UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACION

CARRERA CIENCIAS DE LA EDUCACIÓN MENCIÓN - INGLÉS

RESEARCH PROJECT:

VOCABULARY ACQUISITION AND ITS INCIDENCE ON ORAL ABILITY DEVELOPMENT IN JUNIOR HIGH SCHOOL STUDENTS AT AMERICA DEL SUR SCHOOL IN DURAN-ECUADOR YEAR 2015

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADO EN LENGUA INGLESA

MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

AUTHORS:

JESSENIA MAGALY VERA QUIJIJE

TERESA DENISSE FUENTES SALAZAR

TUTOR:

MTEFL. XAVIER TORRES FRERES

GUAYAQUIL – ECUADOR

ABSTRACT

The main goal of this project is to determine the incidence of vocabulary acquisition on oral ability development in Junior level adolescents at America del Sur School in Duran-Ecuador. Data for this research were gathered through a deep investigation of famous theorists and linguists that have proposed their thoughts and studies through the time such as Noam Chomsky, Pavlov, Skinner, David Ausubel, and Carl Rogers, their theories were very important in order to carry out this project. Methods such as: Communicative language teaching (CLT), Direct Method, and Task-based language learning (TBL), have been chosen and adapted to the topic in order to facilitate the motivation and learning for the students. One of the most important results of this project can be the use of techniques and resources in order to follow appropriate strategies for students to motivate and make them catch the necessary attention for producing meaningful communication through vocabulary acquisition.

The purpose of this research project was achieved, students improved their oral communication skills, and researchers recommend teachers the most appropriate methods, techniques and strategies to teach vocabulary. Researchers proposal, is the use of this research paper to conduct further investigation, the needs of students are in constant change, and why not methodology, therefore, future researchers can use this work as a guide, to develop theories to help students in beginning levels acquire vocabulary and develop oral ability, and mainly creating meaningful communication inside the classroom taking this project as a reference.

ACKNOWLEDGMENT

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR

DECLARACIÓN DE AUTORÍA

Yo, Jessenia Magaly Vera Quijije, con cédula de ciudadanía No. 0927568014, en calidad de autor, declaro bajo juramento que la autoría del presente trabajo me corresponde totalmente y me responsabilizo de los criterios y opiniones que en el mismo se declaran, como producto de la investigación que he realizado.

Que soy el único autor del trabajo del Proyecto de Investigación: "VOCABULARY ACQUISITION AND ITS INCIDENCE ON ORAL ABILITY DEVELOPMENT IN JUNIOR HIGH SCHOOL STUDENTS AT AMERICA DEL SUR SCHOOL IN DURAN-ECUADOR YEAR 2015".

Que el perfil del proyecto es de mi autoría, y que en su formulación he respetado las normas legales y reglamentarias pertinentes, previa la obtención del título de "Licenciado en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL", de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.

CESIÓN DE DERECHOS DE AUTOR

De conformidad con lo establecido en el Capítulo I de la Ley de Propiedad Intelectual del Ecuador, su reglamento y normativa institucional vigente, dejo expresado mi aprobación de ceder los derechos de reproducción y circulación de esta obra, a la Universidad Laica Vicente Rocafuerte de Guayaquil. Dicha reproducción y circulación se podrá realizar, en una o varias veces, en cualquier soporte, siempre y cuando sean con fines sociales, educativos y científicos.

El autor garantiza la originalidad de sus aportaciones al proyecto, así como el hecho de que goza de la libre disponibilidad de los derechos que cede.

_____   _____

Jessenia Magaly Vera Quijije   Teresa Denisse Fuentes Salazar

Autor   Autor

CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

CERTIFICO

Yo, MTEFL. XAVIER TORRES FRERES, certifico que el Proyecto de Investigación con el tema: "VOCABULARY ACQUISITION AND ITS INCIDENCE ON ORAL ABILITY DEVELOPMENT IN JUNIOR HIGH SCHOOL STUDENTS AT AMERICA DEL SUR SCHOOL IN DURAN-ECUADOR YEAR 2015", ha sido elaborado por la señorita JESSENIA MAGALY VERA QUIJIJE, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTOR

MTEFL. XAVIER TORRES FRERES

Table of content

CHAPTER IV

Bibliography

Appendix

List of Figures.

List of Tables

VOCABULARY ACQUISITION AND ITS INCIDENCE ON ORAL ABILITY DEVELOPMENT IN JUNIOR HIGH SCHOOL STUDENTS AT AMERICA DEL SUR SCHOOL IN DURAN-ECUADOR YEAR 2015

1. Introduction

This study proposes the implementation of interactive and attractive teaching strategies, based on constructivist theories and the communicative approach in Junior High School students at America School in Duran during the academic year 2015-2016, in order to provide them with the appropriate tools to acquire vocabulary to develop oral ability for a meaningful communication. Frist, This research project is divided into four main chapters: the first chapter presents a brief introduction and sets up the background and statement of the problem, providing the general and specific objectives and also the significance of this work. Next, the second chapter explores the previous research that has been conducted by several scholars. Then, the hypothesis is presented and some key terms are defined in this chapter and The third chapter deals with the methodology, techniques and resources that are applied in the target groups of study by the use of well-selected research instruments to provide results parting from a deep analysis and investigation and the final chapter highlights the problems and limitations of this study, giving an insight on the researchers' final conclusions and results, to finally present several recommendations on how to improve oral communication skills in students.

1.1 Background of the problem

Language is how people communicate. It is the way through which people share their ideas and thoughts with others. There is a huge variety of languages in the world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions.

In the last decades, English has come up as the prominent language for international communication. It is spoken by many people around the world more than any other language, and is described as a genuinely 'global' language. (Hub Pages, 2015)

There are diverse factors that make the English language essential to communication in our present time. First of all, it is the most usual foreign language. This means that two people who come from different countries (for example, Argentina and The UK) usually use English as the only way to communicate.

That is why everyone needs to learn the language in order to have success on an international level. Speaking English will help to communicate with people from countries all over the world, not only English-speaking ones.

English is also very important in the field of education. In several countries, children are taught and encouraged to learn English as a second language. Even in countries where it is not an official language, as in Ecuador. At the International Bachelor level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students. The admission exams for International Universities demand students to have at least a B2 level of English Comprehension according to the Common European Framework of Reference for Languages E.G. TOEFL IBT, CAE, FCE, IELTS are all in English.

Although many people think that it is very hard and dull, to learn English for many aspects. English is actually the easiest language in the world to learn because there are so many resources available. As soon as you decide to learn, there are thousands of resources on the internet and in bookstores, not just lessons and grammar books. You can supplement traditional learning materials with children's TV shows and books. Professionals suggest watching as much TV as you can in English with English subtitles, and people will pick up conversational English in no time.

Poor motivation and low interest of students in the English learning process have been one of the major educational problems, and for many teachers, it has become impossible to deal with it. That is why interactive and innovative ways of teaching need to be put into practice in order to involve and to engage students in learning a new language. It is also important to be able to communicate in English, which is, most of the time, the most difficult part of the process. (McGlynn, 2008; Fulton and Turner, 2008)

Robert W. Cole, stated, "The world today is completely competitive. For that reason, students must be prepared in different aspects to face the world today, both personally and professionally. English as an international language gives the students the possibility to fulfill that. One of the aspects in the English teaching process is to provide students with rich vocabulary which allows them to interact in real situations. Interactive methodology and attractive didactic material are feasible for the learning process. On this basis, it would be useful to propose innovative strategies and techniques, and also the application of interactive activities, and useful material to encourage students to use the vocabulary to develop the oral ability".

Due to some class observations at "America del Sur" High School with students from Junior level, it was determined that the lack of vocabulary did not allow students to produce enough ideas in speaking activities. It was also perceived that the vocabulary in use was not properly treated. There are different aspects to be taken into account when teaching vocabulary to fulfill the final goal: the proper communication of the ideas by using that vocabulary.

It is essential to take care about the number of words to insert in a lesson considering the vocabulary-potential of the students that is when students assimilate words into contexts, these words are learned by analogy, descriptions and word formation (derived and composed words). Jeremy harmer said in his book (How to teach Vocabulary, chapter 2) that an educated native speaker will probably have a vocabulary of around 20,000 words. This is the result of adding about a thousand words a year to the 5,000 he or she has acquired by the age of five. An English dictionary includes many more: the Longman Dictionary of Contemporary English, for example, boast over 80,000 words and phrases, while the Oxford English Dictionary contains half a million entries. Most adult second language learners, however, will be lucky to have acquired 5,000 word families even after several years of study.

For all previously exposed, it is stated that the situation observed does not allow a satisfactory accomplishment of the objectives of the program and of course, the performance of the students is not the one desired in the teaching- learning process of English due to the fact that it affects the parameters stated below:

- The attainment of good grades in lessons.
- The development of English skills.
- The development of a meaningful communication.

1.2 Statement of the problem

Once students acquire a second language, they will be bilingual; it will open new opportunities such as business, job, and travel and so on. Therefore, it will increase their standard of living. During the university career, in third year researchers learned from their teachers that from the very beginning of life, the human brain is very receptive as a sponge, for that reason children are able to acquire the second language efficiently the same way as the mother tongue because they follow a subconscious learning process. However, teenagers and adults may show difficulties at the moment to acquire another language due to the fact that their brains cannot assimilate and process information as fast as children do, while learning they start to find logic in grammar structure, putting away the speed and fluency. According to Dr. R. Kannan, students learn basic grammar at school level for the purpose of passing only in the tests and in the examinations and not to face any real life situations. In schools, students are being taught that English is an international language. To learn this language requires constant practice and patience. The kind of feeling that prevails among students is that it is not possible to achieve fluency or mastery over English language. This kind of tendency prevents students from learning new languages like English. Since most of the students are first generation learners, how can a student get acquainted with the foreign language with regard to English without any guidance from their parents and others? Even though students are studying English, they are not able to produce even a single sentence without any grammatical error in English.

Unidad Educativa America del Sur is a prestigious and recognized High School in Duran- Ecuador with over fifteen years of experience, even though it has prestige and recognition as High School, it has not worked deeply in the English area for that reason, students do not have a good level of English. There are different numbers of students

for each classroom; this high school has 220 students. The School has around 12 teachers who are qualified by the principal of the school and the head of the area. They are evaluated according to "**Ley Orgánica de Educación Intercultural" (LOEI according to its initials in Spanish),** and also students evaluate teachers with surveys that the authorities carry out.

The major motivation for conducting this research is the development of oral skills by reinforcing the students' vocabulary acquisition in Junior High school students.' This research is conducted in the academic year 2015-2016.

Rosa Ma. Lopez Campillo T.E.U de la E.U. de Magisterio de Albacete. UCLM. Stated, "the researchers consider that the lack of vocabulary is one of the problems teachers are facing nowadays because vocabulary is the single and biggest component of any language, no matter how well students learn grammar, no matter how successfully the sounds are mastered, without words to express a wide range of meaning, communication just cannot happen in any meaningful way." (qdt. Teaching and Learning Vocabulary: An introduction for English Students 36)

Researchers have found out that students tend to focus more on acquiring grammatical structures and writing skills, and they forget other important aspects during the class like interacting, discussing, performing oral meaningful activities. Their behavior sometimes is not so good, and they need to be motivated by their teachers. This kind of limitation prevents proficient communication. Students are able to rearrange sentences in the correct way but the lack of vocabulary affects them at the moment they have to express any ideas or feelings. They do not know how to do it because they do not have enough vocabulary. The effects are visible; the lack of vocabulary acquisition on oral skills will affect learners in Junior high School. Students will not be able to identify new vocabulary words. That is why, it could be considered as the **problem** of the investigation:

What is the relationship of vocabulary acquisition on oral ability development in Junior High School students at "America del Sur" School in Duran-Ecuador?

Figure 1 <Picture of the High School >

1.3 Objectives: Broad and specific

Taking into account the problem stated before, the **General Objective** was determined as follows:

- Determine the development of the oral ability through the use of different vocabulary acquisition techniques in Junior High School Students at America del Sur High School.

And the **Specific Objectives** are the following:

- To sift out the most appropriate teaching methods and strategies to learn vocabulary.
- To analyze the theoretical elements concerning English Vocabulary and its incidence on oral ability.
- To apply a set of appropriate activities to favor the vocabulary acquisition in order to improve the oral ability.

1.4 Significance or rationale of the study

This research was conducted due to the need to keep in mind that teaching is a complex issue that requires the necessary tools for its implementation. It also involves teaching a second language, where the knowledge increases the lexicon through the use of the proper application of classroom activities.

This research work will be directed to an important issue; the lack of vocabulary and its incidence on students' oral ability. This research will also achieve a high social impact; therefore, it will have the opportunity to train students with critical thinking and public awareness. This research will help students and teachers of "America del Sur" High School to integrate solid and sustained manners to establish dialogues to get to know the strengths and weaknesses of students and thus to solve their communicative problems.

This research will be vitally useful since it will offer recommendations to be applied to this problem of study as through the implementation of classroom activities to develop the oral ability by acquiring the new vocabulary in English. Students will be able to have a meaningful communication in that language not only in their own environment but also out of this, and also they might access the information using knowledge of English vocabulary or lexicon as the basis of communication itself.

The most significant benefits of this investigation will be the following:

Students

This investigation will contribute in some ways, for example students will work in the classroom with appropriate strategies that allow them to learn in a better and easy way. In addition to this, students will feel more comfortable at the moment to perform the tasks with their partners, practicing new vocabulary words and trying to reach the goal that is to develop the oral ability trough the vocabulary acquisition. Students will fell motivated to participate in classes and also they will feel free to make mistakes in order to learn correctly.

Another point that researchers had taken into consideration is that if students acquire vocabulary in order to develop a better oral ability, they would get ahead in their future careers. Besides that, they will get a better job, or a better salary or better than

that get a higher position, just because they have a wide knowledge of vocabulary that incise on their oral ability development, for this reason they will communicate successfully in the target language.

Teachers

Teaching English is not an easy task, so this research project will contribute as a guide for teachers to complement the High School program, and they will feel motivated to put in practice the pieces of advice researchers will recommend.

As students make progress in acquiring vocabulary, teachers will be able to speak in the target language, and both parts "students and teachers" will open discussions, debates and meaningful conversations; all of this using the correct methods, strategies and rubrics in order to create a comfortable classroom environment for students. Teachers will plan interesting lessons and directed them to real life situations that help students to solve problems in the target language as the Ministerio del Ecuador says.

Additionally, teachers will benefit reaching international standard certifications easier, they also will improve their oral ability, and the results, will encourage them to bring better materials to implement the most appropriate techniques in the EFL classroom.

Parents

Most parents are not satisfied with the development of the English language at High Schools with their children. They feel and suggest the English program as a foreign language must be improve, because they say that their children are not able to communicate in English. This research project will benefit also parents, they will be aware of the progress that their children make in the English subject as they use appropriate methods, techniques and strategies. Parents will realize the good grades students have in the English lessons and fell proud of them. Parents could also help the High School and the teachers, by providing an English environment at home with movies, books, and games in the target language.

Authorities

The benefits for the High School will be huge; with more efficient programs, the number of students will increase, the authorities will have a better and much more

motivated working team because of their students' achievements. The High School will gain prestige therefore there will be more job opportunities for teachers, quality and communicative language learning will take place.

1.5 Scope and delimitations of the study

This research will be conducted on two groups of students: A and B who are in Junior Level in "America del Sur" High School, group A is the experimental group, and group B is the control group. These students are between seventeen and eighteen years old. Researchers have focused on the following parameters:

1. Students' strengths and weaknesses and the incidence of vocabulary acquisition on oral ability development.
2. The selection and application of appropriate teaching strategies and methods.
3. Assessment of students' progress using accurate methodology to fulfill oral ability development through vocabulary acquisition.

The independent variable of this research is vocabulary acquisition, and the dependent variable is its incidence on oral ability development.

1.6 Research Questions

The main goal of this project is to improve the students' oral accomplishment through vocabulary acquisition in English language for Junior high school students at "America del Sur" School in Duran – Ecuador. At this phase the research will consider on providing answers for the following qualitative questions that have emerge during this research process, the principal quest that has been manifested is How would this research assure the improvement of meaningful oral communication through vocabulary acquisition in Junior level students from "America del Sur" High School in Duran?

This quest is really important for the research project; the researchers´ principal goal is to encourage students to develop meaningful communication through vocabulary acquisition using didactic strategies and techniques, and also the correct methods that are explained in this chapter.

Being sure that meaningful oral communication is the principal goal of this investigation; these questions are going to be answered with the results acquired after intervention.

- o How does vocabulary acquisition help oral production?

- o What would be the best techniques to teach vocabulary?

This quantitative research principal purpose is to produce a positive effect on every student; the general advantage is to supply extra information to favor the Junior level students' meaningful oral communication ability.

1.7. Variables and indicators

Table 1 variables and indicators

INDEPENDENT VARIABLE		DEPENDENT VARIABLE	
VOCABULARY ACQUISITION		ITS INCIDENCE ON ORAL ABILITY DEVELOPMENT	
VARIABLES	**DEFINITION**	**INDICATORS**	**INSTRUMENTS**
Independent	Vocabulary acquisition can facilitate the achievement of palpable progress in English. English teachers have to apply the correct methods, strategies, and techniques, to develop vocabulary acquisition.	How many words does a learner need to know? Learner´s performance inside the classroom in meaningful conversations through vocabulary acquisition.	Teaching methods, strategies, and techniques, tasks, worksheets, oral activities.
Dependent	A group of selected methods, strategies, and techniques to foster students´ meaningful oral ability through the acquisition of vocabulary.	How is vocabulary learned? How do students remember words? Testing learners through oral activities.	Surveys, Pre test, post test, rubrics, lesson plan, worksheets, class participation.

2 Literature Review

2.1. Introduction

How do human beings learn? Are there certain basic principles of learning that apply to all learning acts? Is one theory of learning "better" than another? If so, how can you evaluate the usefulness of a theory? These and other important questions need to be answered in order to achieve an integrated understanding of second language acquisition. Brown (2007; p. 86)   This research will introduce some scholars whose work has considered seriously in how we teach English as a second language and in the way students acquire English language. Different learning theories relevant with teaching English as a second language are evolving from the fields of psychology and linguistics. Researchers will analyze the different teaching methods and choose the most relevant of them to improve the students' oral accomplishment in the English language.

Some of the terms that will be discussed later in this section are: vocabulary acquisition as the independent variable of this research project and its incidence on oral ability development as the dependent variable.

2.2. Theoretical Review

Learning theories are based into two sciences linguistics and psychology. Linguistics is the scientific study of language. Linguistics focuses on describing and explaining language and is not concerned with the prescriptive rules of the language, and its disciplines are: phonetics, phonology, morphology, syntax, semantics, pragmatics, and language acquisition. For instance, Phonetics is the study of the production and perception of speech sounds. It is concerned with the sounds of language, how these sounds are articulated and how the hearer perceives them. Additionally, Phonology is the study of sound patterns of language. It is concerned with how sounds are organized in a language. Besides that, Morphology is the study of word formation and structure. It studies how words are put together from their smaller parts and the rules governing this process. Moreover, Syntax is the study of sentence structure. It attempts to describe what is grammatical in a particular language in term of rules. Furthermore, Semantics is the study of meaning. It is concerned with describing how we represent the meaning of a word in our mind and how we use this representation in contrasting sentences. And Pragmatics studies meaning in contexts. Finally, Language acquisition examines how children learn to speak and how adults learn a second language. The main representative of the different movements in linguistics is: Noam Chomsky.

Noam Chomsky

Chomsky argues that language acquisition is an innate structure, or function, of the human brain. Although known that there are structures of the brain that control the interpretation and production of speech, it was not clear as to how humans acquired language ability, both in its interpretive sense and its production. This is where Noam Chomsky made his contribution.

There are a few factors that Chomsky has used to support his theory of language acquisition. First is that there is an optimal learning age. Between the ages 3 to 10 a child is the most likely to learn a language in its entirety and grasp fluency. After this age, it is hard and even considered impossible for the child to completely grasp the language. This is why school systems are criticized for teaching foreign languages in high school and not in elementary.

The second factor is that the child does not need a trigger to begin language acquisition, it happens on its own. The parent does not need to coax the child to speak, if it is around language production, the child will work to produce that language on its own. Several things may help the child develop faster, such as the parent producing baby talk, or being read to a consistent basis. But these things only have a small effect, and if they are not done, the child will still eventually learn to speak without them.

Another factor found was that it does not matter if a child is corrected; they still grasp the language in the same manner and speak the same way. During one stage, a child will make plural things that are already plural. For example, a child will say geeses instead of geese. It does not matter how many times a child is corrected, the child still says geeses. In one documented case, a child, after being corrected several times by the mother to say feet instead of feets, looked at the mother, said "ohh," as if she understood and then proceeded to say feets.

Another fact is that children go through stages of language acquisition in which they learn certain parts of the language. They all go through these stages at the same time, around the same age. A child in China will follow the same linguistic patterns of language acquisition as a child in the United States. It is with these observations, along with knowledge about neurological structures that control linguistic communication and interpretation that Chomsky argues that language is innately organized. Elizabeth Crabtree (May 1999)

On the other hand, Psychology is the study of human behavior. In this science there are three movements with their corresponding representatives or theorists, they are: Behaviorism, Cognitivist, and Constructivism.

Dr. H. Douglas Brown, professor in the MA-TESOL program at San Francisco State University, stated, "We now focus on how psychologists have defined learning, and we would look at these theories through the eyes of four psychologists, two representing a behavioral viewpoint (Pavlov and Skinner), one representing a cognitive stance (Ausubel), and one that stretches into what could be loosely defined as a constructivist school of thought (Rogers). The four positions should illustrate not only some of the history of learning theory, but also the diverse perspectives that form the foundations of varying language teaching approaches and methods" (qdt. In principles of Language learning and teaching 87)

Behaviorism

Behavior theory is defined as a process in which learning begins when a cue or stimulus from the environment is presented and the learner reacts to the stimulus with some type of response. Some Teachers tend to use Behaviorism when they want to reward or punish student behaviors. An example of behaviorist learning theory is when teachers give to students some bonus points providing with this an incentive to participate more in classes.

Pavlov's Classical Behaviorism

Pavlov developed his theory of classical behaviorist, which focuses on learning process that consists in the information of associations between stimuli and reflexive responses. He conducted a series of experiments in which he trained a dog to salivate to the tone of a bell through a procedure that has come to be labeled classical conditioning. He believed that all of us are aware that certain stimuli automatically produce or elicit rather specific responses or reflexes, and we have also observed that sometimes that reflex occurs in response to stimuli that appear to be indirectly related to the reflex. Pavlov used the salivation response to the sight or smells of food an unconditioned response in many of his pioneering experiments. In the classical experiment he trained a dog, by repeated occurrences, to associate the sound of a bell with food until the dog acquired a conditioned response: salivation at the sound of the bell. A previously neutral stimulus (the sound of a bell) had acquired the power to elicit a response (salivation) that was originally elicited by another stimulus (the smell of a meat). Brown (2007, 88)
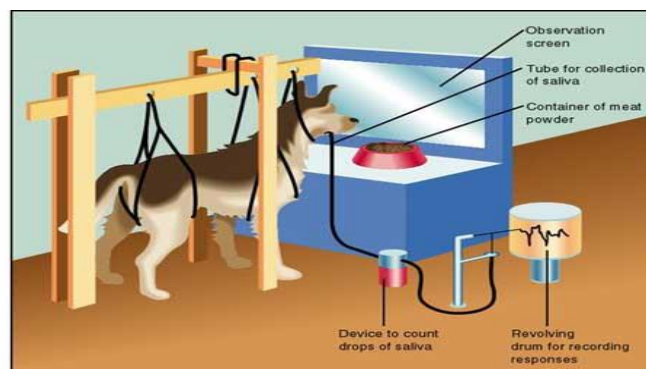
Figure 2 <Macleod. S. (2007) Simple Psychology. Retrieved October 2, 2015 from http://www.simplypsychology.org/pavlov.html>

BF Skinner: Operant Conditioning

Psychology Saul McLeod, Tutor at The University of Manchester, stated, "Skinner is regarded as the father of Operant Conditioning, but his work was based on Thorndike's law of effect. Skinner introduced a new term into the Law of Effect - Reinforcement. Behavior which is reinforced tends to be repeated (i.e. strengthened); behavior which is not reinforced tends to die out-or be extinguished (i.e. weakened)."

Skinner studied operant conditioning by conducting experiments using animals which he placed in a '*Skinner Box*' which was similar to Thorndike's puzzle box.
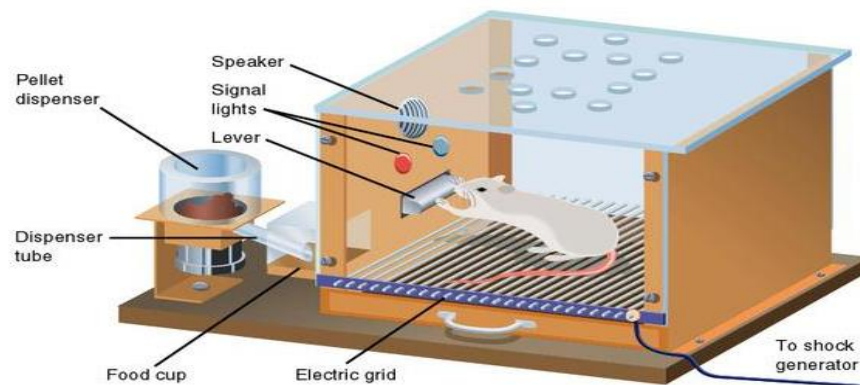
Figure 3 <Skinner box illustration operant conditioning. Retrieved October 2, 2015 from http://www.simplypsychology.org/pavlov.html >

B.F. Skinner coined the term operant conditioning; it means roughly changing of behavior by the use of reinforcement which is given after the desired response. Skinner identified three types of responses or operant that can follow behavior.

• **Neutral operants**: responses from the environment that neither increase nor decrease   the probability of a behavior being repeated.

• **Reinforcers**: Responses from the environment that increase the probability of a behavior being repeated. Reinforcers can be either positive or negative.

• **Punishers**: Responses from the environment that decrease the likelihood of a behavior being repeated. Punishment weakens behavior.

Psychology Saul McLeod, Tutor at The University of Manchester, stated, "We can all think of examples of how our own behavior has been affected by reinforcers and

punishers. As a child you probably tried out a number of behaviors and learned from their consequences.

For example, if when you were younger you tried smoking at school, and the chief consequence was that you got in with the crowd you always wanted to hang out with, you would have been positively reinforced (i.e. rewarded) and would be likely to repeat the behavior. If, however, the main consequence was that you were caught, caned, suspended from school and your parents became involved you would most certainly have been punished, and you would consequently be much less likely to smoke now."

Positive Reinforcement

Positive reinforcement strengthens a behavior by providing a consequence an individual finds rewarding. For example, if your teacher gives you £5 each time you complete your homework (i.e. a reward) you will be more likely to repeat this behavior in the future, thus strengthening the behavior of completing your homework. ("simply psychology. org operant-conditioning")

Negative Reinforcement

The removal of an unpleasant reinforcers can also strengthen behavior. This is known as negative reinforcement because it is the removal of an adverse stimulus which is 'rewarding' to the animal or person. Negative reinforcement strengthens behavior because it stops or removes an unpleasant experience.

For example, if you do not complete your homework, you give your teacher £5. You will complete your homework to avoid paying £5, thus strengthening the behavior of completing your homework. ("Simply psychology.org operant-conditioning")

Punishment (weakens behavior)

Punishment is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase it. It is an aversive event that decreases the behavior that it follows. ("Simply psychology.org operant-conditioning")

Cognitivism

This theory focuses on the idea that people process the information they receive, rather than merely responding to stimuli as in Behaviorism theory. Cognitive learning theorists believe learning occurs through internal processing of information, which means that learners seek ways to understand and process information in their minds rather than external circumstance through stimuli. Thus, learning is a change in knowledge which is stored in memory, and not just a change in behavior. Some examples and applications of cognitive learning theory are the following:

- Classifying or chunking information
- Linking Concepts (associate new content with something known)
- Providing Structure (organizing your lecture in efficient and meaningful ways)

David Ausubel

According to Ausubel, whose theories are particularly relevant for educators, considered neo-behaviorist views inadequate. Although he recognized other forms of learning, his work focused on verbal learning. He dealt with the nature of meaning, and believes the external world acquires meaning only as it is converted into the content of consciousness by the learner.
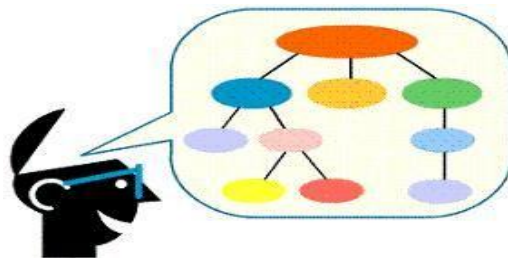
Figure 4 <Wallace Hanuman (2005), Theory fundamentals. Retrieved October 2, 2015 from http://www.theoryfundamentals.com/ausubel.htm >

Rote Vs. Meaningful Verbal Learning

The cognitive theory of learning as put forth by Ausubel is perhaps best understood by contrasting **rote learning** and **meaningful learning**. In the perspective of rote learning, the concept of meaningful learning takes on new significance. Ausubel described rote learning as the process of acquiring material as "discrete and relatively isolated entities that are relatable to cognitive structure only in an arbitrary and verbatim fashion, not permitting the establishment of meaningful relationships" (1968, p. 108).

That is, rote learning involves the mental storage of items having little or no association with existing cognitive structure. Most of us, for example, can learn a few necessary phone numbers and ZIP codes by rote without reference to cognitive hierarchical organization. On the other hand, meaningful learning, or subsumption, may be described as a process of relating and anchoring new material to relevant established entities in cognitive structure. As new material enters the cognitive field, it interacts with, and is appropriated subsumed under, a more inclusive conceptual system. The very fact that material is subsumable, that is relatable to stable elements in cognitive structure, accounts for its meaningfulness. If we think of cognitive structure as a system of building blocks, then rote learning is the process of acquiring isolated blocks with no particular function in the building of a structure and no relationship to other blocks. Meaningful learning is the process whereby blocks become an integral part of already established categories or systematic clusters of blocks. For the sake of a visual picture of the distinction, consider the graphic representation in figures 4.1 and 4.2. Any learning situation can be meaningful if (1) learners have a meaningful learning set- that is, a disposition to relate the new learning task to what they already know- and (2) the learning task itself is potentially meaningful to the learners- that is, relatable to the learners' structure of knowledge. The second figure 4.1. Schematic representation of rote learning and retention. Figure 4.2 schematic representation of meaningful learning and retention (subsumption) Brown (2007, 92)

Figure 5 <Schematic representation of rote learning and retention. Retrieved October 3, 2015 from http://www.tuninst.net/LANG-MEAN/Human-learn/human-learn.htm>

Figure 6 < Schematic representation of meaningful learning and retention. Retrieved October 3, 2015 from http://www.tuninst.net/LANG-MEAN/Human-learn/human-learn.htm>

Constructivism

Constructivism said that people construct their own perspective of the world, focused on how the individual interprets and creates his or her experiences. Knowledge is constructed by the learner and since everyone has a different set of experiences and perceptions, learning is unique and different for each person. Every single person produces his or her own concepts based on experiences. Humans resolve conflicts between ideas and reflect on theoretical explanations. So this theory is based on preparing people to solve problems. Therefore, to be successful, the learner needs a significant base of knowledge upon which to interpret and create ideas. There are some examples and applications constructivism such as: research projects, problem based learning, brainstorming, collaborative learning / group work, discovery learning and simulations.

Rogers Theory

Carl Rogers developed the Theory of Personality Development; it was an extension of his theory and was known as client-centered therapy, since the basis of the therapy was designed around the client. According to Rogers each person has within them the inherent tendency to continue to grow and develop. As a result of this the individual's self-esteem and self-actualization is continually influenced. This development can only be achieved through what Rogers refers to as "unconditional positive regard." ("Muskingum-history Rogers").

Rogers's position has important implications for education (O'Hara, 2003; Rogers, 1983; Curran, 1972). The focus is away form "teaching" and toward "learning" or, put in more recent terms, "transformative pedagogy" (O' Hara, 2003, p. 64) the goal of education is the facilitation of change and learning. Learning how to learn is more important than being taught something from the "superior" vantage point of a teacher who unilaterally decides what shall be taught. Brown (2007, 97).

As cited in Brown; 2007, the work of Rogers (1983), Freire (1970), and other educators of a similar frame of mind has contributed significantly in recent years to a redefinition of the educational process. In adapting Roger's idea to language teaching and learning, we need to see it that learners understand themselves and communicate this self to others freely and non-defensively.   Teachers as facilitator must therefore provide the nurturing context for learners to construct their meanings in interaction with others. When teachers rather programmatically feed students quantities of knowledge, which they subsequently devour, they may foster a climate of defensive learning in which learners try to protect themselves from failure, from criticism, from competition which fellow students, and possibly from publishment. Classroom activities and materials in language learning should therefore utilize meaningful contexts of genuine communication with students engaged together in the process of becoming "persons". Brown (2007, 98).
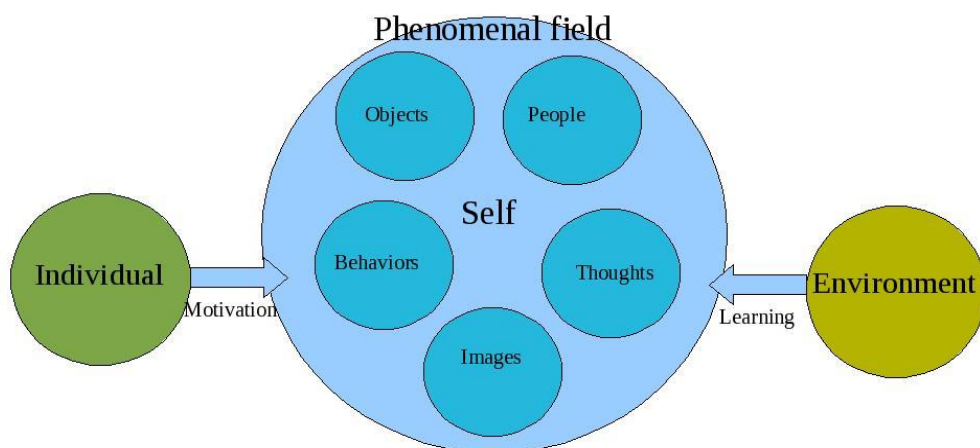
Figure 7 <An Illustration of Carl Rogers Theory. Retrieved October 5, 2015 from
https://cgjj.wikispaces.com/Theory>

Table 2. Theories of learning

Behavioristic		Cognitive	Constructivist
Classical	**Operant**		
Pavlov	Skinner	Ausubel	Rogers
Respondent conditioning	Governed by consequences	Meaningful=powerful	Fully functioning person
Elicited response	Emitted response	Rote = weak	Learn how to learn
S $\longrightarrow$ R	R $\longrightarrow$ S (reward)	Subsumption	Community of learners
	No punishment	Association	
	Programed instruction	Systematic forgetting	Empowerment
		Cognitive "pruning"	

Note: S = stimulus, R = response – reward

(H. Douglas Brown,2007 qdt. Principles of language learning and teaching)

Teaching methods, techniques and approaches
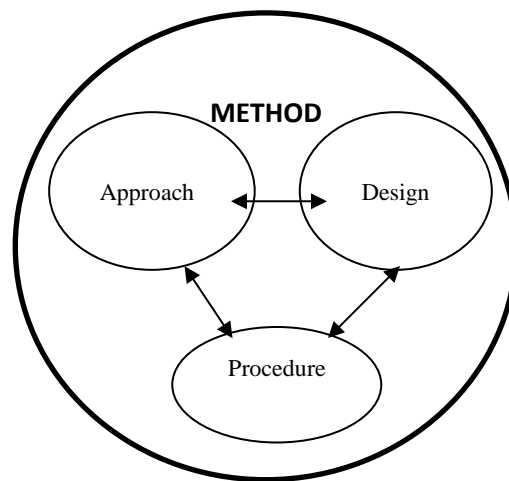
Figure 8 (H. Douglas Brown, 2007 qdt. Principles of language learning and teaching)

This distinction was developed and recast by Richards and Rodgers (1982, 1985) as **Approach, Design and Procedure**, encompassed within the overall concept of **Method**, "an umbrella term for the specification and interrelation of theory and practice" (Richards & Rodgers 1985: 16)

- ➢ **Approach** refers to the beliefs and theories about language, language learning and teaching that underlie a method.
- ➢ **Design** relates the theories of language and learning to the form and function of teaching materials and activities in the classroom.
- ➢ **Procedure - concerns** the techniques and practices employed in the classroom as consequences of particular approaches and designs. (Richards & Rodgers 1985:17)

The Grammar-Translation Method

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study.

The direct Method

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER, NEVER used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language.

The Audio-Methods

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills.

PPP (Presentation, Practice and Production)

PPP gives an illusion of mastery because learners are able to produce the required form confidently in the classroom, but once they are outside the classroom and the drill, learners seem to forget it completely. Therefore, since learners are required to produce

forms which have been specified in advance, the last stage of a PPP lesson is nowadays referred to as a freer or less controlled practice of the target structure.

Suggestopedia

This method enables students to learn the language in the nice, calm environment in the classroom during the lessons. One of the main aims in this method is to make the classroom environment cozy for the learners. Hence, it includes the comfortable chairs, dim lighting and special kind of music. To increase the stage of relaxation among students calm music (especially Baroque one) is played as the background to the lesson. Lozanov believed that this certain type of music helps to relax and to achieve better results in remembering target language together with new words and phrases.

The teachers´ role is to encourage students to speak even with their mistakes. He may correct the errors but at the end of the certain task. He can't disturb the students' speech or disturb while they are speaking.

The Silent Way

This method created by Caleb Gattegno begins by using a set of colored rods and verbal commands in order to achieve the following:

- To avoid the use of the vernacular.
- To create simple linguistic situations that remain under the complete control of the teacher
- To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed.

TPR (Total Physical Response)

The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

The Natural Approach

The natural approach is one of the, "language teaching methods based on observation and interpretation of how learners acquire both first and second languages

in nonformal settings." The approach focuses on input, comprehension, and meaningful communication and puts less emphasis on grammar, teacher monologues, direct repetition and accuracy.

Communicative Language Teaching

Communicative language teaching enables learners to acquire a language by focusing on the development of communicative competence. To do this, communicative language teachers use materials that focus on the language needed to express and understand different kinds of functions. (Examples include asking for things, describing people, expressing likes and dislikes and telling time.)

Task Based Learning

Task-based learning focuses on the use of authentic language through meaningful tasks such as visiting the doctor or a telephone call. This method encourages meaningful communication and is student-centered.

Table 3. Task based learning

Pre- task
Introduction to topic and task
Task cycle
Task planning report
Language focus
Analysis practice

2.3. Conceptual framework

This research focuses on the application of different, approaches, strategies, methods and techniques that were selected by the researchers to solve the investigation on how to foment effective oral communication in Junior High School level. A definition of each concept is introduced as follows: An approach to language learning consists of the techniques and activities you decide to use to learn a language, based on:

- o your beliefs about language and how it is learned
- o your learning style preferences
- o the constraints of the learning situation

This investigation includes the Communicative Approach; based on the idea that learning language comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Method is an overall plan for systematic presentation of language based upon selected approach.

One of the main methods applied in this project is the Communicative Approach, with activities such as: role plays, simulation, discussions, sharing information, construct stories, and debates.

What matters in these activities is that students should have a desire to communicate something. They should be focused on the content what they are saying or writing rather than on a particular language form. They should use a variety of language and useful words rather than one language structure.

Techniques are any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. Nunan (1991) uses the term task.

A set of activities and exercises were used in the classroom to achieve the researcher's objective. One of the main activities was information sharing given to the students in order to facilitate the vocabulary acquisition to a meaningful communication process.

Communicative language teaching (CLT)

In CLT method the teacher's job is to get their students to communicate using real language by providing them with instruction, practice, and above all opportunities to produce English in activities which encourage acquisition and fluency.

Figure 9 < An Illustrated image of Communicative Language Teaching. Retrieved October 15, 2015 from http://www.myenglishpages.com/blog/communicative-language-teaching communicative-approach/>

Task-based learning

Task-based learning offers the student an opportunity to acquire English as a second language. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning; they are free to use any language they want. Real-world tasks such as writing an email, letter, essay or article, making a phone call, conducting an interview, and designing and creating media, can all be considered as relevant and authentic tasks.

Teacher Says	Teacher Does	Students Says	Student Does	Why?
Presents task in the TL	Primes students with key vocabulary and constructions	Students speak among themselves to organize and complete task. Students present final task (sometimes orally).	Students prepare either a written or oral report to present to class.	Provides practical linguistic skill building. When tasks are familiar to students, they are more likely to be engaged and motivated. Students learn languages through problem-solving.

Table 4 < Olenka Bilash, 2009, taskbasedlearningteaching, updated, 2004>

Total Physical Response

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. The ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these will depend on the particular needs of the learners. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form.

Figure 10 < An Illustrated image of Total Physical Response. Retrieved October 17, 2015 from http://ashfort-english-school.com/pg95.html>

The Direct Method

The method is built on controlled conversation during which students learn directly through speaking. Some advantages of this method are:

- Teaches students much faster and easier to speak a foreign language
- Helps to overcome the fear of speaking
- Simulates real foreign language environment

Figure 11 < An Illustrated image of Direct Method. Retrieved October 20, 2015 from https://prezi.com/du8xbwfmgty3/direct-method/>

According to Jeremy Harmer (How to teach Vocabulary, chapter 2) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguistic David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent coursebook (Dellar H and Hocking D, innovations, LTP): If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn words and expressions. You can say very little with grammar, but you can say almost anything with words!

Knowing a word is one thing – but how is that knowledge acquired? In learning their first language the first words that children learn are typically those used for labeling- that is, mapping words on to concepts – so that the concept, for example, of dog has a name, dog. Or doggie. But not all four- legged animals are dogs: some may be

cats, so the child then has to learn how far to extend the concept of dog, so as not include cats, but to include other people's dog, toy dogs, and even pictures of dogs. In other words, acquiring a vocabulary requires not only labeling but categorizing skills. Finally, the child needs to realize that common words like apple and dog can be replaced by superordinate terms like fruit and animal. And that animal can accommodate other lower order words such as cat, horse and elephant. This involves a process of network building – constructing a complex web of words, so that items like black and white, or fingers and toes, or family and brother are interconnected. Network building serves to link all the labels and packages, and lays the groundwork for a process that continues for a long as we are exposed to new words (and new meanings for old words) – that is, for the rest of our lives.

In what way is the development of a second language (L2) lexicon any different from that of the first language (L1)? Perhaps the most obvious difference is the fact that, by definition, second language learners already have a first language. And not only do they have the words of their first language, but they have the conceptual system that these words encode, and the complex network of associations that link these words one with another. Learning a second language involves both learning a new conceptual system, and constructing a new vocabulary network- a second mental lexicon. Consider, for example, the problems I faced when learning Maori Kinship terms: the word teina is used by (1) a boy when speaking of his younger brother; (2) a girl when speaking of her younger sister. The world **tuakana** is used by (1) a boy when speaking of his older brother; (2) a girl when speaking of her old sister. The word **tuahine** is used by a boy when speaking of his sister. The word **tungane** is used by a girl when speaking of her brother. (from Karawira K, Teach Yourself Maori, Reed Books).

The cultural distance between Maori and European conceptual system is relatively large, but for most language learners there will be much more that is shared than is foreign. Even learning Maori, I did not have to relearn the concept of hand, for example, or of horse. The fact that the adult learner's concept system is already installed and up- and- running, means that he or she is saved a lot of the over- and under- generalizing associated with first language learning. An adult learner is unlikely to confuse a dog with a cat, for example.

Is good to consider important what Jeremy Harmer wrote on his book (How to teach Vocabulary on chapter 2) about the implications for teaching vocabulary with

students. So presenting, explaining and including the vocabulary in all kind of activities is essential because learners needed tasks and strategies to help themselves organize their mental lexicon by building networks of association being conscious that the learning of new words involves a period of initial fuzziness. And for students to had success was important that they wean themselves off a reliance of direct translation from their mother tongue because words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocations, and their syntactic environment. In this way learners are going to be actively involved in the learning of words as quickly as possible. That is why memory of new words was reinforced when they were used to express personally relevant meaning.

According to Jeremy Harmer (How to teach Vocabulary, chapter 9) techniques for remembering things are called mnemonics. The best mnemonics are those that:

- Have a visual element
- Are self generated – i.e. not "borrowed" from another learner or the teacher.

The best – known mnemonic technique is called the keyword technique. This involves devising an image that typically connects the pronunciation of the second language word with the meaning of a first language word. Devising keywords takes time, and a certain amount of training. Therefore, when teaching new vocabulary items, it may be a good idea to allow learner a few minutes to silently and individually device keywords.

Another techniques to teach vocabulary are Word cards, Guessing from context, Coping strategies for production, Using dictionaries, Spelling rules, Keeping records, and Motivation.

Researchers found really useful the word cards technique because is arguably more effective than the key word technique, since there are some learners who find "imaging" difficult, but all learners can be trained to prepare and use sets of word cards. Some other activities that researchers have done in class to encourage the independent use of word cards to acquire vocabulary are: Peer teaching and testing, Association games, Guess my word, De-vowelled words, Ghost writing, and Categories.

Guessing from context is another technique that was applied with students of group A. This is probably one of the most useful skill learners can acquire and apply both inside and outside the classroom. Using dictionaries can be used as a last resort when "guessing from context" strategies fail. But they can also be used productively, both for generating text and as resources for vocabulary acquisition. Their usefulness depends on learners being able to access the information they contain both speedily and accurately.

There are learning and communicative strategies to classroom learning that were well selected in order to be used to teach vocabulary for students to use this vocabulary to develop the oral ability.

Direct Strategies: Memory, Cognitive, and Compensation Strategies

I. **Memory** strategies
- A. Creating mental linkages
  - 1. Grouping
  - 2. Associating/elaborating
  - 3. Placing new words into a context
- B. Applying images and sounds
  - 1. Using imagery
  - 2. Semantic mapping
  - 3. Using keywords
  - 4. Representing sounds in memory
- C. Reviewing well
  - 1. Structured viewing
- D. Employing action
  - 1. Using physical response or sensation
  - 2. Using mechanical techniques

II. **Cognitive** strategies
- A. Practicing
  - 1. Repeating
  - 2. Formally practicing with sounds and writing systems
  - 3. Recognizing and using formulas and patterns
  - 4. Recombining
  - 5. Practicing naturalistically
- B. Receiving and sending messages
  - 1. Getting the idea quickly
  - 2. Using resources for receiving and sending messages
- C. Analyzing and reasoning
  - 1. Reasoning deductively
  - 2. Analyzing expressions
  - 3. Analyzing contrastively (across languages)
  - 4. Translating
  - 5. Transferring
- D. Creating structure for input and output
  - 1. Taking notes
  - 2. Summarizing
  - 3. Highlighting

III. **Compensation** strategies
- A. Guessing intelligently
  - 1. Using linguisitic clues
  - 2. Using other clues
- B. Overcoming limitations in speaking and writing
  - 1. Switching to the mother tongue
  - 2. Getting help
  - 3. Using mime or gesture
  - 4. Avoiding communication partially or totally
  - 5. Selecting the topic
  - 6. Adjusting or approximating the message
  - 7. Coining words
  - 8. Using a circumlocution or synonym

Figure 12. < Oxford´s strategies classification system. Retrieved October 30, 2015 from

http://www.bestreferat.ru/referat-331371.html >

Indirect Strategies: Metacognitive, Affective, and Social Strategies

I. **Metacognitive** strategies

   A. Centering your learning
- 1. Overview and linking with already known material
- 2. Paying attention
- 3. Delaying speech production to focus on listening

   B. Arranging and planning your learning
- 1. Finding out about language learning
- 2. Organizing
- 3. Setting goals and objectives
- 4. Identifying the purpose of a language task (purposeful listening/reading/speaking/writing)
- 5. Planning for a language task
- 6. Seeking practice opportunities

   C. Evaluating your learning
- 1. Self-monitoring
- 2. Self-evaluating

II. **Affective** strategies

   A. Lowering your anxiety
- 1. Using progressive relaxation, deep breathing, or meditation
- 2. Using music
- 3. Using laughter

   B. Encouraging yourself
- 1. Making positive statements
- 2. Taking risks wisely
- 3. Rewarding yourself

   C. Taking your emotional temperature
- 1. Listening to your body
- 2. Using a checklist
- 3. Writing a language learning diary
- 4. Discussing your feelings with someone else

III. **Social** strategies

   A. Asking questions
- 1. Asking for clarification or verification
- 2. Asking for correction

   B. Cooperating with others
- 1. Cooperating with others
- 2. Cooperating with proficient users of the new language

   C. Empathizing with others
- 1. Developing cultural understanding
- 2. Becoming aware of others' thoughts and feelings

Figure 13. <Oxford´s strategies classification system (continued) Retrieved October 30, 2015 from http://www.bestreferat.ru/referat-331371.html >

Meaningful communication: The sharing of meaningful information between two or more people with the goal of the receiver understanding the sender's intended message.

Vocabulary acquisition: Vocabulary acquisition concerns how people expand the number of words they understand when learning a new language.

Positive reinforcement: Positive reinforcement strengthens a behavior by providing a consequence an individual finds rewarding.

Teaching Strategies: Are the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned, designs for controlling and manipulating certain information.

Rubrics: Rubrics are often used to grade student work but they can serve another, more important, role as well: Rubrics can teach as well as evaluate.

Oral ability: Ability to speak well. More specifically, ability to articulate ones knowledge and understanding, use language creatively, use and present material effectively in spoken form.

Intrinsic motivation: Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Extrinsic motivation: Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel.

2.4. Summary

This research shows some theorists that have caused positive effects on education, theorists that help teachers to know how to teach students taking in consideration some factors such as: linguistic, learning processes, age and acquisition, instructional variables, context, purpose. The literature review begins with the description of the learning theories, the two sciences which are psychology and linguistics.

Linguistics is the systematic study of human language and the part of linguistics that is concerned with the structure of language is divided into a number of subfields: phonetics, phonology, morphology, syntax, semantics, and pragmatics. The main representative in Linguistic is Noam Chomsky. And Psychology is the study of human behavior. In this science there are three movements with their corresponding representatives or theorists they are: Behaviorism, Cognitivist, and Constructivism. Two main representatives of the behavioral viewpoint are Pavlov and Skinner, one representing a cognitive stance is Ausubel, and one that stretches the constructivist school of thought is Carl Rogers. The four positions should illustrate not only some of the history of learning theory, but also the diverse perspectives that form the foundations of varying language teaching approaches and methods.

The main motivation of the researchers is to encourage students from junior level to fulfill a meaningful communication through the vocabulary acquisition, during the classes is so important to respect the teacher talking time and the student talking time in order to students get advantage of the time to practice English into the classroom, in this way students will always try to use the new vocabulary words in meaningful context to each other, and the teacher will observe and apply feedback based on methods to correct the mistakes students did.

3. Research Methodology and Findings

3.1. Methods and techniques

Researchers have chosen a quantitative research. One of the major reasons for doing quantitative research is to become more experienced with this theme of investigation that is based on vocabulary acquisition. The aim of quantitative research is quantifying the relationship between the independent variable and dependent variable in a population. Researchers will express the relationships of the variables using statistics, collection of information, and the application of the correct methods and learning strategies and techniques, also the researcher´s point of view.

Researchers consider that "Case Study" type of study was appropriate for this investigation project, it adapts perfectly well with the problem and situations researchers have already identify in order to strengthen oral ability development through vocabulary acquisition.

The investigation of "Vocabulary Acquisition and its Incidence on Oral Ability Development in Junior High School students from America del Sur School in Duran – Ecuador" incorporates various methods, strategies, and techniques. Researchers have selected carefully the most necessary and accurate information to achieve the expectations of this project and reliable sources have been provided and applied successfully in two different groups of students with the same English program.

Researchers provide a pre test to group A during the second week of January to evaluate student oral development, group B also gave this test, the main target of group A were methods, strategies and techniques such as CLT, TPR, Direct method, Task Based Learning, Discussions, Role Plays, Debates, Meaningful conversations, Games, including Intrinsic and Extrinsic motivation. Moreover, with group B researchers followed the same program of the School; they did not apply any reinforcement.

For both Groups A and B researchers applied a post test during the last time of this program. The results were amazed, all the information researchers could joined during the time this investigation research last was really important and to better understand the results the researchers tabulate them.

The final outcome of applying a pre test and a post test was that group A discovered new ways to learn vocabulary so they developed the oral ability in a better way; they were able to have meaningful communication inside and outside the classroom. On the other hand, for group B was so difficult to acquire vocabulary in an easy way, they tend to memorize and confuse words. Having meaningful conversations was a challenge for group B. However, students were interested in learning vocabulary and develop the oral ability they could not perform it well, they found this really hard.

3.2. Research Population and Sample

This project tries to collect true information in order to improve the oral ability development through vocabulary acquisition with students that are in the age of sixteen and eighteen years old at Junior level of High School in Duran. In this high school there is one first year of Baccalaureate that has 16 students, in Second year there are two classrooms, each one has 14 students, and in third year there are two classrooms, one classroom has 16 students and the other one has 14 students so there are 74 students in Baccalaureate. Researches chose Second Year of Baccalaureate to develop this project. Second Year of Baccalaureate is divided into two specializations, one is Science and the other one is Informatics so in total there are 28 students to work with.

Groups	Population	Sample	Porcentage	Type of Sample
Junior High	74	28	38	Judgement Sample

Table 5. Research Population and Sample

Figure14 <Students of Science Class>

Figure15 <Students of Informatics Class>

3.3. Research instruments

Rubrics: In order to evaluate students in a responsible and professional way the pre test and post test was directed by a rubric that was focused on different areas of communication such as: vocabulary, factual information, pronunciation and fluency.

Surveys: Surveys were applied to both group A and B in order to have prior knowledge, students were asked six different questions respecting the importance of English as a second language for daily life communication, and the outcomes were gathered and presented in graphics.

Pre test: Researchers applied a pre test to students during the second week of january in class. This test helped researchers to find out the student´s weaknesses on oral ability development and supported the elaboration of tasks to make them acquire vocabulary.

Post test: Researchers administrated a post test to both groups A and B. The application of methods, strategies and techniques was the main difference for each group; group A had feedback during the whole time this program last meantime group B did not. The results were gathered and they show the student´s improvement in acquiring vocabulary to develop the oral ability to perform meaningful communication in the target language.

Figure 16 <miller J. (2013), Oral Exams: Rubrics slideshare.net/jabbusch/oral-rubrics-2>

3.4. Data Analysis and Methods

3.4.1. Survey Group A

A. Statistical results of the survey applied to students of group A

Group A

QUESTION 1		1. Would you like to improve your English?
DESCRIPTION	FREQUENCY	PERCENTAGE
YES	11	79%
NO	1	7%
MAYBE	2	14%

Table 6. Question 1 of surveys applied to students of Group A

Would you like to improve your English?

	YES	NO	MAYBE
Would you like to improve your English?	11	1	2
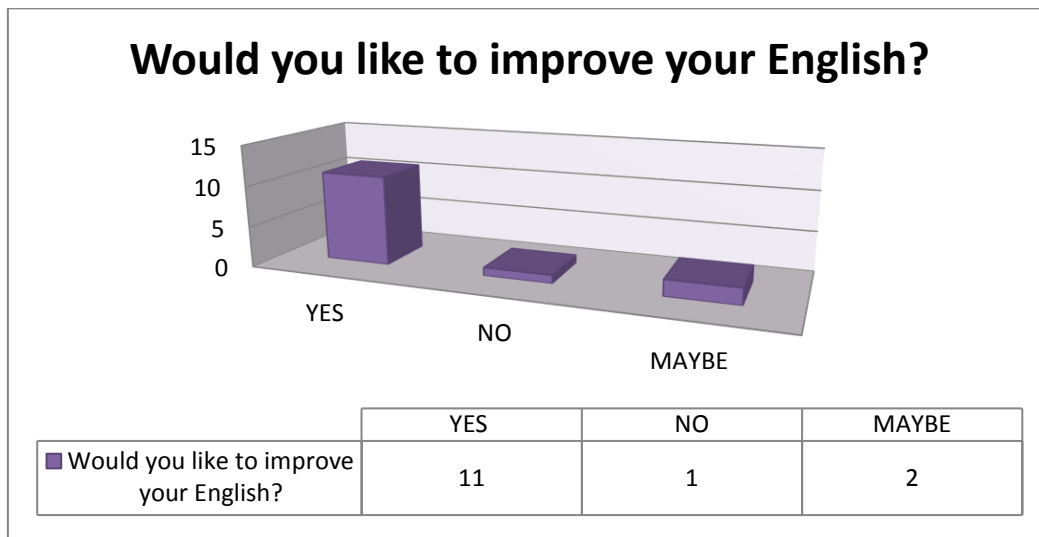
Figure 17. Results for question 1 of surveys applied to students of group A

In question one of table 1, eleven students said that they would like to improve their English. One that does not want to improve his English and two students said that they maybe would like to improve their English.

B. Statistical results of the survey applied to students of group A

Group A

QUESTION 2	2. Do you think is important to learn English?	
DESCRIPTION	FREQUENCY	PERCENTAGE
YES	13	93%
NO	1	7%

Table 7. Question 2 of surveys applied to students of Group A
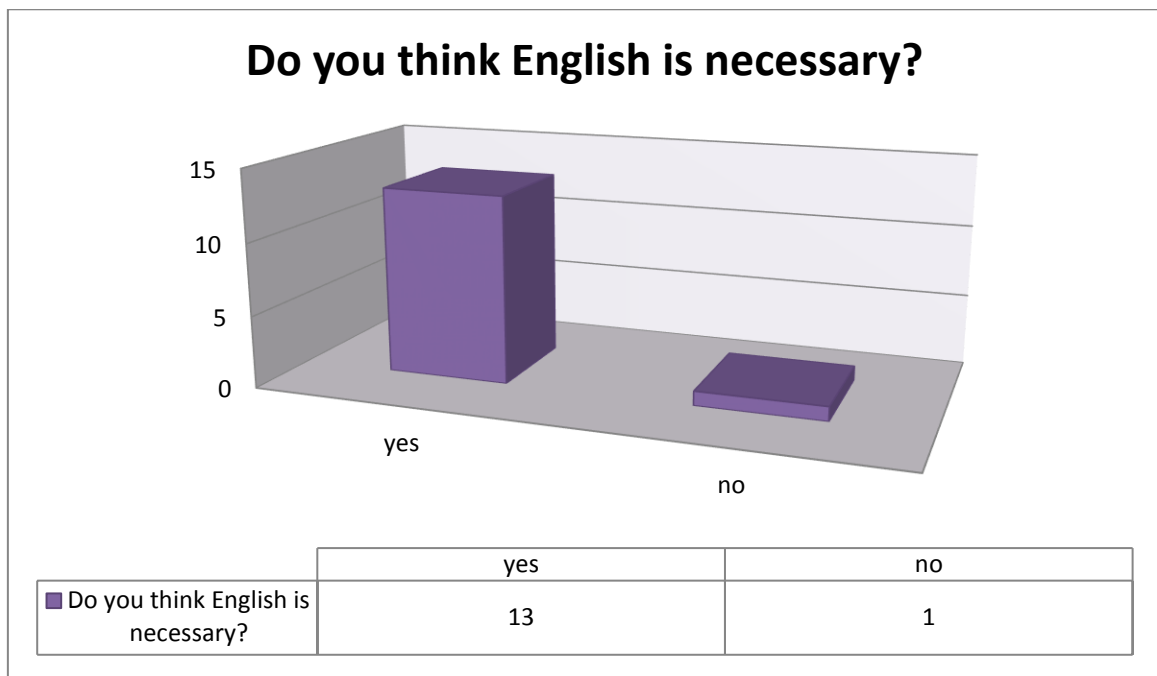
Figure 18. Results for question 2 of surveys applied to students of group A

In question two of table 2, thirteen students think that English is necessary. One student says no.

C. Statistical results of the survey applied to students of group A

Group A

QUESTION 3	3. How do you prefer to learn English?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Reading magazines, books, stories, etc.	0	0%
Watching movies, videos, etc.	3	22%
Listening to music	8	57%
Speaking with others.	3	21%

Table 8. Question 3 of surveys applied to students of Group A
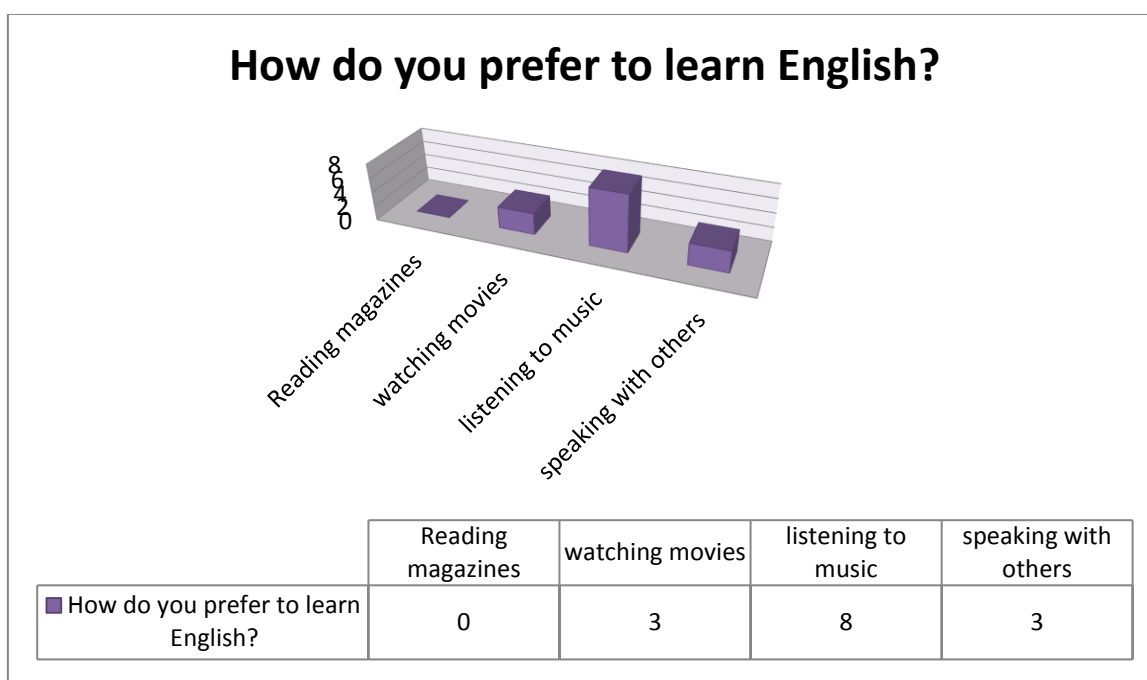
Figure 19. Results for question 3 of surveys applied to students of group A

In question three of table 3, any of the students said that they do not prefer to learn English by reading magazines. Three students said that they prefer to learn English by watching movies; eight students said that they prefer to learn English by listening to music. And three students said that they prefer to learn English by Speaking with others.

D. Statistical results of the survey applied to students of group A

Group A

QUESTION 4	4. How is your English Vocabulary?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Good	2	14%
Bad	12	86%

Table 9. Question 4 of surveys applied to students of Group A

|	Good	Bad
■ How is your English Vocabulary?	2	12

Figure 20. Results for question 4 of surveys applied to students of group A

In question four of table 4, two students said that they are good at vocabulary English, and twelve students said that they are bad at vocabulary English.

E. Statistical results of the survey applied to students of group A

Group A

QUESTION 5	5. How much do you understand while listening and reading?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Every word	0	0%
The general idea	4	30%
Most words but not all	8	61%
Nothing	2	9%

Table 10. Question 5 of surveys applied to students of Group

How much do you understand while listening and reading?

	Every word	The general idea	most words but not all	nothing
■ How much do you understnad while listening and reading?	0	4	8	2
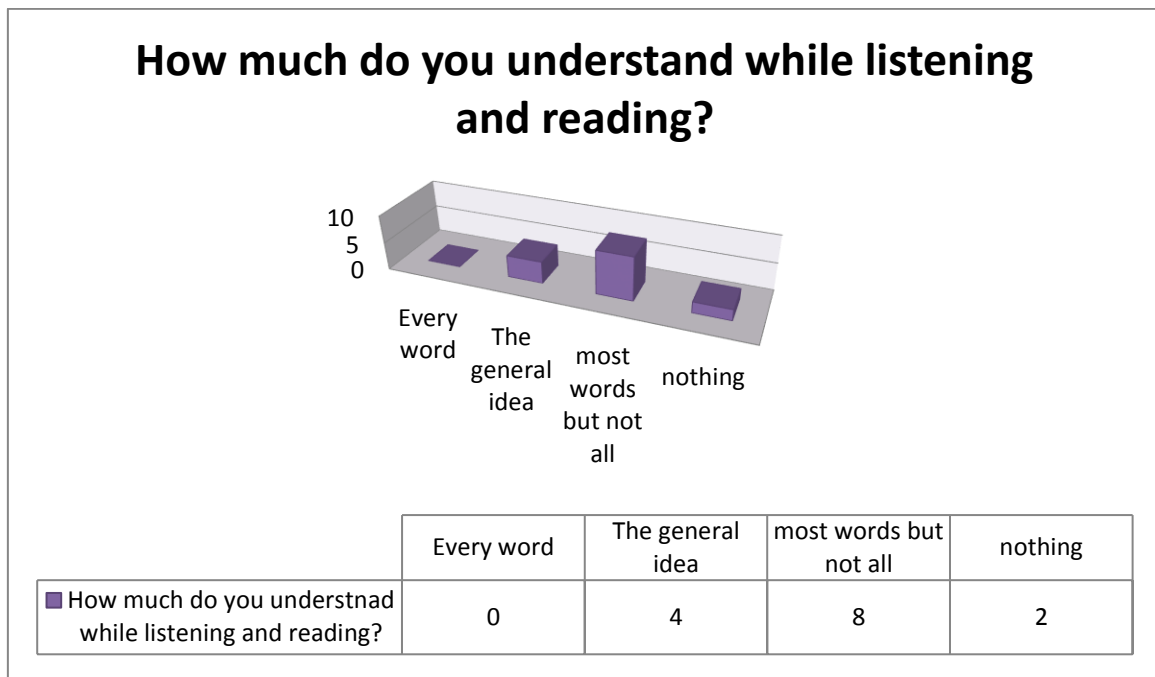
Figure 21. Results for question 5 of surveys applied to students of group A

In question five of table 5, any of the students understands English while listening and reading, four students said that they understand English while listening and reading, and two students said that they do not understand English while listening and reading.

F. Statistical results of the survey applied to students of group A

Group A

QUESTION 6		6. **Are you able to speak and write without any vocabulary problems?**
DESCRIPTION	FREQUENCY	PERCENTAGE
YES	0	0%
NO	14	100%

Table 11. Question 6 of surveys applied to students of Group

|	Yes	No
■ Are you able to speak and write without any vocabulary problems?	0	14
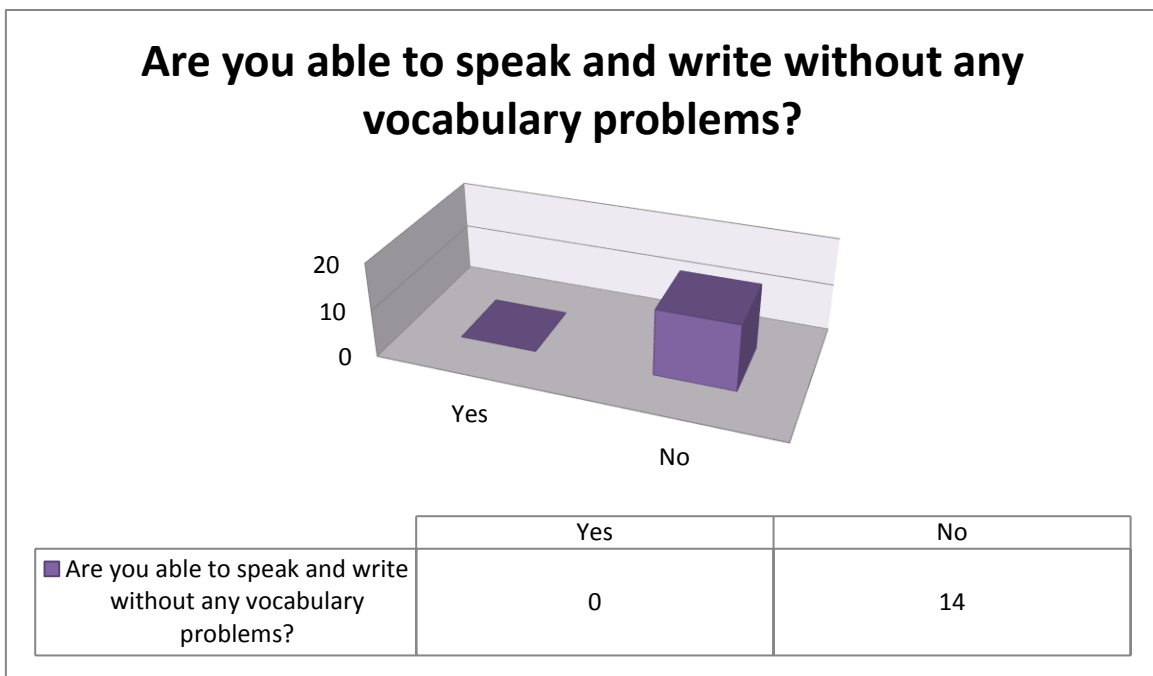
Figure 22. Results for question 6 of surveys applied to students of group A

In question six of table 6, two students said that they are able to speak and write in English without any vocabulary problems, and fourteen students said that they are not able to speak and write in English without problems.

3.4.2 Survey group B

A. Statistical results of the survey applied to students of group B

Group B

QUESTION 1		1. **Would you like to improve your English?**
DESCRIPTION	FREQUENCY	PERCENTAGE
YES	12	80%
NO	0	0%
MAYBE	3	20%

Table 12. Question 1 of surveys applied to students of Group B

	Yes	No	Maybe
■ Would you like to improve your English?	12	0	3
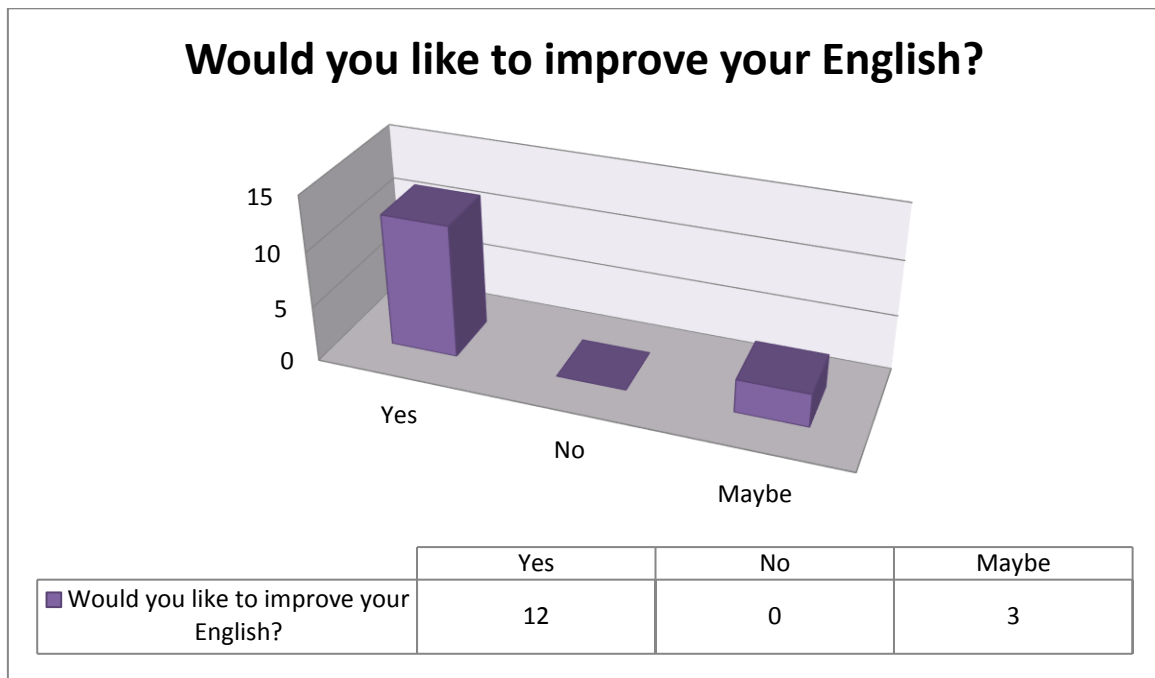
Figure 23. Results for question 1 of surveys applied to students of group B

In question one of table 1, twelve students said that they would like to improve their English, No one of the students said that they would not like to improve their English, and three students said that they maybe would like to improve their English.

B. Statistical results of the survey applied to students of group B

Group B

QUESTION 2		2. Do you think is important to learn English?
DESCRIPTION	FREQUENCY	PERCENTAGE
YES	14	93%
NO	1	7%

Table 13. Question 2 of surveys applied to students of Group B
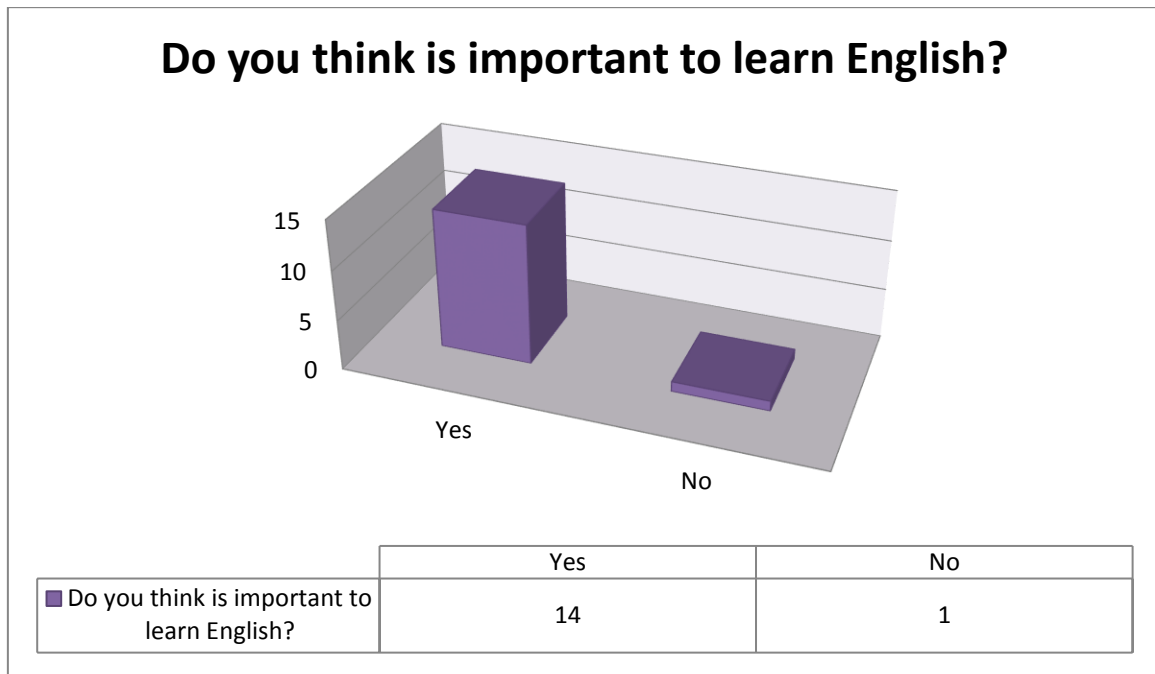
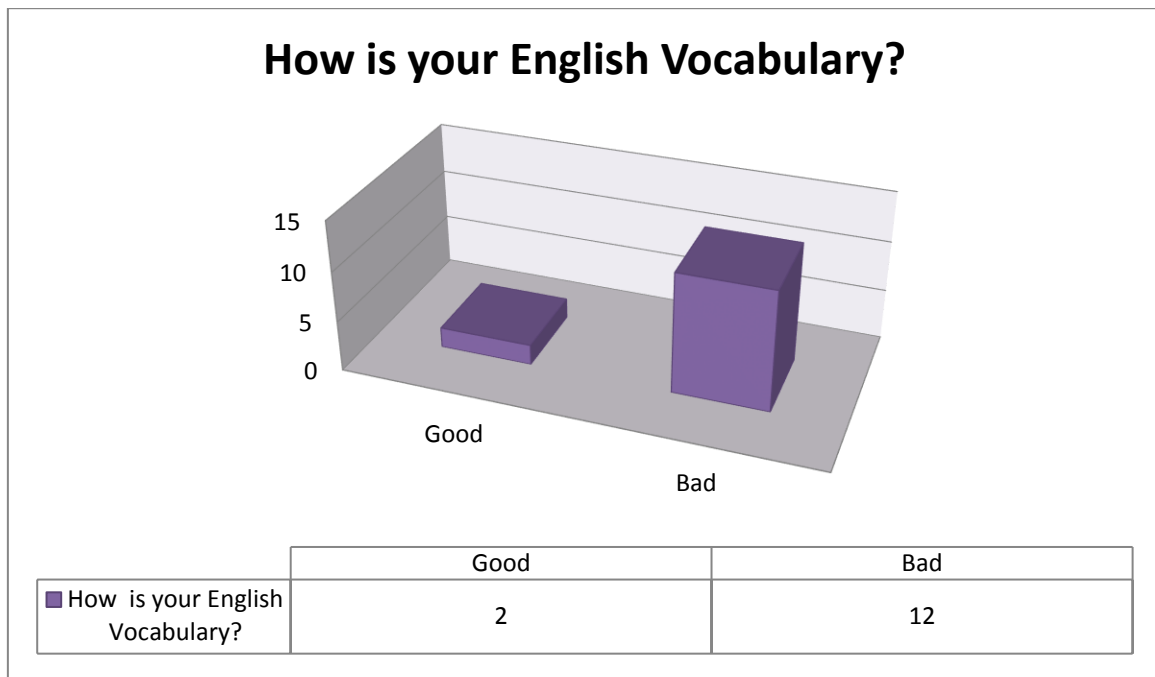**Figure 24. Results for question 2 of surveys applied to students of group B**

In question two of table 2, fourteen students thought that English is necessary, and one student said that English is not necessary.

C. Statistical results of the survey applied to students of group B

Group B

QUESTION 3	3. How do you prefer to learn English?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Reading magazines, books, stories, etc.	1	7%
Watching movies, videos, etc.	5	33%
Listening to music	6	40%
Speaking with others.	3	20%

Table 14. Question 3 of surveys applied to students of Group B

How do you prefer to learn English?

|	Reading magazines	Watching movies	Listening to music	Speaking with others
■ How do you prefer to learn English?	1	5	6	3
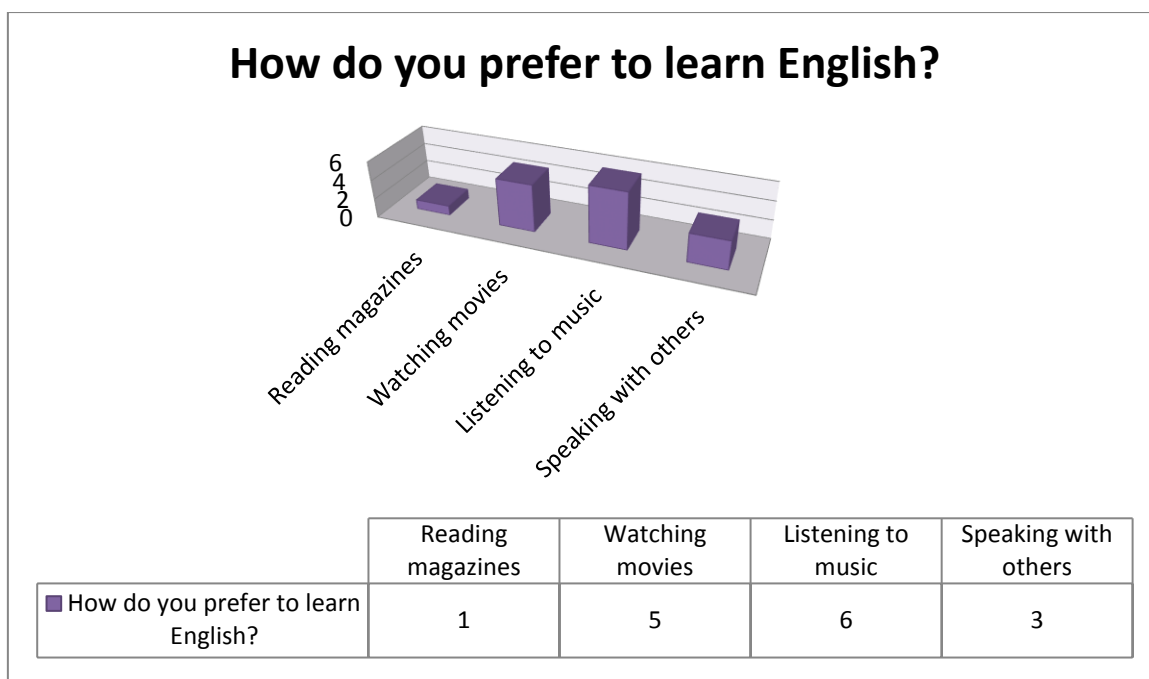
Figure 25. Results for question 3 of surveys applied to students of group B

In question three of table 3,one student said that he preferred to learn English by reading magazines, five students said that they preferred to learn English by watching movies, six students said that they preferred to learn English by Listening to music, and three students said that they preferred to learn English by speaking with others.

D. Statistical results of the survey applied to students of group B

Group B

QUESTION 4		4. How is your English vocabulary?
DESCRIPTION	FREQUENCY	PERCENTAGE
Good	5	33%
Bad	10	67%

Table 15. Question 4 of surveys applied to students of Group B

How is your English Vocabulary?

|	Good	Bad
■ How is your English Vocabulary?	5	10
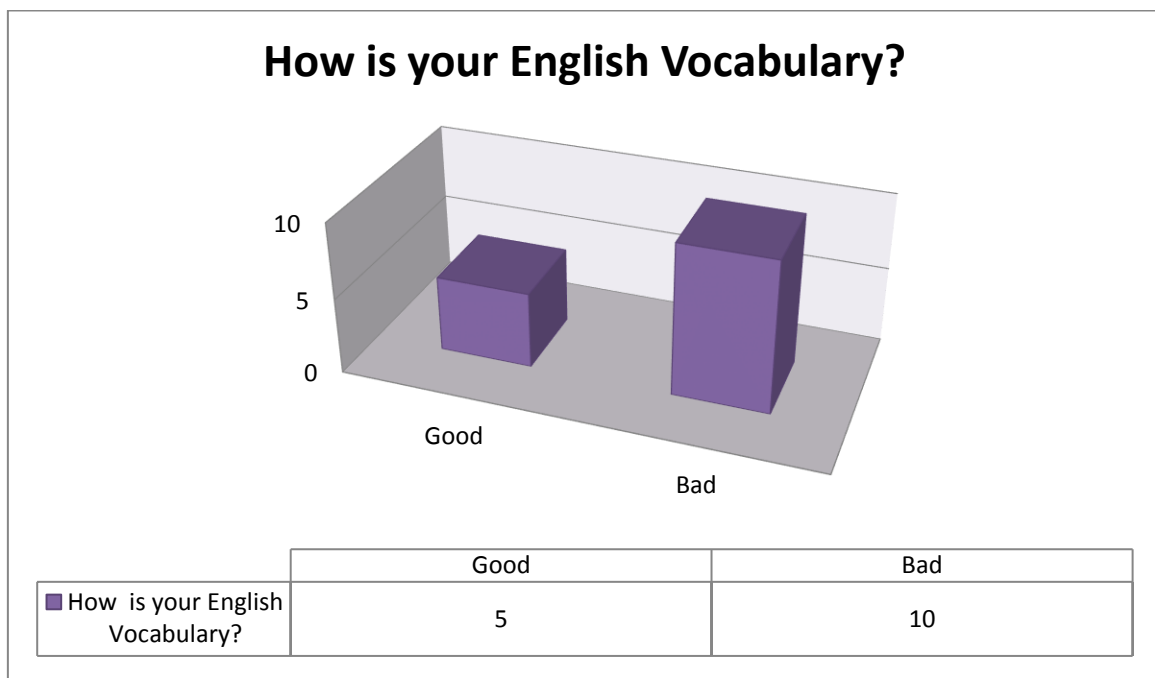
Figure 26. Results for question 4 of surveys applied to students of group B

In question four of table 4, five students said that they are good at English vocabulary, and ten students said that they are bad at English vocabulary.

E. Statistical results of the survey applied to students of group B

Group B

QUESTION 5	5. How much do you understand while listening and reading?	
DESCRIPTION	FREQUENCY	PERCENTAGE
Every word	0	0%
The general idea	7	46%
Most words but not all	4	27%
Nothing	4	27%

Table 16. Question 5 of surveys applied to students of Group B

	Every word	The general idea	Most words but not all	Nothing
■ How much do you understand while listening and reading?	0	7	4	4
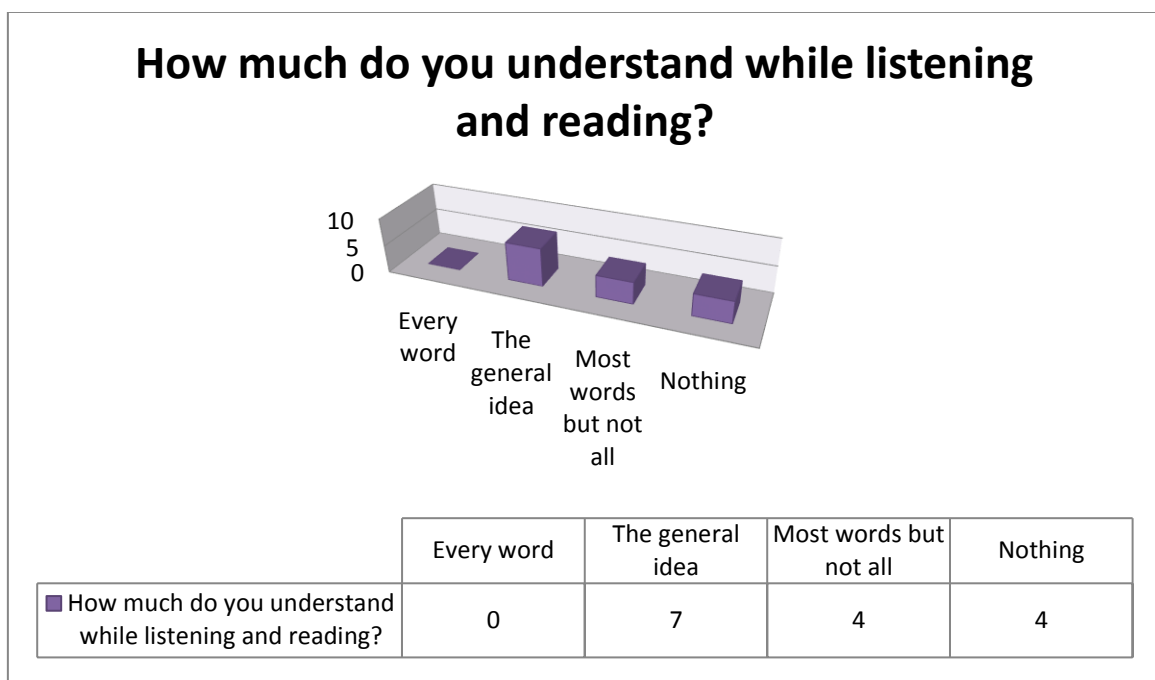
Figure 27. Results for question 5 of surveys applied to students of group B

In question five of table 5, five students said that they are good at English vocabulary, and ten students said that they are bad at English vocabulary.

Statistical results of the survey applied to students of group B

Group B

QUESTION 6	6. Are you able to speak and write without any vocabulary problems?

DESCRIPTION	FREQUENCY	PERCENTAGE
YES	13	87%
NO	2	13%

Table 17. Question 6 of surveys applied to students of Group B

	Yes	No
■ Are you able to speak and write without any Vocabulary problems?	13	2
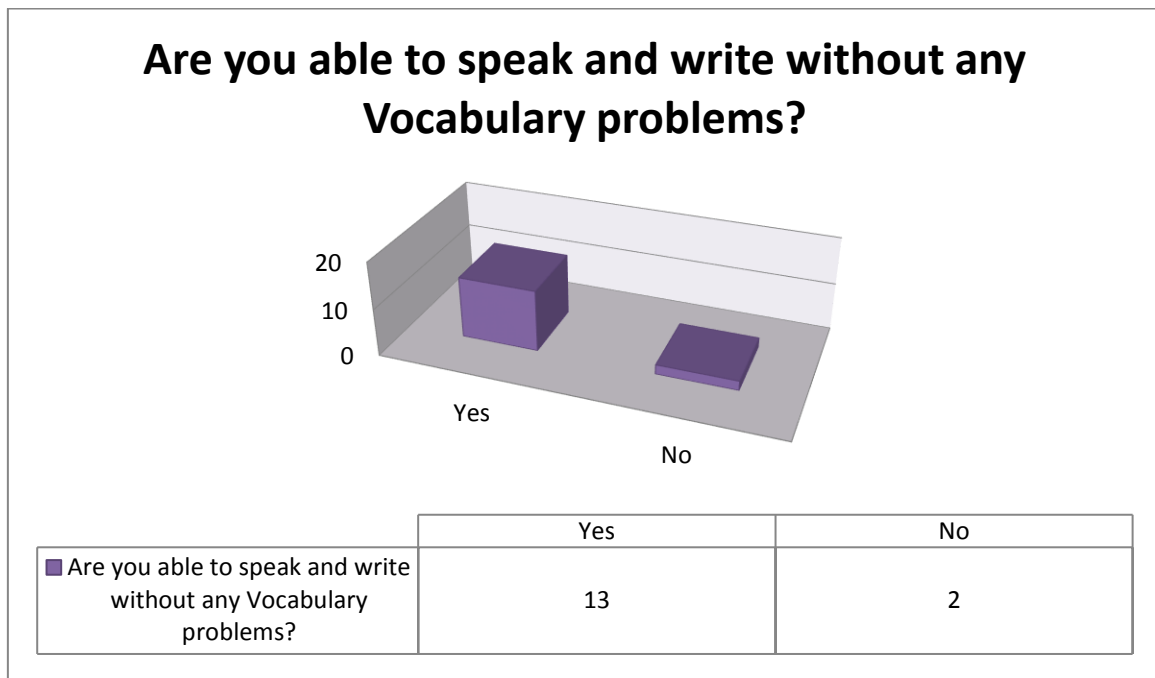
Figure 28. Results for question 6 of surveys applied to students of group B

In question six of table 6, thirteen students said that they are able to speak and write English without any vocabulary problem, and two students said that they are not able to speak and write English without any vocabulary problem.

3.4.3 Pre Test group A

A. Statistical results of the pre test applied to students of group A

Describe your favorite fast food

QUESTION 1		
STUDENTS	**SCORE**	**PERCENTAGE**
Cabezas Karen	3	30%
España Camilla	2	20%
Flores Jorge	2	20%
Guyman Erick	3	30%
Loor Sebastian	1	10%
Malan Anthony	2	20%
Mendoza Jesus	2	20%
Mesias Ginger	1	10%
Peralta Allan	2	20%
Suntasig Alexandra	3	30%
Tamayo Erick	2	20%
Vargas David	2	20%
Vera Jorge	4	40%

Table 18 question 1 of pre test administrated to students of Group A
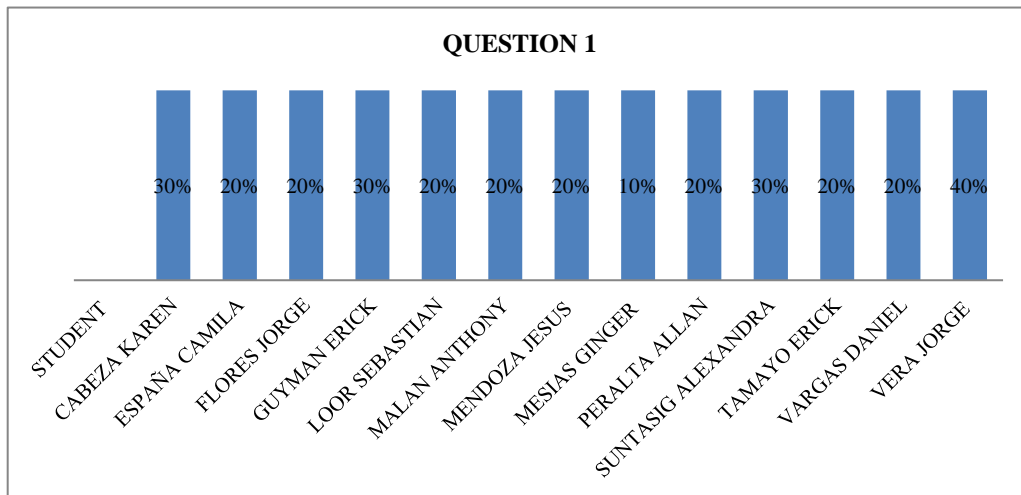
Figure 29. Statistics of question 1 of pre test administrated to students in group A

In Question one, of table one, two students got one over five, seven students got two over five, three students got three over five and one student got 4 over five.

B. Statistical results of the pre test applied to students of group A

Do you prefer to eat vegetables or snacks?

QUESTION 2		
STUDENTS	**SCORE**	**PORCENTAGE**
Cabezas Karen	2	10%
España Camila	3	10%
Flores Jorge	1	10%
Guyman Erick	2	20%
Loor Sebastian	1	10%
Malan Anthony	1	10%
Mendoza Jesus	2	20%
Mesias Ginger	1	10%
Peralta Allan	1	10%
Suntasig Alexandra	3	20%
Tamayo Erick	2	20%
Vargas David	1	10%
Vera Jorge	3	30%

Table 19 question 2 of pre test administrated to students of Group A

Figure 30. Statistics of question 2 of pre test administrated to students in group A

In Question two, of table two, one student got three over five, four students got two, and eight students got one, six students got one over five.

C. Statistical results of the pre test applied to students of group A

What is your ideal kind of dinner?

QUESTION 3		
STUDENTS	**SCORE**	**PORCENTAGE**
Cabezas Karen	1	10%
España Camila	2	20%
Flores Jorge	2	20%
Guyman Erick	2	20%
Loor Sebastian	2	20%
Malan Anthony	2	20%
Mendoza Jesus	2	20%
Mesias Ginger	2	20%
Peralta Allan	1	10%
Suntasig Alexandra	2	20%
Tamayo Erick	1	10%
Vargas David	2	20%
Vera Jorge	3	30%

Table 20 question 3 of pre test administrated to students of Group A

Figure 31.Statistics of question 3 pre test administrated to students in group A

In Question three of table three, one student got three over five, nine students got two, and three students got one over five.

D. Statistical results of the pre test applied to students of group A

Do you take care of your diet? Explain How?

QUESTION 4		
STUDENTS	**SCORE**	**PORCENTAGE**
Cabezas Karen	2	20%
España Camila	1	10%
Flores Jorge	2	20%
Guyman Erick	1	10%
Loor Sebastian	2	20%
Malan Anthony	2	20%
Mendoza Jesus	1	10%
Mesias Ginger	2	20%
Peralta Allan	2	20%
Suntasig Alexandra	1	10%
Tamayo Erick	1	10%
Vargas David	2	20%
Vera Jorge	4	40%

Table 21 question 4 of pre test administrated to students of Group A

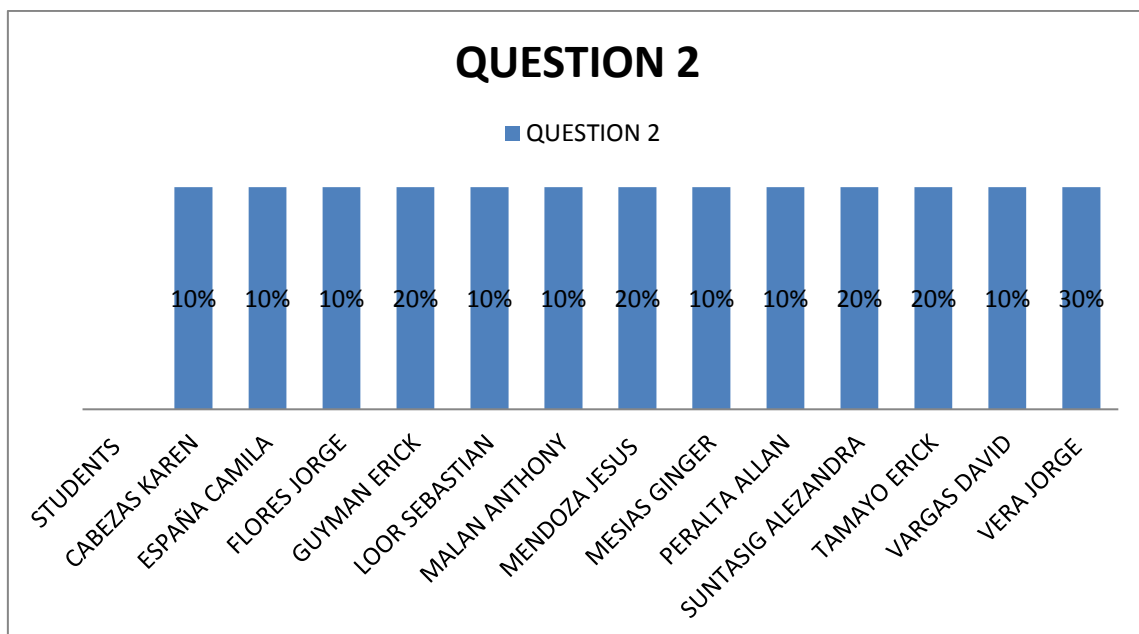**Figure 32.Statistics of question 4 pre test administrated to students in group A**

In Question four of table four, one student got four over five, seven students got two, and five students got one over five.

Statistical results of the pre test applied to students of group A

What is your favorite dessert?

QUESTION 5		
STUDENTS	SCORE	PORCENTAGE
Cabezas Karen	1	10%
España Camila	1	10%
Flores Jorge	2	20%
Guyman Erick	2	20%
Loor Sebastian	2	20%
Malan Anthony	2	20%
Mendoza Jesus	1	10%
Mesias Ginger	1	10%
Peralta Allan	2	20%
Suntasig Alexandra	2	20%
Tamayo Erick	2	20%
Vargas David	2	20%
Vera Jorge	4	40%

Table 22 question 5 of pre test administrated to students of Group A

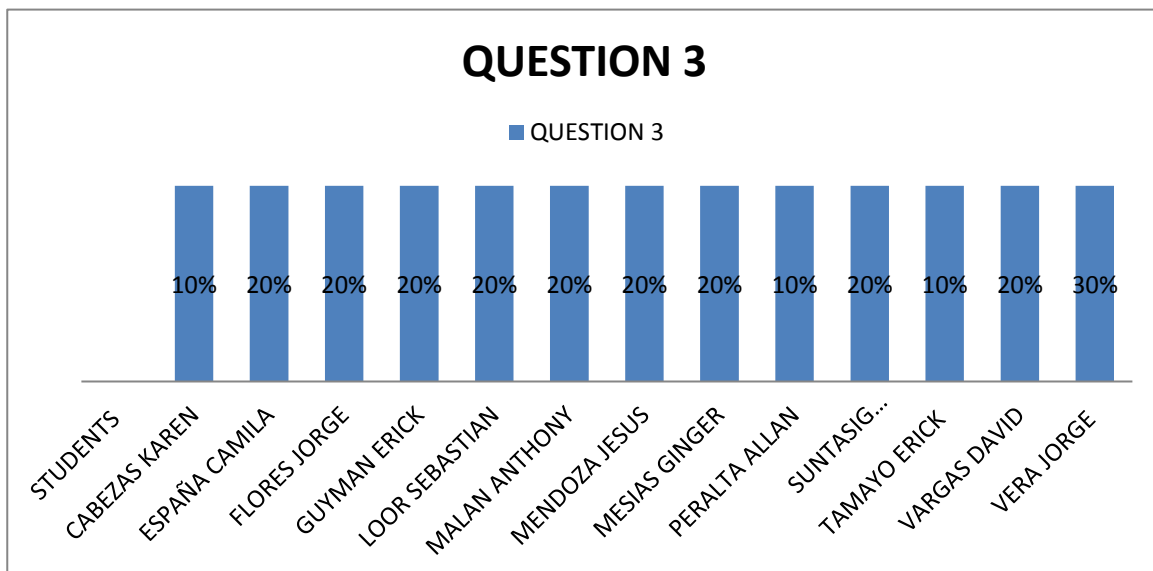**Figure 33. Statistics of question 5 pre test administrated to students in group A**

In Question five of table 5, one student got four over five, eight students got two and four students got one over five.

3.4.4 Pre test group B

A. Statistical results of the pre test applied to students of group B

Describe your favorite fast food

QUESTION 1		
STUDENT	SCORE	PORCENTAGE
Aguilar Judith	2	20%
Barrera Jorge	1	10%
Castillo Nicole	1	10%
Cobos Karen	2	20%
Chimbo Denisse	1	10%
Franco Dennis	2	20%
Garcia Jose	1	10%
Garcia Gary	1	10%
Gamboa Kevin	2	20%
Guaman Diana	2	20%
Jaramillo Jordan	2	20%
Landa Sam	2	20%
Medina Beker	2	20%
Mera Lucia	2	20%
Palasquibay Jose	1	10%

Table 23 question 1 of pre test administrated to students of Group B
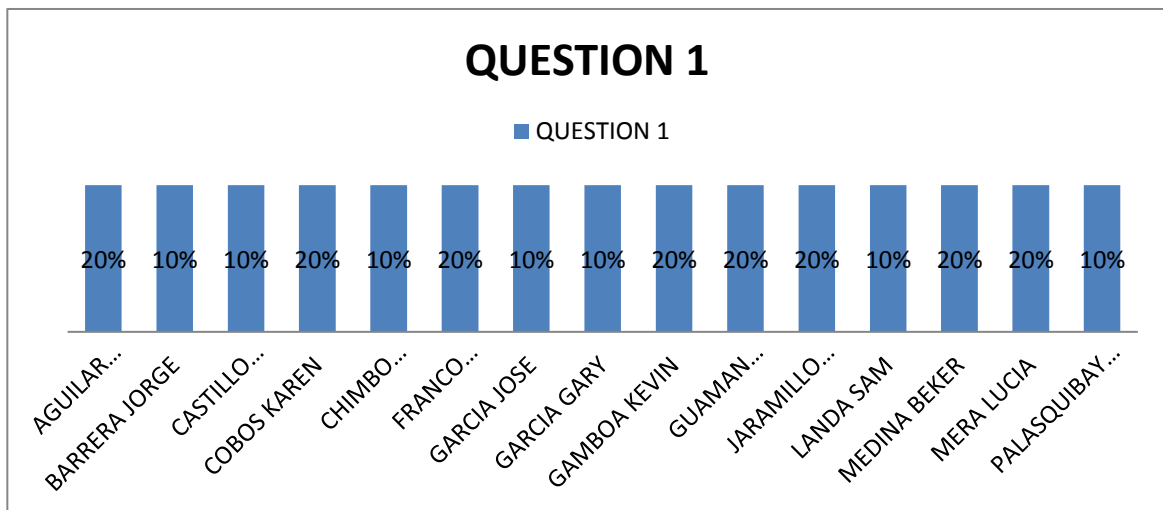
Figure 34.Statistics of question 1 of pre test administrated to students in group B
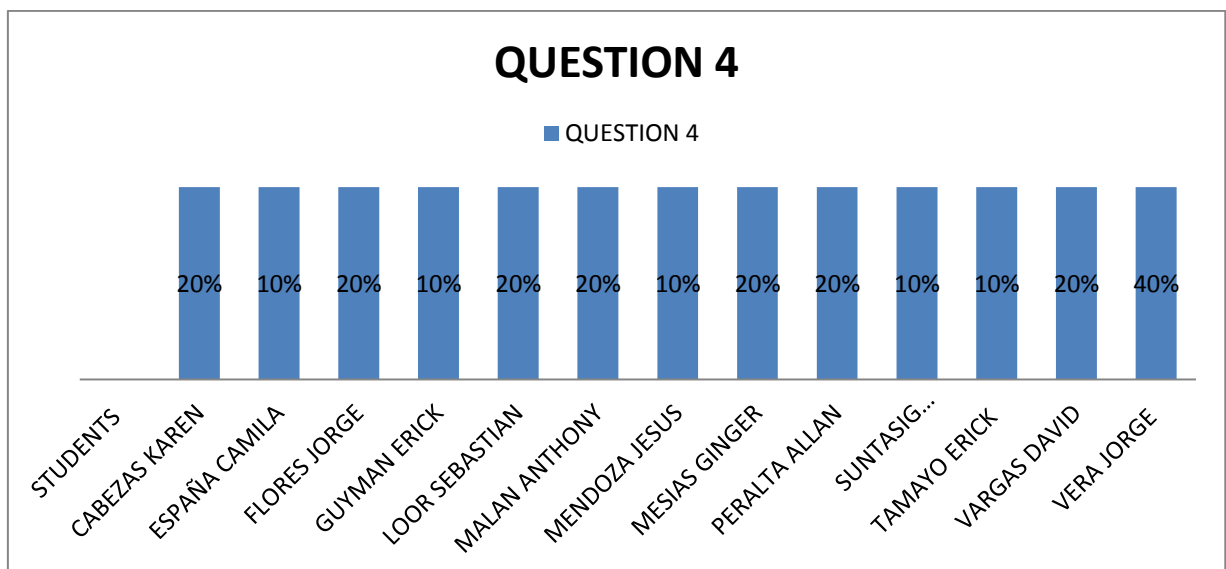
In Question one, of table one, six students got two over five, and six students got one over five.

B. Statistical results of the pre test applied to students of group B

Do you prefer to eat vegetables or snacks?

QUESTION 2		
STUDENT	SCORE	PORCENTAGE
Aguilar Judith	1	10%
Barrera Jorge	1	10%
Castillo Nicole	1	10%
Cobos Karen	2	20%
Chimbo Denisse	2	20%
Franco Dennis	2	20%
Garcia Jose	1	10%
Garcia Gary	2	20%
Gamboa Kevin	2	20%
Guaman Diana	2	20%
Jaramillo Jordan	2	20%
Landa Sam	1	10%
Medina Beker	2	20%
Mera Lucia	2	20%
Palasquibay Jose	2	20%

Table 24 question 2 of pre test administrated to students of Group B
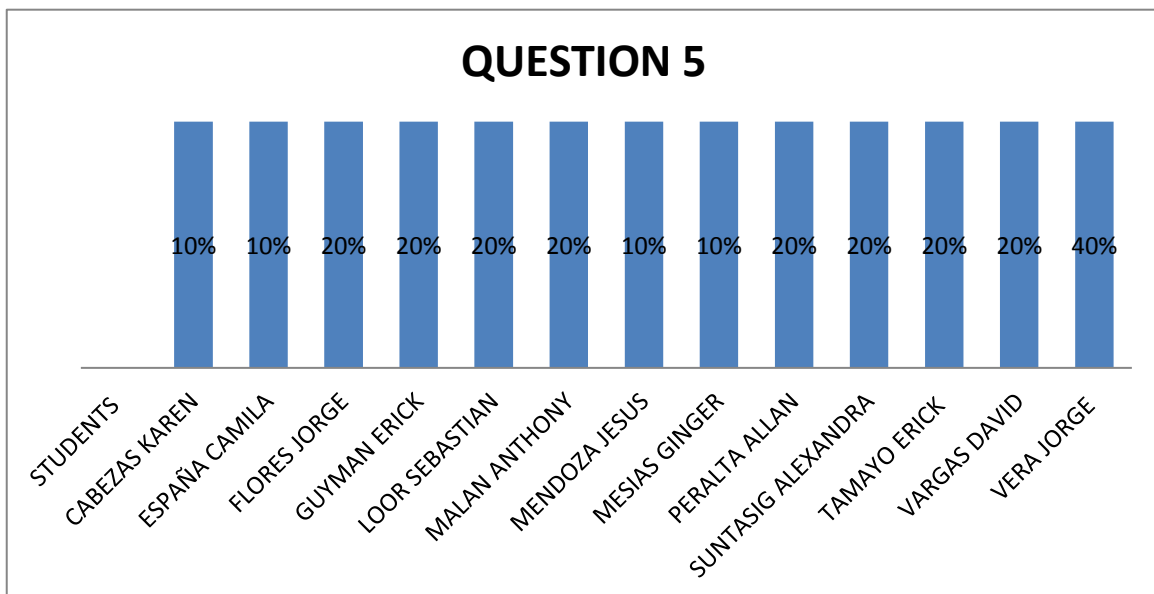

Figure 35.Statistics of question 1 of pre test administrated to students in group B

In Question two, of table two, ten students got two over five, and five students got two over five.

C. Statistical results of the pre test applied to students of group B

What is your ideal kind of dinner?

QUESTION 3		
STUDENT	SCORE	PORCENTAGE
Aguilar Judith	1	10%
Barrera Jorge	2	20%
Castillo Nicole	1	10%
Cobos Karen	2	20%
Chimbo Denisse	2	20%
Franco Dennis	1	10%
Garcia Jose	1	10%
Garcia Gary	2	20%
Gamboa Kevin	1	10%
Guaman Diana	2	20%
Jaramillo Jordan	1	10%
Landa Sam	2	20%
Medina Beker	2	20%
Mera Lucia	2	20%
Palasquibay Jose	2	20%

Table 25 question 3 of pre test administrated to students of Group B

Figure 36.Statistics of question 3 pre test administrated to students in group B

In Question three of table three, nine students got two over five, and six students got three, and one student got two over five.

D. Statistical results of the pre test applied to students of group B

Do you take care of your diet? Explain How?

QUESTION 4		
STUDENT	**SCORE**	**PORCENTAGE**
Aguilar Judith	2	20%
Barrera Jorge	2	20%
Castillo Nicole	1	10%
Cobos Karen	1	10%
Chimbo Denisse	2	20%
Franco Dennis	1	10%
Garcia Jose	1	10%
Garcia Gary	2	20%
Gamboa Kevin	1	10%
Guaman Diana	1	10%
Jaramillo Jordan	1	10%
Landa Sam	2	20%
Medina Beker	2	20%
Mera Lucia	2	20%
Palasquibay Jose	2	20%

Table 26 question 4 of pre test administrated to students of Group B

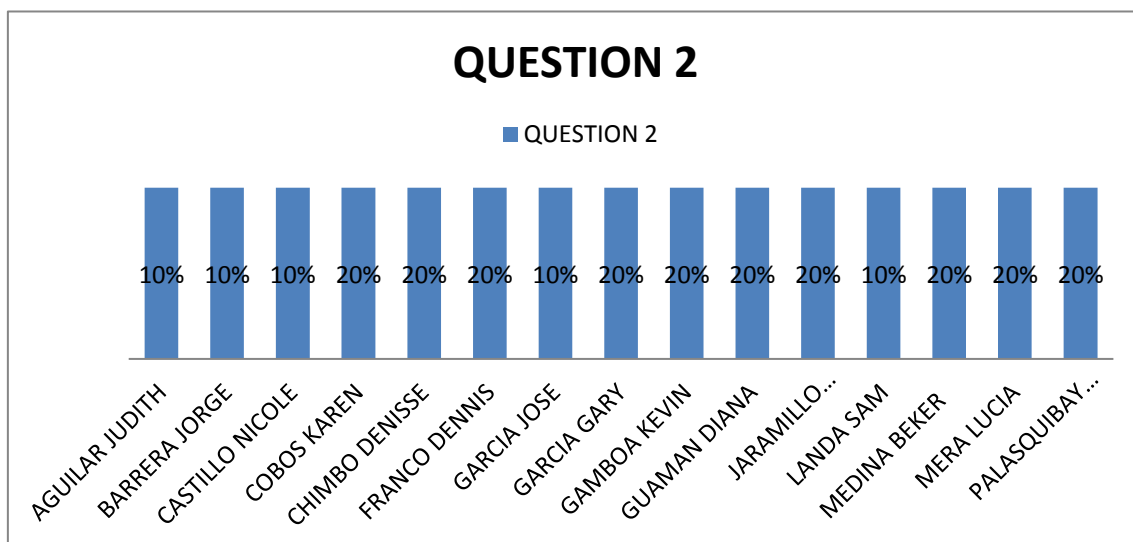**Figure 37.Statistics of question 4 pre test administrated to students in group B**

In Question four of table four, eight students got two over five, and seven students got one over five.

E. Statistical results of the pre test applied to students of group B

What is your favorite dessert?

QUESTION 5		
STUDENT	SCORE	PORCENTAGE
Aguilar Judith	2	20%
Barrera Jorge	2	20%
Castillo Nicole	1	10%
Cobos Karen	1	10%
Chimbo Denisse	2	20%
Franco Dennis	1	10%
Garcia Jose	2	20%
Garcia Gary	2	20%
Gamboa Kevin	1	10%
Guaman Diana	2	20%
Jaramillo Jordan	1	10%
Landa Sam	2	20%
Medina Beker	2	20%
Mera Lucia	1	10%
Palasquibay Jose	2	20%

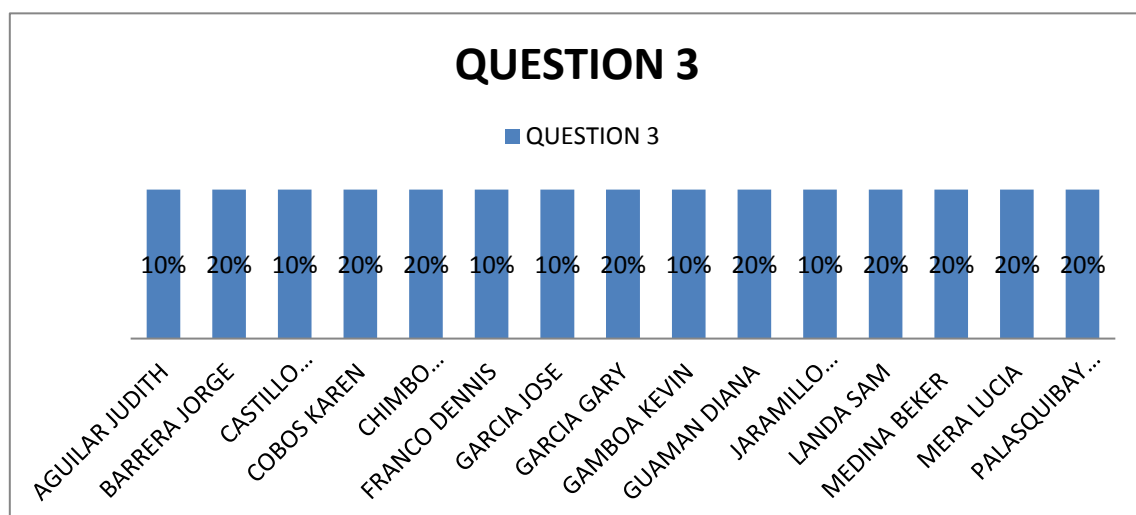**Table 27 question 5 of pre test administrated to students of Group B**

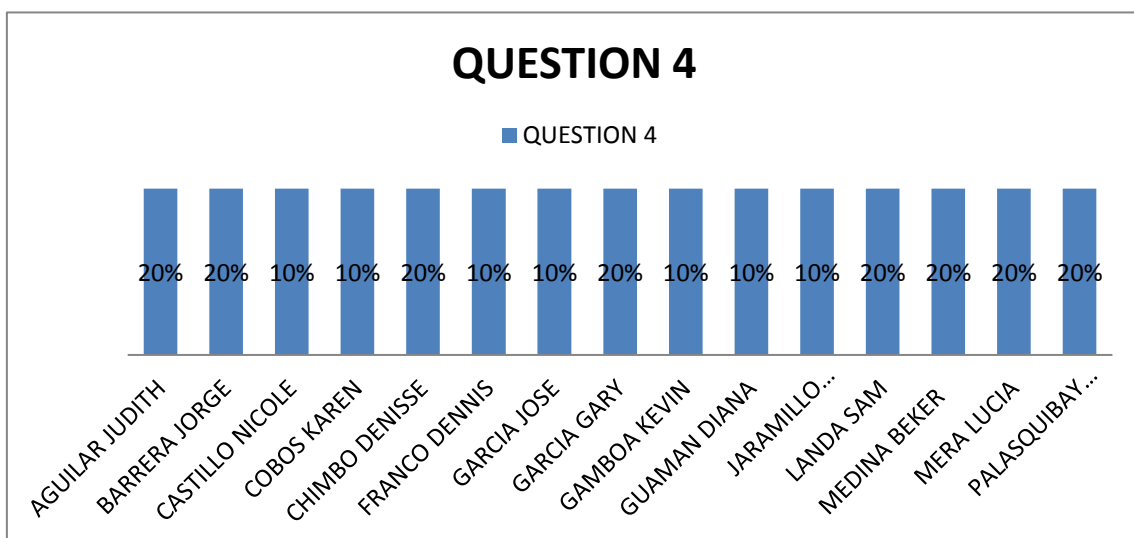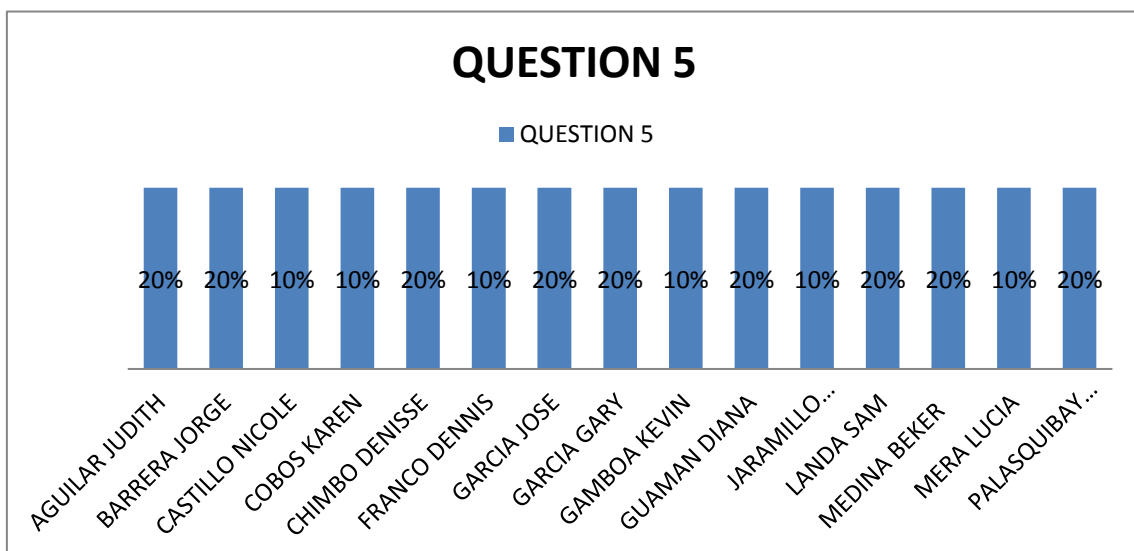**Figure 38.Statistics of question 5 pre test administrated to students in group B**

In Question five of table five, nine students got two over five, and six students got one over five.

3.4.5 Post Test group A

A. Statistical results of the post test applied to students of group A

What is the most popular dessert in your city?

QUESTION 1		
STUDENTS	SCORE	PORCENTAGE
Cabezas Karen	3	50%
España Camila	3	50%
Flores Jorge	3	50%
Guyman Erick	3	50%
Loor Sebastian	2	40%
Malan Anthony	2	40%
Mendoza Jesus	2	40%
Mesias Ginger	2	40%
Peralta Allan	2	40%
Suntasig Alexandra	3	40%
Tamayo Erick	3	40%
Vargas David	2	30%
Vera Jorge	5	50%

Table 28 question 1 of post test administrated to students of Group A

Figure 39.Statistics of question 1 of post test administrated to students in group A

In Question one, of table one, five student got five, seven students got four, and one student got three over five.

B. Statistical results of the post test applied to students of group A

What food do you refuse to eat? Why?

QUESTION 2		
STUDENT	**SCORE**	**PORCENTAGE**
Cabezas Karen	3	50%
España Camila	3	50%
Flores Jorge	3	50%
Guyman Erick	3	50%
Loor Sebastian	3	40%
Malan Anthony	3	40%
Mendoza Jesus	3	40%
Mesias Ginger	2	40%
Peralta Allan	2	40%
Suntasig Alexandra	4	50%
Tamayo Erick	3	50%
Vargas David	2	40%
Vera Jorge	5	50%

Table 29 question 2 of post test administrated to students of Group A

Figure 40.Statistics of question 2 of post test administrated to students in group A

In Question two, of table 2, seven students got five over five and six students got four over five.

C. Statistical results of the post test applied to students of group A

Can you give me some examples of fast food?

QUESTION 3		
STUDENT	SCORE	PORCENTAGE
Cabezas Karen	4	50%
España Camila	3	50%
Flores Jorge	4	50%
Guyman Erick	3	50%
Loor Sebastian	3	50%
Malan Anthony	3	50%
Mendoza Jesus	3	50%
Mesias Ginger	3	50%
Peralta Allan	3	50%
Suntasig Alexandra	4	40%
Tamayo Erick	4	40%
Vargas David	4	40%
Vera Jorge	5	50%

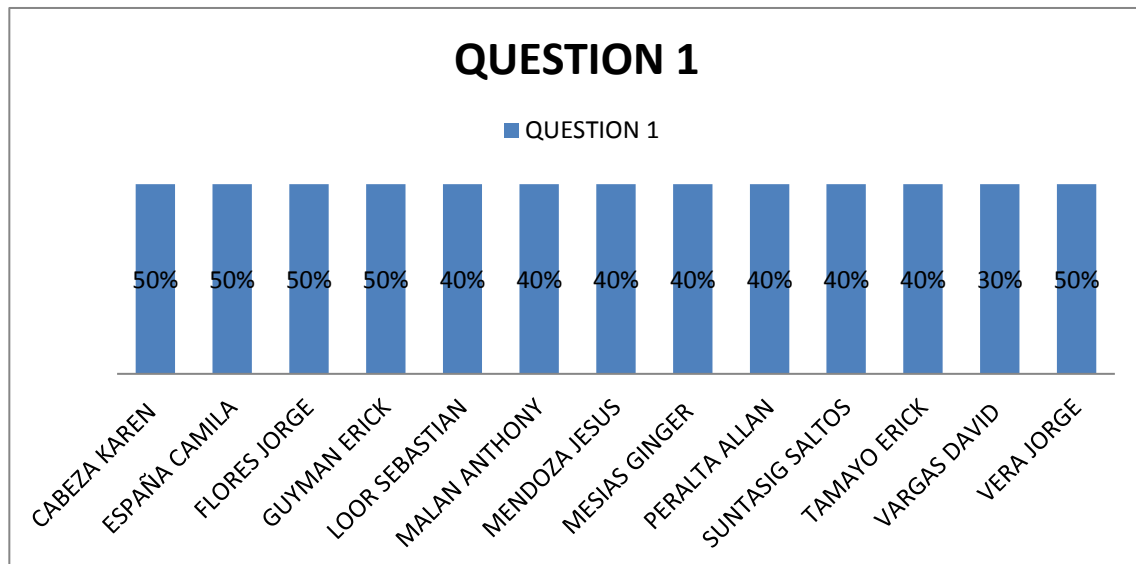**Table 30 question 3 of post test administrated to students of Group A**

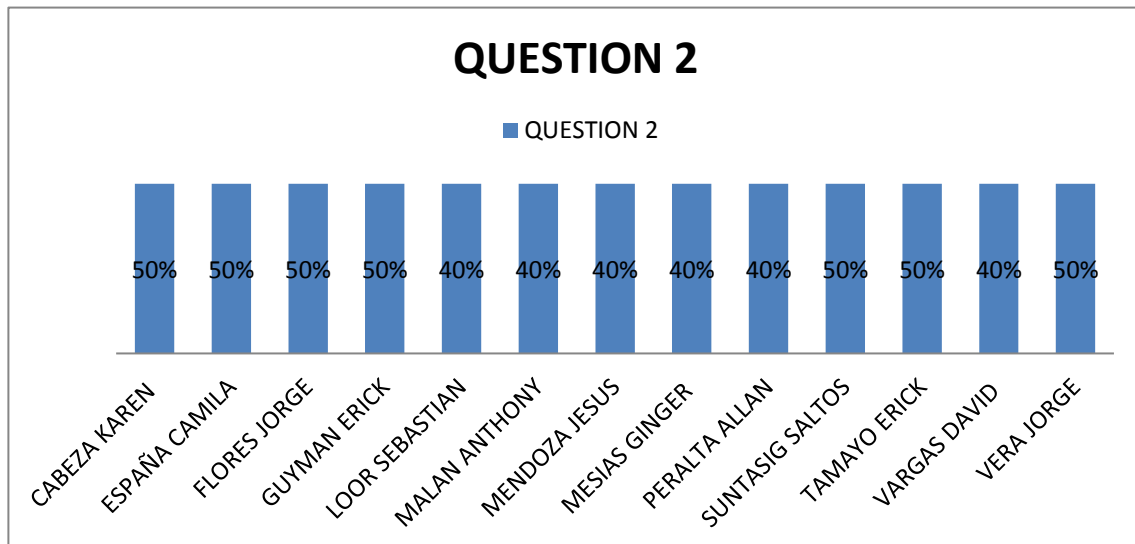**Figure 41.Statistics of question 3 post test administrated to students in group A**

In Question three of table three, ten students got five over five and five students got four over five.

D. Statistical results of the post test applied to students of group A

What did you order the last time you go to a restaurant?

QUESTION 4		
STUDENT	SCORE	PORCENTAGE
Cabezas Karen	3	50%
España Camila	2	40%
Flores Jorge	2	40%
Guyman Erick	2	40%
Loor Sebastian	2	40%
Malan Anthony	2	40%
Mendoza Jesus	2	40%
Mesias Ginger	3	50%
Peralta Allan	2	40%
Suntasig Alexandra	3	50%
Tamayo Erick	2	40%
Vargas David	3	50%
Vera Jorge	5	50%

Table 31 questions 4 of post test administrated to students of Group A
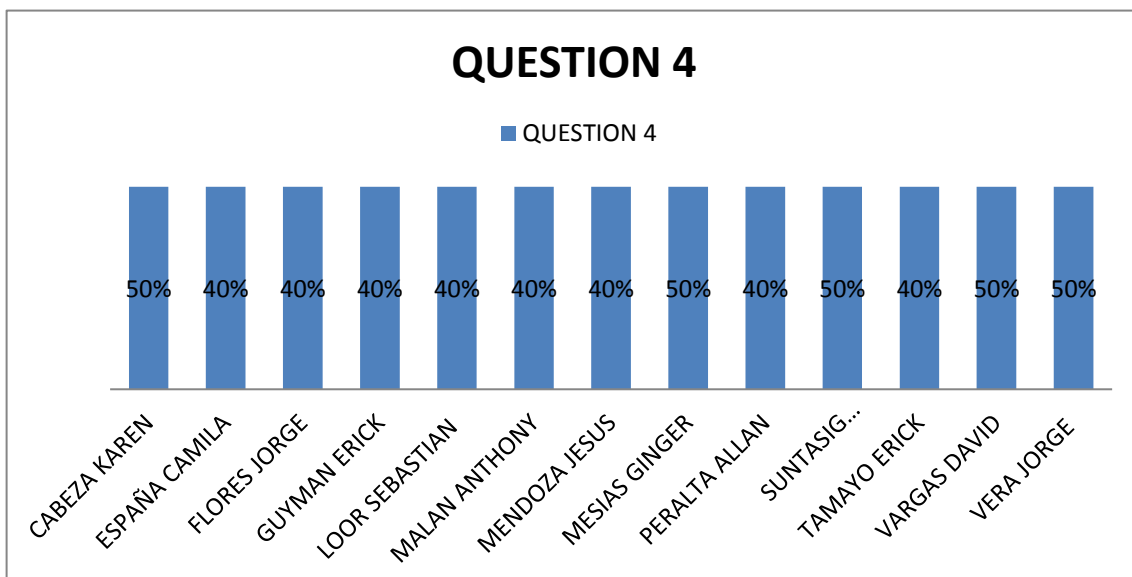
Figure 42. Statistics of question 4 post test administrated to students in group A

In Question four of table four, five students got five over five and eight students got four over five.

E. Statistical results of the post test applied to students of group A

Describe an every meal from your country

QUESTION 5		
STUDENT	SCORE	PORCENTAGE
Cabezas Karen	3	50%
España Camila	3	50%
Flores Jorge	3	50%
Guyman Erick	2	40%
Loor Sebastian	2	40%
Malan Anthony	2	40%
Mendoza Jesus	3	50%
Mesias Ginger	3	50%
Peralta Allan	2	40%
Suntasig Alexandra	4	40%
Tamayo Erick	4	40%
Vargas David	4	40%
Vera Jorge	5	50%

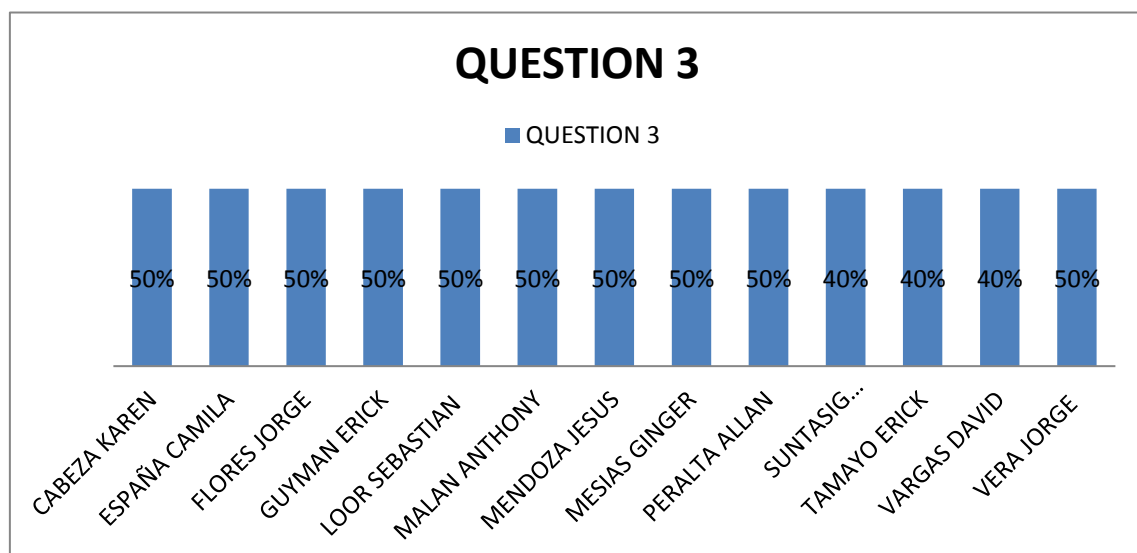**Table 32 questions 5 of post test administrated to students of Group A**

Figure 43.Statistics of question 5 post test administrated to students in group A

In Question five of table five, six students got five over five and seven students got four, over five.

3.4.6 Post Test group B

A. Statistical results of the post test applied to students of group B

What is the most popular dessert in your city?

QUESTION 1		
STUDENT	**SCORE**	**PORCENTAGE**
Aguilar Judith	2	40%
Barrera Jorge	2	50%
Castillo Nicole	3	30%
Cobos Karen	3	30%
Chimbo Denisse	2	30%
Franco Dennis	2	50%
Garcia Jose	2	30%
Garcia Gary	3	20%
Gamboa Kevin	3	30%
Guaman Diana	2	40%
Jaramillo Jordan	2	40%
Landa Sam	3	40%
Medina Beker	3	30%
Mera Lucia	2	20%
Palasquibay Jose	2	30%

Table 33 question 1 of post test administrated to students of Group B

Figure 44.Statistics of question 1 of post test administrated to students in group B

In Question one, of table one, six students got three over five, and nine students got two over five.

B. Statistical results of the post test applied to students of group B

What food do you refuse to eat? Why?

QUESTION 2		
STUDENT	SCORE	PORCENTAGE
Aguilar Judith	3	30%
Barrera Jorge	2	20%
Castillo Nicole	3	30%
Cobos Karen	3	30%
Chimbo Denisse	2	20%
Franco Dennis	3	30%
Garcia Jose	2	20%
Garcia Gary	3	30%
Gamboa Kevin	3	30%
Guaman Diana	2	20%
Jaramillo Jordan	2	20%
Landa Sam	3	30%
Medina Beker	3	30%
Mera Lucia	3	30%
Palasquibay Jose	2	20%

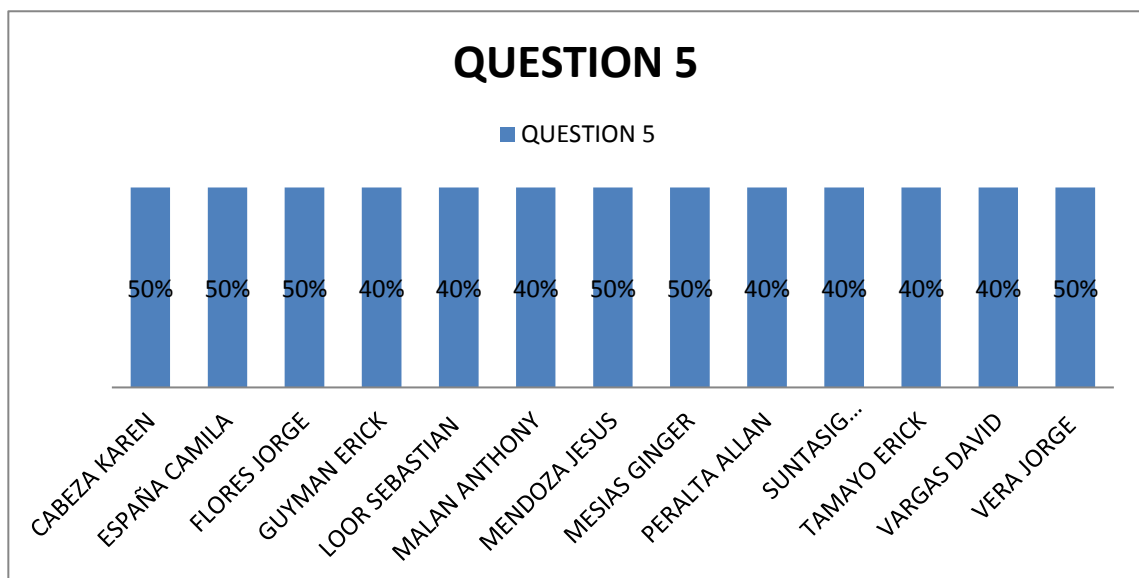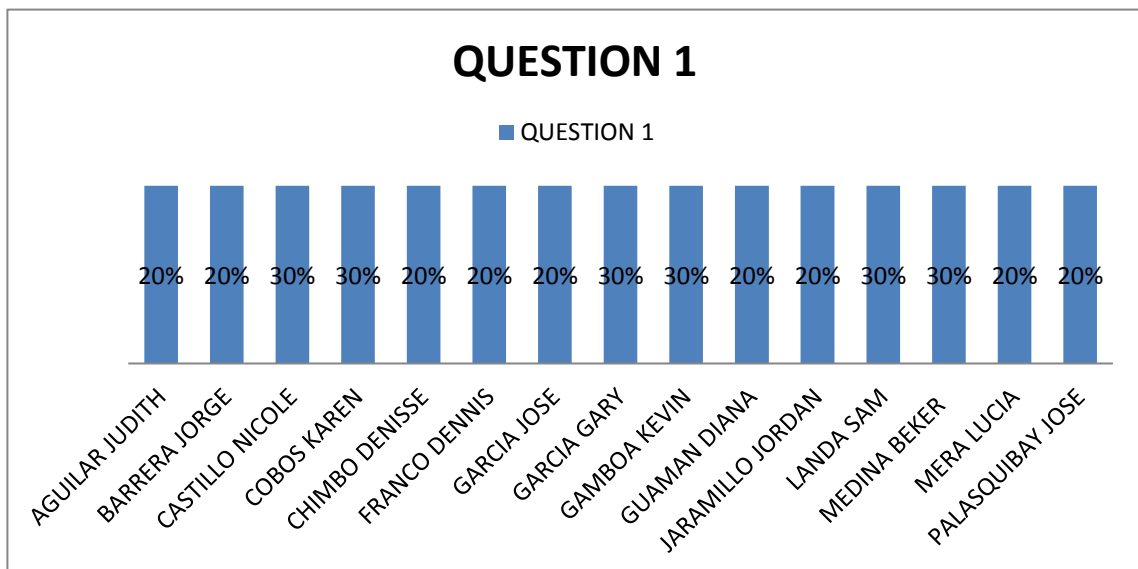**Table 34 question 2 of post test administrated to students of Group B**

Figure 45.Statistics of question 2 of post test administrated to students in group B

In Question two, of table two, nine students got three over five, six students got two over five.

C. Statistical results of the post test applied to students of group B

Can you give me some examples of fast food?

QUESTION 3		
STUDENT	**SCORE**	**PORCENTAGE**
Aguilar Judith	3	30%
Barrera Jorge	2	20%
Castillo Nicole	2	20%
Cobos Karen	3	30%
Chimbo Denisse	3	30%
Franco Dennis	3	30%
Garcia Jose	3	30%
Garcia Gary	4	40%
Gamboa Kevin	4	40%
Guaman Diana	3	30%
Jaramillo Jordan	3	30%
Landa Sam	4	40%
Medina Beker	4	40%
Mera Lucia	3	30%
Palasquibay Jose	3	30%

Table 35 question 3 of post test administrated to students of Group B

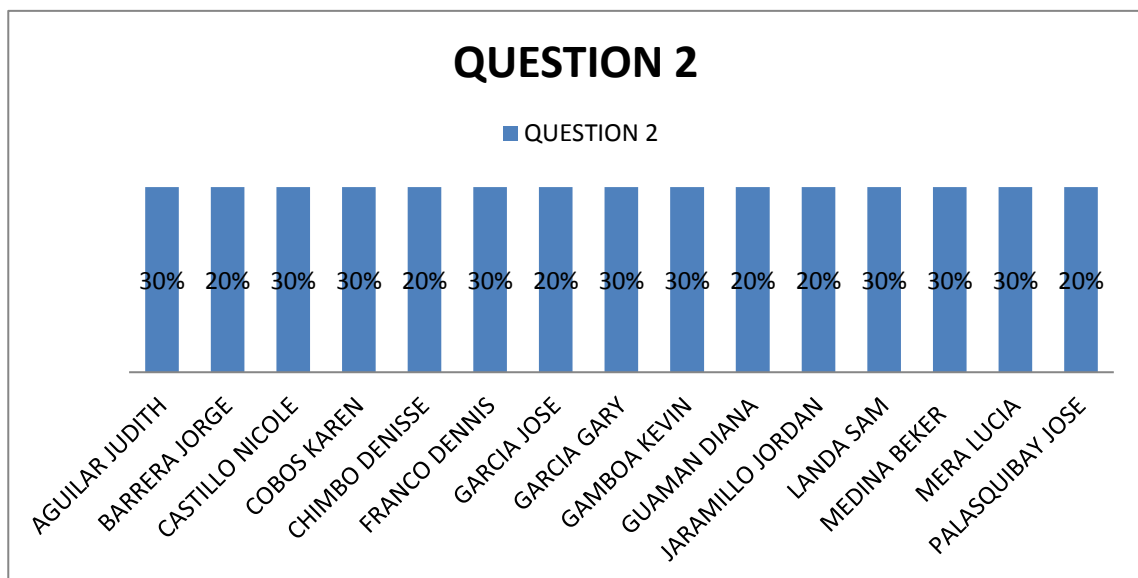**Figure 46.Statistics of question 3 post test administrated to students in group B**

In Question three of table three, four students got four over five, nine students got three, and two students got two over five.

D. Statistical results of the post test applied to students of group B

What did you order the last time you go to a restaurant?

QUESTION 4		
STUDENT	**SCORE**	**PORCENTAGE**
Aguilar Judith	3	30%
Barrera Jorge	2	20%
Castillo Nicole	2	20%
Cobos Karen	3	30%
Chimbo Denisse	2	20%
Franco Dennis	3	30%
Garcia Jose	2	20%
Garcia Gary	4	40%
Gamboa Kevin	3	30%
Guaman Diana	2	20%
Jaramillo Jordan	3	30%
Landa Sam	3	30%
Medina Beker	4	40%
Mera Lucia	4	40%
Palasquibay Jose	3	30%

Table 36 question 4 of post test administrated to students of Group B

Figure 47.Statistics of question 4 post test administrated to students in group B

In Question four of table four, three students got four over five, seven students got three and five students got two.

E. Statistical results of the post test applied to students of group B

Describe an every meal in your country

QUESTION 5		
STUDENT	SCORE	PORCENTAGE
Aguilar Judith	4	40%
Barrera Jorge	3	30%
Castillo Nicole	2	20%
Cobos Karen	3	30%
Chimbo Denisse	3	30%
Franco Dennis	2	20%
Garcia Jose	3	30%
Garcia Gary	3	30%
Gamboa Kevin	2	20%
Guaman Diana	3	30%
Jaramillo Jordan	4	40%
Landa Sam	4	40%
Medina Beker	4	40%
Mera Lucia	4	40%
Palasquibay Jose	4	40%

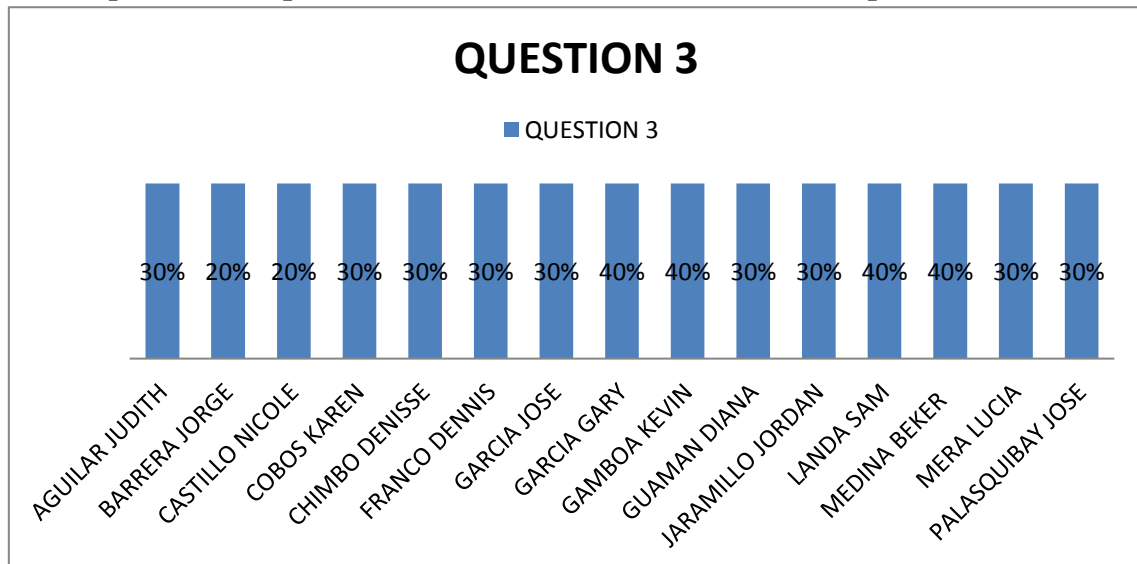**Table 37 question 5 of post test administrated to students of Group B**

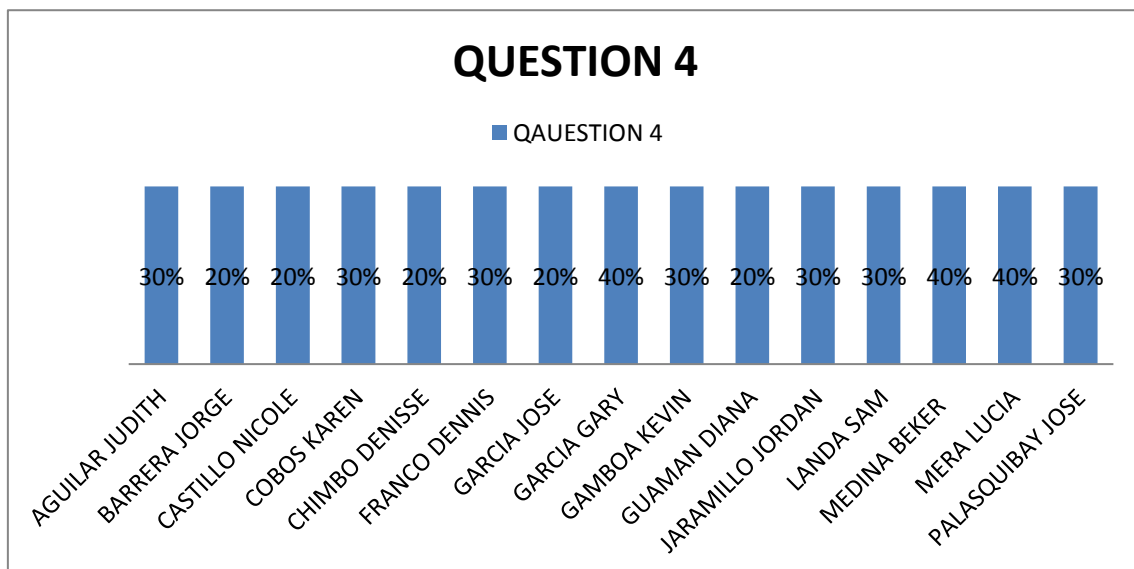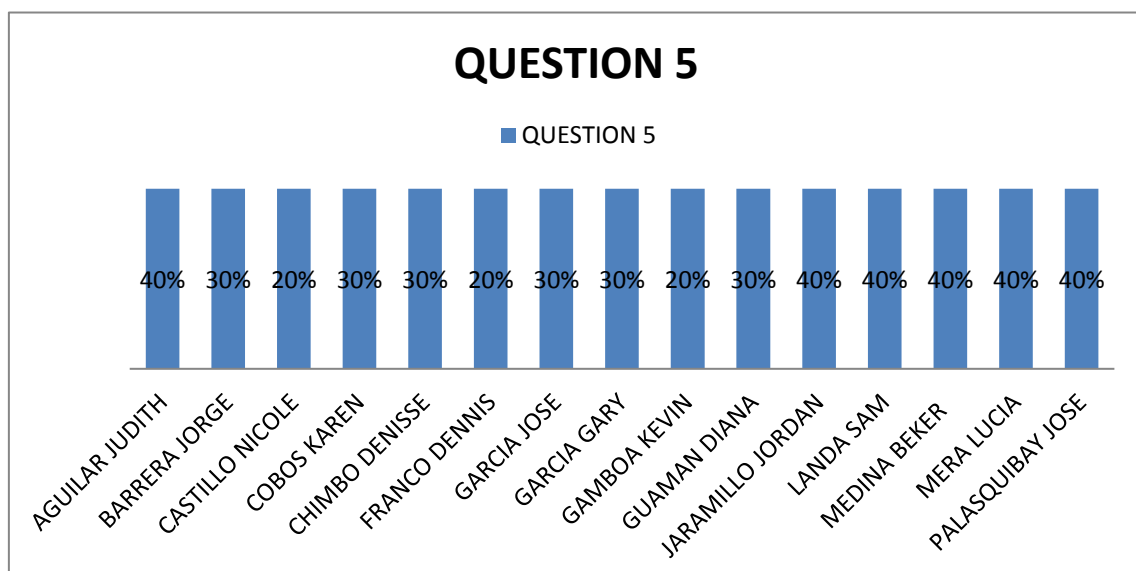**Figure 48.Statistics of question 5 post test administrated to students in group B.**

In Question five of table five, six students got four over five, six students got three, and three students got two over five.

3.5. Resources timeline and budget

Timeline

Date	Activity
October	Observation of sample groups Presentation of the research proposal
November	Collection of primary data
December	Administration of surveys, interviews to teachers and students.
January	Observation and interpretation of the data collected by the interviews, surveys and meetings.
June	Writing and presentation of the first two chapters.
August	Writing and presentation of the third and fourth chapter
September	Final writing of project report

Table 34 Budget

Category	Activity	Total
1. **Transportation**	School and university	$ 60
2. **Equipment**		
Computer	To make the project and activity sheets	$ 150
Printer	To print the project and activity sheets	$ 75
USB flash drive	To keep the project and activity sheets	$ 15
3. **Materials/Resources**		
Markers	To write on the board the most important words.	$6
Paper	To make copies, print the project, activity sheets.	$15
Flashcards, posters, newspapers, worksheets.	For warm up, games and class activities.	$35
4. **Total**		$ 356

4 Final Outcomes

4.1. Results or Findings

At the beginning of the process researchers could find difficulties and limitations that occur in any schools. The first thing that researchers did was to evaluate students' attitude towards the difficulties and limitations of new techniques, and methods, students felt a little bit shy when they had to participate in class, but at the same time they were happy because they really wanted to acquire new vocabulary so researchers had to bring some materials in order to improve their level of producing vocabulary for meaningful conversations.

Other problem researchers found was that the book was uncompleted studied; they studied one unit but not the next unit and so on. As a result of this situation students had an enormous lack of knowledge. They could not continue with the next units because those were linked with the previous ones.

One more limitation researchers found was that the teacher did not teach students in target language. Teacher taught English language in the mother tongue. For that reason, students were not able to acquire knowledge, in this case vocabulary neither to have meaningful conversations inside the classroom either outside.

Another problem researchers found was that the teacher was mostly not open to listen the suggestions in the way she performance her classes and in the way the high school program is developed.

The time was the final problem researchers found because English classes last 45 minutes, students had one hour of English classes per day and it was a short period of time to develop all the activities.

4.2. Conclusions

The last chapter is a brief summary of the findings that were presented before; it offers recommendations about different techniques, methods and strategies to develop the oral ability by acquiring the new vocabulary in English. The research project paper focus on the vocabulary incidence on oral ability in students at "America del Sur" school in Duran from junior level because after some observations researchers have noticed that they do not have a good level of vocabulary to be able to communicate in English. The outcome obtained provided researchers a perception of the principal problem that students have. However, this research paper has provided different techniques and methods in order to help with this situation.

This study focuses on the implementation of vocabulary acquisition, based on communicative approach and constructivist including class activities such as interacting, discussing, performing oral meaningful activities in order to provide students with the appropriate tools to acquire vocabulary to develop oral ability for a meaningful communication.

The main application of the tests was supported with surveys and activity sheets that were extra evaluations across the implementation. The outcome was that students improved their level of producing vocabulary and meaningful conversations and they could feel comfortable and confident at the moment of producing their oral skills.

Researchers applied a survey to find problems in junior level learners in the English subject. The main problem that researchers found through the survey was that students do not have a good level of vocabulary and for that reason they were not able to understand what they read and listen. Also they had a lot of difficulty with the vocabulary at the moment of speaking and writing, but not all the results that the survey showed were bad. Researchers found satisfactory results that permitted go ahead in a successful way with this research project. Most of the results for both groups of students were satisfactory because learners showed us they wanted to improve their speaking ability, the majority of students thought that English is important and necessary. Another important point that researchers took in consideration was that through the survey learners expressed that they would like to learn English by watching movies and listening to music, this information was really useful for researchers because most of the class activities were presented with music and short videos for students to talk about it

and in this way learners were able to improve their oral ability using the vocabulary taught previously in a funny way, as they said want to learn.

At the moment researchers applied the pre test the results were lower for group A and group B because students could not develop the oral test that had five questions in a good way. Learners had a lot of difficulties to speak owing to the lack of vocabulary, they did not have words to say, they had the idea to express but they could not because of poor vocabulary knowledge. After applying the pre test for both groups A and B. researchers trained learners of group A to learn vocabulary trough the well selected methods, techniques and strategies, and researcher, learners and teachers realized how vocabulary acquisition incise on oral ability development little by little. Learners of group B continued working with the high school program. Students of group A started to use the vocabulary taught in short but well elaborated phrases while participating in classes and talking with their partners. They were so happy because of the improvement on oral ability, and felt more confortable to express using the target language, students´ self esteem were really good in the classroom. Besides that, students of group B continued presenting problems while acquiring vocabulary and the good development of oral ability.

When researchers applied a post test to group A the results were good enough, things change a lot. Not in the same way for group B, students from group B did not present changes in the way the performed their speaking skill, they did not work with well selected methods and the correct techniques and strategies to learn vocabulary, so they were not able to develop the oral ability through the incidence of vocabulary acquisition. On the other hand, learners of group A had a noticeable amelioration on their oral ability. They could perform the post test in a better way. Researchers evaluated the five answers of the post test using the rubrics exposed before and the score of students in the post test were successfully. Student's answers were so practical; they used most of the vocabulary learned, to express their ideas, their phrases were well elaborated and the words they used were coherent to each question. According to the results, researchers conclude that vocabulary acquisition incise in a great way to the success of the oral ability development in the English language.

The oral ability can be developed through vocabulary acquisition. It will, however, take time and effort on the part of students and teachers. Selecting the most appropriate methods, techniques and strategies such as: Total physical Response, Direct

Method, Communicative Approach, and Task Based Learning methods; Identifying, Selecting, Matching, Sorting, Ranking and Sequencing techniques; memory, compensation, and cognitive strategies would help engage students in the acquisition of vocabulary to foster the oral ability successfully. More personal and professional opportunities are open to students in today´s globalized world, especially those that permit students grow up in the academic, communicative, and labor aspects to face the world today. English language offers students the possibility to fulfill that objective. These opportunities would offer income for students as well as productive results for the society. Outreach the oral ability development through vocabulary acquisition would help promote productive activities in the classroom that could improve notably their English level and more aspects such as a higher fluency, pronunciation, and confidence when they speak, instead of having poor vocabulary knowledge and not being able to keep meaningful conversations for daily life situations. If these points will be incremented at "America del Sur" High School program, students will surely see an increase on their vocabulary knowledge and obviously in their oral ability development.

4.3 Recommendations

Taking into account these key issues and principles that the Ecuadorian Ministry of Education (MinEduc) provide such as: The importance of the English language as a tool which equips individuals to understand people and cultures beyond linguistic and geographic boundaries; the need to align the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR)—which is internationally recognized and provides a common basis for the elaboration of language curriculum guidelines and syllabi; and that the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching. And the following principles: Language is a system for the expression and conveyance of meaning, the primary function of language is interaction and communication, and the structure of language reflects its functional and communicative uses and based in the results that this research project reflect after applying the most appropriate methods, techniques and strategies, researchers recommend the following:

A. First of all, there should be more English teachers because there is only one teacher at school and another at high school so the teachers of the school should encourage students to acquire vocabulary to develop oral ability not only with repetition drills but also let them to express their ideas, feelings through communicative activities such as: interacting, discussing, performing oral meaningful activities, it helps students to participate in class inside or outside without any problem, and also they can use their new vocabulary acquired in real life situation. It is necessary to work in groups or pair work in order to get students participate in an effectively way, and also the use of dictionary, and technology because these are important tools nowadays.

B. The school should guide the teachers with seminars that the editorial of the book where they have acquired it, it has a convention where they can offer additional materials and training in order to help the teachers to have a good methodology and resources that students need for increasing meaningful communication through introducing vocabulary.

C. Teacher should motivate students to use their second language and try to explain the class with mnemonics such as Word cards, Guessing from context, Coping strategies for

production, Using dictionaries, Spelling rules, Keeping records, and Motivation. Using less Spanish for helping students to develop their English skills, the teacher should use more extra activities for teaching vocabulary in order to let them produce meaningful communication at the moment when they have to use it in their real life situation.

D. The school should have the necessary implementations and tools in order to help the teacher to have the respective resources for teaching a second language and also students need to be motivated to learn.

E. it is important to mention that according to ministry of Education The English Language Learning Standards (ELLS) are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process. It means that the High School will show "what students must know and be able to do as they move toward full fluency in English1". The proficiency levels set by the CEFR and established as the benchmarks for Ecuador's ELLS are A1, A2, and B1. The progression of the levels is the following

Level A1: At the end of 9th year Basic Education

Level A2: At the end of 1st year Baccalaureate

Level B1: At the end of 3rd year Baccalaureate

To reach the level that the CEFR establish teachers should analyze what book they are going to work with in order to have a successful development of the English Skills.

F. finally researchers recommend that teachers teach vocabulary in order to help oral production. To teach this there are many different kinds of tasks that teachers can set learners in order to help them move words into long-term memory. The most demanding are: Identifying, Selecting, Matching, Sorting, Ranking and Sequencing. Using this kind of task students will be able to put in practice the vocabulary acquire at the moment of speaking to have meaningful conversations. The main contribution of this research project is to suggest teachers to select and apply the best methods, techniques and strategies in order students acquire vocabulary to develop the oral ability in a successful way because most of the time teachers tend to forget teaching vocabulary and they focus on teaching the main skills that are listening, speaking, reading and writing and why not mention grammar, without taking in consideration the important role of vocabulary. It impacts on the development of the oral ability a lot because when

students acquire new vocabulary words they are able to introduce themselves and others, have longer conversations of real life situations, they have words to remember and also they use synonyms, connect simple phrases in order to describe experiences, events, dreams, hopes and ambitious, enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life, give brief reasons and explanations for opinions and plans, and narrate a story.

The main purpose of this research project, was achieved, our main goal was to help students improve their oral communication skills, and to recommend teachers the most appropriate methods, techniques and strategies to teach vocabulary. Researchers main proposal, is the use of this research paper to conduct further investigation, the needs of students are in constant change, and why not methodology, therefore, future researchers can use this work as a guide, to develop theories to help students in beginning levels acquire vocabulary and develop oral ability, and mainly creating meaningful communication inside the classroom taking this project as a reference.

APPENDIX

Universidad Laica Vicente Rocafuerte de Guayaquil

Principal´s Interview

1. What means for you Education?

2. Do you think nowadays is important to include English as a subject in the National Curriculum?

3. Why do you think is important to learn English as a second language?

4. What methods and techniques do your teachers use to teach English?

5. Do the baccalaureate students perform all the English skills correctly? If not, which one?

6. Why do you think is difficult for them to speak fluently?

7. In this moment are your baccalaureate students able to reach the level B1 set by the CEFR?

8. Would you like your students improve the oral ability?

9. What do you consider relevant to improve the oral ability?

10. Do you think is important to acquire vocabulary in order to develop the oral ability successfully?

Universidad Laica Vicente Rocafuerte de Guayaquil

Survey

Read the following questions and mark with a check (✓) the most accurate answer for you.

1. **Would you like to improve your English?**

   ☐   Yes

   ☐   No

   ☐   Maybe

2. **Do you think is important to learn English?**

   ☐   Yes

   ☐   No

3. **How do you prefer to learn English?**

   ☐   Reading magazines, books, stories, etc.

   ☐   Watching movies, videos, etc.

   ☐   Listening to music

   ☐   Speaking with others.

4. **How is your English Vocabulary?**

   ☐   Good

   ☐   Bad

5. How much do you understand while listening and reading?

☐   Every word

☐   The general idea

☐   Most words but not all

☐   Nothing

6. Are you able to speak and write without any vocabulary problems?

☐   Yes

☐   No

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

PRE TEST / POST TEST

Questions to discuss in the Pre Test:

1. Describe your favorite fast food.

2. Do you prefer to eat vegetables or snacks?

3. What is your ideal kind of dinner?

4. Do you take care of your diet? Explain how?

5. What is your favorite dessert?

Questions to discuss in the Post Test:

1. What is the most popular dessert in your city?

2. What food do you refuse to eat? Why?

3. Can you give me some examples of fast food?

4. What did you order the last time you go to a restaurant?

5. Describe an every meal in your country.

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Rubric

5 point scale

Accuracy (deliberate performance-prepared)

1 --- Little or no language produced.

2 -- Poor vocabulary, serious mistakes in grammar, poor pronunciation.

3 -- Adequate vocabulary, mistakes in grammar, adequate pronunciation.

4 -- Good vocabulary, occasional errors in grammar, good pronunciation.

5 -- Wide vocabulary, very few errors in grammar, very good pronunciation.

Fluency (effortless interaction-not prepared)

1 --- Little or no communication.

2 --- Very hesitant and brief utterances, sometimes difficult to understand.

3 --- Communicates ideas, but hesitantly and briefly

4 --- Effective communication, but does not elaborate on response.

5 --- Easy and efficient communication. Elaborates on responses.

Figure 13 <miller J. (2013), Oral Exams: Rubrics slideshare.net/jabbusch/oral-rubrics-2>

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

PHOTOS

Picture 1 <students working with memory strategies>

Picture 2 <students putting in   practice the vocabulary acquired>

Picture 3 <students working with guess my word technique>

Picture 4 <students having meaningful conversations>

Picture 5 <students working with receiving and sending message cognitive strategy>

Picture 6 <students working with de-vowelled words technique>

Picture 7 <students working with categorizing technique>

Works used in the preparation of this guide

References

- Crabtree, E. (1999). Noam Chomsky: *A Selected Annotated bibliography*. Retrieved from:

  .http://www.muskingum.edu/~psych/psycweb/history/chomsky.htm

- British council (2015). Communicative Approach, 1 (309) 209131. Retrieved from:http://www.teachingenglish.org.uk/article/communicative-approach

- Brown, H. D. (2007). *Principles of Language Learning and Teaching – 5th ed.* New York: Pearson Education.

- Thornbury. S. (2002) *How to Teach Vocabulary*. England. Pearson Education.

- John Benjamin Publishing Company. (2011). *Theory of Language*. Retrieved from https://benjamins.com/#catalog/books/z.164/main

- David Lloyd. (2014). *Electronic Portfolio*. Retrieved from http://users.accesscomm.ca/vendra/EDU%20533/Behaviorism%20,%20Cognitive%20Psychology%20and%20Constructivism.htm#top

- The Peak Performance Center. (n.d.) *Learning Theories*. Retrieved from http://thepeakperformancecenter.com/educational-learning/learning/theories/

- Thompson. T. (2004). *The Learning Theories of David Ausubel: The Importance of Meaningful and reception Learning*. Retrieved from http://ww2.coastal.edu/dsmith/edet720/ausubelref.htm

- Moral Modules. (2013). *Second and Foreign Language Teaching Methods*. Retrieved from http://moramodules.com/ALMMethods.htm

- One Stop English. B. T. (2000). *Teaching Approaches: Task Based Learning*. Retrieved from http://www.onestopenglish.com/methodology/teaching-articles/teaching-approaches/teaching-approaches-task-based learning/146502.article

- Bilash O. (2009). *Task Based Teaching (TBLT).* Retrieved from http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/taskbasedlanguageteaching.html

- Direct English (2009). *Direct Method*. Retrieved from http://hu.directmethod.eu/methodology-and-courses/

- Lajtai. A. (2013) *The Importance of strategies in EFL Vocabulary Acquisition*. Retrieved from http://www.academia.edu/3191919/The_Importance_of_Strategies_in_EFL_Vocabulary_Acquisition TESIS "4"

- Communicative Process. (n.d.). In *Business Dictionary Online*. Retrieved from http://www.businessdictionary.com/definition/communication-process.html

- Oral Skill definition. (n.d.) in *Mondofacto Dictionary Online*. Retrieved from http://www.mondofacto.com/facts/dictionary?oral+skills

- Miller, J. (2013). *Oral Exam: Rubrics* [PowerPoint slides] Retrieved from http://www.slideshare.net/jabbusch/oral-rubrics- 2

- Wise Geek. (n.d.). *What is Vocabulary Acquisition?* Retrieved from http://www.wisegeek.com/what-is-vocabulary-acquisition.htm#didyouknowout

- Simple psychology (n.d.) *Pavlovian Conditioning*. Retrieved from http://www.simplypsychology.org/pavlov.html

- Learning Theory Fundamentals. (n.d.) *David Ausubel Theory*. Retrieved from http://www.theoryfundamentals.com/ausubel.htm

- Time Rime (n.d.) *skinner*. Retrieve http://www.timerime.com/es/evento/1620240/Skinner/

- Til. (2012). *Human Learning*. Retrieve from http://www.tuninst.net/LANG-MEAN/Human-learn/human-learn.htm

- Ministerio de Eduacacion (n.d.). *National Curriculum Guidelines*. Retrieve from http://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-NationalCurriculum-Guidelines-EFL-Agosto-2014.pdf

URKUND

Urkund Analysis Result

Sources included in the report:

1420487116_285__PROYECTO%252Bde%252Bestadistica_english%252Bfinal.docx (D12789191)
projecto Goya Gordillo.docx (D14185689)
CHAPTER II.docx (D15301218)
http://www.simplypsychology.org/operant-conditioning.html
https://prezi.com/pdjbbm7rmwqx/please-dont-stop-the-music/
http://www.slideshare.net/eaquals/cefr-curriculum-aids-brian-north
https://msretnoayu.wordpress.com/2012/07/20/what-are-the-factors-influencing-the-use-of-vocabulary-learning-strategies-a-research-proposal/
http://teflpedia.com/Natural_Approach
http://tuninst.net/LANG-MEAN/Human-learn/human-learn.htm
http://textarchive.ru/c-2237369-p5.html
http://www.wisegeek.com/what-is-vocabulary-acquisition.htm
http://languageinstinct.blogspot.com/2006/09/what-is-clt-language-competencies.html
http://library.ziyonet.uz/uz/book/download/6472
http://www.bestreferat.ru/referat-331371.html

Instances where selected sources appear:

27

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: Vocabulary Acquisition and its Incidence on Oral Ability Development in Junior High School Students at America del Sur School in Duran-Ecuador Year 2015**.**

AUTOR/ES: Jessenia Vera Quijije Teresa Fuentes Salazar	TUTOR: MTEFL. Xavier Torres Freres
	REVISORES: MsC. Giovanni Freire Jaramillo MsC. Melida Campoverde MsC. Maritza Mejia MsC. Janeth Mora Zapater
INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil.	FACULTAD: Educación

CARRERA: Ciencias de la Educación Mención - Inglés

FECHA DE PUBLICACIÓN:	No. DE PÁGS: 78

TÍTULO OBTENIDO: Licenciado en Lengua Inglesa - Mención En Enseñanza y Administración de Sistemas Educativos en Tefl.

ÁREAS TEMÁTICAS: Educación

PALABRAS CLAVE: Vocabulary, Acquisition, Incidence, Oral, Ability

RESUMEN: The main goal of this project is to determine the incidence of vocabulary acquisition on oral ability development in Junior level adolescents at America del Sur School in Duran- Ecuador. Data for this research were gathered through a deep investigation of famous theorists and linguists that have proposed their thoughts and studies through the time such as Noam Chomsky, Pavlov, Skinner, David Ausubel, and Carl Rogers, their theories were very important in order to carry out this project. Methods such as: Communicative language teaching (CLT), Direct Method, and Task-based language learning (TBL), have been chosen and adapted to the topic in order to facilitate the motivation and learning for the students.

No. DE REGISTRO:	No. DE CLASIFICACIÓN:

DIRECCIÓN URL:

ADJUNTO PDF:	x SI		NO
CONTACTO CON AUTOR/ES	Teléfono: 096730095		E-mail: jesseniaveraq@gmail.com

CONTACTO EN LA INSTITUCIÓN:	Nombre: Ab. Michelle Vargas Aguilar. Secretaria de la Facultad de Educación.
	Teléfono: 2596500 ext. 221
	E-mail: mvargasa@ulvr.edu.ec