COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH CAREER

RESEARCH PROJECT

"LEXICAL CHUNKS FOR PROMOTING EXPLICIT LEARNING VOCABULARY"

Project presented previous to obtain the Science of Education Degree with major in the English Language

Author:

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Tutor:

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Latacunga - Ecuador

August 2016

AUTHORSHIP

I, Tandalla Chicaiza Elver Rolando declare to be author of the present research project "LEXICAL CHUNKS FOR PROMOTING EXPLICIT LEARNING VOCABULARY", being MSc Castro Bungacho Sonia Jimena tutor of the present work; we expressly exempt to the Technical University of Cotopaxi and their legal representatives of any claims or legal action.

Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.

……………………………………

Elver Rolando Tandalla Chicaiza

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TUTOR'S ENDORSEMENT

As a tutor of the research work titled: "LEXICAL CHUNKS FOR PROMOTING EXPLICIT LEARNING VOCABULARY" presented by Tandalla Chicaiza Elver Rolando, of English major, I certify this research report meet the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, July 2016

Sincerely,

………………….......................................
Lic. Castro Bungacho Sonia Jimena, MSc.
Project Tutor

COMMITTEE APPROVAL

As members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researcher: Tandalla Chicaiza Elver Rolando with the research project title: **"LEXICAL CHUNKS FOR PROMOTING EXPLICIT LEARNING VOCABULARY",** has considered the recommendations presented and the work has all the requirements to be deserted

Therefore, it is authorized to present the project according to the institutional regulations.

Latacunga, July 2016

Yours faithfully

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GRATELFUNESS

Thanks to God because he always guides my way, why not to be grateful with my parents, brothers and classmates who with their love, patience, during my formation as professional, they always took care of me and taught the truly friendship. At the same time, my gratitude to my all teachers who always helped me to be the best person and guide in my way to be a great professional.

Elver

DEDICATION

This research project, which has been done with great effort together with my tutor, I dedicate to loyal God for giving wisdom and many opportunities to fight in life. I also dedicate this work to my parents and brothers because they have always been with me in each difficulty of my life, giving me hope to continue to study and get so far away. Thanks to them because they have supported my life. Now I can culminate one stage in my life, affection and fondness to them.

Elver

COTOPAXI TECHNICAL UNIVERSITY
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TITLE: "LEXICAL CHUNKS FOR PROMOTING EXPLICIT LEARNING VOCABULARY"

Author: Tandalla Chicaiza Elver Rolando

ABSTRACT

The present research project was developed to determine the explicit learning vocabulary with lexical chunks through a literature review in order to promote reading in students. The problem involves that students have lack of vocabulary for understanding written paragraphs in the English language, causing lack of understanding words and simple phrases from the English book due to vocabulary is an important part for understanding a foreign language. Then, if leaners have shortage of vocabulary, they cannot understand the part of reading and writing communication. To develop this research, it was applied research methodologies such as descriptive method that helps to recollect, interpret, analyse, and discuss data. That is why, it was used instruments as surveys that were guided to the students of 10th grade of basic education at "Semillas de Vida" Educative Unit. This information established relevant information showing their preferences of how they would like to learn the English language and a high percent said that they want to learn vocabulary through lexical chunks, while the interview who was guided to an English teacher of the same institution, the quotation was lexical chunks. It is a new and useful method for teaching vocabulary which helps students in order to increase their knowledge in the reading skill. In addition, they can learn vocabulary in a different way. Also it was used bibliography method which helped to recollect background about the research project. Therefore, promoting the explicit learning vocabulary with lexical chunks is an alternative for students to increase their vocabulary as long as teachers know about lexical chunks and focus them on the explicit learning.

Key words: Foreign Language, Lexical Chunks, Explicit Learning and Vocabulary.

UNIVERSIDAD TÉCNICA DE COTOPAXI
UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS

TITULO: "LEXICAL CHUNKS FOR PROMOTING EXPLICIT LEARNING VOCABULARY"

Author: Tandalla Chicaiza Elver Rolando

RESUMEN

El presente proyecto de investigación fue desarrollado para determinar el aprendizaje explícito de vocabulario con trozos lexicales a través de una revisión literaria con el fin de promover la lectura en los estudiantes. El problema radica que los alumnos carecen de vocabulario para entender párrafos escritos en idioma Inglés, ocasionando la falta de comprensión de palabras y frases simples del texto de Inglés, puesto que el vocabulario es una parte importante para la comprensión del idioma extranjero. Entonces, si los estudiantes evidencian escasez de vocabulario, no podrán entender la parte de la comunicación escrita. Para llevar a cabo esta investigación, se aplicó metodologías de investigación tales como el método descriptivo que ayudó a recolectar, interpretar, analizar y discutir datos. Es por ello, se aplicó como técnicas la entrevista y la encuesta, a los estudiantes de Decimo año de Educación Básica de la Unidad Educativa "Semillas de Vida". La información obtenida de las encuestas permitió conocer las preferencias de los estudiantes de cómo les gustaría aprender el idioma Inglés. A la vez, mostrando casi la mayoría de los estudiantes desean aprender vocabulario a través de trozos de lexicales, por otra parte, la entrevista dirigida a la profesora de inglés sobre la utilización de trozos lexicales, manifestó que, es un nuevo método para enseñar vocabulario lo cual facilita a los estudiantes incrementar vocabulario para la comprensión de la lectura. Además, esto permitiría que los estudiantes puedan aprender e incrementar vocabulario de manera diferente. Por último, se utilizó el método bibliográfico que permitió recolectar información acerca del tema de proyecto de investigación. Por lo tanto, promover el aprendizaje explícito de vocabulario con trozos lexicales es una alternativa para que los estudiantes incrementen su vocabulario, siempre y cuando los maestros conozcan sobre trozos lexicales y se centren en el aprendizaje explícito.

Palabras clave: Lengua Extranjera, Trozos Lexicales, Aprendizaje Explicito y Vocabulario.

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CHART AND GRAPHIC INDEX

1. GENERAL DATA

Research Title:

"LEXICAL CHUNKS FOR PROMOTING EXPLICIT LEARNING VOCABULARY"

Starting date:

April 4th 2016

Completion date:

July 15th 2016

Place:

La Cocha-la Matriz-Latacunga Cantón-Cotopaxi Province zona 3 Semillas de Vida Educative Unit

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Knowledge area: the Research Project is focused on the Educative area for helping in the learning and teaching process of English Language

Research Line: Education and communication as human and social source development

Research sub-line: Methodologies to teach General English

2. PROJECT SUMMARY

Teaching and learning process in the English language is important because it allows students and teachers to improve listening, speaking, writing and reading skills in order to understand activities that are in English. The problem that aboard this research involves that students have lack of vocabulary for understanding written paragraphs in the English language, causing lack of understanding words and simple phrases from the English book. For this reason, the principal aim of this research is to determine the explicit learning vocabulary with lexical chunks through a literature review to promote vocabulary learning in students. To analyse the problem, it is necessary to know why students have lack of vocabulary to learn English Language. It determined that the teacher unknown the lexical chunks as a strategy for teaching explicit vocabulary to fortify comprehension in short written paragraph in English.

This research project are done by phases: Phase 1, is the problem statement in order to determine the current situation of causes and effects. Phase 2, the researcher tries about theoretical foundation, it was based on different theories such as explicit learning, vocabulary and lexical chunks. Phase 3, it was done in reference to the research methodology. It was used a descriptive method and surveys as a technic which was applied to the students and the interview to the teacher. Phase 4, it was made analysis and discussion of results in order to know

preferences by students, it was represented by statistics graphic and finally phases 5, it was done the conclusions and the recommendations according to the framework and analysis and discussion of results

3. PROJECT RATIONALE

This research project is done by the necessity to students to acquire vocabulary to improve their comprehension reading skill because they have lack of vocabulary for understanding written paragraphs in the English language, causing lack of understanding words and simple phrases from the English book. Moreover, it is essential in L2 (Second Language) because it permits to understand written texts in English. That is why, this research is important because it helps in the acquisition of student's vocabulary which facilitates to understand phrases, messages and short texts.

Using lexical chunks would help acquire explicit learning vocabulary which means students would be aware about what they learn in class. Therefore, with this combination the teacher can use short-stories or short readings that have lexical chunks. Through it, teachers would promote the explicit learning in students.

Additionally, this data would be useful for teachers who want to teach vocabulary in another way. Besides, this would help to improve reading skills and have a better comprehension at the moment to read messages, phrases or short texts in English.

4. BENEFICIARIES OF THE PROJECT

The direct beneficiaries of the present research project are "Semillas de Vida" Educative Unit. There are 7 students in this group, between 12 and 13 years old, 6 women and 1 man. 13 teachers, 4 men, 9 women and 1 teacher who belongs to English area. The indirect beneficiaries will be students that are in lower grades.

5. RESEARCH PROBLEM

Students have lack of vocabulary to understand written texts in the English Language, which produces that they do not understand words, simple phrases from the book. However, it does not depend only on students but also in teachers. They do not have the elementary strategies to teach vocabulary or teachers have strategies but, most of the time, they do not apply adequately. Therefore, students do not know what to do to improve their vocabulary.

Zhao (2009) made an empirical study of L2 learners' use of lexical chunks and language production. The researcher worked with 40 students from China at the China University, which were 22 boys and 18 girls, and their age ranges from 20-22. The researcher mentions the importance of lexical chunks, teaching lexical chunks is becoming an increasingly prevalent methodology in vocabulary teaching. It represents an innovative method and a profound change in the way. Lexical chunks are retrieved and processed as whole units, which may not only enhance the accuracy and fluency of the language but also speed up language processing significantly. Lexical chunks can contribute to English proficiency, especially for EFL learners. He concluded that the employment of lexical chunks is positively correlated with language production. Fluency, accuracy, creativeness and cohesion are indispensable parts of language production. Previous studies show that lexical chunks can promote language fluency, enhance language accurateness, facilitate creative language production and guide language production

Ahmadi Ismail & Abdullah, (2012) cited to Laufer, (2003) "The lack of ability to use strategy in vocabulary learning has affected students' success in foreign language learning" According to the research a person who use and manage different strategies produce good performance but when the lack of methodological strategies in class produce a deficient process of learning due to foreign students do not have the opportunity to practice outside class. it is necessary to teach focus on improve all time vocabulary and give a good orientation when a new word is transmitted to receptive and productive skills for

instance improvement in reading comprehension can result in the improvement of vocabulary knowledge. Which solution to this problem of poor vocabulary skill: it is the explicit teaching of vocabulary learning strategy.

6. OBJECTIVES

General Objective

- ✓ To determine the explicit learning vocabulary with lexical chunks through a literature review to promote reading in students of tenth grade.

Specific Objectives

- ✓ To investigate the background of the explicit learning and lexical chunks in academic papers and books.
- ✓ To identify the process of learning through lexical chunks to promote explicit learning.

7. SPECIFIC OBJECTIVES, ACTIVITIES AND METHODOLOGY

OBJECTIVE	ACTIVITY	RESULT	WAYS OF VERIFICATION
To investigate the background of the explicit learning and lexical chunks	Literature review	Obtain information about explicit and Lexical Chunks	Framework and references
To identify the process of learning through lexical chunks to promote explicit learning	Literature review	Know the process of explicit learning with lexical chunks	Framework and references

8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

The English language has become the universal language and more spoken around the world. It is so important to learn it because it permits to do things in different areas. In the English language, there are different skills such as: listening, speaking, writing and reading. Which, permits to understand much better the English language.

However, there are always some problems in the moment to learn English. Most of the time, learners do not have the sufficient vocabulary to understand readings in the English language that means they cannot understand when someone wants to communicate written in the English language it can be through reading, speaking, listening, writing. Students can learn English through lexical chunks to promote explicit vocabulary learning of teenagers.

According to this problem, there are several reasons which students do not learn English. Carter & McCarthy (2014) "Whereas without a very little grammar can be expressed without vocabulary nothing can be conveyed". (p 2)

Knowing what is the principal point to know why students do not learn vocabulary it is difficult, but it is not impossible. For acquiring vocabulary can be in a different way. In this case, for learning vocabulary is going to be through lexical chunks.

Lexical chunks

Scott (2013) Lexical chunks are phrases of two or more words like, Good morning, how are you? How do you do? Nice to meet you, which means there are words together to other. It is comprising a lexical unit.

Therefore, lexical chunks it can be defined as groups of two or more words. That tend to be together. For example, good morning, how are you and so on. Besides,

lexical chunks are found in different ways such as smallest semantic, structural unit which helps to make sentences or utterance.

Bogart, Noord & Rosner (2011) said "Lexical chunks plays an important role in human language processing and acquisition, and the automatic identification of lexical chunks is beneficial to many areas of Computational Linguistics, including Machine Translation, automatic parsing, and automatic text evaluation". (Introduction section, par 1 p 10)

The research was done about lexical chunks, it helps in computational linguistic as automatic analysis and translation. Besides helping for a good learning in the students and teachers to speak fluently. If it sees the above definitions are extremely useful in understanding lexical chunk from various points of view.

According to Chun-guang (2014) the features of lexical chunk can be concluded as follows:

(1) Lexical chunks are combinations of fixed or semi-fixed multi-word units which occur recurrently.

(2) A lexical chunk is a sequence of words or other meaning element stored and retrieved as a whole without creation or invention according to grammatical rules.

(3) A lexical chunk should at least contain two morphemes and be coherent in phonology.

Classification of lexical chunks

Chun-guang (2014) mentions the classifications of lexical chunks according the Lewis and Nattinger and De Carrico's is the most typical and representative, it can be defined from different perspectives so that they can also be further classified in different ways according to their structures, functions and semantics.

✓ **Words and poly-words:** the former is the traditional word with no space within it; the latter is the rather fixed combination of words, that is to say, each part of a poly-word cannot be replaced by others, although there is space within it. For instance, *out of the question*, this poly-word consists of four words, none of which can be changed by others without changing its meaning.

✓ **Collocations**: collocation refers to the co-occurrence relationships between words because we know a word by the word it keeps. For example, *vice president, deputy manager, associate professor* etc. We use different words "vice", "deputy" and "associate" to express something. However, the relationship between words within a collocation is more flexible than those within a poly-word, e.g. *faulse* can collocate not only with *teeth*, but also with *appearance*.

✓ **Institutionalized utterances:** Institutionalized utterances mainly refer to the spoken languages which have certain pragmatic functions. For instance, *I'm afraid of…., I'm sorry but…*

✓ **Sentence frames and heads***: this sort of chunks is nearly the same as the third type. The only existing difference between them is that: institutionalized utterances are spoken languages used in oral speech while sentence frames and heads, for example, *on the one hand…on the other hand…* are written language used to organize text.

According to Chun-guang (2014) the classification that are cited above, it can be summarized as follow:

✓ **Poly words. -** fixed short phrases with no variability.

✓ **Collocations. -** Pairs or groups of words that frequently co-occur in a natural text (verb plus noun, noun plus adjective, verb plus adverb/adjective, adverb plus adjective, etc.)

- ✓ **Institutionalized expressions. -** Mostly with no variability and stand as separate utterances with pragmatic functions.

- ✓ **Sentence heads or frames/sentence builders. -** Lexical chunks providing the framework of the sentences and containing slots for parameters or arguments for the expression of entire ideas.

Functions of lexical chunks

Chun-guang (2014) manifests different function of lexical chunks. According to Nattinger and DeCarrico (1992), lexical chunks have three kinds of functions: social interactions, necessary topics and discourse device.

(1) **Social interactions:** we use the lexical phrases to perform various kinds of social functions and to express functional meaning that is related to the purpose of conversational.

(2) **Necessary topics:** these necessary lexical phrases in daily conversations mark topics about which learners are often asked.

(3) **Discourse devices:** lexical chunks' function as discourse devices refer to their function of connecting the meaning and structure of the discourse.

Longhurst (2013) concluded that

> Knowledge of spelling, word formation through affixation, collocations and lexical phrases, and secondary and abstract meanings are essential if EFL learners are to become highly proficient readers. If these four types of knowledge are developed for the high frequency and general academic words of English, learners will be in a better position to deal successfully with texts from a wide variety of disciplines. (p. 28)

As mention this author through spelling, word formation, collocations and lexical phrases, all these are essential in learners because these helps to understand lecture and improve their frequency and have general academic words in English.

Lexical chunks and language teaching

Chun-guang (2014) on the research an empirical research on the corpus-driven lexical chunks instruction mentioned to the theory of connectionism.

> Connectionism which is based on the study of the structure and working mechanism of the brain is a main branch in cognitive science. Each item of language input is regarded as an information node in the brain according to connectionism. (Gass & Selinker, 2011) "The network consists of nodes that are connected by pathways. Within connectionism, pathways are strengthened through activation or use". The connection between each part of lexical chunks is sure to be intensified since they appear together more often than random frequency. Chunks are more easily to be picked up from mental lexicon while expressing one's ideas. (p. 6)

Then, as mention above the research agrees with this statement about connectionism due to the fact that people can make use of language fluently is not because that they master abstract grammatical rules and structures, but it is possible thanks to the theory of connectionism. Thinking of the psychological reality of lexical chunks, it is a very important aspect in language teaching to cultivate students' awareness of lexical chunks and develop their ability to "chunk" language successfully.

Besides, Chun-guang (2014) mentions to Lewis, Nattinger and DeCarrico 2005 "Teaching lexical chunks can help ease learners' frustration, promote their motivation and improve language fluency. The application of teaching lexical chunks is reflected in three aspects: speech or lecture, listening skill training, reading comprehension and writing". (p. 7)

Therefore, the researcher can argue about lexical chunks is not only for helping leaners frustration. But, also it helps to improve language fluency trough reading comprehension and writing.

Lexical chunks and language output

Chun-guang (2014) on the research an empirical research on the corpus-driven lexical chunks instruction.

> It is evident that formulas—ready-made chunks such as "I don't know" and "what's this?" are initial utterances of many learners. More creative utterances which are based on the acquisition of formulaic utterances are produced by learners afterwards. The basis of these creative utterances is the evidence that lexical chunks help with language creation. (Wong Fillmore, 1976; Ellis, 1984 p 7)

As mentioned the researcher. Then, lexical chunks are used to create more and more complex structures. Therefore, lexical chunks indeed are of great importance in language acquisition and creation, exactly speaking, lexical chunks make language production easier. So, it creates a good time for teaching and learning vocabulary through lexical chunks playing an important role the utterance because it helps to communicate and apply on writing, speaking and reading skills.

Explicit learning

Tovar (2014) cited to (Dornyie, 2009) "It involves the conscious intention to find regularities and to identify rules and concepts useful to capture this regularities", (p.7)

Explicit learning is a more conscious operation, it is a learning with awareness, that is to say comprehending a sentence structure, but it does not necessarily involve deliberate memorisation of the information that explicit learning helps in second language acquisition.

Explicit vocabulary in reading comprehension

Hanson & Padua (2011) found that:

> Effective reading requires two types of vocabulary, *word recognition vocabulary* and *word meaning* (Chall, 1983; as cited in Blachowicz, Fisher, & Watts-Taffe, 2005). *Word recognition* is the readers' ability to pronounce or figure out the word by using word attack strategies. *Word meaning* refers to words students know or can define. Though we recognize the importance of both word recognition and Word meaning, the emphasis of this book will be on *word meaning*. (Section 1:5 p 7)

If it mentioned to these researchers when we read something and we do not understand it, we must find the meaning. It means students must know and define for getting the meaning. So, it helps for having a good reading comprehension the reader must recognize the meaning of the word. That is to say, reader see a word can recognize and then know the meaning of the context

Explicit vocabulary acquisition

Longhurst (2013) found in Longman Dictionary of Contemporary English, 2003) "explicit vocabulary acquisition is defined as being a way of learning vocabulary in a clearly defined and intentional way". (p. 16)

It means learners can learn vocabulary through explicit learning acquisition which means leaners find words in a dictionary when they do not understand or they do not wait teacher for asking the words in the classroom. Then, it has done the explicit learning.

Explicit language learning

According to the study of Implicit and explicit learning of languages by Rebuschat (2015) cited to Ellis, 2002 it was found that

Language acquisition can be speeded by explicit learning instruction. The last 20 years of empirical investigations into the effectiveness of L2 instruction demonstrates that focused L2 instructions results in large target. Oriented gains, that explicit types of instructions are more effective than implicit types, and that effectiveness of L2 instruction is durable (p. 13)

Showing the use of explicit learning helps in L2 it can argue thought 20 years ago there was an empirical investigation. Which demonstrates for having a knowledge about explicit learning instruction is good way for acquiring language. In other words, this kind of strategy helps into L2.

Explicit instruction

Archer & Hughes (2011) analysed the theories of many researchers for obtaining the manner easier to get explicit learning.

Following explicit instruction, it can get a good learning, many researchers have identified a range of instructional behaviours and elements characteristic of an explicit approach to teaching that is sixteenth elements of explicit learning.

The researchers made it, to maximize students' academic growth, one of the best tools available to educators is explicit instruction, a structured, systematic, and effective methodology for teaching academic skills. It is called explicit because it is an unambiguous and direct approach to teaching that includes both instructional design and delivery procedures.

Explicit instruction is characterized by a series of supports, whereby students are guided through the learning process with clear statements about the purpose and foundation for learning the new skill, clear explanations and demonstrations of the instructional target, and supported training with feedback until independent mastery has been achieved.

Sixteen elements of explicit instruction

According to Archer & Hughes (2011) show the sixteen elements of explicit instruction obtaining by different researchers.

Focus instruction on critical content: Teach skills, strategies, vocabulary terms, concepts, and rules that will empower students in the future and match the students' instructional needs.

Sequence skills logically: Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.

Break down complex skills and strategies into smaller instructional units: Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory.

Design organized and focused lessons: Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.

Begin lessons with a clear statement of the lesson's goals and your expectations: Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

Review prior skills and knowledge before beginning instruction: Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.

Provide step-by-step demonstrations: Model the skill and clarify the decision-making Processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.

Use clear and concise language: Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g., vocabulary, sentence structure) should depend on students' receptive vocabulary, to reduce possible confusion.

Provide an adequate range of examples and non-examples: In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

Provide guided and supported practice: build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task

Require frequent responses: having the students respond frequently (i.e., oral responses, written responses, or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.

Monitor student performance closely: Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

Provide immediate affirmative and corrective feedback: Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.

Deliver the lesson at a brisk pace: Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/ processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can't keep up.

Help students organize knowledge: Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well-organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

Provide distributed and cumulative practice: practice refers to multiple opportunities to practice a skill over time. **Cumulative practice** is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.

By means of explicit instruction, it is possible to have instructional delivery that is characterized by clear descriptions and demonstrations of a skill, followed by supported practice and timely feedback. Initial practice is carried out with high levels of teacher involvement; however, once student success is evident, the teacher's support is systematically withdrawn, and the students move toward independent performance.

Reading skill

Ukessays (2015) mention to Longman Dictionary of Applied Linguistic, reading is said as: "Perceiving a written text in order to understand its contents and the understanding that result is called reading comprehension".
Other definition by Collins English Learner's Dictionary is that "reading is an act of looking at and understanding point".

Taking this statement for acquiring comprehension about lecture. It must have a silent reading. That is to say, with a silent reading it can establish ideas and recognize what is the most important in lecture. Reading involves the use of vision to understand several words in a sentence and make them meaningful. Same goes to each sentence in order to understand the entire text. Reading skills is a way for understanding different text because of reading helps to reader can understand the words, which the result can be good or bad.

Teaching reading

According to Alyousef (2006) said "the beginning readers is an excellent way to control vocabulary, structure and content. In effect, write their own texts, neutralizing problems of unfamiliar content". p 7.

That is to say, teacher can teach basic vocabulary to students. It means students can highlight words unknown which help to understand short text and improve their reading skills.

Reading + Explicit

Longhurst (2013) "This section covers research carried out on vocabulary that is learned through reading which is complemented by explicit instruction and learning by the teacher and the students respectively" …. (Reading + explicit, p. 20).

Therefore, explicit learning is together reading, both of them help to learn vocabulary. It says that students can learn vocabulary through Reading which is complemented by explicit instruction.

Longhurst (2013) mentions about explicit learning

> A study that compared the learning of vocabulary incidentally through reading only with learning vocabulary that is supported by explicit teaching of word meanings found that although incidental lexical gains are made through reading alone, explicit vocabulary teaching after reading, which they call "Read-Plus," is more effective than a "Read-Only" approach with regard to vocabulary acquisition…. (Sonbul & Schmitt, 2010, p. 20).

The author mention that the use of Read-plus is more success. But, it is always with explicit vocabulary teaching which means is silent reading helps to learners for acquiring vocabulary based on explicit vocabulary teaching.

Use the word in context and give contextual information

According to Hanson & Padua (2011)

> When teaching vocabulary, it is important to show students how the words are being used in context. When students are asked to look up the meaning of a word in the dictionary, they frequently select an incorrect definition. When students see how the word is used in context, they can connect to the appropriate meaning (Armbruster, et al., 2001; Graves, 2006; PREL, 2008; Stahl, 1999).

That means teachers can accomplish this by having students locate the word in the text, read the sentence, and then discuss as a class how to determine its meaning.

Reading through Short-stories

Al-Dersi (2013) it was found that (Nagy and Anderson, 1984). "Short-stories there are many methods and strategies of teaching and developing vocabulary of

EFL learners, the importance of wide reading in the growth of EFL learners' vocabulary is critical" (p2)

The role of the use of short-stories is important for developing vocabulary in the students and develop their competence of a foreign language, which reading helps to growth vocabulary.

Al-Dersi (2013) found in The Use of Short-Stories for Developing Vocabulary of EFL Learners research that:

> Wright, Betteridge and Buckby (1984) believe that using tales is a good way to learn vocabulary in EFL context. This is because, with the use of tales, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their opinions. (p. 77).

Then, the purpose of using tales is so important at moment to teach vocabulary because of Teachers can create or put text or short stories according to the knowledge of learners, and edit or omit text with basically words for teaching vocabulary. Moreover, teacher can teach vocabulary through tales.

Besides Browne (2003) in the research vocabulary acquisition through reading and writing mention to Krashen 1989, 1983 that "reading activities are the most efficient means by which a learner can acquire new vocabulary" p. 12

Importance of vocabulary

Al-Dersi (2013) said "Vocabulary permits improve language skills such as listening, speaking, reading and writing". (p 2)

Which one permits in English language or different language make an effective speaker, good listener, reader and writer. For that reason, vocabulary instruction forms a very important aspect of any foreign language teaching and learning.

Ferreira (2007) mentioned to (Diamond & Gutlohn, 2006.) "Vocabulary is the knowledge of words and their meanings". (p 11)

In others words if the students have a poor vocabulary, they cannot express communication and they cannot understand when someone listening, speaking or when reading and writing something.

Eslahcar (2012) cited to Laufer on 1997 that "vocabulary is the heart of the language" … (p 1)

If people do not have vocabulary. They cannot understand the language. Vocabulary is one of the important factor for learning English. But, most of the times learners believe that learn a vocabulary is only a word. It also includes lexical chunks.

Types of vocabulary

Al-Dersi (2013) shows two kind of vocabulary that are receptive and productive vocabulary.

Receptive vocabulary includes those words that we recognize when we hear or see them.

Productive vocabulary includes those words that we use when we speak or write. It is also argued and believed that our receptive vocabulary is typically larger than our productive vocabulary.

If it mentions about receptive and productive vocabulary; it consist that are involving the 4 skills for each type of vocabulary. For instance, receptive vocabulary involves listening and reading while productive vocabulary involves speaking and writing.

9. SCIENTIFIC QUESTIONS

- ✓ How do lexical chunks help to develop explicit learning?
- ✓ What is the process of getting an explicit learning?
- ✓ Using lexical chunks will help to increase student's vocabulary?

10. METHODOLOGY

This research was focused on a qualitative method because it helped to study the reality of the problem finding out specific information for building the knowledge which permitted to solve the problem that had this research project. The researcher was supported by methods: bibliography method which permitted to gather information from books and academic papers and descriptive method that allowed to recollect data; it was used surveys that were guided to Students at "Semillas de Vida" Educative Unit, which helped to know their preferences and an interview that was guided to teacher of the same institution. It helped to determine that lexical chunks is another way to teach vocabulary.

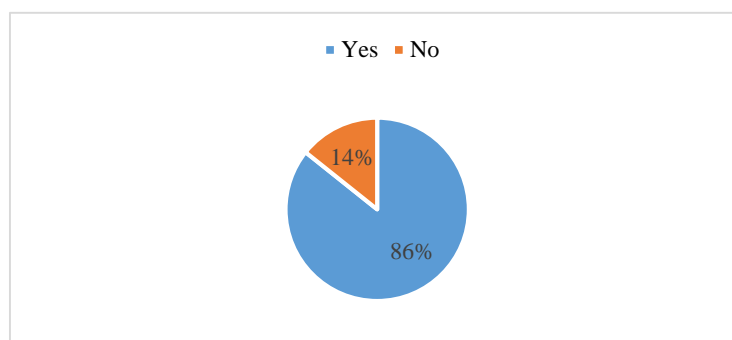## 11. ANALYSIS AND DISCUSSION OF THE SURVEYS APPLIED TO STUDENTS AT "SEMILLAS DE VIDA" EDUCATIVE UNIT

1. - Do you consider to read is a useful activity to learn English vocabulary?

Chart N° 1 Reading activity

OPTIONS	STUDENTS	PERCENT
Yes	6	86%
No	1	14%
TOTAL	**7**	**100%**

Source: Students from Semillas de Vida Educative Unit

Graph N° 1 Reading activity

Source: students from Semillas de Vida educative unit

ANALYSIS AND DISCCUSION

The data from the graph above shows that 6 students that present the 86% said yes while 1 student that presents 14% said no.

According to the data recollection, most of the learners said that reading is a useful activity to learn English due to they can highlight new words and write the meaning. In fact, they can learn and apply the meaning of the new word in sentences. It causes they can understand much better English language as Browne (2003) mention "reading activities are the most efficient means by which a learner can acquire new vocabulary"
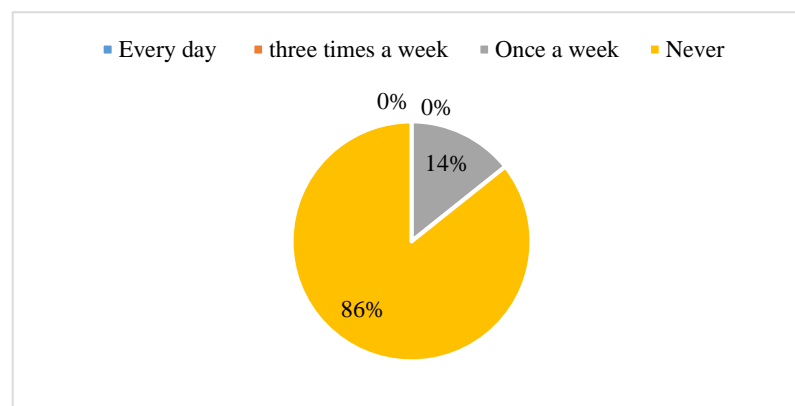
2. - How often do you read short-stories in English to acquire vocabulary?

Chart N° 2 Reading short-stories

OPTIONS	STUDENTS	PERCENT
Every day	0	0%
Three times a week	0	0%
Twice a week	0	0%
Once a week	1	14%
Never	6	86%
TOTAL	**7**	100%

Source: Students from Semillas de Vida Educative Unit

Graph N° 2 Reading short-stories

Source: Students from Semillas de Vida Educative Unit

ANALYSIS AND DISCCUSION

According to the seven respondents' 1 person that represent to (14%) said once a week, by other hands, six people which represent (86%) said never read short-stories.

The results about the question indicates that learners do not have a habit of reading something or short written paragraph in English. May be teachers do not introduce new interesting material for reading, Al-Dersi (2013). State that "using tales is a good way to learn vocabulary in EFL context". Therefore teachers must motivate the students with lecture that they like. So teachers need to give some interesting activities in order to acquire new vocabulary and practice in class.
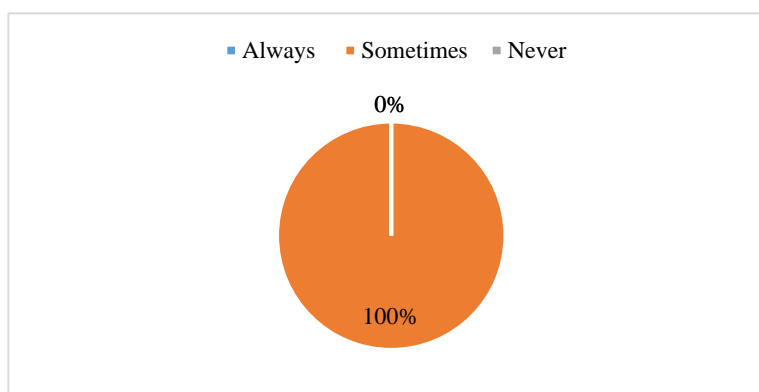
3. –Have you practiced the learned vocabulary in English classes?

Chart N° 3 Learned vocabulary

OPTIONS	STUDENTS	PERCENT
Always	0	0%
Sometimes	7	100%
Never	0	0%
TOTAL	**7**	**100%**

Source: Students from Semillas de Vida Educative Unit

Graph N° 3 Learned vocabulary

Source: Students from Semillas de Vida Educative Unit

ANALYSIS AND DISCCUSION

The data above showed that 7 people that represent (100%) said sometimes they practised vocabulary learned.

Consequently, the results demonstrate that student sometimes practises learned vocabulary. So, teachers should practice the learned vocabulary which helps to students remember it. Learners can develop explicit learning of vocabulary. According to Dornyie, 2009 "It involves the conscious intention to find regularities and to identify rules and concepts useful to capture this regularities"
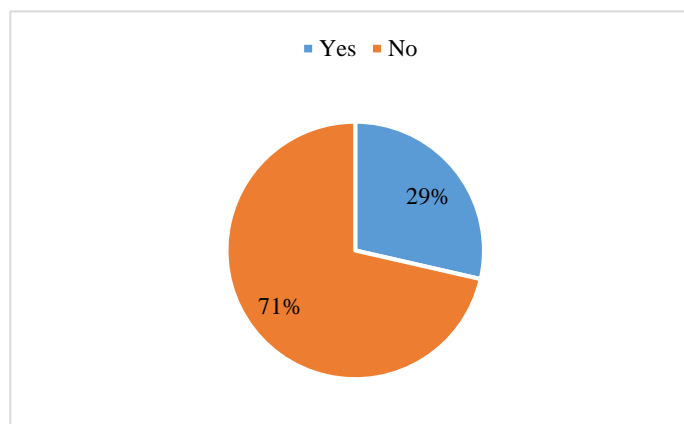
4. **– Do you understand phrases or group of words at moment to read in English?**

Chart N° 4 Understand phrases

OPTIONS	STUDENTS	PERCENT
Yes	2	29%
No	5	71%
TOTAL	**7**	**100%**

Source: Students from Semillas de Vida Educative Unit

Graph N° 4 Understand phrases

Source: Students from Semillas de Vida Educative Unit

ANALYSIS AND DISCCUSION

According to this question, 2 students that correspond (29%) mentioned no. While 7 students that equivalent (71%) said yes.

According to Scott (2013) "Lexical chunks are phrases of two or more words. It is comprising lexical units". Moreover, the above data indicates that students do not understand phrases or group of words at the moment to read in English. Maybe, they have never known group of words which permit to understand lecture. As a conclusion, learners do not use phrases or group of words (lexical chunks) which permits to introduce this method for teaching vocabulary. Therefore, it would be good using lexical chunks for Reading a paragraph or tale in the English language.
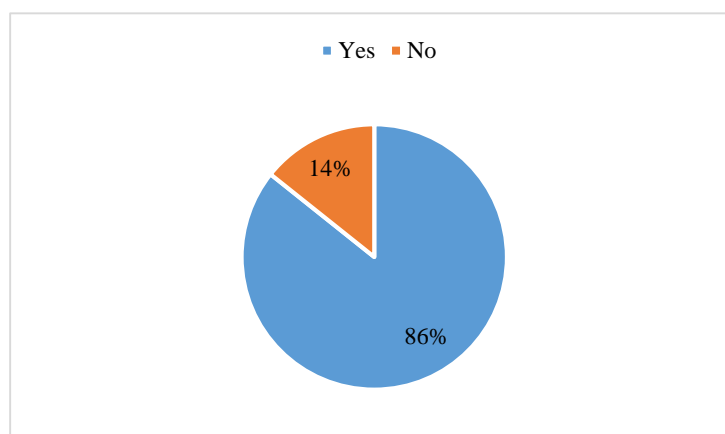
4. - Would you like to learn vocabulary through phrases or group of words?

Chart N° 5 Learn vocabulary

OPTIONS	STUDENTS	PERCENT
Yes	6	86%
No	1	14%
TOTAL	**7**	**100%**

Source: Students from Semillas de Vida Educative Unit

Graph N° 5 Learn vocabulary

Source: Students from Semillas de Vida Educative Unit

ANALYSIS AND DISCCUSION

1student that represents (14%) said no. However, 6 students that are (14%) said yes.

The results show that learner would learn vocabulary through phrases or group of words because it is a new way to teach vocabulary. Chun-guang (2014) Teaching lexical chunks can help ease learners' frustration, promote their motivation and improve language fluency which is reflected on four skills. Therefore, students must know this approach method in order to learn vocabulary. And, teachers can use lexical chunks for teaching vocabulary. In fact, learners say is a different way for learning vocabulary and it is not bored.
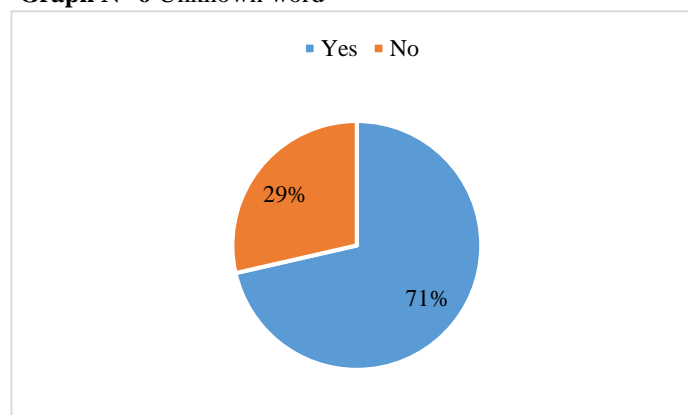
6- When you read paragraph in English the unknown compound words are difficult to understand in context?

Chart N° 6 Unknown word

OPTIONS	STUDENTS	PERCENT
Yes	5	71%
No	2	29%
TOTAL	**7**	**100%**

Source: Students from Semillas de Vida Educative Unit

Graph N° 6 Unknown word

Source: Students from Semillas de Vida Educative Unit

ANALYSIS AND DISCCUSION

The data from the graph above (29%) that represent 2 people mention No while 5 students that correspond to (71%) said yes.

Hanson & Padua (2011) state that when you teach vocabulary, it is important to show students how the words are being used in context, they can connect to the appropriate meaning. It creates advantages when they read a text which help to know unknown words that are difficult of understanding. Therefore, teachers must teach to students' use the compound words in context adequately due to permitting to see the meaning on mother language.
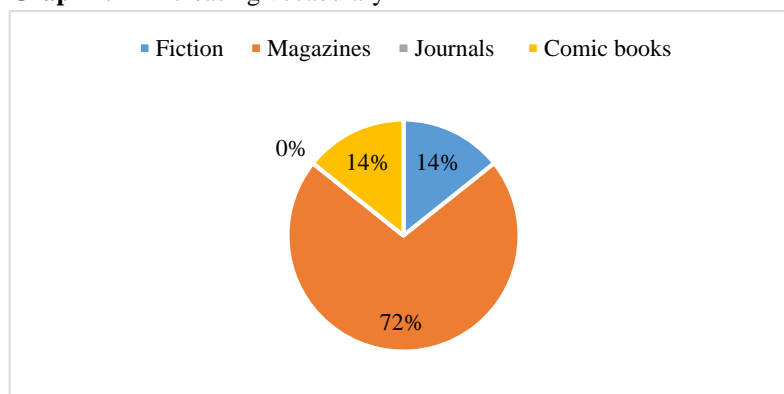
7. - What kind of material do you prefer to read for increasing vocabulary?

Chart N° 7 Increasing vocabulary

OPTIONS	STUDENTS	PERCENT
Magazines	1	14%
Short stories Fiction	5	72%
Journals	0	0%
Comic books	1	14%
TOTAL	**7**	**100%**

Source: Students from Semillas de Vida Educative Unit

Graph N° 7 Increasing vocabulary

Source: Students from Semillas de Vida Educative Unit

ANALYSIS AND DISCCUSION

The data from the graph above revealed that 1 student that represents (14%) chooses magazines. While other students that corresponds to (14%) chooses comic books. By other hands 5 students that are (72%) takes short stories fiction.

According to the results, students prefer to read short stories fiction and believe that it helps to increase vocabulary. Al-Dersi (2013) "Short-stories there are many methods and strategies of teaching and developing vocabulary of EFL learners, the importance of wide reading in the growth of EFL learners' vocabulary is critical" Therefore, short stories fiction would be a good strategy for teaching vocabulary to the students. Besides, it helps for promoting explicit learning vocabulary.
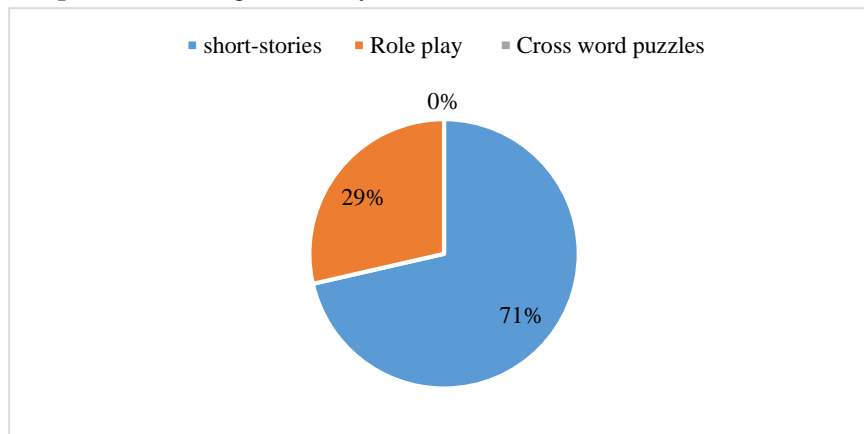
8. - Would you like learning vocabulary through

Chart N° 8 Learning vocabulary

OPTIONS	STUDENTS	PERCENT
Short-stories with basic phrases	5	71%
Role play	2	29%
Crossword puzzles	0	0%
TOTAL	**7**	**100%**

Source: Students from Semillas de Vida Educative Unit

Graph N° 8 Learning vocabulary

Source: Students from Semillas de Vida Educative Unit

ANALYSIS AND DISCCUSION

According to data recollection indicates 5 students that represent (71%) chooses short-stories. While 2 students that correspond (29%) said Role play.

Moreover, data shows that students want to learn vocabulary through short-stories with basic phrases. It plays an important role in teaching vocabulary to the learners. Because they would like to learn vocabulary through short-stories and learners can acquire vocabulary on different way. British council/ BBC (2012) said learners can spend a little time at the end of a reading comprehension exercise identifying chunks in the text and analysing them, or identifying other contexts they might be found.

ANALYSIS OF INTERVIEW APPLIED TO THE ENGLISH TEACHER AREA

One Teacher is involved in the interview. From Semillas de Vida Educative Unit. It will be questioned in relations to the research project which helps to determine the point of view about some questions.

On the interview, it asked do you think it is necessary that students learn vocabulary in the English language?

The interviewee said: It is really fundamental learners know the vocabulary, so they can improve easier their speaking and listening skills. And also she mentioned: if they have a vocabulary, learners can understand much better English language. That is to say, knowing vocabulary helps to improve four skills such as listening, speaking, reading and writing. Therefore, her conclusion is if students have a vocabulary, they can follow to improve their skills in the second language.

As all teachers always remember or practise word. After students have learned in class it was mentioned the next question. When you teach new vocabulary have you practised with students?

Well, I believe in my professional life and experience, it is an important way practised to learned vocabulary. When I teach vocabulary to students, I apply memorization. However, it is a way to help into a phrase or sentences, learners can identify easily. In addition, they see or find vocabulary in text, story or document. They can use it. And She concluded saying the memorization is an essential part of teaching vocabulary because learners can have a previous identification of the word and so, they can acquire vocabulary.

Above she mentioned the memorization according to it. It was asked what kind of activities do you use for practising memorization?

The teacher mentioned different examples to the activities for practising memorization such as the identification of the word inside a sentences or phrases. The learned word it is by repetition or another way is learners make or illustrated pictures. Besides, they recognise it inside the structure that helps to collect information and they can practise. According to her point of view, she said "when learners see, make pictures and repetition the word. It is more easily for students to remember a word inside sentences or phrases.

Following the interview, next question was, did you know lexical chunks method for teaching vocabulary in L2?

Teacher answered. Really, "I have not listened to". "it is a new method" and "I consider this kind of method probably it can be taught for parts" from her point of view she has a little notion about it, which she said, "it is useful for using in the English language". Moreover, teacher considers is a good method for applying inside teaching learning process of a foreign language.

As the last question if someone teaches you, how is involved the part of lexical chunks would you like to teach vocabulary through it to her students?

She responded all method is good as long as it improves to student's skills. Really, a group of words or Lexical chunks is based on a research I believe that it would be applied and use for the teacher. Considering her quotation, it concludes lexical chunks is useful for teaching or learning vocabulary and helps to students, they can see it as a new way for learning English.

12. IMPACT

The present project research would contribute to establish some theoretical bases in a social problem which would permit other researcher to use this information to establish some proposal to solve the problem of lack of vocabulary in students. Besides, the impact would be the great importance due to teachers can take this research work to proof a different way to learn or teach vocabulary; it has specific information about explicit vocabulary learning with lexical chunks.

13. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

✓ Vocabulary is one of the most importance aspects to learn English in order to understand the oral and written skills.

✓ Students have lack of vocabulary that is why they do not understand phrases at the moment to read.

✓ Lexical chunks is a new way to learn English vocabulary so it can help to understand short written paragraphs in English.

✓ The process of getting an explicit learning is through 16 steps that are called explicit instruction.

RECOMMENDATION

✓ For teaching vocabulary teachers must promote explicit learning with lexical chunks with short-stories fiction about love and romanticism in order that students can improve their reading skill.

✓ Teachers must practice reading with phrases or group of words to help students to acquire vocabulary

✓ Teachers must know how to use lexical chunks for applying the activities in order to teach vocabulary.

✓ For obtaining a good explicit learning of vocabulary, teachers must follow the 16 steps that involve the explicit learning in order to increase English vocabulary in learners.

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15. ANNEXES

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCE

ENGLISH CAREER

**SURVEY TO GUIDE TO THE STUDENTS OF 10ᵀᴴ GRADE OF BASIC
EDUCATION "SEMILLAS DE VIDA" EDUCATIVE UNIT**

Objective: to obtain information about the importance of lexical chunks and
explicit learning
Instruction: read carefully each questions and mark with X the option that you
wish.

1. Do you consider reading is a useful activity to learn English vocabulary?

Yes

No

2. How often do you read short-stories in English to acquire vocabulary?

Every day

Three times a week

Twice a week

Once a week

Never

3. Have you practiced the learned vocabulary in English classes?

Always

Sometimes

Never

**4. Do you understand phrases or group of words at moment to read in
English?**

Yes

No

5. Would you like to learn vocabulary through phrases or group of words?

Yes

No

6. When you read paragraph in English the unknown compound words are difficult to understand in context?

Yes

No

7. What kind of material do you prefer to read for increasing vocabulary?

Magazines

Short stories Fiction

Journals

Comic books

8. Would you like learning vocabulary through?

Short-stories with basic phrases

Role play

Crossword puzzles

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCE

ENGLISH CAREER

**INTERVIEW TO GUIDED TO THE ENGLISH TEACHER OF
"SEMILLAS DE VIDA" EDUCATIVE UNIT**

Objective: to obtain information about the importance of lexical chunks and
explicit learning

Do you think it is necessary that students learn vocabulary in the English
language?

When do you teach new vocabulary have you practised with students?

What kind of activities do you use for practising memorization?

Did you know lexical chunks method for teaching vocabulary in L2?

Would you like to teach vocabulary through it to her students?

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TÍTULOS OBTENIDOS

TÍTULO DE BACHILLER EN CIENCIAS SOCIALES

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