to recognize vocabulary. This constituted a favorable pre condition for conducting this research accurately. However, it should be noted that in both cases the level of vocabulary knowledge is very low considering that the test score was over 40.

Table 7

Descriptive and inferential of pre-test scores on vocabulary

GROUP	N	M	T
CONTROL	38	3.61	
			1
EXPERIMENTAL	38	3.03	

Analysis

Data gathered through the pre-test was subjected to mean calculations. In other words, the students' correct responses were added together to find the average of vocabulary knowledge in each group. Therefore, the mean scores are around 3. For the control group 3,61 and for the control group 3.03. To determine the difference between means, a two-sample t test was used. The *t* obtained for 74 degrees of freedom at significance level of 0,05 is lower than the *t* of the table of Percentage points for upper probability of Student's t-distribution. That is to say, there was no a significant difference between the two groups. This constitutes a favorable starting condition to accurately verify the effectiveness of the treatment.

Comprehension of the directions

The scores showing the students' general listening comprehension of the directions given by the teacher and the peer students were obtained with three tasks, each of which contained 20 target words in context and were supported by images and interaction. The subjects' comprehension was determined by counting how many of the directions they had accomplished correctly on their target vocabulary sheet. The maximum score on each one of the treatment sessions was 20. The results of the comprehension of the directions are presented in Table 8.

Table 8

Results of the comprehension during the three treatment sessions in two groups

RESULTS OF THE TREATMENT IN BOTH GROUPS				
SESSION	**TASK**	**GROUP**	**MEAN**	**t**
SESSION 1	Listen-and-do task	CONTROL	**5.12**	
		EXPERIMENTAL	**10.43**	
SESSION 2	pair listen-speak-write task	CONTROL	**5.87**	
		EXPERIMENTAL	**12.96**	
SESSION 3	group listen-speak-recognize task	CONTROL	**6.19**	
		EXPERIMENTAL	**13.97**	

*p<.05

Analysis

The participants in the experimental group scored higher than those in the control group. The control group scored a mean of 5, 12 in the first session of the treatment whereas the experimental group scored a mean of 10, 43. That is, the mean score in the experimental group doubled the mean of the control group. A two sample t test demonstrated there was a statistically significant difference between the two groups, $p<.05$.

We may conclude that negotiation for meaning was crucial to improve listening comprehension in the experimental group. It is necessary to remember that participants in the control group were not allowed to interact; they had the work of completing the task silently in a similar manner to what they do with a common test.   In regard to the second session of the treatment, the scores showed a similar trend in both groups, that's to say, with predominance of the experimental group over the control group. The means were 5, 87 and 12. 96, respectively. This time interaction between students might be an important aspect in promoting listening comprehension and meaning recognition. Finally, the results in the third session were more significant in statistical terms since the subjects in the experimental group reached the highest mean score of all sessions. The scores were 6,09 and 16,07 for the control and experimental group respectively. In this session the students in the experimental group experienced both interaction with their classmates and negotiation of meaning with their teacher. This could be an indicator of the benefits of an interactional environment on the students' overall vocabulary mastery.
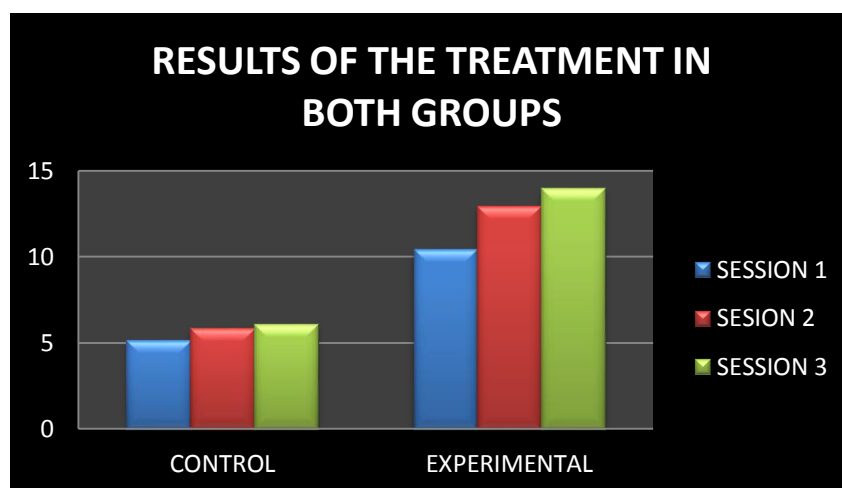
Figure 4. Comparison of the results of the three treatment sessions between the two groups

Analysis

Figure 4 displays in a graphical form the results obtained by each group during the three sessions of the treatment which were intended to determine the general listening comprehension in accomplishing a task. While the control group had a slight increase in the three sessions, it is not significant because it is below 50% of overall performance that is above 20 points. All the three means are around 5 over 20. This performance in educational terms since it is considered as deficient. Then the outcome has remained constant in the three sessions. On the contrary, the experimental group demonstrated significant progress compared to both the initial pre- test and also in relation to the scale value of 20 points. Therefore, this group exceeded 50% of overall performance reaching grades categorized as very good.

Acquisition of vocabulary. Results of the post-tests

In order to examine the effect of input and interaction on students' vocabulary acquisition, three vocabulary post-tests with 20 target words each were employed. The students were required to recognize some semantic units used in context.

After each treatment session, three post-tests (Immediate post-test and delayed post-tests 1 and 2) were administered to all 76 participants.

Immediately after the treatment the scores for acquisition of vocabulary were obtained through a gap-filling test which included 20 of the English words used in the treatment. Both groups took the same post-test. The first delayed post-test with the same pattern was given one week after and the second delayed post-test was implemented one week after the first. All three post-tests were scored over 20.

The difference in the quantity of words recognized correctly between the two groups shows that the experimental group which was allowed to make circumlocution during the treatment scored higher than the control group, which just listened to the teacher's instructions not being allowed to ask questions or interact with others as it is displayed in Table 9

Table 9 *Results of the immediate post-test applied to the control group*

CONTROL GROUP 10TH D	WORDS TRANSLATED TOTAL 20	TOTAL SCORE /20
1	7	7
2	8	8
3	3	3
4	12	12
5	4	4
6	5	5
7	3	3
8	4	4
9	3	3
10	3	3
11	3	3
12	3	3
13	10	10
14	4	4
15	5	5
16	5	5
17	4	4
18	3	3
19	5	5
20	5	5
21	4	4
22	3	3
23	2	2
24	2	2
25	6	6
26	2	2
27	5	5
28	3	3
29	6	6
30	4	4
31	3	3
32	3	3
33	3	3
34	6	6
35	6	6
36	7	7
37	4	4
38	7	7

Mean Score= 4, 61

Analysis

Results on the immediate post-test in the control group are low. The mean score was 4, 61. However, it is necessary to state that this time the test was scored over 20 since twenty words were randomly taken from the original pre-test. That is to say, the words were displayed in context and the students in this specific group were asked to choose the term that best fits the sense of the phrase. In regard to the number of words correctly translated, only 2 students, representing 5, 26 % used the correct semantic word for more than 10. A great number of participants, 94, 74 % demonstrated to know the meaning of less than 6 terms. Again, as in the pre-test, some Spanish cognates were among the most known.

Table 10 *Results of immediate post-test applied to the experimental group*

EXPERIMENTAL GROUP 10TH C	WORDS TRANSLATED TOTAL 20	TOTAL SCORE /20
1	14	14
2	8	8
3	10	10
4	8	8
5	12	12
6	8	8
7	9	9
8	10	10
9	8	8
10	11	11
11	10	10
12	9	9
13	10	10
14	12	12
15	10	10
16	8	8
17	9	9
18	9	9
19	8	8
20	8	8
21	12	12
22	10	10
23	9	9
24	9	9
25	8	8

CONTINUES ➡

26	9	9
27	9	9
28	8	8
29	10	10
30	9	9
31	8	8
32	8	8
33	14	14
34	8	8
35	11	11
36	8	8
37	8	8
38	10	10
38		

Mean Score= 9, 45

Analysis

Results in the experimental group were higher than those of the corresponding pre-test where the mean was 3, 03. The mean score for the immediate post-test was 9,45. Even though an increase is evident, this is not significant in general terms taking into account the total rating scale of 20. However, if the pre-test and the immediate post-test are compared, the results in the post-test tripled. Besides, this time most of the correct identified words were not only cognates but different new words taken from the original pretest. A similar trend as the observed with the control group is that the majority of the students recognize the meaning in a range of 8 and more words. It is also noticeable that contrary to what happened in the pre-test; in this post-test all the students identified at least 8 words correctly.
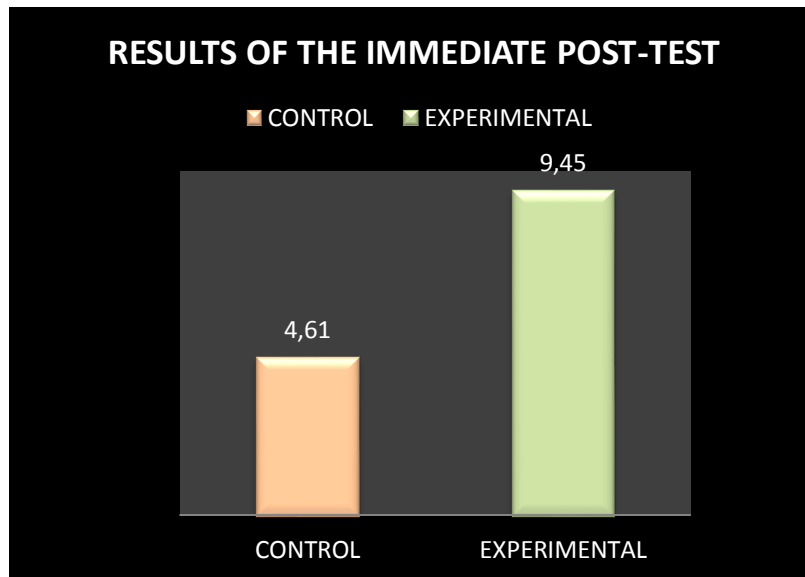
Figure 5. Comparison of immediate post-tests' means between the two groups

As figure 5 shows, the results of the immediate post-test after the treatment are different between the two groups. The control group obtained a mean of 4, 61 and the experimental group achieved a mean of 9, 45. Although at first glance it seems that the difference is not significant, in numerical terms the difference is remarkable. In fact, while the control group knows the meaning of 175 words the experimental group identifies the meaning of 359 words.

Table 11

Results of the delayed post-test 1 applied to the control group

CONTROL GROUP 10TH D	WORDS TRANSLATED TOTAL 20	TOTAL SCORE /20
1	7	7
2	7	7
3	5	5
4	11	11
5	5	5
6	4	4
7	4	4
8	4	4
9	4	4

10	5	5
11	3	3
12	4	4
13	9	9
14	5	5
15	4	4
16	5	5
17	4	4
18	4	4
19	4	4
20	4	4
21	5	5
22	4	4
23	3	3
24	3	3
25	5	5
26	3	3
27	6	6
28	4	4
29	7	7
30	5	5
31	4	4
32	3	3
33	3	3
34	5	5
35	7	7
36	6	6
37	5	5
38	8	8

Mean Score= 4, 95

The results obtained with the application of the delayed post-test 1 in the control group are very low. They have increased slightly compared to the immediate post-test. This time the mean score was 4, 95. The number of words translated correctly was 188 which means that the participants recognized and used only 13 words more than in the first post test. It is necessary to note that this statistical trend may be due to the fact that in each post-test 20 different words were taken from the original one. Almost all the students manage to identify vocabulary in a range between 4 to 5 words which in terms of rating correspond to poor performance.

Table 12

Results of delayed post-test 1 applied to the experimental group

EXPERIMENTAL GROUP 10TH C	WORDS TRANSLATED TOTAL 20	TOTAL SCORE /20
1	14	14
2	9	9
3	12	12
4	10	10
5	12	12
6	9	9
7	11	11
8	12	12
9	10	10
10	13	13
11	10	10
12	10	10
13	11	11
14	13	13
15	10	10
16	9	9
17	10	10
18	11	11
19	9	9
20	9	9
21	12	12
22	11	11
23	9	9
24	10	10
25	9	9
26	11	11
27	10	10
28	9	9
29	11	11
30	10	10
31	10	10
32	9	9
33	16	16
34	9	9
35	12	12
36	10	10
37	9	9
38	12	12
38		

Mean Score   10, 61

Analysis

Table 12 shows the mean score obtained in the delayed post-test 1 in the experimental group. Since 403 words were correctly identified by participants the mean obtained this time was 10, 61. Most participants in this group 63, 2 % identified the meaning of more than nine words. However, nobody managed to identify at least the 50% of the target

words. Thirty six students representing 36, 8% knew the meaning of more than 10 words. These optimal results could be due to the interaction environment either in session two of the treatment and in the post-test.
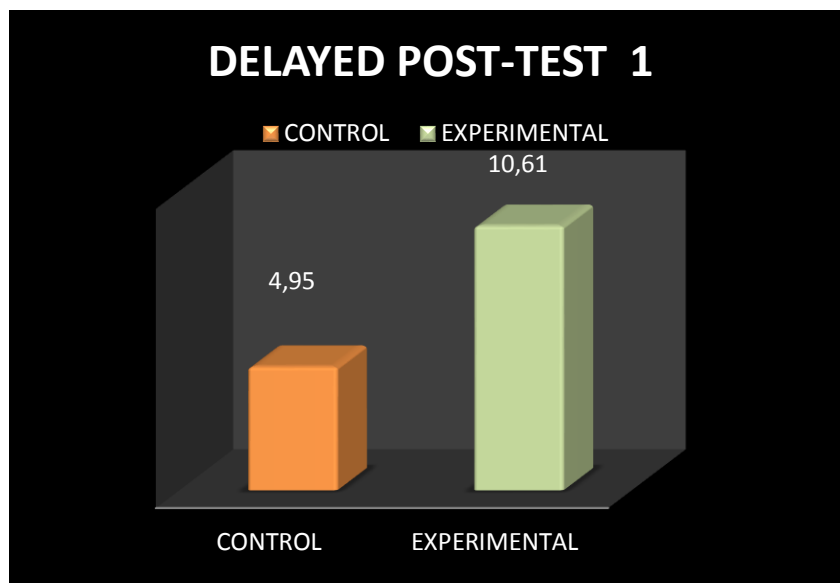
Figure 6. Comparison of delayed post-test 1 means between the two groups

As figure 6 shows, the results of the means in the delayed post-test 1 are different for the two groups. The mean obtained by the control group was 4, 95 and the mean reached by the experimental group was 10, 61. These scores demonstrate the average number of words meanings recognized by the students in each group. That is, a total of 188 words identified in the control group and 403 in the experimental group. The difference was remarkable since there was a difference of 215 words between the two groups. As for the difference of means between the two groups, the experimental group obtained a score of more than twice the score of the control group. Since during this post-test participants in the experimental group were given the opportunity to interact with their corresponding peers, the expected results may be a consequence of the implementation of the proposed approach.

Table 13

Results of the delayed post-test 2 applied to the control group

CONTROL GROUP 10TH D	WORDS TRANSLATED TOTAL 20	TOTAL SCORE /20
1	7	7
2	9	9
3	6	6
4	11	11
5	6	6
6	5	5
7	5	5
8	5	5
9	5	5
10	5	5
11	4	4
12	5	5
13	9	9
14	6	6
15	5	5
16	5	5
17	5	5
18	6	6
19	5	5
20	5	5
21	7	7
22	5	5
23	4	4
24	5	5
25	5	5
26	4	4
27	6	6
28	5	5
29	7	7
30	6	6
31	5	5
32	4	4
33	5	5
34	5	5
35	6	6
36	5	5
37	6	6
38	8	8

Mean Score= 5,71

Analysis

Having administered the delayed post-test 2 to the control group the results are very low. They have increased less than 1 point (0, 8) compared to the last post-test. This time the mean score was 5, 71. Although the difference continuous to be insignificant, it is alarming that the trend continue to be almost constant around the average of 5 words per student. The number of words translated correctly was 217, 29 words more than in the first delayed post-

test. Again it must be noticed that for this test 20 other different words were taken from the original test. Almost all the students identified the terms in a range between 4 to 8.

Table 14

Results of delayed post-test 2 applied to the experimental group

EXPERIMENTAL GROUP 10TH C	WORDS TRANSLATED TOTAL 20	TOTAL SCORE /20
1	16	16
2	11	11
3	14	14
4	11	11
5	15	15
6	11	11
7	13	13
8	14	14
9	11	11
10	13	13
11	11	11
12	11	11
13	12	12
14	14	14
15	12	12
16	11	11
17	12	12
18	13	13
19	10	10
20	11	11
21	15	15
22	11	11
23	11	11
24	10	10
25	11	11
26	13	13
27	11	11
28	11	11
29	12	12
30	12	12
31	9	9
32	10	10
33	18	18
34	10	10
35	13	13
36	11	11
37	10	10
38	13	13

Mean Score   12, 03

Analysis

Contrary to what happened with the control group, Table 14 shows the mean score obtained in the delayed post-test 2 by the experimental group. This time a total of 457

semantic units were placed correctly in the corresponding phrases. This figure was then divided by the total number of students in the experimental group obtaining the mean score of 12, 03. Except for one student, almost all the participants in the experimental group identified the meaning of more than ten words. However, in terms of language performance this is equivalent to regular. A reasonable number of participants, 6 that make up 15, 78% of the total recognized the word meaning in a range from 14 to 15. That is especially important since an increment is evident. Only 1 student representing 2, 63% of the group recognized 16 words. Therefore, the results in this post-test have moved in a range from 11 to 16 which in the assessment scale indicates good and very good ratings.
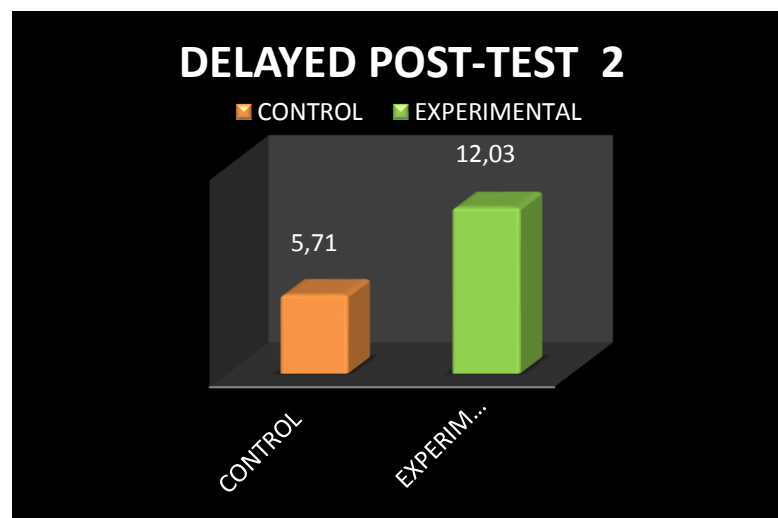
Figure 7. Comparison of delayed post-test 2 means between the two groups

Figure 7 shows the difference in the results of the means in the delayed post-test 2 for the two groups. The mean obtained by the control group was 5, 71 and the mean reached by the experimental group was 12, 03. The difference between the two means was 6, 32. These scores imply the average number of target words meanings retained by the students in each group. That is, a total of 217 words recognized and used in the control

group and 457 in the experimental group. Considering that the vocabulary was new for the participants, difference was remarkable. In fact, there was a difference of 240 words between the two groups.
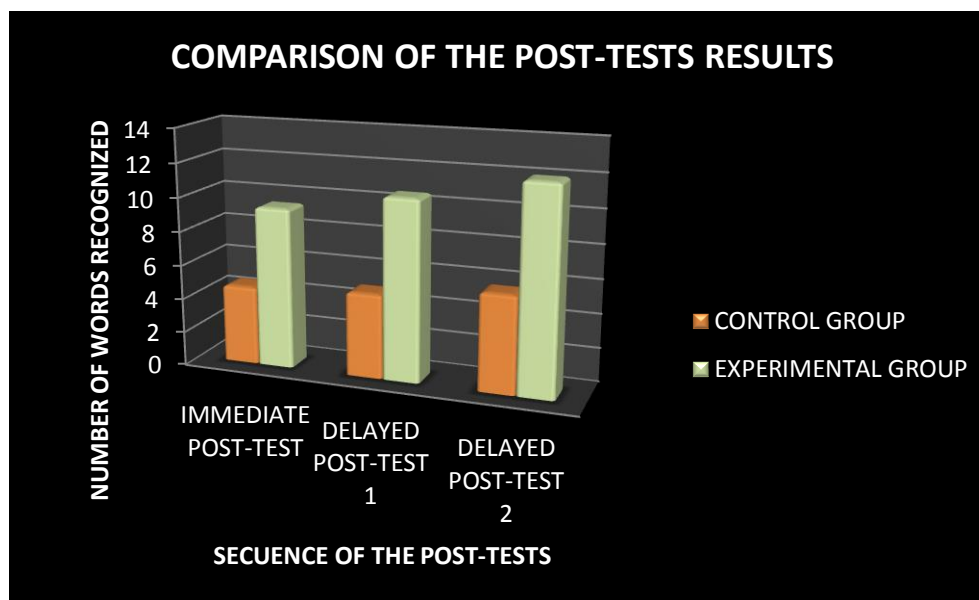
Figure 8. Comparison of the results between the control and experimental groups Analysis

Figure 8 shows the results of the application of the three post-tests to both groups. As can be seen, in general terms the behavior of the mean in the control group was constant: immediate post-test 4, 61, first delayed post-test 4, 95, and second delayed post-test 5, 71. That is to say, the vocabulary learning in this group remained at an average of about 3 and 5 words per student. This result is very low considering that all three post-tests were rated on 20 points. By contrast, the acquisition and development of vocabulary in the experimental group had a significant increase. The means moved from 9, 45 in the first post-test to 10, 61 in the second, and to 12, 03 in the third. Therefore, the level of word knowledge in this group increased 9 points in relation to the pre-test (3, 03).

Discussion of the results

In this part of the study, the main findings related to the research questions are discussed.

Do students in the experimental group comprehend input more successfully than those on the control group?

The difference between the level of input comprehension in the experimental group and in the control group is displayed both in the treatment session 1 and in its corresponding post-test. Since the task for the students was to listen to the directions given by the teacher and identify the correct picture related to each direction, and if the definition of input for the present study was related to the language that is addressed to the L2 learner either by a native speaker or by the teacher or by another L2 learner, it was proved that the experimental group comprehend input more successfully than those on the control group. This assertion is reinforced by the mean results of the immediate post-tests, 4, 61 and 9, 45 respectively. The experimental group had superiority over the control group.

Do students in the interactionally experimental group recognize more words than those on the control group?

Although the results of the pre-test before the experiment showed that the experimental group knew fewer words than the control group with a difference of 0.58 between means, the data after the experiment deployed well-defined scores which allowed observe the big difference in the number of words recognized by each of the two groups. In fact, the number of words recognized by the control group in the pre-test was 137. This figure had a slightly increase of 80 words in the delayed post-test 2 totalizing 217. On the other hand, the experimental group started with 115 words according to the pre-test and raised significantly to 457 in the final post-test showing an increment of 342 lexical items.

Do students in the interactionally modified group retain more words than those on the control group?

Closely related to the question above is the explanation of the present research question. The results of the pre-test before the experiment showed that the experimental group knew fewer words than the control group; however, the data after the treatment displayed scores which demonstrated the difference in the number of words recognized by each of the two groups. In fact, while the number of words recognized by the control group was 137 in the pre-test and 217 in the post-test, the number of words in the experimental group was 115 in the pre-test and 457 in the final post-test showing an increment of 342. Taking into account that the vocabulary used in the experiment was new to the students the increase in the number of words could be an evidence of the capacity of retention on part of the participants in the experimental group.

Do students in the modified experimental group comprehend the meaning of target words in context more accurately than those on the control group?

A similar analysis to the previous question can be done in this research question because in this investigation the task was to recognize the new words in context. Since the experimental subjects recognized more words than those on the control group it was demonstrated that the former participants were able to recognize more new words in context.

Testing the hypothesis

At this point, it is convenient to compare the means between the control group and the experimental one in order to accept or reject the statistical hypothesis stated for the present research. The best way to determine whether a statistical hypothesis is true would be to examine the relationship between the two groups involved in the study.

Table 15 *Comparison of the post-test results between the two groups*

CONTROL GROUP			EXPERIMENTAL GROUP		
Scores	Deviation from the mean	Square deviation	Scores	Deviation from the mean	Square deviation
7	2,39	5,73	14	4,55	20,73
8	3,39	11,52	8	-1,45	2,09
3	-1,61	2,58	10	0,55	0,31
12	7,39	54,68	8	-1,45	2,09
4	-0,61	0,37	12	2,55	6,52
5	0,39	0,16	8	-1,45	2,09
3	-1,61	2,58	9	-0,45	0,20
4	-0,61	0,37	10	0,55	0,31
3	-1,61	2,58	8	-1,45	2,09
3	-1,61	2,58	11	1,55	2,41
3	-1,61	2,58	10	0,55	0,31
3	-1,61	2,58	9	-0,45	0,20
10	5,39	29,10	10	0,55	0,31
4	-0,61	0,37	12	2,55	6,52
5	0,39	0,16	10	0,55	0,31
5	0,39	0,16	8	-1,45	2,09
4	-0,61	0,37	9	-0,45	0,20
3	-1,61	2,58	9	-0,45	0,20
5	0,39	0,16	8	-1,45	2,09
5	0,39	0,16	8	-1,45	2,09
4	-0,61	0,37	12	2,55	6,52
3	-1,61	2,58	10	0,55	0,31
2	-2,61	6,79	9	-0,45	0,20
2	-2,61	6,79	9	-0,45	0,20
6	1,39	1,95	8	-1,45	2,09
2	-2,61	6,79	9	-0,45	0,20
5	0,39	0,16	9	-0,45	0,20
3	-1,61	2,58	8	-1,45	2,09
6	1,39	1,95	10	0,55	0,31
4	-0,61	0,37	9	-0,45	0,20
3	-1,61	2,58	8	-1,45	2,09
3	-1,61	2,58	8	-1,45	2,09
3	-1,61	2,58	14	4,55	20,73

6	1,39	1,95	8	-1,45	2,09
6	1,39	1,95	11	1,55	2,41
7	2,39	5,73	8	-1,45	2,09
4	-0,61	0,37	8	-1,45	2,09
7	2,39	5,73	10	0,55	0,31
		$\sum$ 175,08			$\sum$ =99,39
Mean= 4,61		σ = 2,18	Mean= 9,45		σ = 1,64

In order to investigate whether or not the difference between the two groups' means most likely reflects a statistical significance, a two-sample *t* test was used.

Statistical significance is determined by the size of the difference between the group averages, the sample size, and the standard deviations of each group. For practical purposes statistical significance suggests that the two samples are actually different.

The *t test* is calculated by the formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

> X = Mean
> σ = Standard Deviation
> N = Number of students

$$t = \frac{4.61, -9,45}{\sqrt{\frac{2,18^2}{38} + \frac{1,64^2}{38}}}$$

$$t = \frac{-4,84}{\sqrt{\frac{4,75 + 2,69}{38}}} = \frac{-4,84}{\sqrt{0,195}} = \frac{-4,84}{0,44} = -10,93$$

Table 16

Descriptive and inferential of post-tests scores on vocabulary

Post-tests	M	n	T
Immediate Post-test			
Control Group	4.61	38	-10.93*
Experimental Group	9.45	38	
Delayed Post-test 1			
Control Group	4,95	38	-14.54*
Experimental Group	10.61	38	
Delayed Post-test 2			
Control Group	5.71	38	-16.20*
Experimental Group	12.03	38	

*p<.**05**

Table 16 compares the degree of target vocabulary knowledge for the two groups which was determined by the total of words correctly identified according to their meaning throughout the three post-tests.

In the immediate posttest the total number of target words translated by the control group was 175, which was a mean of 4.61. The total number of the target words translated by the experimental group was 359, scoring a mean of 9.45. To compare the two means a two-sample *t* test was used. It showed that there was a statistically significant difference p<0.5, suggesting negotiation of meaning might contribute to the acquisition of vocabulary. To examine the effect of the treatment on the students' retention of vocabulary, two delayed post-tests were applied. In delayed post-test 1 the control group scored a mean of 4.95 since a total of 188 words were recognized, and the experimental group scored 10.61 with 403 words identified. The mean scores in the delayed post-test 2 were 5.71 for the control group and 12.03 for the experimental group. It should be noted that the words in each post-test were different to avoid mechanization. Finally, all the three post-tests were

compared by means of a two-sample t test which showed that the differences between the two groups were statistically significant, p<0.5.

Statistical decision

According to the Student's *t*-distribution table**,** the necessary **t** for 34 degrees of freedom at the significance level of 0, 05 is 1,664. The *t* obtained from comparing the means of the control and experimental group for 34 degrees of freedom in the three post-tests is higher than the *t of* the table.

Statistical decision for the present research's hypothesis

Based on the statistical results obtained throughout the research process and the *t* test used, the Null Hypothesis is rejected and the Alternative Hypothesis is sustained: The applying of language input and interaction techniques in English classes in the tenth year of the "ciudad de Cuenca" high school will enhance the students' vocabulary acquisition.

CONCLUSIONS

After having analyzed the main findings and results of the present study entitled "Influence of the input and interaction on vocabulary acquisition at the tenth year of "Ciudad de Cuenca" high school during the second period of the school year 2014-2015" some conclusions can be formulated:

1. The first has to do with the research questions which examined if there were statistically significant difference between the control group and the experimental group in terms of the number of words recognized by the students. The results of the post-tests showed that students in the experimental group recognized and retained more words than the students in the control group. In delayed post-test 1 the control group scored a mean of 4, 95 since a total of 188 words were translated, and the experimental group scored 10, 61 with 403 words translated. This could be evidence of the influence of the input-interactional approach.

2. Since the aim of the present research was to identify the incidence of implementing an input-interactional approach to the ESL curriculum to improve the students' English vocabulary, the results of the post-tests were higher than those of the corresponding pre-tests. In fact, in the pre-test, the experimental group obtained a mean of three-point-sixty-one (3, 03) and the control group reached a mean of three-point-three (3, 61). In order to determine the difference between the means of the two groups, a two-sample t test was used. Therefore, the mean scores in the delayed post-test 2 were 5,71 for the control group and 12, 03 for the experimental group. We can affirm then that the interactional classes had superiority over the traditional classes and input-interactional model had a positive incidence on vocabulary acquisition.

3. Some theories and approaches were studied in the theoretical framework such as the Input hypothesis which plays a critical role in promoting vocabulary acquisition especially when it goes a little beyond the student current language competence. This kind of input had a double positive effect on the students in the experimental group. First, it was a challenge for students since they had to struggle to comprehend what was being said increasing in this way their listening ability, and then through teacher's input the students could listen to the words in context similarly to what happens in real communicative situations.

4. Another important aspect analyzed in this study was the role of interaction on word knowledge. Throughout the literature review it was emphasized that L2 development and vocabulary development go hand in hand. Besides, research states that language learning occurs through interaction. Therefore, in learning new semantic units the single memorization is not enough. In order to successfully retain word meanings some encounters with new words are necessary. Based on this principle, during the treatment, the students in the experimental group were given the opportunity to negotiate meaning to match the definitions with the terms presented to them.

5. The strategies and activities that were suggested in the literature review proved to be effective in encouraging students in the experimental group to learn new words and use them in different interactive situations. One such strategy is the teacher talk which constitutes one of the most widely resources used classroom. The experimental group grasped the meaning of a word from the verbal definitions given by the teacher increasing in this way their vocabulary.

RECOMMENDATIONS

The experience of having conducted this research has been rewarding. First, it has been proved the influence of the input and interaction theory on the development of student's vocabulary; second, during the treatment some interactive strategies have been analyzed and implemented with excellent results on the ability to learn new words, retain their meaning and to apply them in real situations, and finally, it had been demonstrated that the traditional method of memorizing lists of words no it is sufficient in teaching vocabulary. Based on these findings, some recommendations can be provided.

1. In order to help the students to increase their target word body, the teacher should establish an input and interactional environment in the classroom.

2. In the same way, to promote vocabulary acquisition the input and interaction approach should be practiced in the teaching and learning process. By using a comprehensible input and letting negotiate meaning not only the students can understand a word or phrase but they would improve the other language skills as well.

3. To properly enhance language skills and vocabulary acquisition, teachers should provide comprehensible input which constitutes a challenge for the students who need to make an effort to understand the message because it is supposed that the teacher language is a little beyond the students current language competence.

4. In teaching new words with their corresponding meaning, the rote memorization should be reinforced with multiple encounters with the new words. Vocabulary development involves more than teaching the definition of unfamiliar terms in texts.

Learners must be given the chance to become fluent with that vocabulary. To this purpose interaction is a useful strategy since it leads the students to use semantic units in different meaningful contexts.

5. Having analyzed the critical role of teacher talk in language development, teachers should use as much of the target language as possible, as well as some complementary tools to help the students understand. Those tools could be facial expressions, gestures, intonation, visual cues, and creating a context to facilitate comprehension.

Throughout this research the importance of knowing target words has been highlighted to the point of considering it as the basis of the other language skills. Therefore, it is expected that English language teachers begin to realize on the importance of vocabulary as an essential element in communication to the point of agreeing with the statement of Wilkins (1972) "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" .It's time then to help the students express their ideas with confidence, it is time to teach English speaking in English, In sum, it is time to enable the students to positively meet the challenges of modern times.

PART FIVE
THE PROPOSAL

PROPOSAL

VOCABULARY ACQUISITION AND DEVELOPMENT FOR ENGLISH TEACHERS
AT "CIUDAD DE CUENCA" HIGH SCHOOL" IN CUENCA CITY, AZUAY
PROVINCE, TERM 2014-2015.

STAKEHOLDER ANALYSIS

Table 17 *Stakeholder analysis*

	PARTICIPANTS	INTERESTS EXPECTATIONS	PERCIEVED PROBLEMS	RESOURCES
DIRECT BENEFICIARIES	Ciudad de Cuenca High School First Year Bachillerato students	Acquire and develop basic vocabulary which enable them to communicate better	Limited target vocabulary corpora which prevent them to communicate effectively	HUMAN Researcher Students MATERIAL Stationery Projector
	English teachers from Ciudad de Cuenca High School	Update in ESL approaches to teach vocabulary in an interactive manner	Teaching and learning process based mostly on the textbook and on Grammar and Translation Approach	HUMAN Researcher Instructor English Teachers MATERIAL Stationery Projector Vocabulary in action (Book)
INDIRECT BENEFICIARIES	Ciudad de Cuenca High School professors	Supply of methods and strategies to enhance the students' word knowledge	Procedures and curricular methodologies focused on repetition and memory	HUMAN Instructor Professors MATERIAL Stationery Projector
	Ciudad de Cuenca High School Bachillerato students	Learn vocabulary in situations similar to those of real life	Used to be provided with large lists of words and glossaries	HUMAN Instructor Professors MATERIAL Stationery Projector
NEUTRAL/ EXCLUDED	Private schools	Take advantage of the new approaches to teaching English	Use of proved methodologies and techniques for a long time	HUMAN Instructor MATERIAL Proposal

PROBLEM TREE

Effect 1.1	Effect 2.1	Effect 3.1
The students cannot communicate in English	The students manage a scarse vocabulary	The students don't understand new words from oral speech

Effect 1	Effect 2	Effect 3
Inappropriate enhancement of linguistic skills	Memory-focused learning	Isolate vocabulary

Limited English vocabulary

Cause 1	Cause 2	Cause 3
Limited practice of input and interaction	Few opportunities for acquiring and increasing vocabulary	Book-centered approach

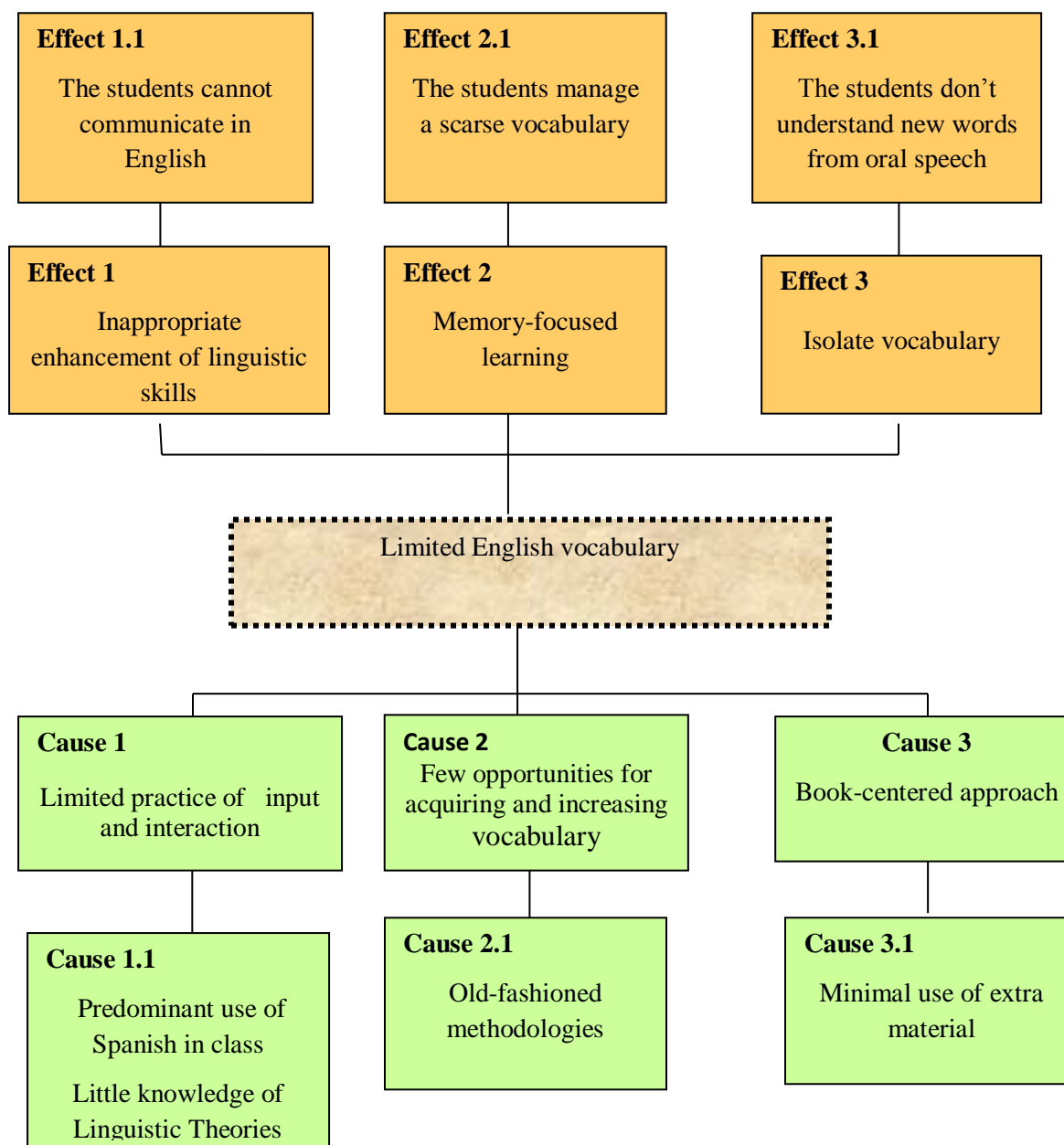| Cause 1.1	Cause 2.1	Cause 3.1
Predominant use of Spanish in class	Old-fashioned methodologies	Minimal use of extra material
Little knowledge of Linguistic Theories		

Figure 9 Problem tree

PROBLEM FORMULATION

What is the relationship between the limited practice of input and interaction and the students´ vocabulary acquisition and development?
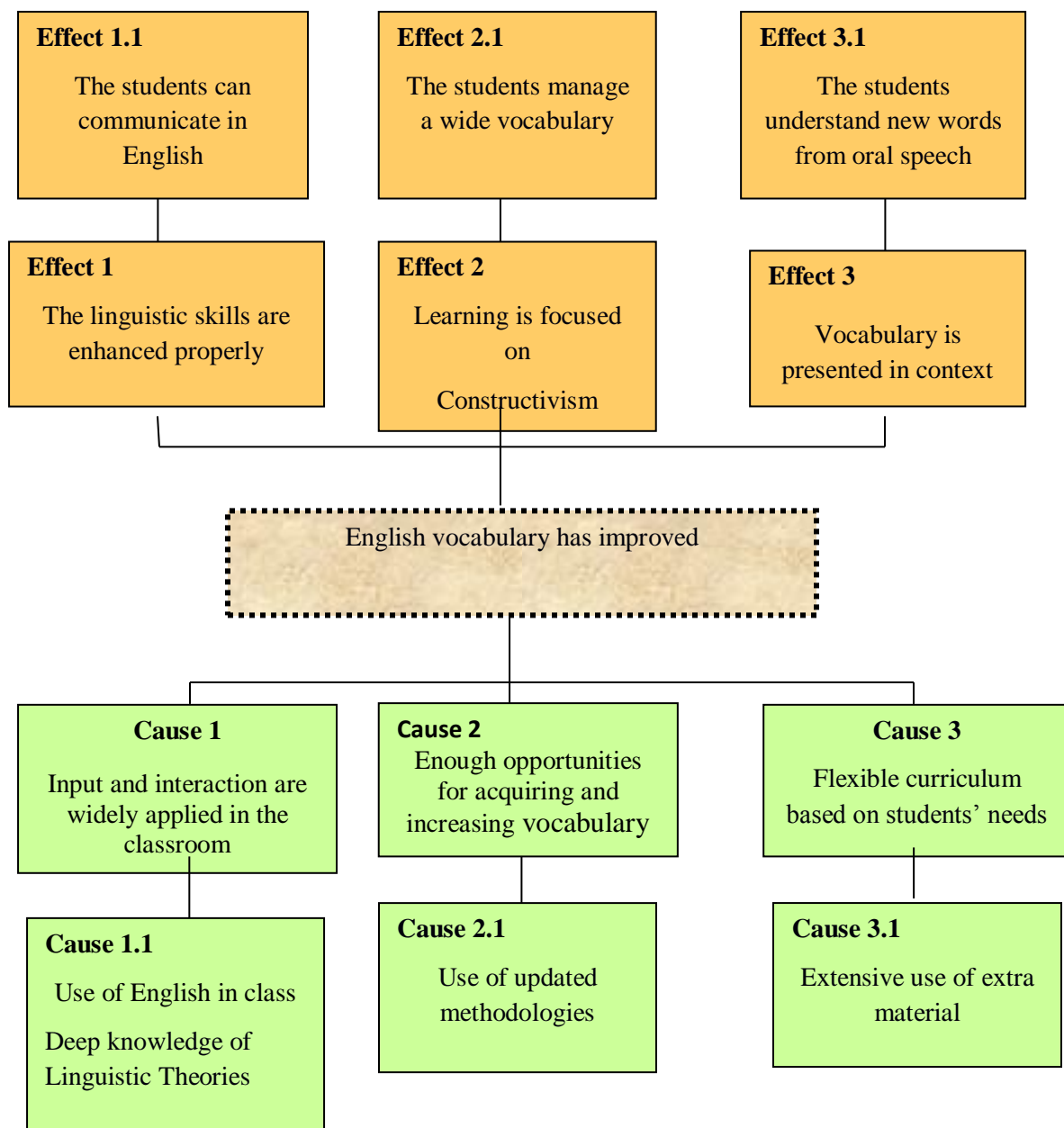
OBJECTIVES TREE
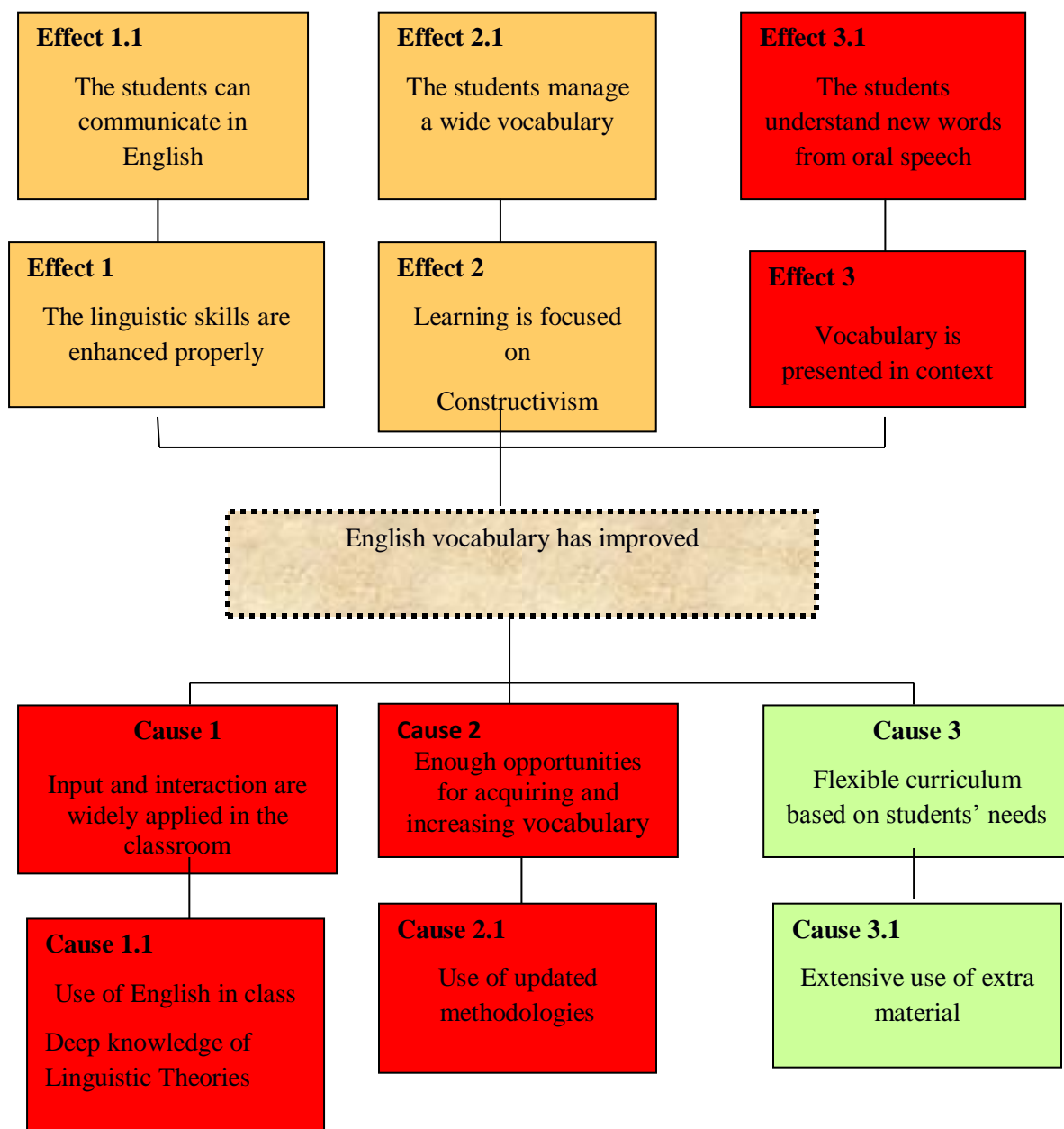

Figure 10 Objectives tree

ALTERNATIVES TREE

Effect 1.1	Effect 2.1	Effect 3.1
The students can communicate in English	The students manage a wide vocabulary	The students understand new words from oral speech

Effect 1	Effect 2	Effect 3
The linguistic skills are enhanced properly	Learning is focused on Constructivism	Vocabulary is presented in context

English vocabulary has improved

Cause 1	Cause 2	Cause 3
Input and interaction are widely applied in the classroom	Enough opportunities for acquiring and increasing vocabulary	Flexible curriculum based on students' needs

Cause 1.1	Cause 2.1	Cause 3.1
Use of English in class Deep knowledge of Linguistic Theories	Use of updated methodologies	Extensive use of extra material

Figure 11 Alternatives tree

LOGICAL FRAMEWORK

Table 18 *Logical Framework*

NARRATIVE SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS/ ASSUMPTIONS
GOAL: Improved vocabulary methodologies for English leaners	Improvement in vocabulary strategies for students attending English classes, by 2016	Curriculum adapted to the proposed approach	School authorities open to innovation and flexible curriculum practice
PURPOSE: To contribute to enhance students' vocabulary acquisition through implementing interactional approaches in the classroom	At least 75% of English teachers master the use of interactive strategies to teach vocabulary	Interviews applied to the participants Formative student's assessment	Teachers show interest in their own professional performance
OUTPUTS:			
1. Increased capacity of English teachers to plan and implement interactional methodologies in the classroom setting	80% of school teachers working effectively with the new approach 80% of the experimental group has increased its vocabulary at least in 25%	Curricular documents Course registers Pre-tests and Post-tests applied to the participants	Sufficient capacity in Ministry and Educational Zone 6 to provide training to the English teachers
2. Improved curricular programs to ensure long term results for English teaching	English Area plan prepared for each Unit	Plans submitted to Vice principal department	Large amount of time taken to complete work
3. Input and interaction included in the teaching and learning process	Programme designed and accredited by year 2016	Program documentation Course registers and records	A culture of "learning English by talking in English" will be developed
4. Appropriate learning resources designed and provided to meet curriculum needs	Books, materials and equipment being used effectively by 2016	Use of English laboratory, library registers	Lack of fund for material acquisition and design
5. Effective contribution to institutional approach implementation	English teachers trained on interactional strategies by 2016	Course attendance registers Lesson plans	Training overload of teachers along with the multiple habitual tasks

BUDGET

Table 19 *Budget*

ACTIVITIES	Resources	Cost	Total costs
1.1 To implement interactive vocabulary workshops for English teachers	Workshop trainer Stationary	$ 100 per session $ 15 per session	$ 500 $ 75
1.2 To encourage teachers to improve their teaching methodologies	Researcher	No fee	0
2.1 To socialize the benefits of the approach implementation	Researcher	No fee	0
3.1 To organize workshops for teachers on the role of language talk in Second language acquisition	Instructor Stationary Copies	$ 100 per session $ 15 per session $ 10 per session	$ 500 $ 75 $ 50
3.2 To design interactive vocabulary lessons for students	Teachers Stationary Paper A4	No fee $ 5 per Lesson	0 $ 50
4.1 To Encourage teachers to share educational material	English teachers Copies	No fee $ 20	0 $ 20
4.2 Train teachers in the use of materials taken from the Internet	Instructor	$ 150 per session	$ 150
5.1 To promote the use of television for educational purposes	Researcher	No fee	0
5.2 To introduce the practice of interaction via social networks	Instructor Computers Internet access	$ 100 per session Institution's availability	$ 100
		TOTAL	$ 1,525

TIMETABLE

Table 20 *Timetable*

ACTIVITIES	MONTH 1				MONTH 2				MONTH 3				MONTH 4				MONTH 5				MONTH 6			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.1 To implement interactive vocabulary workshops for English teachers	■	■	■	■																				
1.2 To encourage teachers to improve their teaching methodologies				■	■	■																		
2.1 To socialize the benefits of the approach implementation					■	■	■																	
3.1 To organize workshops for teachers on the role of language talk in Second language acquisition							■	■	■	■														
3.2 To design interactive vocabulary lessons for students														■	■	■								
4.1 To Encourage teachers to share educational material														■	■	■								
4.2 Train teachers in the use of materials taken from the Internet																	■	■	■					
5.1 To promote the use of television for educational purposes																		■	■	■				
5.2 To introduce the practice of interaction via social networks																				■	■	■	■	■

DESCRIPTION

Having finished the present research and verified the proposed hypothesis, a teaching seminar is necessary to be developed in order to help teachers in planning activities to promote students' vocabulary acquisition and development.

The proposal has been planned and based on the limited vocabulary corpora on part of the students which constitutes a problem that limits students' communicative competence either verbal or written.

At the core of this proposal is the intention of updating the teachers' knowledge in methodologies, strategies, and techniques involved in the vocabulary acquisition

process which is considered as the basis of the four main language skills, namely speaking, writing, listening and reading.

The contents of the proposal will be performed in a week seminary and will be about fomenting activities to effectively produce semantic units by using different strategies other than the traditional method of memorizing list of words. Therefore, the main topics to be covered are: input and language acquisition, teacher talk as a source of comprehensible input, the role of interaction to use new words in a real-life situation, and the main contents of a vocabulary class.

JUSTIFICATION

English language teachers know that the main purpose of learning a language is communication. They focus all their efforts towards achieving this goal; however, the reality in the classroom is very demotivating. Indeed, it has become evident that EFL learners cannot effectively communicate by using the target language. They are unable to keep a long conversation because they do not understand some words or they do not find the appropriate linguistic units to express their ideas or feelings. That´s to say, the limited vocabulary domain prevents students from comprehending a message and maintaining the normal flow of communication. Under this perspective there is a need to review the teaching practice and see how teachers can support students to be competent speakers of English.

It is often assumed that vocabulary mastery can be acquired and developed by assigning students a list of words to be memorized and used in phrases designed for

pedagogical purposes. In other words, providing isolated semantic units and using them in situations out of the learner's context. Furthermore, simply repeating a new word is not enough to help students to learn and use it. Instead, it is important to tap into their personal schema, the prior knowledge they have stored in their long-term memories. In a word, make the L2 lexical learning more meaningful.

Not enough attention is given to the crucial role that Input and the teacher talk play on learner's language performance and specifically on vocabulary acquisition. In order to provide guidance in developing meaningful and comprehensible body of semantic units, it is necessary to examine the different manners of promoting vocabulary, including direct and indirect approaches as well as explicit and implicit techniques.

Exposed the need for developing lexical corpora and fluency at the same time, it is appropriate to hold this seminary on theories, techniques, and activities for vocabulary acquisition. Its great importance is based on the assumption that vocabulary is not an end itself but a rich vocabulary makes the other language skills easier to perform. Besides, the study on these aspects will benefit both the students and teachers by giving them opportunities to become fluent with that vocabulary.

OBJECTIVES

- To help teachers to be aware of the importance of providing comprehensible input in order to promote learners' vocabulary acquisition.

- To describe the main advantage of interaction as a medium to use, reinforce, and consolidate new L2 semantic units.

- To provide teachers some useful tools which enable them to support language performance in a holistic way.

CONTENTS OF THE ENGLISH TEACHER'S WORKSHOP

TEACHING STRATEGIES FOR VOCABULARY ACQUISITION AND DEVELOPMENT

1. **VOCABULARY ACQUISITION AND LEARNING**
    1.1 Vocabulary acquisition
    1.2 Implicit and explicit acquisition
    1.3 Direct instruction
        1.3.1 Definition and context of the word
        1.3.2 Multiple exposures to a word
        1.3.3 Students' participation in their word learning
2. **THE ROLE OF INPUT IN LANGUAGE ACQUISITION**
    2.1 Input Theory
    2.2 Principles
    2.3 Teacher talk as a source of comprehensible input
    2.3 Techniques and activities
3. **INTERACTION TO CONSOLIDATE WORD MEANING**
    3.1 Interaction theory
    3.2 Principles
    3.3 Putting words to work
    3.4 Strategies and activities
4. **HOW TO TEACH VOCABULARY**
    4.1 Six steps of a vocabulary class
    4.2 Vocabulary class templates
    4.3 Vocabulary Four Square

5. **INPUT-INTERACTIVE VOCABULARY CLASSROOM ACTIVITIES**
    5.1 Personalization
    5.2 Verbal encounters
    5.3 Telling situations
    5.4 Actions/gestures
    5.5 Pictionary
    5.6 Production tasks
    5.7 Peer teaching
    5.8 Graphic organizers: Semantic maps-diagrams

5.8 Social networks
5.9 TV programmes

SESSION 1				
Subject: Seminar on Teaching Strategies for Vocabulary Acquisition and Development		**Responsible:** Liliana Correa		
Topic: Vocabulary acquisition and learning		**Period:** Two hours (class periods/80 minutes)		**Year:** 2014-2015
CONTENTS	**OBJECTIVES**	**ACTIVITIES**	**RESOURCES**	**EVALUATION**

• Vocabulary acquisition
 	
• Implicit and explicit acquisition
• Direct instruction:
  o Definition and context of the word
  o Multiple exposures to a word
  o Students' participation in their word learning
	- To identify the main principles of vocabulary acquisition
	
	- To differentiate the ways an individual can acquire new semantic units
	
	- To determine the three components of an effective vocabulary instruction
		- Activate previous knowledge on the topic
		- Read and comment an article on the topic
		- Ask and answer questions
		- Notice the difference between implicit and explicit manners.
		- Classify manners of acquiring new terms
		- Comment about direct instruction advantages
		- Summarize the components of vocabulary instruction
		- Provide examples of the three components
		- Summarize the whole session
			- Projector
			- Printed article
			- Photocopies
			- Table
			- Sheets of paper
				- Diagnostic test/brainstorming
				- Questionnaire
				- Test/classifying
				- Group work
				- Plenary
				- Test/summarizing/graphic organizer/mind map

SESSION 2				
Subject: Seminar on Teaching Strategies for Vocabulary Acquisition and Development		**Responsible:** Liliana Correa		
Topic: The role of input in language acquisition		**Period:** Two hours (class periods/80 minutes)		**Year:** 2014-2015
CONTENTS	**OBJECTIVES**	**ACTIVITIES**	**RESOURCES**	**EVALUATION**
• Input Theory • Principles • Teacher talk as a source of comprehensible input • Techniques and activities	- To distinguish the concept of input in Linguistics - To identify the main principles of the Input Theory by Krashen - To describe the different ways teacher talk can provides comprehensible input - To correlate the input techniques with some actual classroom routines	- Commented reading - Discover the concept of input - Deduce the Krashen's input Theory - Summarize the features of comprehensible input - List the ways of making teacher talk comprehensible to the students - Give definitions of some input techniques and associate with what really occurs in the classroom	- Projector - Power point presentation - Printed article - Photocopies - Sheets of paper	- Diagnostic test/brainstorming - Comprehensive test - Group work - Focus group - Plenary - Test/summarizing/graphic organizer/mind map - Summative evaluation

SESSION 3				
Subject: Seminar on Teaching Strategies for Vocabulary Acquisition and Development		**Responsible:** Liliana Correa		
Topic: Interaction to consolidate word meaning		**Period:** Two hours (class periods/80 minutes)		**Year:** 2014-2015
CONTENTS	**OBJECTIVES**	**ACTIVITIES**	**RESOURCES**	**EVALUATION**
- Interaction theory - Principles - Putting words to work - Strategies and activities	- To distinguish the concept of interaction in Linguistics - To identify the main principles of the Interaction Theory by Long - To categorize the different ways of consolidate new semantic units and word meaning - To simulate some interactive classroom activities	- Apply the KWL strategy - Analyze the concept of interaction - Discuss the Long's Interaction Theory - Summarize the elements involved in an interactive lesson - Differentiate the traditional approach to teach vocabulary and the interactive approach - Plan and prepare short interactive activities to be performed to the whole group	- Projector - Reading text - Printed article - Photocopies - Sheets of paper	- Diagnostic test/brainstorming - KWL strategy - Comprehensive test - Formative evaluation - Group work - Focus group - Plenary - Performance assessment/ performance/class - Summative evaluation

SESSION 4				
Subject: Seminar on Teaching Strategies for Vocabulary Acquisition and Development		**Responsible:** Liliana Correa		
Topic: How to teach vocabulary		**Period:** Two hours (class periods/80 minutes)		**Year:** 2014-2015
CONTENTS	**OBJECTIVES**	**ACTIVITIES**	**RESOURCES**	**EVALUATION**
• Six steps of a vocabulary class • Vocabulary class templates • Vocabulary Four Square • Teaching practice	- To express in teachers own words the steps proposed by Marzano - To revise some lesson plans to teach and develop vocabulary - To examine some schemes to reinforce word meaning - To plan some classroom activities by following the steps suggested	- Review previous knowledge on the topic - Analyze the vocabulary class by Marzano - Observe and comment some vocabulary templates - Synthesize the main elements involved in a vocabulary lesson - Look at and describe some designs for vocabulary classes - Plan and prepare short interactive activities to teach vocabulary	- Projector - Prezi presentation - Photocopies/formats	- Diagnostic test/brainstorming - Comprehensive test - Formative evaluation - Group work - Focus group - Plenary - Performance assessment/ performance/class - Summative evaluation

SESSION 5				
Subject: Seminar on Teaching Strategies for Vocabulary Acquisition and Development		**Responsible:** Liliana Correa		
Topic: Input-interactive vocabulary classroom activities		**Period:** Two hours (class periods/80 minutes)		**Year:** 2014-2015
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
- Personalization - Verbal encounters - Telling situations - Actions/gestures - Pictionary - Production tasks - Peer teaching - Graphic organizers: Semantic maps-diagrams	- To identify and apply some activities to present and practice vocabulary in an interactive way	- Identify and describe each activity - Look at the example - Plan an activity for each model presented - Collect all activities - Ask and answer questions to summarize the topics covered during the seminary	- Projector - Power point presentation - Photocopies/formats - Folder - Sheets	- Diagnostic test/brainstorming - Comprehensive test - Formative evaluation - Group work - Summative evaluation - Capstone seminary evaluation/Choral response - Performance assessment/ Teacher's portfolio

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ANNEXES

ANNEX 1 THE PRE-TEST

SCHOOL: " CIUDAD DE CUENCA"				
LEVEL: **EGB**	ÁREA: IDIOMA EXTRANJERO		ASIGNATURA: ENGLISH	SCHOOL
CLASS TENTH	GROUP: **C**		PRE-TEST	YEAR 2014-2015
TEACHER: LCDA. LILIANA CORREA M				
STUDENT:			DATE:	

PLEASE CHOOSE THE WORD THAT MAKES SENSE IN EACH OF THE SENTENCES BELOW

1. Every morning my mother prepares tomato juice using a ………………………..(*frying pan, blender*).

2. I need to pick up the rubbish. Please pass me the……………………….. (*dustpan, room*)

3. The soup is ready. I need to serve the soup on each plate so I will use the……………….. (*refrigerator, ladle*).

4. Peter bought some sugar. He wants keep the sugar in a………………………… (*knife, canister*).

5. Please,……………………………. (*slice, stir*) the onions into rings.

6. Grate the carrot using the large holes of a ……………………. (*grill, grater*). We are making carrot jam.

7. To prepare French fries first…… (*mash, peel*) the potatoes, then cut them into small pieces. Finally, fry them.

8. Preheat the…………………(*oven, blender*) to 300 degrees F. Kate is going to prepare a cake.

9. Mom, where is the …………………………….(*roller pin, bottle opener*)? I need to open this bottle of wine.

10. Be careful! The pot is hot! Use a ……………………………….. (*pot holder, refrigerator*).

11. To keep food fresh you must put them in the……………. (*refrigerator, stove*)

12. Put the milk in the ……………………… (*dustpan, saucepan*) and keep it in the refrigerator.

13. We have to cut onions, peppers, cucumbers, etc., therefore, we need a ……………….. (*cutting board, freezer*).

14. Please, turn on the ………………(*toaster, stove*). We have to cook chicken.

15. Mary came from the supermarket. Now she is putting the food on the …………………. (*oven, cupboard*).

16. Where is John? – He is in that …………………….. (*cabinet, room*) next to the kitchen.

17. Combine the orange juice and the brown sugar in a small ………………… (bottle opener, saucepan) and stir.

18. Where can I find kitchen supplies? – In isle number five. In that …………………… (*shelf, canister*)

19. First, put the eggs in a ………………… (*mixing bowl, ice bucket*), then add some sugar and mix, finally, serve with cookies.

20. Place the salmon on a tray and ………………… (*bake, brake*) it for 10 minutes.

21. I think Mr. Johnson needs a ……………………….. (*whisk, coffeemaker*). He loves drink coffee while watching TV.

22. Cover the frying pan with a ……………….(*sink, lid*) because the hot oil is splashing! You could burn yourself.

23. There are two ways to heat rice, using the small ……………………..(*toaster, burner*) stove or the microwave.

24. First, …………………… (*break, dry*) the egg and fry it in an antiadherible frying pan.

25. Charles bought some electrical appliances such as coffeemaker, toaster, and a………….. (spoon, teakettle).

26. A ……………………..(*rolling pin, ladle*) is a cylindrical object generally made of wood which serves to flat dough to prepare empanadas.

27. To wash dishes you need some dishwashing liquid, a sponge, and a ………………(*scouring pad, bottle*

opener).

28. I need a ……………….(*sink, whisk*) to mix eggs to prepare an omelet.

29. Plates and cups are very dirty and fatty; please use some ……………….(*mixing bowl, dishwashing liquid*) to clean them.

30. After lunch, please pick up all the dishes and put them in the ……………….. (*sink, refrigerator*). I will wash them later.

31. A ………………..(*stove, freezer*) serves to keep fish and meat fresh.

32. Plates, cups, and spoons are just washed; dry them with a …………….(*dishtowel, bottle opener*) before putting on the shelf.

33. Put these ice cubes in the …………….(*whisk, ice bucket*). Children like to drink cold soda.

34. A ……………….(*cabinet, saucepan*) serves to keep and organize food in the kitchen.

35. Put a slide of bread, add a slice of cheese, a slide of ham and cover with other slide of bread. Then put it in the …………….(*toaster, coffee maker*) for about 5 minutes.

36. …………….(*Stir, cut*) is an act of mixing food or drink with a spoon or other implement.

37. Now you need to …………………… (*peel, pour*) milk from one container to another.

38. Using a sharp knife ………………..(*carve, bake*) the meat into thin slices.

39. An instrument with two movable arms joined at the one end and used for picking up things is …………..(*spoon, togs*)

40. Mix detergent with water and clean the floor using a ………………………(*freezer, mop*).

THANK YOU.

ANNEX 2

TREATMENT SESSION 1
CIRCLE THE PICTURE ACCORDING TO THETEACHER´S DIRECTIONS

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ANNEX 3

TREATMENT SESSION 1
CIRCLE THE PICTURE ACCORDING TO THETEACHER´S DIRECTIONS

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ANNEX 4

TREATMENT SESSION 1
TEACHER'S DIRECTIONS SCRIPTS

1. I am going to prepare dough nuts dough, so I need a ***rolling pin.***

2. Please, put the fruit in the ***blender*** to prepare juice.

3. I have to beat some eggs to prepare espumilla. I will use a ***whisk***.

4. To wash the dishes we need a dish ***washing liquid.***

5. I need to pick up the rubbish. Please pass me the ***dustpan***.

6. Preheat the ***oven*** to 300 degrees F.

7. To keep food fresh you must put them in the ***refrigerator.***

8. Put the milk in the ***saucepan*** and boil it.

9. Please, turn on the ***stove***.

10. I need a ***ladle*** to serve the soup on each plate.

11. To cut onions, peppers, cucumbers, etc. we need a knife and a ***cutting board.***

12. To keep fish and meat fresh we have to put them in the ***freezer.***

13. Put these ice cubes in the ***ice bucket***.

14. Mix detergent with water and clean the floor using a ***mop.***

15. Place the fish on a tray and ***bake*** it for 10 minutes.

16. I need to open this bottle of wine, please give me the ***bottle opener.***

17. Put some yogurt in a ***mixing bowl.***

18. The dirty dishes are in the ***sink.***

19. Use the ***togs*** to take some salad.

20. To prepare sandwiches we need a ***toaster.***

ANNEX 5 PHOTOS

Figure 12 *"Ciudad de Cuenca" High School*

Figure 13 *"Ciudad de Cuenca" High School location*

Figure 14 *Students in the experimental group during the pre-test*

Figure 15 *Students in the control group during the pre-test*

Figure 16 *Students in the experimental group during the pair listen-speak and write task*