



COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCES

ENGLISH CAREER

RESEARCH PROJECT

**“VOCABULARY DEVELOPMENT THROUGH INCIDENTAL AND
INTENTIONAL LEARNING TECHNIQUES”**

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

Authors:

Banda Sango Danilo Fernando

Mena Rodríguez Alexis Humberto

Tutor:

MSc. Abata Checa Fanny Mercedes

Latacunga - Ecuador

August 2016

AUTHORSHIP

We, Banda Sango Danilo Fernando and Mena Rodríguez Alexis Humberto, declare to be authors of the present research project “VOCABULARY DEVELOPMENT THROUGH INCIDENTAL AND INTENTIONAL LEARNING TECHNIQUES”, being MSc. Mercedes Abata 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.

Banda Sango Danilo Fernando
050335658-6

Mena Rodríguez Alexis Humberto
050239551-0

TUTOR'S ENDORSEMENT

As a tutor of the research work titled: "VOCABULARY DEVELOPMENT THROUGH INCIDENTAL AND INTENTIONAL LEARNING TECHNIQUES" presented by Banda Sango Danilo Fernando and Mena Rodríguez Alexis Humberto, of English Major, I certify this research report meets 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,

Abata Checa Fanny Mercedes

Research 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 researchers: Banda Sango Danilo Fernando and Mena Rodríguez Alexis Humberto with the research project title: **“VOCABULARY DEVELOPMENT THROUGH INCIDENTAL AND INTENTIONAL LEARNING TECHNIQUES”**, have 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:

.....
Reader 1
MSc. Mena Vargas Nelly Patricia
C.I. 0501574297

.....
Reader 2
MSc. Castro Bungacho Sonia Ximena
C.I. 0501974729

.....
Reader 3
MSc. Rosero Menendez Jorge Luis
C.I. 0500862727

DEDICATION

I dedicate this project to my parents because they support me during all my academic life, and for demonstrating their love and their advice in order to accomplish my dreams and conquer my goals.

Alexis

I dedicate this project to my parents and especially to my daughter because they support me during all my academic life, and for being a source of inspiration to continue my professional formation, demonstrating me their love and their advice in order to accomplish my dreams.

Danilo

THANKS

We thank to God who guided each step on our lives and who provided us wisdom and strength during our academic performance at Technical University of Cotopaxi.

In addition, we would like to thank our Director of our project MSc. Mercedes Abata, who contributed with motivation and encouragement to achieve our purposes.

To our dear teachers for each experience shared into the classrooms and to provide us with all learning facilities to achieve our goals during those 5 years of study.

Finally, we thank our parents who supported us each day. Being they who have helped us economically and morally.

Alexis, Danilo



**COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF HUMANISTIC AND
ADMINISTRATIVE SCIENCES**

TITLE: “VOCABULARY DEVELOPMENT THROUGH INCIDENTAL AND INTENTIONAL LEARNING TECHNIQUES”

Authors: Banda Danilo – Mena Alexis

ABSTRACT

The current research project was selected due to the necessity to examine the use of intentional and incidental techniques through a literature review to develop student’s vocabulary. The problematic that prompted this inquiry, was the limited vocabulary that students demonstrate in learning English, it could be noticed the oral communication skill was deficient and they were not able to express their ideas fluently nor coherently and this could be evidenced at the moment that learners try to speak. This problem is caused by the reason that students and teachers do not focused enough on the importance of vocabulary, not taking in consideration that it is fundamental while learning a foreign language. In order to present helpful information, this research was made in an explorative way, this allow to the researchers to narrow the problem through previous investigations. Another resource applied was the bibliographic, which through the theoretical principles, permitted to the researchers gather information from papers and books. The findings obtained through a survey applied to teachers and students from second year "B" of high school at “Victoria Vásquez Cuví” Educative Unit Latacunga Ecuador, it demonstrated that students as teachers know about the use of activities to learn vocabulary, but they need to improve the usage of them and that teachers should learn about new ones like incidental and intentional techniques in order to expose learners against different situation where they can practice English in other ways. Once the information was settled, the contributions to the educative community were beneficial because it helped teachers to acquire more mastery in the development of a class, also to manage more techniques in classes and taught students to facilitate their learning. Finally, promoting the vocabulary learning through the use of incidental and intentional techniques is an alternative to create good oral communicators through learning skills and with the acquisition of a wide vocabulary learners could maintain fluently dialogues.

Key words: vocabulary, techniques, oral communication, skills.



UNIVERSIDAD TÉCNICA DE COTOPAXI
UNIDAD ACADÉMICA DE CIENCIAS
ADMINISTRATIVAS Y HUMANÍSTICAS

TÍTULO: “DESARROLLO DEL VOCABULARIO A TRAVÉS DE LAS TÉCNICAS DE APRENDIZAJE INCIDENTALS E INTENCIONALES”

Autores: Banda Danilo – Mena Alexis

RESUMEN

El presente proyecto de investigación fue seleccionado debido a la necesidad de examinar el uso de técnicas intencionales e incidentales a través de una revisión bibliográfica para desarrollar el vocabulario de los estudiantes. La razón que motivó esta investigación fue el limitado uso de vocabulario que los estudiantes muestran en el aprendizaje del idioma Inglés, fue muy notorio que su habilidad comunicativa oral era deficiente ya que los estudiantes no eran capaces de expresar sus ideas con fluidez y tampoco con coherencia, esto podía ser evidenciado en el momento de que los alumnos intentaban comunicarse oralmente. La razón principal para que este problema ocurra es que los estudiantes y profesores no se centraron en la importancia del vocabulario, sin tomar en consideración que esto es fundamental en el transcurso del aprendizaje de una lengua extranjera. Con el propósito de presentar esta información, la investigación fue realizada de manera explorativa, esto permitió a los investigadores abordar el problema a través de las investigaciones anteriores. Otro recurso aplicado fue el bibliográfico, que a través de los principios teóricos permitió obtener información de los artículos y libros. Los resultados mediante una encuesta dirigida a estudiantes y maestros de la Unidad Educativa “Victoria Vásquez Cuví” Latacunga-Ecuador, demostraron que tanto estudiantes como profesores conocen sobre el uso de actividades para aprender vocabulario, pero ellos necesitan mejorar el uso de estas y que además los profesores necesitan conocer acerca de otras técnicas interesantes como las incidentales e intencionales con el fin de exponer a los estudiantes contra una situación diferente donde ellos puedan practicar Inglés de otra forma. Una vez que la información fue establecida, las contribuciones a la comunidad educativa van a ser más beneficiosas, ya que esto ayudara a los maestros en adquirir más dominio y progreso en una clase y en el aporte de gestionar más técnicas en clase para contribuir con los estudiantes en facilitar su aprendizaje. Por último, promoviendo el aprendizaje de vocabulario a través del uso de técnicas incidentales e intencionales se expondrá una alternativa de crear buenos comunicadores orales por medio de habilidades de aprendizaje y la adquisición de un amplio vocabulario que ayudara a los estudiantes a mantener fácilmente un diálogo.

Palabras Clave: Vocabulario, Técnicas, Comunicación Oral, Habilidades.

INDEX

TITLE PAGE	i
AUTHORSHIP	ii
COMMITTEE APPROVAL.....	iv
DEDICATION	v
THANKS	vi
ABSTRACT.....	vii
RESUMEN.....	viii
INDEX	ix
CHART AND GRAPHIC INDEX	xi
1. GENERAL INFORMATION	1
2. PROJECT SUMMARY	2
3. JUSTIFICATION OF THE PROJECT.....	3
4. BENEFICIARIES OF THE PROJECT	4
5. THE RESEARCH PROBLEM	4
6. OBJECTIVES	6
General Objective:	6
Specific Objectives:	6
7. ACTIVITIES AND TASK SYSTEM RELATED TO THE SETTLED OBJECTIVES	6
8. SCIENTIFIC AND TECHNICAL FOUNDATIONS	7
Vocabulary	7
Passive and active vocabulary	9
Incidental and intentional learning	10
The relationship between incidental and intentional vocabulary learning	11
Incidental learning	12
Intentional learning.....	12
Incidental techniques	13
Extensive reading	13
Reading while listening	14
Extensive listening	15
Visual Technique.....	15
Learning vocabulary through guessing	15

Contextual Redefinition	16
Intentional techniques.....	16
Word cards	17
Semantic mapping	17
Word maps	18
Root analysis	18
Restructuring reading materials.....	19
Synonyms and antonyms.....	19
The Use of Dictionary	20
Vocabulary Self-Collection Strategy.....	20
9. RESEARCH QUESTIONS.....	20
10. METHODOLOGY.....	21
11. ANALYSIS AND DISCUSSION OF RESULTS	22
12. IMPACTS	40
13. CONCLUSIONS AND RECOMMENDATIONS	40
Conclusions	40
Recommendations	41
14. BIBLIOGRAPHY	42
ANEXES	44

CHART AND GRAPHIC INDEX

Chart N° 1 and Graphic N°1: Communicative skill trough vocabulary	22
Chart N° 2 and Graphic N°2: Reading in context.....	23
Chart N° 3 and Graphic N°3: Applying vocabulary in conversations	24
Chart N° 4 and Graphic N°4: Vocabulary through memorization.....	25
Chart N° 5 and Graphic N° 5: Use of the dictionary	26
Chart N° 6 and Graphic N° 6: Exercises of synonyms and antonyms.....	27
Chart N° 7 and Graphic N° 7: Vocabulary in flash cards	28
Chart N° 8 and Graphic N° 8: Activities to develop vocabulary	29
Chart N°9 and Graphic N°9: The best activity to learn vocabulary.....	30
Chart N°10 and Graphic N°10: Techniques and activities	31
Chart N° 11 and Graphic N° 11: Vocabulary in context.....	32
Chart N° 12 and Graphic N° 12: Communicative activities	33
Chart N° 13 and Graphic N° 13: Activities to develop vocabulary	34
Chart N°14 and Graphic N°14: Memorization and repetition	35
Chart N° 15 and Graphic N° 15: Teacher motivates the use of dictionary	36
Chart N°16 and Graphic N°16: Semantic mapping as technique	37
Chart N°17 and Graphic N°17: Common technique to teach vocabulary	38
Chart N°18 and Graphic N°18: Knowledge about incidental and intentional techniques.....	39

1. GENERAL INFORMATION

Research Title:

“VOCABULARY DEVELOPMENT THROUGH INCIDENTAL AND INTENTIONAL LEARNING TECHNIQUES”

Starting Date: April 4th 2015

Ending Date: July 21st 2016

Site:

“Victoria Vásquez Cuví”, Educative Unit, located in La Merced, Felix Valencia 4274 and Quito streets, canton Latacunga, Cotopaxi province, zone 3.

Academic Unit Sponsor

Academic Unit of Administrative and Humanistic Science

Major Sponsor:

English Teaching Major

Research project linked

This project adopts a Formative Research because it is based on the observation, description and a scientific exposition in order to organize and generate knowledge from a previous one without the aim of reach scientific outcomes.

Work team:

This work team is conformed by the Coordinator Project MSc. Fabiola Soledad Cando Guanoluisa, as Tutor of the project MSc. Mercedes Fanny Abata Checa and the researchers Danilo Fernando Banda Sango and Alexis Humberto Mena Rodríguez.

Knowledge Area:

This project in focused on the educative area specifically in English as a foreign language, this issue is handle by the importance of center the need to develop vocabulary in students to reinforce their oral communicative skill.

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

Research Sub lines: Methodologies to Teach General English

2. PROJECT SUMMARY

The approach problem of this research is the lack of vocabulary that students have in learning English. This problem is identified at the moment that students try to communicate in an oral way. Their communicative skill is deficient and they cannot express their ideas fluently. Moreover, this lack of vocabulary in students is interfering in the development of classes because learners do not understand the whole idea expressed in English; this deficiency is caused because students and teachers do not focus enough on the importance of increasing vocabulary, not taking into account that it is fundamental while learning English. This problem has affected the development of their communicative skill. Beside these facts, if students do not learn vocabulary they won't be able to reach the level estimated to have before they finish their High School studies. All of these facts could affect their college studies because of the weak bases and knowledge of vocabulary. For this reason, the aim of the researchers is to examine the use of intentional and incidental techniques to increase the level of students' vocabulary. This research is based on a qualitative approach because the researchers have noted the necessity to contribute with extended knowledge into the field of learning vocabulary through the use of intentional and incidental techniques. Inside this approach, the researchers are supported in a documentary method for the reason that it allows to narrow the problem through previous investigations and also it will be able to settle useful information for further investigations in which can be noted that lack of vocabulary affects students learning process and how it can be face through techniques (incidental and intentional). Furthermore, it will use a descriptive approach since it will facilitate information about incidental and intentional techniques so teachers can develop their knowledge on this area. Finally, through a bibliographic support the theoretical principles will permit to gather information through papers and books. With the study of this problem the contributions will help the educative community because it will promote the

communicative competence of students, making them competitive students. It is also important to generate knowledge that can be useful for teachers, so they can have the opportunity to know about new techniques that they can apply into the classroom in order to teach vocabulary. The importance of this project is focused on promoting learning vocabulary through the use of the incidental and intentional techniques as an alternative to create excellent oral communicators in English. Furthermore, will have a good impact in students' communicative development because they could maintain a fluently dialogue with the appropriate words. It is important to notice that each technique (incidental and intentional), have results in different ways but previous investigations have demonstrated that the combination of both can promote a better retention and use of vocabulary. For this reason, it will result quite beneficial to introduce this combination into classrooms.

3. JUSTIFICATION OF THE PROJECT

Vocabulary acquisition is a very important part when learning a second language. The value of this project lies on the necessity to learn and increase the vocabulary to facilitate the communication process. Moreover, it is essential for learning and teaching English because without sufficient knowledge of vocabulary people cannot understand others or express their own ideas. In fact, the research can help students to develop greater fluency and useful expression in English; it is important that students and teachers use productive vocabulary to improve their communication skills.

The combination of incidental and intentional techniques will contribute to the acceleration of the vocabulary acquisition because with this combination the teacher will recognize many educational activities that will serve into their English classes. That is why students need to create the habit of practicing the vocabulary in context learned into classes as often as they can with the help of teachers.

Additionally, this information could be quite useful for teachers who want to enjoy in a participative class and help also learners to solve their academic deficiency in vocabulary development. Learning techniques to learn vocabulary

have to be promoted in order to provide students the necessary to practice vocabulary and create tasks into classes. Moreover, this learning strategies will make that students feel more confident about their participation because they will understand instructions more clearly and they will have the appropriate words to express their ideas with coherence.

4. BENEFICIARIES OF THE PROJECT

A group of second year of High School will participate in this inquiry. There are altogether 32 students in this group, between 15 to 16 years old; the group is conformed by 31 women and 1 man. Also there are 5 teachers who form part of the staff of teachers who work with “Bachillerato General Unificado” (BGU) classrooms. The indirect beneficiaries from the project will be the educative community that forward will make use of this project.

5. THE RESEARCH PROBLEM

Many research works have dealt with the problem that the lack of vocabulary represents into the classrooms; Bridal (2003), argues that “experienced teachers have not given an adequate attention to the importance of teaching vocabulary in foreign language teaching”. This denotes an increasing problem in every EFL teaching classroom. This lack of vocabulary leads to an unfortunately situation in which students cannot express neither ideas with coherence nor maintain a basic conversation during any activity. They do not feel confident with themselves and as a result of this they fall in a situation of anxiety because they want to express their ideas but they cannot find the suitable words, for this reason they avoid to participate in the majority of time. There are many reasons for this problem, a high number of learners have difficulties at the moment to read instructions or passages with new vocabulary so students cannot accomplish the activities because they do not know what to do and their learning process is interrupted because the message is not understood. Moreover, students are not exposed to situations in which they can try to use the new vocabulary that they can learn in a lesson so the learning process turns into a set of isolated words that could be easily forgotten. Regarding this, some researches also show that the lack of

didactic material can be a factor that interfered in an adequate learning process and when this occurred the students do not feel engaged with the class and as a result learners lose their interest.

In harmony with this problem, other researchers had investigated about how learners can develop vocabulary through vocabulary learning strategies. For instance, Gu (2007) had made an inquiry which objective was to report on a study of changes in vocabulary learning strategies and how these changes are related to vocabulary development. In this research there were one hundred Chinese EFL students studying in a six-month pre-university English language enhancement programme in Singapore. They answered a vocabulary learning questionnaire at the beginning and at the end of the programme. The changes in their vocabulary learning strategies were matched against the changes in their passive and active vocabulary. In harmony to these findings, it is suggested that at the end of the six-month course, these participants used more varieties of vocabulary learning strategies more frequently than they did six months ago. All in all, Vocabulary Learning Strategies (VLS) are an indispensable tool in describing and explaining the vocabulary development of a foreign language. VLS are also a tool in empowering learners to make wise decisions in terms of what to learn and how to learn. Furthermore, teaching vocabulary in the classroom was considered to be useless with a claim that word meaning could only be comprehensible through experience and giving so much time to it was seen as a waste of time. Nation (2001) elaborates on his research in the field and said that “explicit learning is more conscious than implicit learning” (p.341). This means that incidental learning is conscious especially when it comes to inferring meaning from a particular context. With all the facts mentioned previously we can note that students, who manage and apply strategies at the moment of study, possess better results in their learning process. In this point of the study we can still find that students don't have enough knowledge about didactic strategies and this produce that they don't achieve a good performance into classes. This absence of knowledge of strategies leads to another kind of difficulty that is when students don't practice. Therefore, the learning of vocabulary has still being a problem that interferes in the students' ability to communicate in an easy and clear way.

6. OBJECTIVES

General Objective:

- To examine the use of intentional and incidental techniques through a literature review to develop students' vocabulary.

Specific Objectives:

- To determine the vocabulary learning strategies to acknowledge the current state of learning intentional and incidental techniques.
- To do an extensive literature review to promote the use of incidental and intentional learning.
- To apply a survey directed to students and teachers to know the use of techniques that will help learn vocabulary.

7. ACTIVITIES AND TASK SYSTEM RELATED TO THE SETTLED OBJECTIVES

OBJECTIVE	ACTIVITY	RESULT	VERIFICATION MEANS
To determine the vocabulary learning strategies to acknowledge the current state of learning intentional and incidental techniques.	Literature review	Acknowledge the current state of incidental and intentional learning	Theoretical framework
To do an extensive literature review to promote the use of incidental and intentional learning.	Techniques review	Discover activities that result suitable to combine with the learning techniques.	Theoretical framework
To apply a survey directed to students and teachers to know the use of techniques that will help learn vocabulary.	Selecting techniques that help to develop vocabulary	The activities chosen by students will be combined with an incidental and intentional approach.	Survey

8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

Learning a second language always deal with some specific procedures in order to achieve a good level of domain. Traditionally English has been taught only focusing on grammar and also teachers were the only source of information. In the last years researchers like Alqahtani (2015), and Fortes (2007) point out that learners should be exposed against new forms on vocabulary instruction in order to achieve success in the vocabulary development. In L2 there are two types of vocabulary learning: incidental and intentional learning. Therefore, it is been considered that the combination of incidental and intentional learning techniques helps to develop a better level of vocabulary and use of the new words learnt during the process of learning a second language.

Vocabulary

Teaching vocabulary is an essential part during the process of the students' learning a foreign language. It is a basic necessity to focus on the development of vocabulary because learners need to face this issue in order to improve their proficiency while learning a foreign language. Many researches about how to teach vocabulary have been undertaken and demonstrate the lack of significance that teachers have paid to teach vocabulary because of the lack of confidence in the process of how to teach vocabulary. It is commonly accepted that the knowledge of word meanings plays a key role in language comprehension. Thus, vocabulary teaching must be effective in order that learners can use the information learnt about vocabulary meaningfully.

Vocabulary has been studied through years by different researchers who collected information that have given similar concepts to the word "*vocabulary*", for instance, according to Hubbard (1983) as cited in Fortes (2007), vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond & Gutlohn (2006), suggest that vocabulary is the knowledge of words and their meanings. This idea clearly demonstrate that the first relation which has to be settle between a learner and a foreign language is to set up a firm vocabulary base. Furthermore, it can be argued that students know the use of words when they effectively

recognize and use it in different contexts. Hence, the relation in meaning that acquire the word vocabulary is that the efficient use that a learner give to a word can be noted in the context that it is used and the natural way how is expressed.

Vocabulary knowledge is important because it helps students with the language comprehension and fluency. These factors indicate that the level of domain that students will have depend on the amount of words that are known in the target language. Bridal (2003), argues that “experienced teachers have not given an adequate attention to the importance of teaching vocabulary in foreign language teaching”. This is the reason why students have not developed an adequate level of vocabulary and this affects their learning process. The knowledge of vocabulary will determine aspects like to be able to understand passage and lectures and express ideas with a wide range of usage. According to Read et al. (2000) as cited in Alqahtani (2015) indicates that “the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts” (p.22). This means that the successfully acquisition of a foreign language depends on a wide knowledge of vocabulary and the use of them according to the situation that need to be faced.

Vocabulary is one of the knowledge areas in language that plays a quite important role in learners that are acquiring a language. According to Harmon, Wood, and Keser, (2009) as cited in Alqahtani (2015) state that “learners’ vocabulary development is an important aspect of their language development” (p.22). This means that, it is strongly believed that vocabulary is the key to develop students’ proficiency about the use of the target language, if students do not work in vocabulary development they could not face the challenge that learning a foreign language represent when it put learners in a situation where they have to produce English. Moreover, it is important to mention that vocabulary works in collaboration with communication and conversely; Alqahtani (2015) affirms that “Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication” (p.22). This argument ratifies that learners have to develop vocabulary in order to improve their communicative skill and acquire fluency to express their ideas in a coherence way.

Passive and active vocabulary

According to the definitions mentioned above it can understand by “vocabulary” that it is the set of words that a person needs to communicate effectively. Into this issue, it is necessary to point out that authors such as Manser, Neuman & Dwyer divide the vocabulary into two types: active vocabulary (productive) and passive vocabulary (receptive). Wesche & Paribakht, (1993) as cited in Fortes (2007), express that “productive vocabulary or active vocabulary as being words that students use when they speak or write, that is, productive vocabulary includes speaking and writing skills” (p. 15). This concept shows that all the words used frequently in everyday events or daily activities are considered as an active vocabulary because people manage these words without any effort just for the reason that the set of words used are already known, understood and applied to frequently ideas expressed. In contrast, Tschirner (2004) as cited in Fortes (2007) says that “receptive vocabulary refers to words students understand, but they do not have to use them” (p.15). This argument demonstrates that passive vocabulary is made up of the words that an individual recognizes, but rarely uses when he/she speaks and writes; it is also known as recognition vocabulary. In short, being aware of this distinction can make a huge difference in student’s learning.

Into the educational field of learners, there is a difference between 'active' and 'passive' vocabulary. The 'active' vocabulary will contain the words that students want to be able to use as well as understand. The 'passive' vocabulary will contain the words that students want to recognize, but not use for themselves. The passive vocabulary will be bigger than the active vocabulary.

Finally, in this process to turn passive vocabulary into active we have the support of Channel (1988) as cited in Fortes (2007) who states that “learners gain receptive control of new words before active control” (p.15). In harmony with this argument, it can be said that if learners acquire a productively vocabulary the words will been already know receptively, in that way we can settle that comprehension precede production; the students will be able to manage vocabulary in an active manner after they comprehend.

Incidental and intentional learning

There are many works made with deal of research about English vocabulary learning with incidental and intentional techniques. According Loewen (2005) as cited in Wu (2009) argues that “incidental focusing on form is more effective to learn vocabulary rather than on traditional forms” (p.8). This means that learners learn vocabulary because of communicative needs and the latter shows where learners acquire vocabulary in form, sound or translated meaning then learners communicate with it.

People can develop vocabulary knowledge subconsciously while being engaged in any language activities, especially reading. Therefore, incidental learning is a by-product of learning something else and it is not like the intentional learning which is designed by teachers or students. Nation (2001) as cited in Wu (2009) defines “the incidental vocabulary learning as an important strategy in vocabulary learning” (p.10). That means learners master vocabulary when they are involved in some learning activities, such as reading, speaking, doing a task, and interacting with others. It refers to the learning which occurs without specific intention to focus on vocabulary.

From the views mentioned above, incidental learning of vocabulary can be defined as a kind of learning techniques from reading, listening, speaking or writing to language use while learners’ main attention focuses on the information of passages or texts. This technique includes learning from extensive reading, taking part in conversations, listening to stories, watching English movies, listening to radio or other exposure of input and output both out of and in classrooms

On the other hand, intentional learning of vocabulary is a traditional and common technique in teaching vocabulary. Ellis (2001) as cited in Wu (2009) states that “calls it the planned techniques involving the use of tasks designed to elicit forms which have been selected ahead by teachers” (p.11) whereas, Schmitt (2000) states that” it can be called explicit learning of vocabulary and it focuses attention directly on the information to be learned” (p.11). This means that this technique

will provide the greatest chance of acquisition, it is time consuming and it is too laborious for learners to learn language. In addition, intentional teaching of vocabulary in classroom is often the teacher-centered class.

The relationship between incidental and intentional vocabulary learning

Actually, every class involves these two kinds of techniques at the same time. There is no class with only one method adopted by teachers to teach vocabulary.

With the regular steps in teaching vocabulary, teachers firstly introduce some new words, and then explain them in native language; secondly, they let students do some exercises with these new words. These two steps are usually categorized as the intentional technique. Thirdly, teachers usually let students do some activities with partners or group members with the use of new words. This step belongs to the incidental technique and has the function of consolidating new words. According to the factual class observation, it is easy to find that teachers often use these two techniques consciously or unconsciously. This means that the incidental way is usually adopted by learners who have an advanced level of English while intentional technique is used for the beginners. It said that for second language learners, both intentional and incidental learning are necessary and should be seen as complementary and kept in balance.

Into the process of learning vocabulary there have been different theories which have their particular form to help in this quest. Vocabulary learning is essential to students to achieve proficiency and competence in the target language. Among all these theories there are both that have acquired a great importance such as incidental and intentional techniques. According to Nation (2001) as cited in He (2010) defines that “the incidental learning via guessing from context to be the most important of all sources of vocabulary learning” (p.17). It shows that this first technique allows that students can interact more with target word and leads to a significant knowledge because the more they try to infer or guess the meaning of the word the more they will be able to retain its meaning. On the other hand, the intentional learning which has a characteristic of “more conscious” permits that students or teachers have an aim more clearly about what they want to learn or

teach. Therefore, this technique through activities managed appropriately could result in a useful manner to teach vocabulary.

Incidental learning

It refers to the fact that people learn a lot without explicit intention to learn or without instruction, like learning of new vocabulary through imitation and social interaction, learning social norms through playing games with other children, learning geography through traveling or surfing the web. This type of learning uses the intrinsic motivation. On the contrary, traditional education is mostly orientated mostly on extrinsic motivation: learner should learn what is suggested by the teacher in order to win a prize or avoid punishment. This technique could result in an important manner to introduce learners into new vocabulary because of its non-specified formal instruction, this permits that in class teachers' can introduce other tools like short stories, dialogues and activities that involve students into an environment of interaction with new words. This refers to the learning which occurs without specific intention to focus on vocabulary. One can develop vocabulary knowledge subconsciously while being engaged in any language activities, especially from reading and listening.

Intentional learning

The intentional learning always focuses on vocabulary itself, and combines with all kinds of conscious vocabulary learning strategies and means of memorizing words. Becoming such an intentional learner means developing self-awareness about the reason for study, the learning process itself, and how education is used. Intentional learners are integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions.

This means that is quite important to know about intentional and incidental techniques because it helps to know how to lead a class with the use of these techniques, it is important also because we can highlight the important points over which to work and understand the differences between the aims of each technique.

To summarize, it is important that students be aware about the facilities that learning techniques can give to them in order to develop their vocabulary and know the advantages that incidental learning provide them together with intentional learning, because the combination of this techniques can allow students to acquire a better retention of vocabulary.

Incidental techniques

Incidental learning is the process of learning something without the intention of doing so. In terms of language acquisition, incidental learning is said to be an effective way of learning vocabulary from context. Incidental Vocabulary Learning motivates learners for extensive reading. It involves learners' ability to guess the meaning of new words from the contextual clues. Incidental learning occurs more particularly through extensive reading in input-rich environments. As learners read systematically arranged reading materials they often meet new words in the contexts and learn them faster. According to O' Harra (2004) as cited in Ahmad (2011) claimed that "context is the setting and surrounding of a word. Therefore, when we listen to someone's talk, the context of a word is the statement that includes the word"(p.68). It shows that when we read new words in a written context one or two nearby words may explain the meaning of new words or sometimes the paragraph may tell us what the new words mean.

Incidental Vocabulary promotes deeper mental processing and better retention. The learners get themselves fully involved in the process of deciphering the meaning through the clues available in the text. They think and rethink about the new words involving cognitive process which helps the learners retain the words for a longer period of time. Cognitive process includes both receptive and productive aspects of vocabulary.

Extensive reading

Inside the incidental activities the first mentioned because of its' importance and facility to combine with the technique is extensive reading. This activity has acquired a very close link with the technique because is a way in which students

can improve their vocabulary known, they can learn few new words and they can infer the meaning of the words thanks to the context. This final element plays a quite important role inside incidental activities because it is the principal tool that will help students in their inferring process. According to Harmer (2003), Nation (2001), “extensive reading is a pleasurable reading situation where a teacher encourages students to choose what they want to read for themselves from reading materials at a level they can understand. “In this point is imperative to highlight that during this activity student are free to choose what they want to read because it will not be a fruitful activity if students are pressure to read something that they do not enjoy at all. On the other hand, if learners are free to select their book or passage they will feel motivated and comfortable, characteristics that are compulsory needed in order to stimulate student’s participation.

Reading while listening

This skills combination leads the learner to develop in first instance their listening comprehension, with this they will acquired the first benefit that is to understand better and in a complete way the words pronounced. Sometimes students miss the meaning of the words because they do not hear the entire sound of it and as a result their learning is inaccurate, with this activity student will be engaged with the rhythm of the language. Here learners can make use of the context once more, the reason is that if they can listen the whole sentences or words they will be able to listen in meaningful sense groups rather than assume a word by word understanding. According Horst (1998) as cited in Brown (2008) states that “in terms of vocabulary growth, the teacher reading aloud while the learners follow the written text created the conditions necessary for the incidental vocabulary acquisition gains of 22%” (p.139). The researchers think that the argument of this author is important because he shows the effectiveness of combining reading while listening and the percentage of success demonstrate that incidental learning has a good influence.

Extensive listening

Extensive reading has good outcomes at the moment to develop vocabulary incidentally, the reading activity while learners hear to stories can develop listening and pronunciation in students, it is a quite useful activity since you work over two areas. A further benefit of listening to stories is the potential of acquiring vocabulary incidentally because students can infer meaning of new words in order to understand that words so they can get the sense of the sentences or tale that the teacher is reading. This activity has good rates of vocabulary development because students can learn vocabulary even when the teacher does not explain new words. Nation (2001) as cited in Brown (2008) claimed that “there is a growing body of evidence that shows...that learners can pick up new vocabulary as they are being read to” (p.139). This indicates that teachers can work with different activities according to students’ individual differences, in some cases students would like to practice reading but in others they could prefer listening and this can result in a more comfortable situation for them inducing their motivation and feeling better to receive the information about vocabulary.

Visual Technique

It can be also applied to remember written material. Students can act out what they read, or associate physical sensation with specific words found in reading passages. Referring to ideas mentioned, Klippel (1994) as cited in Sansui (2009) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication” (p. 7). It can be argued that the essence of this technique can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication.

Learning vocabulary through guessing

This technique settles the idea that if learners work with the meaning of a word harder to understand its message into the sentences, they will acquire and retain its

meaning better. It is important to teach students on how to guess successfully because this will be a tool for them to learn independently, from the context. An example could be through close exercises; passage containing unknown words; and context enrichment exercises. The third type was suggested by Honeyfield (1977) as cited in Alsaawi (2013) who described this type as some unknown words being presented to students through different sentences containing the same unknown word but with more information.

Contextual Redefinition

It is designed to enable the students to use context to make an informed guess about a words meaning. Moreover, it attempts to provide the students with a strategy for using context in reading situation. According to Readance (1995) as cited in Sanusi (2009) identifies that contextual redefinition can be defined as "a strategy that stresses the importance in predicting and verifying word meanings" (p.13). In this case, context enables the students to make more informed guess about the meaning of words in print and to monitor those predictions by checking them for syntactic or semantic appropriateness as reading progress.

On light of the definition, it may be recalled that the contextual redefinition provides a format from deriving the meaning of known words by using the context as a means for the students to predict them. But, before applying this strategy, the English teachers should be able to provide the procedure accurately, among, these are; (1) select unfamiliar words, (2) write a sentence, (3) present the isolated words, 4) present the words in context, and (5) use a dictionary for verification.

Intentional techniques

Intentional vocabulary learning based on synonyms, antonyms, word substitution, multiple choice, scrambled words and crossword puzzles, regardless of context, is not so effective, because learners are more prone to rote learning. They cram the meaning of the new words without undergoing cognitive process. A very few words learned through this method get transformed into active process. Whereas

reading new words and inferring the meaning through context will be more productive because it sharpens the ability for guessing. By practicing guessing the students can infer the general import and begin to understand the meaning gradually.

Word cards

This activity is a quite entertaining manner to teach vocabulary for the reason that it helps teachers to stimulate learners' multiple intelligence. Nation (2001) as cited in Li (2009) states that "the learner goes through a set of cards and tries to recall its meaning" (p.17). The intention with this planned action is to stimulate students' retention in order to learn vocabulary through a set of images or words. Before this process happens students could need a bit more of effort to know the meaning and usage of the word but once the teacher begins the explanation through this activity teacher can work over the following issues: they could help learners with the meaning of the word, they will focus the parts of a word if the word has affixes also with this it permits to organize set of family words, they will teach synonyms and antonyms and they could use the word in a sentence.

Semantic mapping

This activity promotes an interaction more faithfully with the word because students can manipulate in a wide range the word. Moreover, it permits to organize in a good visually order the information that will be separate from the word in order that students can have a clear idea about how to perceive the material. According to the NSW Center for Effective Reading (2011) mentions that, "semantic word map allows students to conceptually explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new word". This means that semantic mapping permits a strategically graphical representation of the new vocabulary taught in which learners can create their own usage of the words based on graphics, synonyms and antonyms and graphics created by them.

Games

There are activities that permit to acquire language and vocabulary skills; games make this connection easier for students. They benefit from participation and engagement in differentiated actions that foster ways to apply new words into the context. According to Fisher (2013) states that “the games awaken creativity and give us a resource for working with the language and participate in a situation of real communication” (p.6). This means that student must have a good environment to learn vocabulary because games are fun techniques at the moment of learning the use of the target language. In short, games could contribute with students’ attention to accelerate the knowledge and the vocabulary developing.

Word maps

The word map is an excellent activity for scaffolding a student’s vocabulary learning. Like the other explicit instructional methods, the adult should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the student (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge, the student fills in each of these three categories. Word maps help readers develop complete understandings of words.

Root analysis

While root analysis is taught explicitly, the ultimate goal is for readers to use this activity independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word’s definition. Children should then be given practice analyzing words to

determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

Restructuring reading materials

This activity is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Synonyms and antonyms

Synonyms and antonyms can help remember the words you are trying to learn. In addition, knowing many different synonyms and antonyms can help you diversify your writing and also encourage you to think of other ways to say the same old thing. Shahrokhi (2009) states that “knowing many different synonyms and antonyms can help you diversify your vocabulary” (p.12). The trick is knowing to choose the right word, and you can't pick the right word unless you actually know it. So you need to be familiar with many words, and know how and when to use each. Synonyms and antonyms can help remember the words you are trying to learn. Therefore, knowing synonyms and antonyms can help you express yourself better; if you know different words that describe the same thing (but in a slightly different way or from a different angle), you can choose the best word (synonym) to use. For this reason, you will be able to deliver the exact message you intend to communicate.

The Use of Dictionary

The use of dictionary is another technique in finding out the meaning of unfamiliar words and expression. In this respect, the Students can make use a variety of dictionaries, such as bilingual, monolingual, pictorial, and thesaurus. According to Allen (1993) as cited in Sansui (2009) states that using dictionaries is "passport to independence and use them is one the students-centered learning activities." (p.14). This means that a dictionary is a very important tool for anyone who is learning a new language and dictionaries are more easily used to determine word meaning. In conclusion, the use of dictionary is an effective way for the students in finding out the meaning of words.

Vocabulary Self-Collection Strategy

Generally, the vocabulary self-collection strategy is intended to promote the grown in both students' general and content area of word knowledge. It is based on their prior experience and encourages in vocabulary development. Means, the English teacher may use it to be associated with the text of materials before the students read them. In conclusion, the teacher's position here is to ask the students to identify one or two words they feel are important to understand then.

9. RESEARCH QUESTIONS

- Do the Incidental and Intentional techniques help to increase vocabulary in students?
- Do the Incidental and Intentional techniques contribute to a better oral communication?
- Which techniques would help to teachers teach vocabulary?

10. METHODOLOGY

This research is based on a qualitative approach because the researchers have noted the necessity to contribute with extended knowledge into the field of learning vocabulary through the use of intentional and incidental techniques. Inside this approach, the researchers are supported in a documentary method for the reason that it allows us to narrow the problem through previous investigations and also it will be able to settle useful information for further investigations in which can be noted how that lack of vocabulary affects students learning process and how it can be face through techniques (incidental and intentional). Furthermore, it will use a descriptive method since it will facilitate information about incidental and intentional techniques so teachers can develop their knowledge on this area. Finally, the last method will be the bibliographic which through theoretical principles will permit to gather information through papers and books.

11. ANALYSIS AND DISCUSSION OF RESULTS

ANALYSIS AND DISCUSSION OF THE SURVEY APPLIED TO STUDENTS OF 2nd YEAR AT “VICTORIA VÁSQUEZ CUVI” EDUCATIVE UNIT

1. Do you consider that learning vocabulary; you could develop your communicative skill?

Chart N° 1: Communicative skill trough vocabulary

OPTIONS	FREQUENCY	%
Yes	32	100%
No	0	-
TOTAL	32	100%

Source: Students from 2nd year at “Victoria Vásquez Cuvi” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N°1: Communicative skill trough vocabulary



Source: Students from 2nd year at “Victoria Vásquez Cuvi” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

According to the chart and graphic N°1 show that the overall of the students who represent the 100%, consider that learning vocabulary could develop their communicative skill.

It can be realized that students need to improve their vocabulary in order to develop their communicative skill as it is vital in the process of learning English. According to Alqahtani (2015) affirms that, vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Thus, it is vital that learners acquire a good level of vocabulary because that will be the path through they could develop their communicative skill.

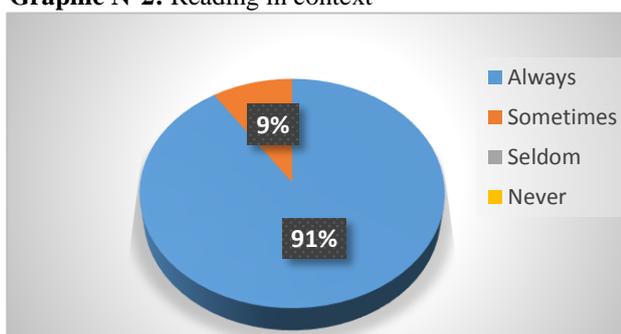
2. Does the teacher do reading activities in classes to develop vocabulary in context?

Chart N° 2: Reading in context

OPTIONS	FREQUENCY	%
Always	29	91%
Sometimes	3	9%
Seldom	0	-
Never	0	-
TOTAL	32	100%

Source: Students from 2nd year at “Victoria Vásconez Cuvi” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N°2: Reading in context



Source: Students from 2nd year at “Victoria Vásconez Cuvi” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

According to the students of second year at “Victoria Vásconez Cuvi”, the majority of students who are the 91% use the context as a tool to develop vocabulary; however, 3 of the students who represent the 9% do not have practiced reading to develop vocabulary through context.

According to the data obtained, it shows that teachers use the context as a technique to develop vocabulary in students as an implicit manner. Brown (2008) states that, extensive reading is a pleasurable reading situation where a teacher encourages students to choose what they want to read for themselves from reading materials at a level they can understand. Due to this important fact, it is necessary to stimulate reading in students because this will permit that they can self-manage their vocabulary development through the use of context in a comfortable environment.

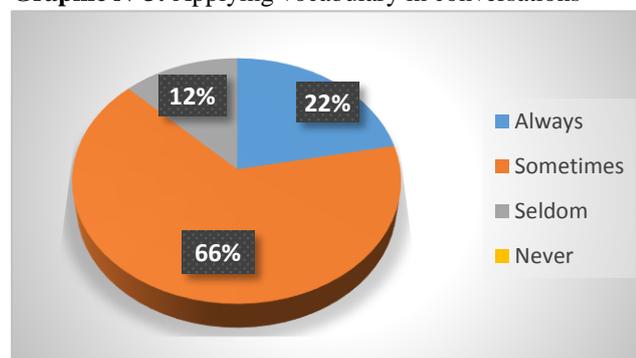
3. Do you practice the vocabulary learnt through conversations?

Chart N° 3: Applying vocabulary in conversations

OPTIONS	FREQUENCY	%
Always	7	22%
Sometimes	21	66%
Seldom	4	12%
Never	0	-
TOTAL	32	100%

Source: Students from 2nd year at “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N°3: Applying vocabulary in conversations



Source: Students from 2nd year at “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

According to the data collected in this question, shows that the 66% who are 21 students practice the vocabulary using it into conversations, also 7 students who represent the 22% of the whole group apply the vocabulary learnt into conversations, but only 4 students that represent the 12% express that they do it seldom.

The data obtained clearly shows that students find more feasible the manner to acquire vocabulary through practicing into conversations, Thornbury (2002) says that, elicitation maximizes learners’ speaking opportunities, and acts as a way of checking learners’ understanding. Therefore, it is important that all students be involved into this technique in order to expose them to real situation where they can practice and apply the new vocabulary, this will permit that they know how to use the new word in context and allow them to understand its meaning.

4. Do you develop the vocabulary with the help of memorization?

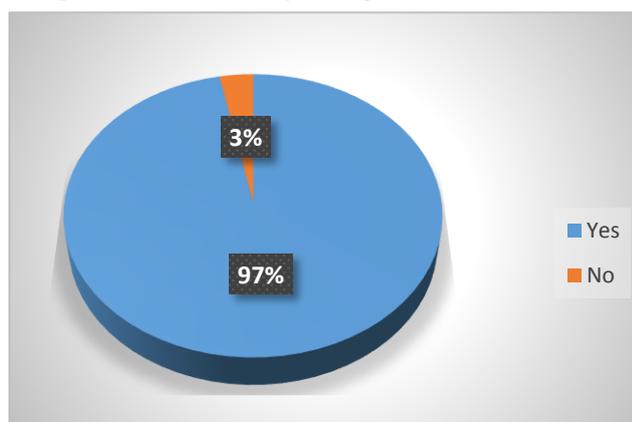
Chart N° 4: Vocabulary through memorization

OPTIONS	FREQUENCY	%
Yes	31	97%
No	1	3%
TOTAL	32	100%

Source: Students from 2nd year at “Victoria Vásconez Cuvi” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

Graphic N°4: Vocabulary through memorization



Source: Students from 2nd year at “Victoria Vásconez Cuvi” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

The students at “Victoria Vásconez Cuvi” Educative Unit from the second year, according to the chart and graphic N°4, show that 31 students who represent the 97% of the group use the memorization to develop their vocabulary. However, only 3% that represent 1 student do not use this method as a way to learn vocabulary.

According to the data collected, it shows that students are used to developing vocabulary through memorizing words. Ellis & Beaton, (1993) in Read (2000) say that, drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory. This could be a useful technique for specific needs, but it is much better that teachers introduce more dynamic techniques that allow students to be involved with the word and combine the use of memorization too.

5. Do you use the dictionary to search words that you do not understand into a text?

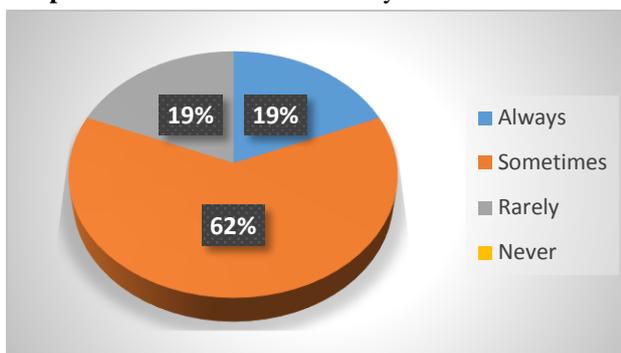
Chart N° 5: Use of the dictionary

OPTIONS	FREQUENCY	%
Always	6	19%
Sometimes	20	62%
Rarely	6	19%
Never	0	0%
TOTAL	32	100%

Source: Students from 2nd year at “Victoria Vásconez Cuvi” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

Graphic N° 5: Use of the dictionary



Source: Students from 2nd year at “Victoria Vásconez Cuvi” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

The students at Victoria Vásconez Cuvi Educative Unit, according to Chart and Graphic N° 5, show that 20 students that represent 62% use the dictionary sometimes to search words that they do not understand in a text. Secondly, 6 students that represent 19% mention that they always use the dictionary to search words and also, 6 students that represent 19% said that they rarely use the dictionary to understand new meaning of words into a text.

According to the data obtained, it shows that using the dictionary has a great acceptance by students because the dictionary gives students a greater control over their own learning. Allen (1993) as cited in Sanusi (2009) expresses that, using dictionaries is the passport to independence and use them is one of the students-centered learning activities. Hence, dictionaries can provide useful support not only when students are in doubt about something but also when they want to confirm their suppositions about some words of difficult understanding.

6. Do you do exercises of synonyms and antonyms with the vocabulary learn into the classroom?

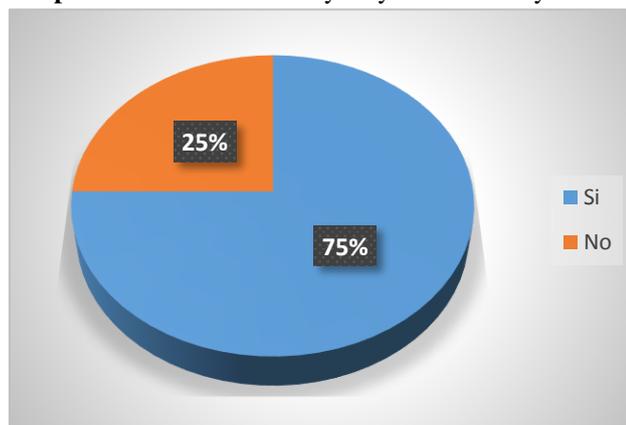
Chart N° 6: Exercises of synonyms and antonyms

OPTIONS	FREQUENCY	%
Si	24	75%
No	8	25%
TOTAL	32	100%

Source: Students from 2nd year at “Victoria Vásquez Cuví” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

Graphic N° 6: Exercises of synonyms and antonyms



Source: Students from 2nd year at “Victoria Vásquez Cuví” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

The students at Victoria Vásquez Cuví Educative Unit, according to Chart and Graphic N° 6, show that 24 students that represent 75% do exercises of synonyms and antonyms into the classroom. On the other hand, 8 students that represent 25% mention that they do not use this activity into the classroom.

With the information obtained in this question, it can be realized that students practice with synonyms and antonyms, but this technique is not applied by the overall of learners because of the complexity that they find at the moment to manage synonyms and antonyms. However, Shahrokhi (2009) states that, knowing many different synonyms and antonyms can help you diversify your vocabulary. Therefore, it is teacher’s duty to promote the use of this technique in order that students can know more forms of words to acquire a wide and developed vocabulary.

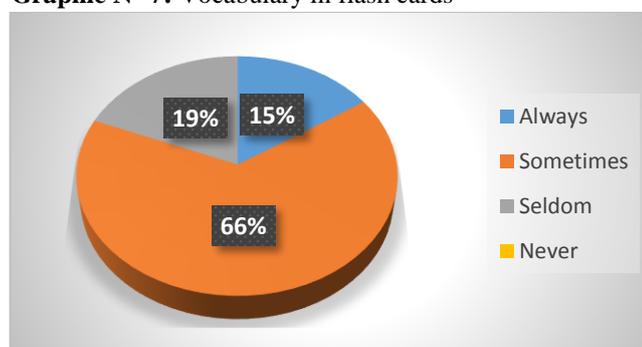
7. Does your teacher use flash cards or drawings to practice the vocabulary into the classroom?

Chart N° 7: Vocabulary in flash cards

OPTIONS	FREQUENCY	%
Always	5	15%
Sometimes	21	66%
Seldom	6	19%
Never	0	0%
TOTAL	32	100%

Source: Students from 2nd year at “Victoria Vásconez Cuvi” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N° 7: Vocabulary in flash cards



Source: Students from 2nd year at “Victoria Vásconez Cuvi” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

The students at Victoria Vásconez Cuvi Educative Unit, according to Chart and Graphic N° 7, show that 21 students that represent 66% use sometimes flash cards to practice vocabulary. Secondly, 6 students that represent 19% mention that the teacher seldom uses flash cards to teach vocabulary and 5 students that represent 15% state that the teacher always uses cards to make students understand the meaning of words.

The use of flash cards has been useful to promote students' vocabulary development because visual learning helps retain the words and also it helps reinforce the recognition skill. Nation (2001) states that, the learner goes through a set of cards and tries to recall its meaning. Hence, it is necessary to stimulate the learning through flash cards in students because this will permit that they can improve their vocabulary development taking advantage of the multiple intelligences of each learner.

8. Do you listen to songs, films and audios to develop vocabulary in your house?

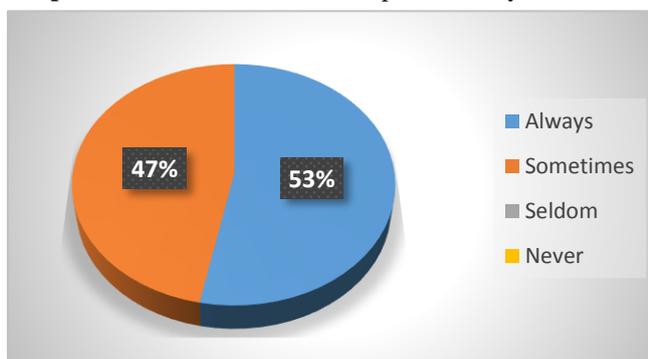
Chart N° 8: Activities to develop vocabulary

OPTIONS	FREQUENCY	%
Always	17	53%
Sometimes	15	47%
Seldom	0	0%
Never	0	0%
TOTAL	32	100%

Source: Students from 2nd year at “Victoria Vásquez Cuví” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

Graphic N° 8: Activities to develop vocabulary



Source: Students from 2nd year at “Victoria Vásquez Cuví” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

The students at Victoria Vásquez Cuví Educative Unit, according to Chart and Graphic N° 8, show that 17 students that represent 53% always use films and audios to develop their vocabulary. On the other hand, 15 students that represent 47% mentioned that they sometimes use these activities at the moment to develop their vocabulary.

The data obtained shows that multimedia are used frequently, but in the habitual manner could lead students to be bored and be mechanical. Horst (1998) states that, in terms of vocabulary growth, the teacher reading aloud while the learners follow the written text created the necessary conditions for the incidental vocabulary acquisition that gains of 22%. This will permit that they know how to identify and pronounce correctly the new words learnt and through the combination of these techniques teacher can ensure the vocabulary retain.

9. What would you like that the teacher uses to develop your vocabulary?

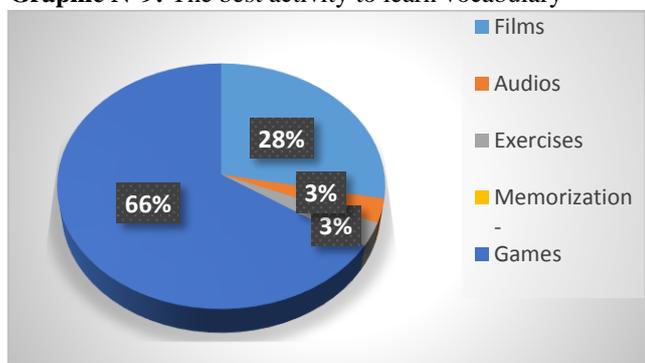
Chart N°9: The best activity to learn vocabulary

OPTIONS	FRECUENCY	%
Films	9	28%
Audios	1	3%
Exercises	1	3%
Memorization	-	-
Games	21	66%
TOTAL	32	100%

Source: Students from 2nd year at "Victoria Vásquez Cuví" Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

Graphic N°9: The best activity to learn vocabulary



Source: Students from 2nd year at "Victoria Vásquez Cuví" Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

The students at Victoria Vásquez Cuví Educative Unit, according to Chart and Graphic N° 9, show that 21 students that represent 66% would like games to develop their vocabulary. Secondly, 9 students that represent 28% mention that they like films to develop the vocabulary. In addition, 1 student that represents 3% shows that exercises are a good choice to develop the vocabulary. Finally, 1 student that represents 3% states that audios to would help develop the vocabulary.

In accordance with the data obtained, learning through games permit that learners feel more comfortable and enjoy a class being more concentrated. According to Fisher (2013) states that, the games awaken creativity and give us a resource for working with the language and participate in a situation of real communication. Thus, it is necessary to stimulate the use of games that are an important alternative to help students to be more motivated and involved into classes and they can improve their skills by using them.

ANALYSIS AND DISCUSSION OF THE SURVEY APPLIED TO THE TEACHERS AT “VICTORIA VÁSCONEZ CUVI” EDUCATIVE UNIT

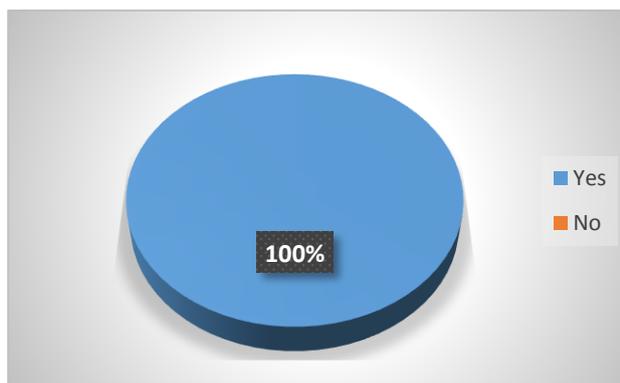
10. Do you consider that the techniques and activities used into classes help to develop vocabulary in your students?

Chart N°10: Techniques and activities

OPTIONS	FREQUENCY	%
Yes	5	100%
No	0	-
TOTAL	5	100%

Source: Teachers from “Victoria Vásconez Cuvi” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N°10: Techniques and activities



Source: Teachers from “Victoria Vásconez Cuvi” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

According to the data collected from the teacher staff at “Victoria Vásconez Cuvi” Educative Unit, it shows that the 100% who represent 5 teachers believe that they are using the suitable techniques and activities to develop their students’ vocabulary.

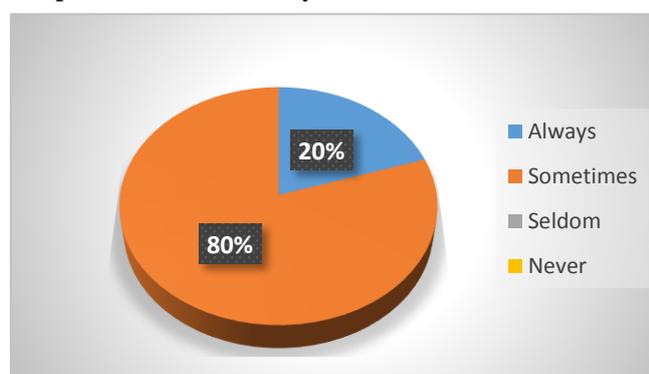
With the result obtained in this question, it can be noticed that teachers are aware about the influence that techniques and activities have into classes. He (2010) mentions that, they are the techniques, approaches, methods, or intentional actions learners take to fully acquire the target language. Due to the importance to achieve a good performance of learners in a L2 usage, it is a good option that teachers be in a continuous update of techniques in order to improve their classes so students can be exposed to different ways to learn.

11. Do you do reading activities to develop vocabulary through context?

Chart N° 11: Vocabulary in context

OPTIONS	FREQUENCY	%
Always	1	20%
Sometimes	4	80%
Seldom	0	-
Never	0	-
TOTAL	5	100%

Source: Teachers from “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N° 11: Vocabulary in context

Source: Teachers from “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

The teachers at “Victoria Vásquez Cuví” Educative Unit, according to the chart and graphic N°11, show that the 80% who represent 4 teachers sometimes use the context to develop vocabulary. However, only the 20% who signify 1 teacher use the context more frequently to develop vocabulary.

Reading is an activity which demands a wide knowledge over vocabulary, therefore, while students practice reading they are developing also their vocabulary through context. According to O’ Harra (2004) exposes that, context is the setting and surrounding of a word. Therefore, when we listen to someone talk, the context of a word is the statement that includes the word. Teachers should take into consideration that context is a tool through learners can develop vocabulary in an autonomous way and they should promote the use of it in order to help students to practice guessing with the use of context.

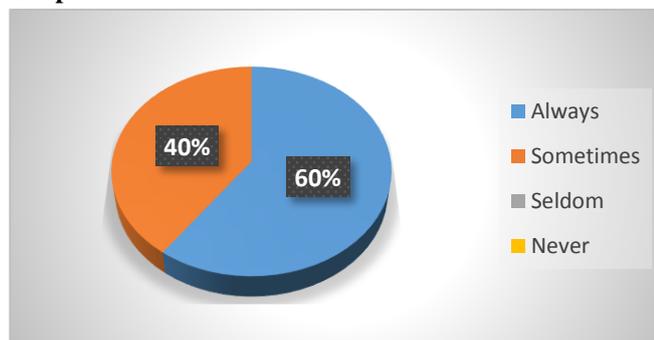
12. Do you promote communicative activities in which students can practice the vocabulary learnt?

Chart N° 12: Communicative activities

OPTIONS	FREQUENCY	%
Always	3	60%
Sometimes	2	40%
Seldom	0	-
Never	0	-
TOTAL	5	100%

Source: Source: Teachers from “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N° 12: Communicative activities



Source: Source: Teachers from “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

According to the data collected, it shows that the majority of the teachers who represent the 60% introduce communicative activities frequently to put in practice the vocabulary taught. On the other hand, the 40% which represents 2 teachers do it sometimes.

The data obtained clearly shows that not all the teachers are aware about the importance of practicing in real situation students' vocabulary. Li (2009) argues that, the environment of the conversation can help learners understand the word meaning and can improve their use of vocabulary. The advantage of this activities is that through short dialogues students can build their own context with the words studied and as result they can retain better its meaning because they work with the word and they use it. Teachers have to notice that conversations challenge students to acquire a better proficiency over vocabulary they do not know well.

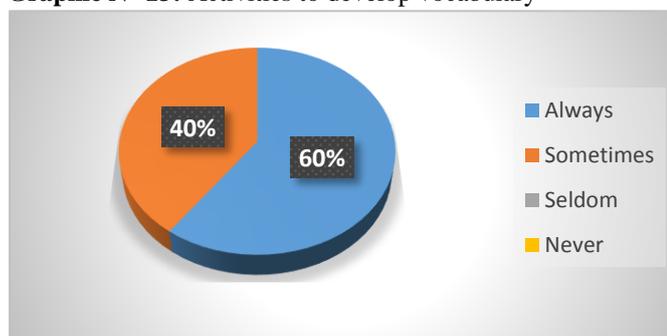
13. How often do you apply techniques and activities with your students in order to develop new vocabulary?

Chart N° 13: Activities to develop vocabulary

OPTIONS	FREQUENCY	%
Always	3	60%
Sometimes	2	40%
Seldom	0	-
Never	0	-
TOTAL	5	100%

Source: Teachers from “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N° 13: Activities to develop vocabulary



Source: Teachers from “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

The teachers from “Victoria Vásquez Cuví” Educative Unit, according to chart and graphic N°13 show that 60% who are 3 teachers use frequently techniques and activities to develop students’ vocabulary. However, the 40% who represents 2 teachers do not consider so much the use of techniques and activities to develop vocabulary.

The results obtained in this question demonstrate that not all the teachers work with techniques or activities and the ones who use them are the same all the time, this could be because of the lack of knowledge about them. According to Asgari (2010) states that, strategies can make learning more efficient and affective and the strategies use by learners could lead towards more proficiency of competence in a second language. Due to this feature, teachers should be updating their knowledge over techniques constantly.

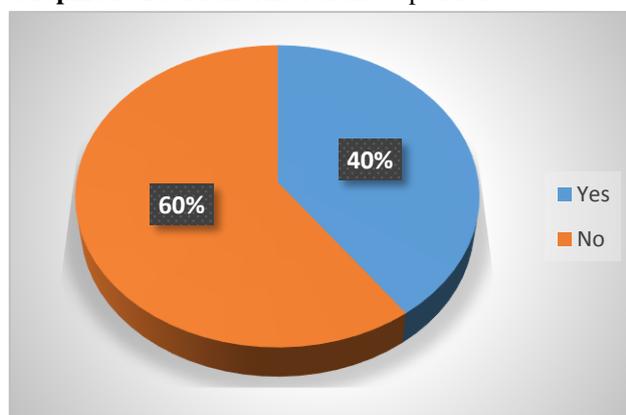
14. Do you consider that through memorization and repetition you could promote vocabulary learning?

Chart N°14: Memorization and repetition

OPTIONS	FREQUENCY	%
Yes	2	40%
No	3	60%
TOTAL	5	100%

Source: Teachers from “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N°14: Memorization and repetition



Source: Teachers from “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

According to the data collected from the teacher staff at “Victoria Vásquez Cuví” Educative Unit, it shows that 3 teachers who are the 60% consider that memorization and repetition contribute to develop vocabulary. On the other hand, only 2 teachers who represent the 40% think that these techniques do not help to develop vocabulary.

According to the data collected, it shows that the majority of teachers do not believe that vocabulary could be developed through memorizing words. According to Wenden & Rubin (1987) say that, memorization is a technique used for storing the target language knowledge. Hence, it is useful to use all the elements known and if it is one that students are used to practicing, teachers can obtain benefits from the use of memorization combined with other elements.

15. Do you motivate students to use the dictionary to check words that they do not understand in reading?

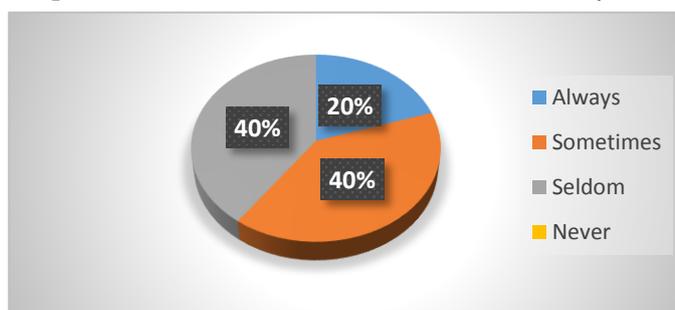
Chart N° 15: Teacher motivates the use of dictionary

OPTIONS	FREQUENCY	%
Always	1	20%
Sometimes	2	40%
Seldom	2	40%
Never	-	-
TOTAL	5	100%

Source: Teachers from “Victoria Vásquez Cuví” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

Graphic N° 15: Teacher motivates the use of dictionary



Source: Teachers from “Victoria Vásquez Cuví” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

The teachers at “Victoria Vásquez Cuví” Educative Unit, according to Chart and Graphic N°15, show that 2 teachers that represent 40% motivate the use of dictionary in students sometimes to search words that they do not understand in a text. Secondly, 2 teachers that represent 40% mention that they seldom suggest the use of dictionary to search words and also, 1 teacher that represents 20% says that he always use the dictionary to understand new meanings of words into a text.

According to the data obtained, it shows that teachers must motivate more frequently the use of the dictionary as a tool to search new words. Asgari (2010) says that, these dictionaries give detailed guidance on pronunciation, grammar, and usage with explanations written in a controlled, simplified vocabulary. Due to this important characteristic, it is necessary to stimulate the use of dictionary in students because this will permit that they can understand new words and use in examples that will help in their vocabulary development.

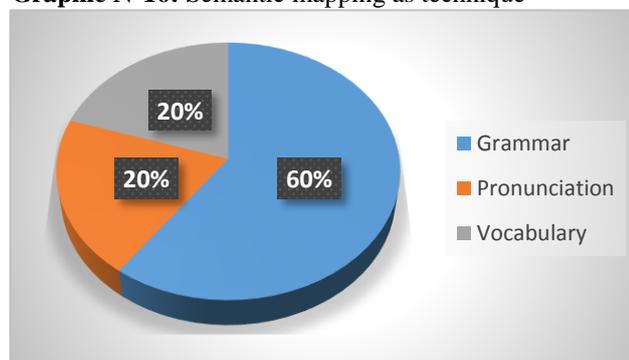
16. According to your point of view, the semantic mapping activity permits to develop:

Chart N°16: Semantic mapping as technique

OPTIONS	FREQUENCY	%
Grammar	3	60%
Pronunciation	1	20%
Vocabulary	1	20%
TOTAL	5	100%

Source: Teachers from “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N°16: Semantic mapping as technique



Source: Teachers from “Victoria Vásquez Cuví” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

The teachers at “Victoria Vásquez Cuví” Educative Unit, according to Chart and Graphic N°16, show that 3 teachers that represent 60% said that the use of semantic mapping activity develop grammar in students. Secondly, 1 teacher that represent 20% mention that through semantic mapping activity students develop the pronunciation and also, 1 teacher that represents 20% says that semantic mapping activity help develop vocabulary in students.

The data obtained in this questions demonstrate that teachers do not know about the usage and outcomes that semantic mapping could offer. According to the NSW Center for Effective Reading (2011) states that, semantic mapping allows students to conceptually explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the word. This technique is useful to reach an integral knowledge of the word involving learners into different manners to practice with the vocabulary.

17. What technique do you apply to teach vocabulary?

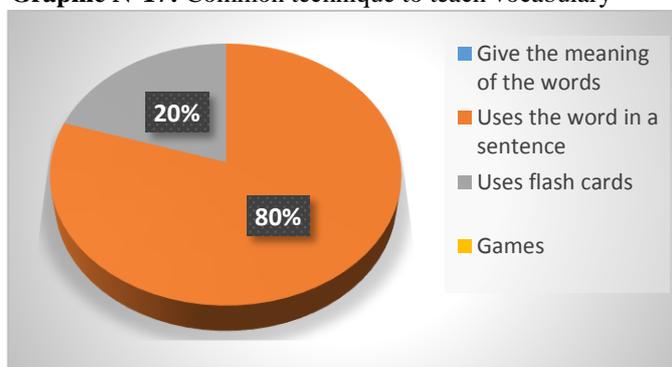
Chart N°17: Common technique to teach vocabulary

OPTIONS	FREQUENCY	%
Give the meaning of the words	-	-
Use the word in a sentence	4	80%
Use flash cards	1	20%
Games	-	-
TOTAL	5	100%

Source: Teachers from “Victoria Vásquez Cuví” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

Graphic N°17: Common technique to teach vocabulary



Source: Teachers from “Victoria Vásquez Cuví” Educative Unit

Elaborated by: Alexis Mena and Danilo Banda

The teachers at “Victoria Vásquez Cuví” Educative Unit, according to Chart and Graphic N°17, show that 4 teachers that represent 80% use the word in a sentence to teach vocabulary. Secondly, 1 teacher that represents 20% mentions that he uses flash cards to teach vocabulary into the classroom.

According to the data collected, it shows that teachers just use the word in sentences to teach vocabulary. This could be a useful technique, but it is much better that teachers apply more techniques that allow students to be involved in a pleasant and didactic environment. Pinter (2006) argues that, teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique. For this reason, including new techniques could increase students’ motivation to learn because they could find it funny. It is more convenient that teachers use innovative activities.

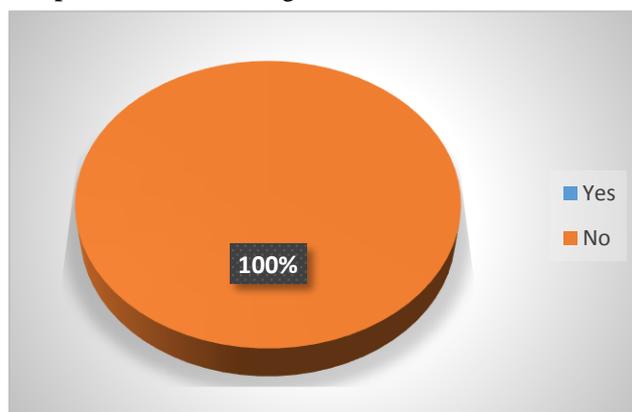
18. Do you know about incidental and intentional techniques?

Chart N°18: Knowledge about incidental and intentional techniques

OPTIONS	FREQUENCY	%
Yes	-	-
No	5	100%
TOTAL	5	100%

Source: Teachers from “Victoria Vásconez Cuvi” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

Graphic N°18: Knowledge about incidental and intentional techniques



Source: Teachers from “Victoria Vásconez Cuvi” Educative Unit
Elaborated by: Alexis Mena and Danilo Banda

The teachers at “Victoria Vásconez Cuvi” Educative Unit, according to Chart and Graphic N°18, show that 5 teachers that represent 100% mention that they do not know about incidental and intentional techniques.

With the result obtained in the last question, it can be noticed that teachers must know about the incidental and intentional techniques. Nation (2001) exposes that, the incidental vocabulary learning as an important strategy in vocabulary learning. On the other hand, Schmitt (2000) states that, it can be called explicit learning of vocabulary and it focuses attention directly on the information to be learned. Hence, it is quite important to realize about the usage that teachers could give of these techniques combining them because they will be exposing learners to different manners to learn vocabulary but at the same time reinforcing them with these two techniques.

12. IMPACTS

Due to the exhaustive research, this project will work with the educative community to help solving vocabulary difficulties, which will cover an academic need inside the English teaching-learning process. The impact will be beneficial for teachers because of the support and information that it facilitates in order that they can find information to manage the use of new techniques. Moreover, students will be stimulated to use techniques that promote their autonomous manner of study, helping them to develop their skills to achieve goals in their schooling lives.

13. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- Students consider that the vocabulary is an indispensable tool to improve their communication skills and strengthen the study of a second foreign language.
- Teachers do not know about incidental and intentional techniques. It is quite important to try new techniques and activities into classes that can stimulate students' vocabulary development and also to achieve good result in each class.
- Students use memorization to retain words and improve their vocabulary; this means that this traditional technique is frequently used into in the process of acquiring new vocabulary.
- Exercises of synonyms and antonyms are used by students into the classroom and this provides to student the discrimination of words so that the student can use their vocabulary in a correct way into the sentences.
- Teachers do not always try to promote reading activities in their students because of the lack of habit and also due to a short time into the class period.
- The use of dictionary is useful to assist in students' vocabulary development because they need to understand the words to apply into the determinate context.

- It is remarkable that there is the necessity of more contributions to crystallize and understand much better about Incidental and Intentional techniques.

Recommendations

- It is necessary to have a focus on vocabulary learning because it will increase students' curiosity to learn quickly and apply the knowledge at the time to express their ideas in communication.
- It is useful that teachers have an investigation about new techniques to teach vocabulary. Incidental and intentional are quite interesting because it could serve as resources to combine many techniques at the moment of develop the vocabulary.
- The teacher must implement activities where the student can find a better learning environment in the using of memorization, but in a didactic form. It will help to improve the manner of retaining words and apply in the context.
- It is recommended the use of synonyms and antonyms through to select the best word in the context to develop the students' vocabulary. Moreover, it can help remembering the words that they are trying to learn.
- It is important to take into account that teachers must implement short readings or stories to promote a good habit of reading and develop autonomous manner the study.
- Teachers must include games with the use of the dictionary as a tool to search new words; it will permit that students can develop the vocabulary in a didactic form.
- This topic must be reinforced and extended through a proposal in order to develop learning vocabulary using the incidental and intentional techniques.

14. BIBLIOGRAPHY

- Ahmad, J. (2011). Intentional Vs. Incidental Vocabulary Learning. Kau.Saudi Arabia: Interdisciplinary Journal Of Contemporary Research In Business.
- Ahmad, J. (2012). Intentional vs. incidental vocabulary learning. KAU, Saudi Arabia: Jeddah Community College.
- Alqahtani, M. (2015). The Importance Of Vocabulary In Language. Saudi Arabia: International Journal Of Teaching And Education.
- Asgari, A. (2010). The Type of Vocabulary Learning Strategies Used by ESL. Ghazali Bin Mustapha: Department of Language and Humanities,.
- Bridal, A. (2003). The importance of vocabulary in foreign language teaching. Journal of language teaching and research.
- Brown, R. (2008). Incidental vocabulary acquisition from reading, reading-while-listening, and. Japan: Reading in a Foreign Language.
- Channel, J. (1988). Psycholinguistic considerations in the study of L2 vocabulary. London.
- Fisher, J. (2013). The Use of Technology to Support Vocabulary Development of English Language Learners. U.K: M.S. Literacy Education.
- Fortes, H. (2007). How to teach vocabulary effectively. Praia: An analysis of the course book Eyes and Spies.
- Gu, Y. (2007). Learning Strategies for Vocabulary Development. New Zealand: Reflections on English Language Teaching,.
- Gutlohn, D. &. (2006). Vocabulary Handbook. California: CORE (Consortium on Reading Excellence).
- Harmer, J. (2003). The practice of English language teaching. . Essex: Longman. .
- Harmon, J. M. (2009). Promoting vocabulary learning with interactive word wall. Middle School Journal.
- He, Y. (2010). A Study of L2 Vocabulary Learning. Kristianstad: D-essay in English Didactics.
- Horst, M. (1998). Beyond A Clockwork Orange: Acquiring second.
- Hubbard, P. (1983). A training Course for TEFL. Oxford, United Kingdom: Oxford University Press.
- Li, Y. (2009). L2 Learners' Attitudes to English Vocabulary Learning Strategies. China: D-essay in English Didactics.

- Nation, P. (2001). *Learning Vocabulary in Another Language*. England: Cambridge University Press.
- Nsw, C. f. (2011). *Vocabulary Semantic Mapping*. United States, Texas: The Reading Teacher's Sourcebook.
- O'Harra, K. (2004). *Vocabulary development through Language awareness*. New Jersey: Prentice Hall.
- Pinter, A. (2006). *Teaching young language learners*. Oxford: Oxford University.
- Read, J. (2000). *Assessing Vocabulary*. United Kingdom: Cambridge University Press.
- Reading, N. C. (2011). *Vocabulary- Semantic Mapping*. USA, Texas: The Reading Teacher's Sourcebook.
- Saunsui, E. (2009). *The techniques of teaching vocabulary*. Ittihad Jurnal Kopertis Wilayah XI Kalimantan.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Shahrokhi, M. (2009). *A sociopragmatic study of linguistic politeness in Iranian requests and apologies*. Malaya: PhD dissertation, University of Malaya.
- Tschirner, E. (2004). *Breadth of vocabulary and advanced English study: an empirical*. Singapore: National University of Singapore.
- Wenden, A. &. (1987). *Learner strategies in language learning*. Englewood Cliffs: NJ: Prentice Hall.
- Wesche, M. &. (1993). *Reading comprehension and second language*. Canada : TESL Canada journal.
- Wu, L. (2009). *Incidental English Vocabulary*. China: D-essay in English Didactics.
- Yali, G. (2010). *L2 Vocabulary Acquisition Through Reading*. China: Chinese Journal of Applied Linguistics (Bimonthly).

ANEXES**CURRICULUM VITAE****PERSONAL INFORMATION**

Given/surname:	Alexis Humberto Mena Rodríguez	
I.D:	050239551-0	
Date of birth:	29 de Noviembre de 1991	
Nacionality:	Ecuadorian	
Civil Status:	Single	
Address:	Sector Tiobamba – Urbanización del Magisterio	
Phone Number:	0992401165 / 0998481230	
Email address	alex_2006_8@hotmail.com	

ACADEMIC STUDIES**Primary Studies:**

Escuela Fiscal “Ciudad de Carácas” (Santo Domingo)

Secondary Studies:

Colegio Nacional Mixto “Santo Domingo” (Santo Domingo)

High level studies:

Universidad Técnica de Cotopaxi (Latacunga)

DEGREES OBTAINED

- Bachiller en Ciencias Sociales
- Docente en Ciencias de la Educación Mención Inglés

COURSES/SEMINARIES

Ø **Seminario:** Planificación de Clase COPEI (Universidad Técnica de Cotopaxi) 2014.

REFERENCES

Personales: Lic. Marjorie Mena 0984161810 - Tnte. Policía Felipe Flores 0982489013

CURRICULUM VITAE

PERSONAL INFORMATION

Given/surname: Danilo Fernando Banda Sango

I.D: 050335658-6

Birth date: 07 de Agosto de 1987

Nacionality: Ecuatoriana

Civil status: Unión libre

Address: Lasso, Aglomerados Cotopaxi, Ex Panamericana Norte

Phone number: 2718090 - cel. 0992789061

Email address: grupo.cotopaxi@hotmail.com



ACADEMIC STUDIES

Primary Studies:

Escuela Fiscal “Batalla de Panupáli” (Tanicuchí)

Secondary Studies:

I.T.S. “Vicente León” (Latacunga)

High level studies:

Conservatorio de Música Teatro y Danza “la Merced” (Ambato)

Universidad Técnica de Cotopaxi (Latacunga)

DEGREES OBTAINED

- Bachiller en Ciencias Sociales
- Instrumentista (guitarra)
- Docente en Ciencias de la Educación Mención Inglés

CUORSES/SEMINARIES

Seminario: Derechos Humanos (Universidad Técnica de Cotopaxi) 2013.

Seminario: Planificación de Clase COPEI (Universidad Técnica de Cotopaxi) 2014.

REFERENCES

Personals: Ing. Deysi Banda 0999200195 - Ing. David Salazar 0979017147



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES - ENGLISH MAJOR

SURVEY DIRECTED TO STUDENTS FROM SECOND YEAR "B" OF HIGH SCHOOL OF THE "VICTORIA VÁSQUEZ CUVI" EDUCATIVE UNIT

Objective: To obtain information on the activities of the student in class to develop vocabulary.

Instructions: Read each question carefully enclosed in a literal circle it deems appropriate.

SURVEY

1. Do you consider that learning vocabulary; you could develop your communicative skill?
 - a) Yes
 - b) No

2. Does the teacher do reading activities in classes to develop vocabulary in context?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never

3. Do you practice the vocabulary learnt through conversations?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never

4. Do you develop the vocabulary with the help of memorization?
 - a) Yes
 - b) No

5. Do you use the dictionary to search words that you do not understand into a text?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never

6. Do you do exercises of synonyms and antonyms with the vocabulary learn into the classroom?
 - a) Yes
 - b) No

7. Does your teacher use flash cards or drawings to practice the vocabulary into the classroom?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never

8. Do you listen to songs, films and audios to develop vocabulary in your house?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never

9. What would you like that the teacher uses to develop your vocabulary?
 - a) Films
 - b) Audios
 - c) Exercises
 - d) Memorization
 - e) Games

THANKS FOR YOUR COOPERATION



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES - ENGLISH MAJOR

SURVEY DIRECTED TO STUDENTS FROM SECOND YEAR "B" OF HIGH SCHOOL AT "VICTORIA VÁSCONEZ CUVI" EDUCATIVE UNIT

Objective: To obtain information about techniques and activities that the teachers do to develop vocabulary in class.

Instructions: Read each question carefully enclosed in a literal circle it deems appropriate.

SURVEY

1. Do you consider that the techniques and activities used into classes help to develop vocabulary in your students?
 - a) Yes
 - b) No

2. Do you do reading activities to develop vocabulary through context?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never

3. Do you promote communicative activities in which students can practice the vocabulary learnt?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never

4. How often do you apply techniques and activities with your students in order to develop new vocabulary?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never

5. Do you consider that through memorization and repetition you could promote vocabulary learning?
 - a) Yes
 - b) No

6. Do you motivate students to use the dictionary to check words that they do not understand in reading?
 - a) Always
 - b) Sometimes
 - c) Seldom
 - d) Never

7. According to your point of view, the semantic mapping activity permits to develop:
 - a) Grammar
 - b) Pronunciation
 - c) Vocabulary

8. What technique do you apply to teach vocabulary?
 - a) Give the meaning of the words
 - b) Use the word in a sentence
 - c) Use flash cards
 - d) Games

9. Do you know about incidental and intentional techniques?
 - a) Yes
 - b) No

THANKS FOR YOUR COOPERATION