# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

## MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**Tema: "VOCABULARY TECHNIQUES AND THE INTERPERSONAL COMMUNICATION IN LEARNERS OF ENGLISH"**

Trabajo de Investigación, previa a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera.

**Autora:** Licenciada Lorena Maribel Ilbay Morejón

**Directora:** Licenciada Ruth Elizabeth Infante Paredes Magíster

**Ambato – Ecuador**

**2018**

**A la Unidad de Titulación de la Universidad Técnica de Ambato**

El Tribunal receptor del Trabajo de Investigación presidido por el Doctor Héctor Fernando Gómez Alvarado, Presidente de Tribunal e integrado por las señoras: Licenciada Lorena Fernanda Parra Gavilánez Magíster, Licenciada Ana Jazmina Vera de la Torre Magíster, Licenciada Ximena Alexandra Calero Sánchez Magíster, Miembros de Tribunal designados por la Unidad de Titulación de la Universidad Técnica de Ambato, para receptar el Trabajo de Investigación con el tema: "VOCABULARY TECHNIQUES AND THE INTERPERSONAL COMMUNICATION IN LEARNERS OF ENGLISH", elaborado y presentado por la Licenciada, Lorena Maribel Ilbay Morejón, para optar por el Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera; una vez escuchada la defensa oral del Trabajo de Investigación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.
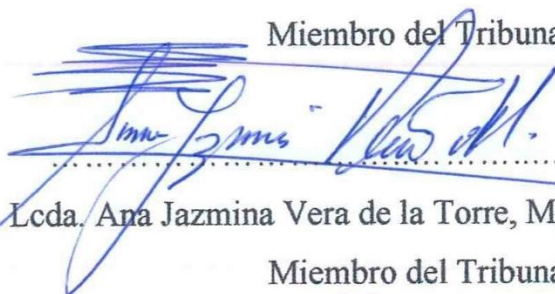
......................................................

Dr. Héctor Fernando Gómez Alvarado

Presidente del Tribunal

......................................................
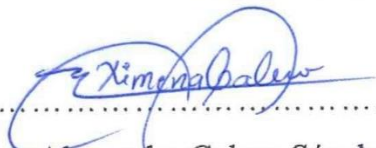
Lcda. Lorena Fernanda Parra Gavilánez, Mg

Miembro del Tribunal

......................................................

Lcda. Ana Jazmina Vera de la Torre, Mg

Miembro del Tribunal

......................................................

Lcda. Ximena Alexandra Calero Sánchez, Mg

Miembro del Tribunal

# AUTORIA DEL TRABAJO DE INVESTIGACIÓN

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Investigación presentado con el tema: "VOCABULARY TECHNIQUES AND THE INTERPERSONAL COMMUNICATION IN LEARNERS OF ENGLISH", le corresponde exclusivamente a: Licenciada, Lorena Maribel Ilbay Morejón, Autora bajo la Dirección de la Licenciada, Ruth Elizabeth Infante Paredes Magíster, Directora del Trabajo de Investigación; y el patrimonio intelectual a la Universidad Técnica de Ambato.

................................................................................

Lcda. Lorena Maribel Ilbay Morejón.

c.c.18034552406

**AUTORA**

................................................................................
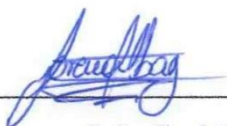
Lcda. Ruth Elizabeth Infante Paredes, Mg.

c.c. 0603016106

**DIRECTORA**

# DERECHOS DE AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Investigación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.

Lcda. Lorena Maribel Ilbay Morejón.

c.c. 180345240-6

iv

# ÍNDICE GENERAL DE CONTENIDOS

vii

# ÍNDICE DE FIGURAS

# ÍNDICE DE TABLAS

# ÍNDICE DE GRÁFICOS

# ÍNDICE DE ILUSTRACIONES

# AGRADECIMIENTO

I would want to thank God from the deep of my heart for the life and the blessings to finish this goal. Besides, I would want to be grateful with my parents for their support, confidence and love. Moreover, I would want to show my gratitude to my baby Gael and my husband Oscar for being with me in every single moment. Thanks a lot to my thesis tutor Lcda,. Ruth Infante, Mg. for her recommendations and guidance during this research project.

Lorena

# DEDICATORIA

This research Project is dedicated to God who has guided my steps during my life, to my parents because they always motivate and encourage me. To my husband and my son Gael because my effort is for them.

**UNIVERSIDAD TÉCNICA DE AMBATO**

**DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO**

**LENGUA EXTRANJERA**

**TEMA:**

VOCABULARY TECHNIQUES AND THE INTERPERSONAL

COMMUNICATION IN LEARNERS OF ENGLISH

**AUTORA:** Licenciada Lorena Maribel Ilbay Morejón

**DIRECTORA:** Licenciada Ruth Elizabeth Infante Paredes Magíster

**FECHA:** 9 de Mayo de 2018

RESUMEN EJECUTIVO

El presente proyecto de investigación "Técnicas de Vocabulario y la Comunicación Interpersonal en Aprendices de Inglés" tuvo como objetivo determinar la relación que existe entre las técnicas de vocabulario y la comunicación interpersonal en aprendices de inglés. La investigación se enmarco en un enfoque tanto cualitativo como cuantitativo, con los tipos de investigación bibliográfica y de campo ya que la ejecución se desplegó en cada clase de inglés. La población radicó en sesenta y cuatro estudiantes de décimo año paralelos "A" Y "B" de la Unidad Educativa "Ambato", sección vespertina de nivel A2.1de acuerdo al libro del Ministerio de Educación del Ecuador. Se utilizó un cuestionario validado como técnica y dos pruebas Key English Test (KET) como instrumento de recolección de datos (prueba previa, prueba posterior), mismas que evaluaron los conocimientos adquiridos con las técnicas de vocabulario utilizadas (visuales y verbales), en relación a la comunicación interpersonal ésta fue valorada a través de los siguientes criterios de evaluación: gramática y vocabulario, pronunciación y comunicación interactiva. Entre las técnica visuales y verbales utilizadas están: realia, mime and gestures, pictures, translation, drilling, synonyms and antonyms. Con el fin de comprobar la hipótesis se utilizaron las pruebas de Kolmogorov-Smirnov y Wilcoxon. Los resultados obtenidos revelan que las técnicas de vocabulario se relacionan con la comunicación interpersonal. Se concluye que los educandos obtuvieron un progreso significativo en su comunicación interpersonal posterior a la implementación de las diversas técnicas de vocabulario.

**Descriptores:** aprendices de inglés, comunicación interactiva, comunicación interpersonal, criterios de evaluación, gramática y vocabulario, KET, pronunciación en inglés, técnicas visuales, técnicas verbales, técnicas de vocabulario.

**UNIVERSIDAD TÉCNICA DE AMBATO**

**DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO**

**LENGUA EXTRANJERA**

**THEME:**

VOCABULARY TECHNIQUES AND THE INTERPERSONAL

COMMUNICATION IN LEARNERS OF ENGLISH

**AUTHOR:** Licenciada Lorena Maribel Ilbay Morejón

**DIRECTED BY:** Licenciada Ruth Elizabeth Infante Paredes Magíster

**DATE:** 9 de Mayo de 2018

## EXECUTIVE SUMMARY

The present investigation project "Vocabulary Techniques and the Interpersonal Communication in Learners of English" had as objective to determine the relation between the vocabulary techniques and the interpersonal communication in learners of English. This research hold a qualitative and quantitative approach. A bibliographical – field research study was carried out, due to the application was developed in each class. The population consisted of sixty-four students from tenth year, class "A" and "B" at Unidad Educativa "Ambato", afternoon shift, level A2.1according to the English book given from the Ministry of Education of Ecuador. The technique was a validated questionnaire, and the instrument was a Key English Test (pre and post test), which assessed the vocabulary techniques (visual and verbal) in relation to the interpersonal communication, it was evaluated through the following evaluation criteria: grammar and vocabulary, pronunciation, interactive communication. Among the visual and verbal techniques used, there are realia, mime and gestures, pictures, translation, drilling, synonyms and antonyms. To verify the hypothesis, the Kolmogorov-Smirnov and Wilcoxon test were applied. The results obtained show that the vocabulary techniques improve the interpersonal communication. It concluded that learners had a significant progress in the interpersonal communication after the execution of assorted vocabulary techniques.

**Keywords:** English pronunciation, evaluation criteria, grammar and vocabulary, interactive communication, interpersonal communication, KET, learners of English, visual techniques, verbal techniques, vocabulary techniques.

INTRODUCCIÓN

The investigation called "VOCABULARY TECHNIQUES AND THE INTERPERSONAL COMMUNICATION IN LEARNERS OF ENGLISH" has as main objective that is to analyze the relationship between these two variables. It provides appropriate information related to Vocabulary techniques, its elements, types and the interpersonal communication assessment criteria. This research was carried out because it was identified that there was a limited interaction among students during English classes.

This study consisted of a field- experimental research because vocabulary techniques were applied to a specific group of students pointing to improve their interpersonal communication. This investigation had a quali-quantitative approach. The instruments were a pre-test and post-test. Furthermore, to implement the vocabulary techniques as a possible answer, the researcher first identified the main causes about the interpersonal communication low level. Besides, the researcher applied a validated test to notice how students improved their interpersonal communication. Additionally, this research work contributed to have an overview of the new vocabulary techniques that could be implemented in class.

This research work is distributed into six chapters:

CHAPTER I, presents the theme of the problem, its contextualization at macro, meso and micro levels, critical analysis, prognosis, the setting of the problem, research questions, research delimitation, justification, and objectives to be accomplished.

CHAPTER II, shows the research background taking into consideration previous studies related to the topic, philosophical foundations, legal basis, key categories, the theoretical support of each variable, the hypothesis, and signaling of hypothesis.

CHAPTER III, describes the methodology applied in this research in relationships of the basic method of research, the level or type of research, the population, the operationalization of variables, the method of data collection and data collection and analysis.

CHAPTER IV, presents the data attained from the pre-test and post- test that was applied to the students. It also displays the analysis and results, data interpretation, and hypothesis verification in order to accept or reject the two hypothesis. Hypothesis through the use of the Kolmogorov-Smirnov test.

CHAPTER V, shows the conclusions and recommendations that are established according to the objectives of this research.

Finally, in the annexes, there is the proposal that affords information about informative data, proposal background, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment.

CHAPTER I

PROBLEM STATEMENT

## 1.1 Theme of the problem

"Vocabulary techniques and the interpersonal communication in learners of English"

## 1.2 Problem Statement

### 1.2.1 Contextualization of the problem

English is well known as a global language. It is also called lingua franca that aims to help people communicate among different countries around the world. (Seidlhofer, 2011).Worldwide, it is taught by simple words, phrases, and after that, the grammar structure. In the teaching-learning process of a foreign language, vocabulary is the basis to develop communication because it is the building block to express ideas, thoughts, and feelings. Additionally, the English language opens doors to make business, use the technology, and get significant information about any subject.

At international level, English is a universal language whose learning is in sciences, technology, business, and other fields. Many countries included China had encouraged different programs that apply techniques and English learning methods with the aim of developing students' skills to learn a foreign language (Lianjun, 2008).

In Latin America, English is taught as a foreign language. Teachers apply a variety of

vocabulary techniques that help to develop the interpersonal communication in class. Ecuador is one of the countries with the lowest English language level according to the English Proficiency Index 2017, it is in the 55th place of the 80 countries that were evaluated in the proficiency of this language. Nowadays, Ecuadorian English Language Policy aims to have English as a mandatory language from Primary Schools to 3$^{rd}$ of Bachillerato, with the aim that all secondary graduates should be at B1 level according to the Common European Framework of Reference (CEFR). The communicative approach is the principal method of the English teaching learning process, in which the language is used to communicate and interact with others.

Regarding the Tungurahua Province, the way of how English vocabulary is developed in many high schools has to change in order to develop the students' interpersonal communication. Communication in class is very essential because there are different resources to enrich the students learning. Moreover, there are factors that influence the development of the interpersonal communication, which is the lack of English vocabulary techniques to develop it easily. This problem is faced in Ambato high school, where the research has been carried out. Some of the techniques to get and internalize the vocabulary are didactic games. Furthermore, this is the main reason for teachers to find suitable techniques in order to get new words.

In Ambato high school, the majority of students do not have a wide number of words in order to use the foreign language appropriately or establish a good conversation in the classroom. Rich vocabulary makes listening, speaking, reading, and writing skills easier to be performed. English vocabulary techniques depends on the teacher creativity, and it requires collaborative work among authorities, teachers and children to develop interpersonal communication, with a great branch of words to connect with others. Moreover, teachers have to implement vocabulary techniques in order to give a solution to this problematic issue.

### 1.2.2 Problem tree



| | | | |
|---|---|---|---|
| **Effects** | Limited use of Interpersonal Communication in class. | Restricted interaction among students. | Limited use of real – world situations in class. | Communication is not meaningful. |

**Problem:** LACK OF AWARENESS OF "VOCABULARY TECHNIQUES AND THE INTERPERSONAL COMMUNICATION IN LEARNERS OF ENGLISH

| | | | |
|---|---|---|---|
| **Causes** | Lack of teachers' training on vocabulary techniques. | Traditional methodology use. | Course books do not include vocabulary techniques. | Decontextualized Evaluation |

**Figure 1:** Problem Tree
**Source:** Contextualization of the problem
**Author:** Ilbay, L (2017)

### 1.2.3   Critical Analysis

Due to the limited teachers' training on vocabulary techniques by the Ministry of Education, students cannot establish a significant conversation in class. Interpersonal communication among students has to be improved because the English vocabulary techniques are not suitable.

The methodology and the English vocabulary techniques are traditionalist because the outcomes are not the required by the Communicative approach that the Ministry of Education demands from the students. Therefore, there is a restricted interaction among students, due to the researcher did the study and faced this problematic issue during the class, so students get frustrated and they cannot communicate, ask or answer important questions in English when talking to their friends or the teacher in class.

Additionally, the course books that teachers use do not include vocabulary techniques that is why there is a limited use of real – world situations in class. Students might be able to apply the language satisfactorily due to the benefits that real world situations offer to students when passing through similar circumstances. Teachers must be creative, innovative, and dynamic in all the activities in order to get the students' interest avoiding their fears. Furthermore, teachers sometimes become magicians to provide students with the necessary motivation, which is essential during the teaching learning process.

Likewise, the evaluation is decontextualized since it is to give a score about the topics that are in the course books but not to check if the students can communicate among them meaningfully. Furthermore, in the English curriculum 2016 mentions that the communicative approach has to guide the teaching – learning process when teaching a language. Additionally, the communicative competence is the base to interact with others in order to provide or receive information and it has to be developed in each class (English Curriculum, 2016).

In every educative institution, it should be mandatory to elaborate a manual of techniques for the four skills taking into consideration the teacher's experiences

because they know the reality of each class. Moreover, this manual would be a resource to share with other teachers and at the back of this get significant outcomes with the students, so teacher can assess what they have learn and how they apply it.

### 1.2.4 Prognosis

If the lack of awareness about the vocabulary techniques continues being the same, it will continue affecting in a negative way to the interpersonal communication in learners of English because it would show that students will not be able to communicate among themselves in classes and they could get frustrated, unmotivated, and stressed out. Furthermore, students will lose the interest to learn the language and they will not care about it.

On the other hand, if the vocabulary techniques are active and effective, students will be able to interact and participate in class, to increase their confidence, to establish a conversation, in order to contribute to their interpersonal communication development. Additionally, students will be engaged with the language and they will be able to learn more words or phrases with the aim of applying them in real contexts.

### 1.2.5 Setting of the Problem

What is the relation between vocabulary techniques and the interpersonal communication in learners of English?

### 1.2.6 Research Questions

What are the types of vocabulary techniques that improve the interpersonal communication in learners of English?

Which are the elements of the assessment criteria for interpersonal communication?

Which is the improvement between pre-test and post-test?

**Field:** Education

**Area:** English as a foreign language

**Aspect:** Vocabulary techniques and the interpersonal communication in learners of English.

**Temporal Delimitation:**

The research was from May 2017 to March 2018.

**Specific Location of Research:**

The research was carried out during 2017 – 2018 academic school year specifically at Unidad Educativa Ambato.

## 1.3   Justification

The present research was established with the aim of exploring how vocabulary techniques improved the interpersonal communication. It is suitable because English teachers want to improve the teaching - learning process daily finding new useful vocabulary techniques for the classes, encouraging students to improve the interpersonal communication based on the assessment criteria of the Common European Framework of Reference (CEFR) which are: grammar and vocabulary, pronunciation, and interactive communication.

This research is very important due to English language is essential in every field, fundamentally the vocabulary that allows us to develop the interpersonal communication with other English-speaking people. This is the main reason that the present work provides teachers with a number of vocabulary techniques that changes their monotonous classes into fun, creative, and constructivist classes.

The current research seeks a positive socio - educative impact on both teachers and students in order to strengthen interpersonal communication through vocabulary techniques, changing traditional views by active vocabulary techniques, with the aim of produce coherent ideas with the current educational trends. Besides, it is an excellent constructive learning environment where students can avoid stress and risks to produce the language.

This research is feasible since it counts on the support of the authorities of Unidad Educativa "Ambato." Moreover, this institution wants that students communicate in English classes.

The beneficiaries of the present investigation are not only teachers but also students. On the one hand, teachers are able to make use of new active teaching vocabulary techniques to develop interpersonal communication and the speakers are able to interact and communicate with other people in class.

## 1.4    Objectives

### 1.4.1   General Objective

To determine the relation between vocabulary techniques and the interpersonal communication in learners of English.

### 1.4.2   Specific Objectives

To investigate the types of vocabulary techniques that improve the interpersonal communication in learners of English.

To identify the elements of the assessment criteria for interpersonal communication.

To analyze the improvement between pre-test and post-test.

CHAPTER II

THEORETICAL FRAMEWORK

## 2.1 Research background

For the present research, it is relevant to mention the contributions that ( Mahmood & Abubakr , 2015) did in their investigations about the importance of vocabulary to learn a new language at early ages. The investigators studied sixty EFL learners at University of Sulaimani, Iraq to give a genuine picture of the current situation that concerns to learning vocabulary. The data collection tool was a questionnaire. Moreover, their conclusions state that learning vocabulary is important for learning English language. More than half of the respondents believe that learning vocabulary is a difficult task. Therefore, they face this challenge by repeating the new word until they learn it. Major sources for learning vocabulary are watching movies and listening to English.

Additionally, Sanusi (2009) in his investigation about the techniques of teaching vocabulary, revealed that exists a variety of techniques and activities applied by the majority of English teachers in teaching vocabulary. Moreover, the most common techniques are reading a text, asking the student to repeat it, pointing out the difficult-words of the keywords, giving the definition of a word, and getting the student to find out the synonyms or antonyms. Lastly, he concluded that there are some techniques in teaching vocabulary. Those are considered effective since English teachers could apply them in teaching vocabulary at High School. The use of techniques must consider the number of aspects of the teaching - learning process, such as; the teachers' competency, the students' ability, and the allocation of time.

According to Babonea (2012) in their paper investigated towards positive interpersonal relationships in the classroom, the researchers mentioned that communication is an important and positive factor in the interpersonal interaction not only for students but also for teachers. Furthermore, they concluded that communication is an important form of interpersonal interaction and its forms can really help teachers improve their teaching style, strengthening the bound between them and their students. A positive interaction is essential for a good teacher-student relationship, which facilitates students' efficient work and their academic outcomes.

In another research regard classroom strategies improving the interpersonal communication skills in nursing students Bocchino (2013), the author evaluated to 80 students with a questionnaire of 15 items as instrument of data gathering. Moreover, they mention that communication and interpersonal skills are a key element in nursing profession. As well, they conclude that this study provides evidence about cooperative learning and this is an effective method for improved and increased communication skills of nursing students.

As the four research works showed the study of vocabulary is very common, however, none of the authors has related the vocabulary techniques with the interpersonal communication. That is why the study of the vocabulary techniques in relation to the interpersonal communication is important.

## 2.2 Philosophical foundations

The paradigm that guides this current research is the propositional Paradigm. It is because the topic diagnosis the current situation of the identified problem in order to get a solution and diverse procedures of data gathering (Chicaiza, 2015).

The philosophical foundation has a great impact on this research due to the research problem is something real that is happening in Ambato high school. The

investigation seeks to overcome the traditional vision of vocabulary techniques to improve the learners' interpersonal communication.

### 1.1.1   Epistemological Grounding

The Communicative Approach guides this research, which considers the student as a learner; its role is not only as negotiator but also as interactor. On the other hand, the teacher´s role is as facilitator of the communication process Savignon (2015). Therefore, the vocabulary techniques focuses on promoting interpersonal communication in class, not only among learners, but also with the facilitator.

### 1.1.2   Axiological Rationale

The instruction of content is not only the unique requirement for the teaching – learning process, but also learners' qualities are vital in the vocabulary techniques because learners have to respect the social identity with the practice of values and problem solving at educational, social and environmental levels (Dudovskiy, 2016). Moreover, this research entitled Vocabulary techniques and the interpersonal communication in learners of English was grounded on the students' interpersonal communication development for becoming better human beings both inside and outside the classroom.

### 1.2   Legal basis

The present project is based on the political constitution of the Republic of Ecuador in the fifth section of education.

The contemporary research has been started on the Political Constitution of Ecuador 2008 in the fifth section and some other agreements.

Article 26. Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public

policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education.

Article 27. Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work. Education is indispensable for knowledge, exercise of rights and building a sovereign country and it is a key strategy for national development.

Article 28. Education shall be for general welfare of the public and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation without any discrimination shall be guaranteed, as well compulsory attendance of initial schooling, basic education and secondary education or their equivalent.

These articles contributed to the research due to every person has the right to education, without discrimination. Additionally, the education has to be participatory where people interact with others in a community or country (Political Constitution of Ecuador N 449, 2008, fifth section, art. 26, 27, 28).

English Curriculum 2016

Curricular Thread 2: Oral communication

As learners enter and progress through the sublevel BGU, they may begin to lack the confidence to take language risks in front of their peers. This can be problematic within the Oral communication thread, since speaking and listening are the two

skills that are used the most in the course of a day. Teachers can overcome learners' reluctance to take risks and make mistakes while speaking by encouraging them to talk about themselves, by relating tasks to things that learners are interested in and have opinions about and by making sure activities are communicative and meaningful. Lessons that give learners ample opportunities to explore and use language in contexts relevant to their needs and interests will be more effective. In addition, teachers can use visual stimulation to scaffold listening tasks and raise curiosity and therefore make learners more willing to participate and engage in spoken interaction.

Spoken production. Whereas in previous sublevels learners are generally quite willing to speak, teenagers in the BGU sublevel can sometimes begin to feel more self-conscious about speaking and making mistakes in front of their peers. This may be attributed to some of the conditions of the EFL classroom mentioned above: anxiety resulting from not being able to express one's self well, from constantly being "corrected" and from feeling inauthentic. Making sure learners feel like they are in a safe learning environment, where mistakes are not only welcome but even expected, can reduce this anxiety. Teens also need to know how what they are learning relates to them and their own world. This can create engagement, which will help lower the affective filter as well. Finally, by giving learners a strong foundation from which they can produce language, they will be more effective and confident speakers.

The Curricular Thread 2 about oral communication is an important part of the curriculum that supports this research because it mentions that language in context is more effective to engage learners in spoken interaction (English Curriculum, 2016, thread 2).

## 1.3    Key categories
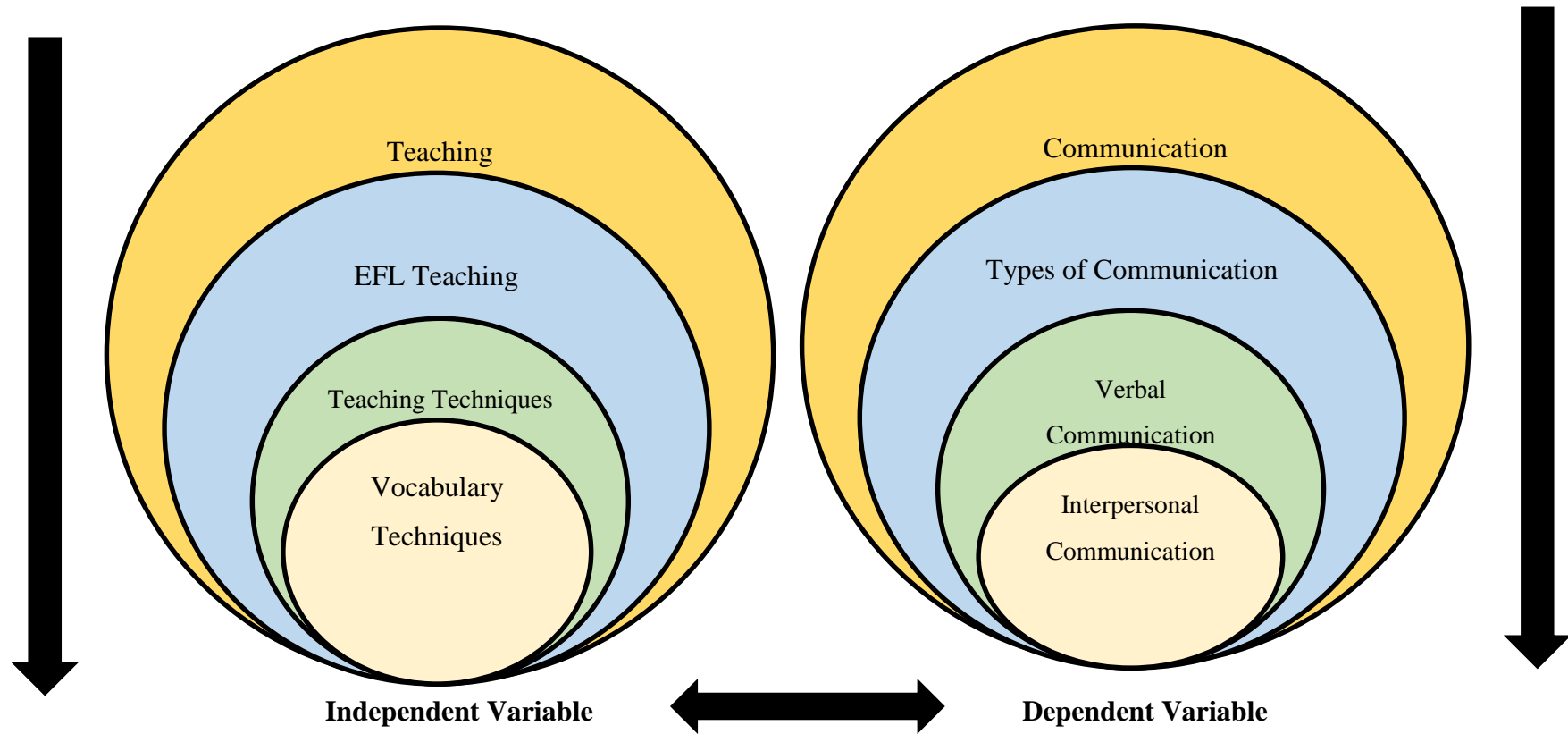


**Figure 2:** Key Categories
**Source:** Contextualization of the problem
**Author:** Ilbay, L (2017)

**2.4.1 Independent Variable Framework**

**2.4.1.1. Teaching**

Impedovo (2013) in his article "The Social Construction of Knowledge for Understanding Lawfulness," states; teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person. The author mentions about stimulus because motivation is the key factor in the teaching - learning process due to it provides a positive environment in the classroom. Moreover, teaching is the best way to interact with other human beings and to share ideas, facts, mental state, and more.

Teaching is the endlessly process because every single day is a new beginning of knowledge. Furthermore, Smith (2016) mentions that teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. In addition, Smith remarks the people's needs because the teachers' job is to achieve meaningful learning with students in order to apply the new knowledge in everyday situations.

Teaching is a shared work between students and teachers. Students learn from one another working in small and large groups talking to each other, making public their personal knowledge and beliefs, constructing and testing their knowledge with peers and teachers (Wilson, 2006). In addition, students and teachers are a strong team who shared work to get the same goal that is learning something every day.

Teaching is a process that never stops due to it is the way for sharing experiences, ideas and knowledge with others, in order to leave little by little the best on their hearts and mind. Moreover, teaching involves planning, materials, objectives, methodology, pedagogy, and more, it is not an easy task as many people think. As well, teaching is the best manner to give and receive new facts with the aim of feeling satisfied with an action because it implicates working with human beings.

Furthermore, teaching is a benefit not only for the receiver, but also for the giver in the mother tongue and in the teaching English as a foreign language the benefit growths.

**2.4.1.2 Teaching English as a foreign language.**

Moeller ( 2015) assumed that a language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. The study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself. Furthermore, the author mentions that English is a foreign language because it is not Ecuador mother tongue and it is only spoken inside a classroom.

If teaching is not an easy assignment, imagine teaching English as a foreign language that refers to the study of English by non - native speakers living in a non-English-speaking environment. Furthermore, this language is not used for a long period because non - native speakers' mother tongue is other than English. Besides, learners use English only for specific purposes but not all the time (Stein, 1994).

Saville (2006), in his book "Introducing Second Language Acquisition" states: Teaching English as a foreign language is one not widely used in the learners' immediate social context, which possibly be used for future travel or other cross-cultural communication situations or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.

In addition, teaching English as a foreign language is not applicable in middle social context due to it is used for traveling. Moreover, it is elective in school, but in Ecuador English is mandatory at school.

**2.4.1.3 Teaching Techniques**

Every teacher needs tools for catching and maintaining students' attention, Senin (2011) states that, technique is a procedure or skill for completing a specific task. Teaching Techniques are the little sneaky tricks known and used to get the job done in the classroom. The author emphasizes that a technique is used to complete a task and it is true because teachers need these kind of instruments to facilitate students´ learning process.

As Landaverde (2013), mentions in her publication entitled "Differences between teaching approach, teaching method, teaching technique, and teaching strategies" that: Teaching techniques are steps that teachers follow when they teach. The techniques are used to teach any topic in order to get the class organized. Furthermore, students get involved and interested in learning.

Teaching techniques refer to any action that teachers use in order to accomplish an immediate objective. Moreover, they involve skills and specific classroom activities. For example, drills, pictures, mime and gestures, among others. Additionally, the teaching techniques have to be according to the approach, method and strategy to get better results in class (Hidalgo, 2013).

Teaching techniques are known as the steps to complete and organize a task successfully in order to achieve the objective. Additionally, they are a group of activities to get the students´ attention and develop the teaching – learning process.

**2.4.1.4 Vocabulary**

The vocabulary is an important part of the language process due to learners get the language using vocabulary words from very beginning ages and little by little, they use those words in order to communicate their thoughts, feelings and ideas to another person.

According to Diamond (2006), in her article Teaching Vocabulary:

Vocabulary is the knowledge of words and their meanings. This means that without establishing strong vocabulary base first, comprehension and use of a language cannot exist. In addition, the student should be able to recognize words, and know their meanings as well. A student has to be able to recognize and use a word in different contexts. (pg.16)

The vocabulary has to be strong it means that students have to know many words as possible in order to use it in different contexts and situations, according to its function and use.

Vocabulary refers to the stock of words, or phrases that a particular person, or group of persons knows and uses meaningfully in carrying out his or her communication both in oral and in written form (Webster, 2014). This author mentions that vocabulary is the number of words that a person uses. Furthermore, he emphasizes on written and oral communication because sometimes people apply different words in written form like polite expressions and others in oral one.

Hubbard (1983) states that the more words a student knows the more precisely that student can express the exact meaning he/she wants to. Based on this view, to communicate effectively students need to know a large number of word meanings. This author focuses on the number of words because it defines the awareness that a person has to interrelate with others.

Furthermore, vocabulary is not a program, it is a list of words that teachers prepare for their learners in order to memorize and learn them. Memorizing is maybe good and useful as a temporary technique for tests, but not for learning a foreign language (Abdul, 1991).

In addition, to learn new vocabulary words is beneficial for communication because they increase the possibility to interact with others while more words a person knows more ways to express a thought one has. Moreover, as English teachers is vital to use different techniques that help learners to study more vocabulary words easily.

**Elements of the vocabulary**

Vocabulary has different elements and according to Nation (2015) there are seven to understand a word:

| Meaning | Associations | Frequency |
|---------|--------------|-----------|
| Written Form | Register | |
| Spoken Form | Collocations | |
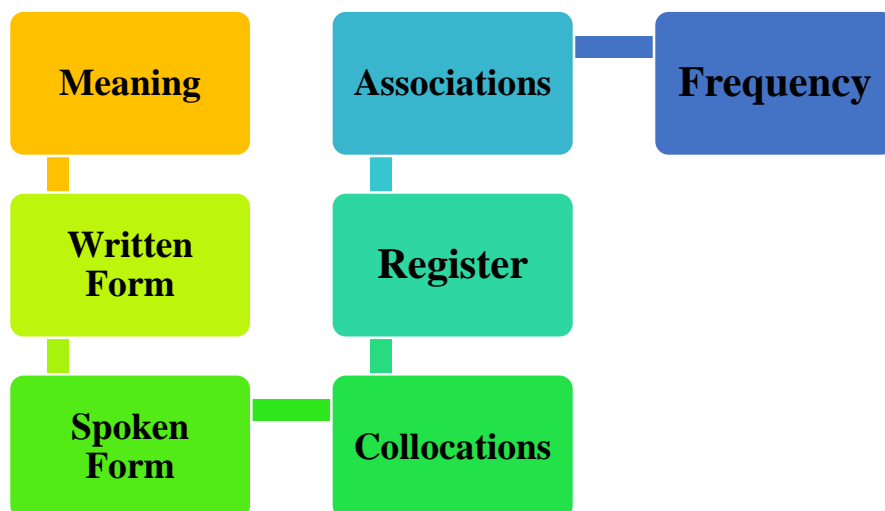
**Figure 3:** Elements of the Vocabulary
**Source:** Nation, P (1974)
**Author:** Ilbay, L (2017)

Meaning refers to the context of a word. It means that a word changes depending on the context. For instance, blue. It could be sad, or the color blue, depending on the context.

Written form refers to spelling. It refers to how a word is used in a book, e-mail, letter, story, and so on.

Spoken form has relation with pronunciation, stress, intonation. This element helps to produce the new words learned through conversations, interviews, among others.

Associations refers to the tense, it could be present, past, and future. The associations go with

Register kind of words that goes after or before. It refers to the order of words For example: noun, adverb, preposition, conjunction that go with other words and the position of them.

Collocation is an element of the vocabulary in which some words are used together and sound naturally together. Examples: verb with nouns or adverbs with adjectives. These collocations are not random and can be either lexical or grammatical. Although lexical collocation does involve syntactic structure, the lexical items are responsible for the repeated pattern. Grammatical collocation, also referred to as colligation, depends on syntactic relationships such as prepositional choice. It refers to the formal or informal words**.**

The term collocation generally refers to the way in which two or more words are typically used together. For example: make a decision, do homework. Learners can search on the web for all the collocations of a particular word that is used with higher frequency.  (McCarten, 2007)

Daban (2013) states that the term collocation refers to combinations of two lexical items each of which makes a distinct semantic contribution belongs to a different word class and shows a restricted range. It means that two words together and depending on the combination, the meaning changes.

Frequency refers to how many times a word is used in a conversation or written form. It is used with nouns, verbs, personal pronouns, among others.

**2.4.1.5 Vocabulary Techniques**

Introducing Second Language Acquisition Saville (2006), is an interesting book where the author refers about vocabulary as:

> Vocabulary Techniques is the most essential part of teaching a second language awareness for all learners to develop not only for academic but also for interpersonal competence, or for a comprehensive scope of communicative competence that spans the two. Furthermore, the vocabulary techniques are the activities to teach new words easily and get learners motivated to

do that. Additionally, vocabulary is needed in order to communicate with others, provide or receive information. (pg. 138)

The teaching vocabulary techniques are related with reading which take into consideration the English vocabulary development. Teachers have to teach unfamiliar or specific words base on their background knowledge.

Vocabulary techniques are actions, tactics, plans, activities that teachers use to present new vocabulary words or lexical items to the students in order to learn, practice, prevent and maximize students' comprehension to facilitate their production (Ramirez, 2012). Teachers have to be very organize and creative in each lesson to get the aim and the students attention.

According to Shejbalová (2006) the vocabulary techniques are classroom activities in which students use language as a vehicle of communication, and the main purpose is to complete some kind of task. It is very important to emphasize on activities that help to practice a language due to it is the main channel of communication in real-life situations.

**Types of Vocabulary**

Mofareh (2015), in his article entitled "The importance of vocabulary in language learning and how to be taught" states that:

> There are two types of vocabulary receptive and productive. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. Learners recognize vocabulary when they see or meet in reading text but do not use it in speaking and writing. In the other hand, productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. (pg. 33)

The author emphasizes on both receptive and productive vocabulary, which are applied in two different cases the first one, to develop reading and listening skills, and the second one for speaking and writing.

Vocabulary is divided into two types: Active Vocabulary and Passive Vocabulary. Active vocabulary consists of those words over which one can use in his speech and writing. Active vocabulary refers to the productive side of language. It consists of

the words one uses confidently because he understands their meanings and usage. In passive vocabulary, the person does not know the precise meaning of a particular word and he does not make use of those words in communication (Dibrugarh, 2007).

**Types of Vocabulary Techniques**

Commonly, there are several techniques concerning the teaching of' vocabulary that are employed by teachers depending on some factors, such as the content, time availability, and its value for the learners. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible. The followings are some techniques of teaching vocabulary as proposed by some experts using objects, drilling, spelling, active involvement, using drawing and picture, using mime, expressions and gestures, through guessing from context (Pinter, 2006).

Dibrugarh (2007) mentions that there are a good number of techniques of teaching vocabulary such as:

Showing pictures or visual aids: teacher should produce some picture of animals, birds, fruits, vegetables etc. The teacher can also use some other visual aids to teach vocabulary properly.

Showing real objects or models: objects that the teacher can easily bring in the classroom. For example, stick, stone, maps, clock, among others.

Miming or performing an action: to teach some words, the teacher should actually perform the action like walking, writing, laughing in the class.

By framing illustrative sentences: these sentences should be such that meaning of the words flashes from the context clear as crystal. For example, the train left the station at 7.55. I could not catch it. I missed the train.

There are four types of vocabulary that are: using mnemonics, this is a technique for memorizing a word or phrase. You might remember an English word because it reminds you of another English word or it sounds like finish word. Flash cards, are commonly used to learn and practice vocabulary. Just take some index cards or cut some regular paper into small squares. Games are used to learn or practice vocabulary in a fun and social way. Using dictionaries can provide you with a lot more information about a word. (Kidd, 2009)

According to Sanusi (2009), visual and verbal techniques are important to acquire vocabulary. These visual and verbal techniques are the following: realia, pictures, mime and gestures, synonyms and antonyms, translation, and drilling.

| VISUAL | VERBAL |
|--------|--------|
| Realia | Synonyms-Antonyms |
| Pictures | Translation |
| Mime and Gestures | Drilling |
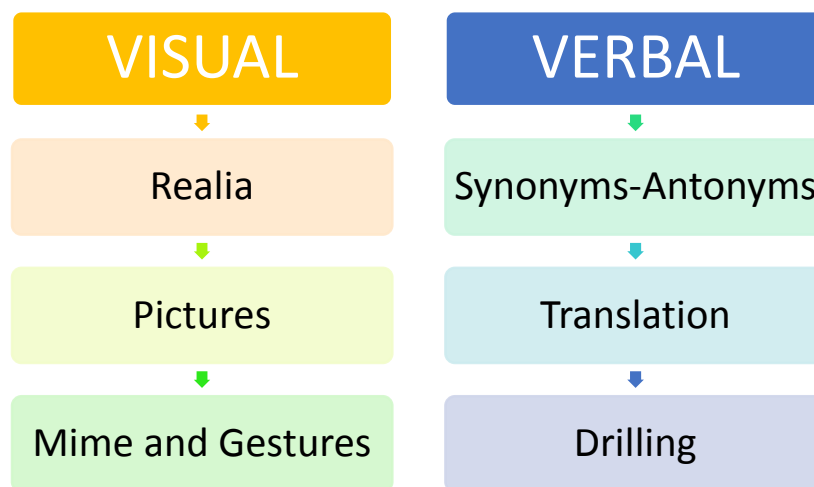
**Figure 4:** Types of Vocabulary Techniques
**Source:** Mofareh (2015)
**Author:** Ilbay, L (2017)

Visual and verbal vocabulary techniques are very useful in class due to many students like visual support to enhance their vocabulary skills.

**Visual Vocabulary Techniques**

**Realia**

24

Most of the learners are visual and kinesthetic so this type of technique is going to be unique for them. Sanusi (2009) shows that this technique is useful for learners who like to know the word in a real way, so they can remember easily. Learners remember things better when they experiment things by themselves. This technique can be used with children, teenagers, and adults because it is easier to evoke. Additionally, this technique catches the students' attention because they can use the senses which help to the long term memory.

Moreover, Mofareh (2015) in his article mentions that using real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consists of concrete nouns. Furthermore, using objects is a suitable technique due to real things make learners to understand better the meaning of a word as well as to be encouraged for continue learning.

Using real objects to introduce vocabulary is getting the success of the class. Tariq (2014) states that it is obvious that a new item can be taught by presenting the real object in question into the classroom. Although a type of this teaching technique will enable teacher to teach a quite limited set of vocabulary. For example an object, this can easily be brought into the classroom, such as pen, cup, book, hand, desk, ruler, among others. In addition, when a teacher uses this technique in class, he/she can teach not only one word but also two or three at the same time because many of them have different meaning according to the context.

Using objects in class is a useful technique due to students are interested in touching and seeing real things and they can identify better what the features are in order to apply the grammatical part. Finally, realia is used to teach in any language due to it provides learners real meaning of the words.

**Pictures**

Pictures can be used to develop students' understanding of a particular concept or word. There are some good picture dictionaries that teacher should create to explain a new word. Moreover, some words work well with pictures, particularly nouns. Pictures can also be used in printable worksheets and flashcards, where pictures are matched to the word they represent.

Pictures is a visual technique that hooks the learners thought in order to show the meaning of a word. Sanusi (2009) mentions that this technique is essential because learners can realize easily of the vocabulary word; also they can apply the word in a variety of contexts. Additionally, this technique is helpful for all the levels from beginners to advance due to most of the learners are visual and acquire the knowledge through the eyes.

Pictures can either be drawn on the blackboard or drawn on flash cards. The latter can be used repeatedly in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom (Mofareh, 2015).

This technique inspires learners who are visual and like the art. Moreover, pictures show realistic features, which help students to recognize and differentiate one word from another.

Furthermore, the use of pictures or objects as prompts for vocabulary teaching is a great technique because it helps learners to identify and learn the word while they are doing by themselves. It creates a picture on learners' mind in order to remember easily. For instance, the topic of the class is about clothes. Teacher explains about new vocabulary words, and asks the students to draw the clothes that they like the most. Finally, the teacher tests them to describe a person using the clothes that he/she is wearing.

**Mime, expressions and gestures**

Mime, expressions and gestures is an important total physical response technique for learners to understand a word clearly. Sanusi (2009) states that body language is a great tool to teach vocabulary words as adjectives. For instance: furious, happy, tired, sad and so on. Gestures in class catch student's attention and create a good atmosphere in class. Additionally, this technique is beneficial for learners who enjoy learning by doing.

Clament (2016) mentions mime as a non-verbal form of message communicator, has yet to wait to reach wider audience in the present-day world. In most of the mimes, messages are left with its performance. Unlike films, plays, and other forms of innovative methods, mime provides all sorts of knowledge only through gestures. Because of the increase of the involvement of technologies, mime is back grounded with music, which also supports mime in numerous means.

Mofareh (2015), in his article "The importance of vocabulary in language learning and how to be taught", remarks that:

> Mime and gestures is useful because it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" "happy"; teaching by gestures capture attention and make the lesson more dynamic. The main roles for teaching by this technique are: management of the class, evaluation and explanation. Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. In addition, it helps for supporting comprehension. (pg. 27)

The gesture theory attempts at including taxonomies to date seem unsatisfactory and confusing, since gestures are generally left undefined, both in terms of their relationship to speech (Gullberg, 1998).

Additionally, mime, expressions and gestures are techniques to strength the use of new vocabulary due to students learn by doing and moving. Moreover, this technique catches the learners' attention to be involved and motivated in class. Finally, kinesthetic learners enjoy this kind of technique in class because it creates unforgettable moments in their minds and they can remember easily the new words.

**Verbal Vocabulary Techniques**

Another kind of technique is the verbal, which is, applied in the reading skill. Sanusi (2009) divides the verbal techniques in a variety of stages synonyms and opposites, translation, and drilling.

**Synonyms and antonyms**

Synonyms and antonyms is a verbal technique used to explain a new word in context. Lynch (2012) states that synonyms are English words with similar meanings which can be confusing, so an important aspect of learning words in sets or fields is learning the differences between them. Furthermore, synonyms and antonyms are used with intermediate and advance levels, due to learners need to have prior knowledge about this. Likewise, this technique avoids using translation in class. It combines the prior knowledge with the new one and reinforce the vocabulary in the teaching learning process.

Sanusi (2009) in his article The Techniques of Teaching Vocabulary refers to the:

> Synonyms and antonyms are words with the same and opposite meaning of unknown words. Vocabulary words are teaching through antonyms and synonyms because learners enjoy and understand better using this technique. For instance, the opposite of happy is sad. The synonym for good, is great. Moreover. Synonyms and antonyms increase the number of vocabulary words. (pg. 7)

In addition, this author mentions that this technique increases the number of vocabulary words. One of the reasons is because the students are leaning not only one word, but also like five words at the same time. For instance, the word important has many synonyms like main, essential, principal, and significant, among others. Moreover, the antonyms are, irrelevant, insignificant, and trivial. Only in this word, students can add to their new vocabulary seven words more that increases their knowledge easily.

Synonyms and antonyms are useful techniques to help students to understand the different shades of meaning. Moreover, synonyms help to enrich a student's vocabulary set and provide alternative words instantly. For instance, fat – chubby, afraid - frightened - scared – petrified. Furthermore, antonyms are the opposite words to compare nouns, and adjectives. For example, big – small, happy – sad, fat – thin. (Prashant, 2015)

Besides, this technique increases the students' knowledge of vocabulary because they learn new words and their synonyms or antonyms related them. That is the reason students must learn more words in order to apply them in different contexts and improve their fluency.

**Translation**

Translation is at the same time an easy and difficult strategy to present the meaning of words. It is an easy technique because sometimes the words are isolated, but it is difficult when they are in context and they have different meanings in the same article or reading. According to Awaludin (2013) says translation could be effective for teachers, to deal with incidental vocabulary or check student's comprehension.

Translation is a traditional technique, which is based on the mother tongue; it is not as recommended as mime and gesture. Shejbalová (2006) mentions that translation seems to be a useful tool but not in excess, due to students are using the mother tongue at every moment in the class.

Translation relies on the direct transfer of a text from one language to another. Using this procedure, the translator focuses predominantly on adhering to the linguistic rules of the target language. In practice, translation occurs most commonly when translating between two languages of the same family, such as French and Italian, and works most efficiently when they also share the same culture (Waliński, 2004).

Moreover, translation is the conversion of written text from one language into another. It makes communication possible among people who have different cultural heritages.

Translation has been the most widely used means of presenting the meaning of a word in monolingual classes. Translation has the advantage of being the most direct route to a word meaning assuming that there is a close match between the target word and its L1 equivalent. It is therefore especially suitable for dealing with incidental vocabulary that may crop up in a lesson.

**Drilling**

As Awaludin (2013) states that drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural. Drilling is very necessary since learners need to say the word to themselves as they learn it. Additionally, drilling is a good technique to memorize the new vocabulary, and make students become accustomed to the word form.

Swanto (2014) mentions that Drilling Technique (DT) can be defined as a technique that has been used in a foreign classroom for many years. It was a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. However, memorizing a language does not ensure proficiency and fluency. He argues that all languages are habits similar to crafts and they can be acquired like any other habit. Learning a language therefore requires constant practice and understanding. The more a student uses a language the higher is his level of proficiency.

Drilling technique is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken. In addition, drill is part of audio-lingual method. On the

other hand, drill means forcing the students to use the target language (Fransiska, 2016).

In addition, drilling technique requires memorization, repetition, and practice. This technique is sometimes good, but not all the time because it can be boring and unmotivated for learners of a foreign language.

## 2.4.2 Dependent Variable Framework

### 2.4.2.1 Communication

Communication is the way to exchange ideas, feelings, and thoughts, through verbal or non - verbal manner. There are different modes to communicate for instance, via internet, face-to-face, using text messages, by phone, among others (Koehler, 2016).

According to Velentzas (2010), communication is any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or non-linguistic forms, and may occur through spoken or other modes.

According to Nelmangala (2005), communication is the act of transmitting verbal and non-verbal information and understanding between seller and buyer. The process by which information and feelings are shared by people through an exchange of verbal and non-verbal messages.

Communication is a process, which involves two or more people in order to give and receive information in an interactive way. Listening carefully to reply coherently.

**2.4.2.2 Types of Communication**

There are different types of communication for instance: internal and external communication, Nelmangala, (2005) states that there are two types of communication: Verbal and Nonverbal.
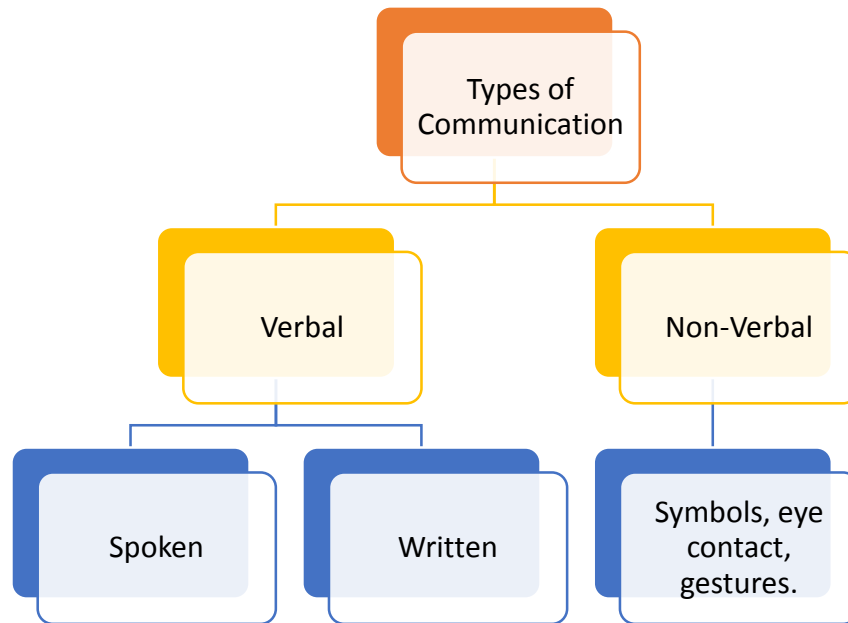


**Figure 5:** Types of Communication
**Source:** Nelmangala (2005)
**Author:** Ilbay, L (2017)

The communication need from both types verbal and non-verbal because total physical response support to spoken communication. Moreover, when people speak and use gestures, it provides a clear idea of the message.

**Verbal communication**

This type of communication is used through words written or spoken. According to Nelmangala (2005) verbal communication involves the use of symbols that generally have universal meanings for all who are taking part in the process. Additionally, verbal communication uses formal rules of grammar. Finally, this type of communication is divided in spoken and written. Spoken using words or

messages in an oral way. Written because people use symbols to communicate among them. For instance, letters, e-mails, among others.

At a fundamental level verbal messages convey meanings the speaker has encoded into the words of an utterance, but a listener who has understood the utterance has gone beyond the literal meaning of the words and grasped the particular sense in which the speaker intended them to be understood.

According to Hernandez (2005) the verbal communication is called oral communication because it has the capacity of using the voice to express feelings through words. The principal characteristics are; spontaneity, and use expressions, among others.

The verbal communication focuses on words, which means that the communication is orally. Moreover, it shows the way that the speaker communicate his/her emotions, and feelings, among others.

**Nonverbal communication**

As stated by Nelmangala (2005) nonverbal communication involves the use of symbols other than the written or spoken word, such as gestures, eye behavior, tone of voice, use of space, and touch. In addition, nonverbal communication expresses more than verbal communication because it involves feelings, which are showed to others through gestures, and movements.

The nonverbal communication can be developed through gestures and body language or posture. In a speech the elements that are taken into consideration are speaking style, emotion, paralanguage, and prosodic features such as rhythm, intonation and stress. According to Triganza (2016) nonverbal communication is through signs and symbols, without verbal communication. It means 50% body language, 40% tone of voice, and 10% words.

Velentzas (2010) in his article entitled "Communication cycle" mentions that:

> Nonverbal communication describes the process of conveying meaning in the form of non-word messages. Some forms of nonverbal communication include chronemics, haptics, gesture, body language or posture, facial expression and eye contact, object communication such as clothing, hairstyles, architecture, symbols, and tone of voice. Speech also contains nonverbal elements known as paralanguage. These include voice lesson quality, emotion and speaking style as well as prosodic features such as rhythm, intonation and stress. Research has shown that up to 55% of spoken communication may occur through non-verbal facial expressions, and a further 38% through paralanguage.

Hernandez (2005) points out that nonverbal communication refers to all the signs that are no words such as head or body movements, posture, facial expressions, body contact, tone of voice, eye contact, and among others which complement the verbal communication in order to reinforce, substitute, or control.

Abercrombie (1968) states: "We speak with our vocal organs, but we converse with our entire bodies." Every facial expression and every gesture contributes to the overall meaning of a statement. Our body language thus accompanies every speech act we make, and even if we do not speak, our non-verbal behavior constantly transmits information that can be meaningful.

This author adds that the types of communication are related among them. The written communication can be verbal and non-verbal according to the context. The verbal communication involves words and nonverbal communication or body language send messages through signals even without words. In addition, it uses facial expressions, gestures, movements, and it requires more attention. Finally, all depends on the group of people who interact with and the aim.

## 2.4.2.3 Interpersonal Communication

Hartley (1996) states that interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication.

Nelmangala (2005) in his book, Communication Principles remarks that

Interpersonal communication is a special form of human communication that occurs when we interact simultaneously with another person and mutually influence each other, usually for the purpose of managing relationships. Furthermore, interpersonal communication is not a one-way process of sending information to others; it is the ongoing connection make with others. (pg. 18)

The interpersonal communication is a type of communication that consists on exchange facts face to face in order to ice break, gain confidence and maintain a good atmosphere in class.

According to Barbour (1971) interpersonal communication might be said to be the perception, description, analysis, and improvement of informal human communication processes and interpersonal behavioral experience.

Velentzas (2010) points out that interpersonal communication is the interaction between two or more people and involves the transfer of information from one person to the other. Furthermore, the elements in this communication are sender, who transfers the information, receiver is who gets the message, encode is convert the information into an understandable format, message is the information given to the receiver, decoding is the interpretation of a message, and finally feedback that is the confirmation of the information received.

**Interpersonal Intelligence**

According to Howard Gardner the Interpersonal Intelligence is the person-to-person way of knowing. It is the knowing that happens when people relate with others, often as part of a team. Ability to understand others and interact effectively with them. It includes sensitivity to facial expressions, voice, gestures and postures, and the ability to respond.

**Interaction**

According to the Common European Framework, the interaction is important in the interpersonal communication and least two individuals participate in an oral and/or

written exchange in which production and reception alternate and may in fact overlap in communication.

Interaction in the classroom refers to the conversation between teachers and students, as well as among the students, in which active participation and learning of the students becomes vital. Conversations are part of the sociocultural activities through which students construct knowledge collaboratively (Chura, 2013).

Interaction can be collaborative, it occurs when learners are discussing issues that are related to their learning on the bulletin board or solving problems collaboratively. Even though this type of interaction is encouraged in a task-oriented learning situation, it has a social dimension also. This interaction occurs especially when learners get social feedback from the instructor or their peers through personal encouragement and motivational.

Moreover, support the collaborative interaction group expressed the highest level of satisfaction with their learning process; the collaborative and social interaction groups participated more often in posting their opinions to the discussion board than did the academic interaction group (Jung, 2002).

Classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention (Papaja, 2013).

The classroom interaction builds socio-cultural frameworks embodies the view that learning is a socially constructed activity. It assigns active roles to both teacher and student in a learning organization where learning is facilitated, but not controlled, by the teacher. Learners are not seen as isolated individuals who succeed or fail by their own efforts, but rather teaching and learning are treated as social and communicative processes. Teacher interaction opens up opportunities to take risks and make mistakes and learning becomes a collaborative effort with partners who contribute different perspectives and understandings (Cohen, 2011).

Interaction is considered as one of the most important pedagogical research topics in language classrooms. Moreover, children build their knowledge through the help and scaffolding of more knowledgeable peers or teachers in a social activity. Furthermore, interactions not only construct knowledge, but also build confidence and identity. Besides, students develop multiple identities through their classroom interactions.

**Types of interaction**

There are two types of interaction, spoken and written. The first one uses orally words, which are informal, and the second one uses written words that are more formal according to the audience who is going to read.
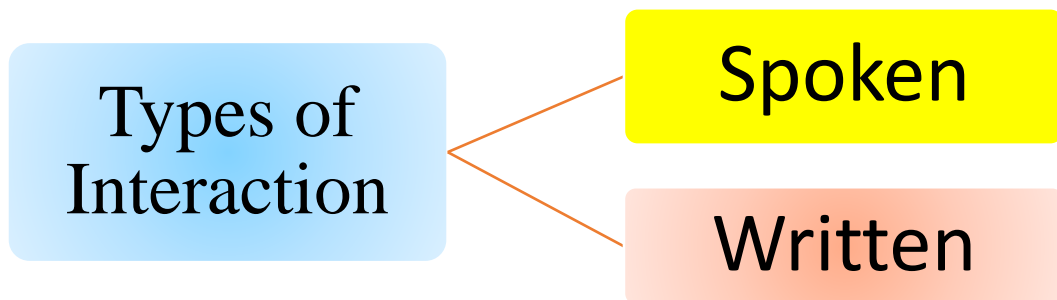


**Figure 6:** Types of Interaction
**Source:** Common European Framework of Reference for Languages (CEFR).
**Author:** Ilbay, L (2017)

Spoken and written interaction helps to communication among people face-to-face, online, among others.

**Spoken Interaction**

It means verbal, students can interact in short conversations, provided the other people to help if it is necessary.

Can manage simple, routine exchanges without effort. Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

**Written Interaction**

Written interaction is used to communicate by graphs or words. For instance, write short simple notes relating to matters in areas of immediate need.

**Interaction Strategies**

The common European Framework mentions three strategies that are important when people communicate, among them:
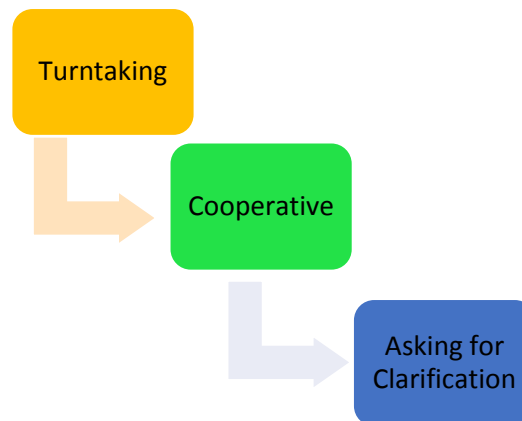


**Figure 7:** Interaction Strategies
**Source:** Common European Framework of Reference for Languages (CEFR).
**Author:** CEFR

These three strategies provide organization, collaboration and respect among individuals who are taking place in a conversation.

**Turn taking Strategy**

According to Gorjian (2015) this strategy is a set of rules that people have to follow in a conversation. People have to take turns when they speak face to face in order

to get sequential information. This strategy can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Rules that delimit appropriate responses.

Turn taking is used as a rule to create a conversation because it provides a smooth transition of the speaking turn from one person to the next. This strategy interacts as a judge among the people who participate in a conversation. When two or more people come together to interact, they make a symbolic commitment to one another to respect the role (Wiemann, 1975).

Turn taking in communication is a good strategy for using in classroom interaction and an important constituent of the teaching -learning process. It is very useful to respect turns, guide participants, and organize a conversation (Maroni, 2008).

**Cooperative Strategy**

Using this strategy, students learn to work together and achieve a goal, combine resources and capabilities, reduce competition, gain power, take advantages of opportunities; get knew knowledge and experience, and overcome barriers. Finally, they enjoy getting good results and avoiding mistakes.

Cooperative strategy has been shown to be beneficial for students across a wide racial, ethnic, and socioeconomic, as well as those from differing academic skill levels one-on-one interaction provision of adequate class time for students to discuss the assignment, share ideas, assist each other, and develop ideas (Drakeford, 2012).

Peer learning helps with the acquisition of knowledge and skill through active help and support among status equals or matched companions. It has aroused a great deal of interest in the field of education for a variety of reasons. First, it is a powerful instructional strategy for inclusive education second; it fosters the skills and

attitudes that are fundamental to building a democratic society to be constructed (Duran, 2010).

**Asking for clarification Strategy**

Referring to this strategy, students **c**an ask for repetition or for clarification when he/she does not understand the words or phrases.

Asking for clarification is vital to get a clearly dialogue. Clarification is needed in situations where there is insufficient information to continue talking. Moreover, it requires specific information to generate explanation. Other aspects where asking for clarification is vital: phonological ambiguities, unknown words and semantic inconsistencies (Holzapfel, 2010).

**Interactive Activities**

**Spoken Interaction Activities**

The activities include:

• Casual conversation is a conversation for phatic reasons that is called 'casual conversation'. It is usually not directed at any purpose other than to pass the time, or to make or strengthen friendships (Whittaker, 2015).

This activity can be developed between two or more students because it involves basic short questions and answers. For instance, to get information about holydays. What did you do on holydays? Did you travel abroad? How many days did you stay there? Did you visit any touristic place?
• Informal discussion

This pursuit is based on making and giving suggestions agree or disagree with others, make arrangements to meet, where to go. Example: Do you agree or disagree with cellphones. Give suggestions about the internet uses.

• Formal discussion

In this activity, students can exchange relevant information, give opinions in practical problems ask for repetitions if it is required. For instance, Do you like technology? What do you use it? How often do you use it?

• Debate

This kind of activity is related with controversy topics. For instance, the social networks, pros and cons. The social networks are good to interact with others around the world. People can communicate in English or Spanish language. The social networks are not beneficial for students. They are bad because people loose time.

• Interview

Students can communicate ideas, ask for clarification, ask and answer simple statements. This is a great activity to acquire information from others inside or outside the class, students get confidence, and feel free to interact without fear of making mistakes.

**Written Interaction Activities**

• Passing and exchanging notes, memos, etc.
This activity can be in pairs to exchange short messages related to a holiday, news, among others.
• Correspondence by letter, fax, e-mail, etc.

Another good activity is it because students can provide information about a touristic place where one student is going to explain about it and the other is going to read and give suggestions. For the e-mail activity, students need internet access.

• Exchanging drafts, amendments, proof corrections, among others.

In this activity, students can do amendments of their drafts, proofs. For example, they can review and correct their tests among them with the teacher's guide in order to give not only a grade but also feedback.

• Participating in on-line computer conferences.

For this activity, technology is required. For example, in a conference the most common materials are computer, internet, projector, camera, etc. Students have the opportunity to listen to native speakers, and understand the most important points of a lecture or presentation take notes and give their opinions in short words.

**Assessment criteria**

The Common European Framework of Reference for Languages (CEFR) has a rubric for A2 level based on the following assessment criteria: grammar and vocabulary, pronunciation, interactive communication.
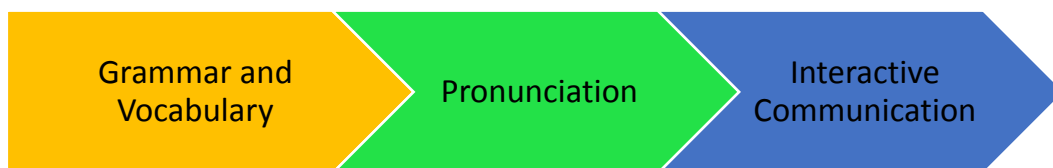


**Figure 8:** Assessment Criteria
**Source:** Common European Framework of Reference for Languages (CEFR).
**Author:** CEFR

These three categories are graded from1 to 5 points according to the skills development, in order to assess the speaking performance individually and in pairs during a conversation.

**Grammar and Vocabulary**

Grammar and Vocabulary are two important aspects in the language learning process due to there is a combination of words into a context. (Hunston, 1997)**,** in his article Grammar and vocabulary: showing the connections, mentions that grammar and vocabulary are taught as two different areas and they can be combined through four aspects: understanding, accuracy, fluency and flexibility.

First in Grammar, this component of the exam, assess the level of accuracy of previously studied structures. Students' grades should not be affected by lack of control of currently studied structures since such structures are not yet internalized. Features to keep in mind: form, word order, verb tense, subject-verb agreement, subject omission, etc.

In terms of Vocabulary, the exam measures the extent to which the student uses vocabulary accurately, reflecting sufficient variety and appropriateness for the level and appropriateness to the context and interlocutor. Students should be able to incorporate vocabulary from previous levels (English C. , 2016).

**Pronunciation**

Pronunciation is another item that has to be evaluated due to students have to speak intelligible which means generally be understood by a non-EFL even if the speaker has a strong or unfamiliar accent. Additionally, the phonological features include the pronunciation of individual sounds, word and sentence stress and intonation. Words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly.  Finally, stress can be used to indicate important meaning.

**Interactive Communication**

This criteria is considered a very important point due to students have to develop and produce the language in context where little by little they can communicate using topics of their interest such as how to start and end a conversation, greetings, suggestions, feels, likes, dislikes, etc.

The interactive communication, provide information about how students deliver a message (smooth flow of speech). It also measures students' ability to use strategies to compensate for communication breakdowns and to initiate and maintain speech going.

Features to keep in mind:

• Pausing/Hesitation (too long, unfilled pauses, chopped language);
• strategies such as circumlocution, self-correction, rephrasing, mimic, clarification, eliciting further information, comprehension checks, confirmation checks  (English C. , 2016).

**2.5 Hypothesis**

$H_0$ = The vocabulary techniques do not have a relationship with the interpersonal communication in learners of English at Unidad Educativa Ambato.

$H_1$ = The vocabulary techniques have a relationship with the interpersonal communication in learners of English at Unidad Educativa Ambato.

**2.6  Signaling hypothesis Variables**

**Independent Variable:**        Vocabulary techniques

**Dependent Variable:**        Interpersonal communication

CHAPTER III

METHODOLOGY

## 3.1    Basic method of research

### 3.1.1 Quali-quantitative Approach

This research had a mixed method between quantitative and qualitative that collected and analyzed library research from vocabulary techniques and interpersonal communication to provide a better understanding of the topic.  It was important to gather information from the study group in order to get results and analyze them statistically (Creswell, 2009).

### 3.2 Research modality

### 3.2.1  Field Research

This Project was based on the field research because the problem was done systematically in the Ambato high school, searching the causes and effects on the observable units to know if the vocabulary techniques and the interpersonal communication are related.

### 3.2.2 Bibliographical - Documentary Research

Bibliographical – documentary because it was essential to look for information about vocabulary techniques and interpersonal communication with the aim of select and organize the content from different sources like documents, books, magazines, papers,

journals, online publications, and others to support the theoretical basis.. Additionally, through them, it was feasible to know which vocabulary techniques are better to improve interpersonal communication.

## 3.3 Level or type of research

### 3.3.1 Descriptive Level

This study was descriptive because in the theoretical framework it was defined the features of the dependent and independent variable. To arrange for the statistics of this investigation there were used the Kolmogorov-Smirnov Test and the Wilcoxon Test that allowed comparing between two or more phenomena or situations, which characterize a community.

### 3.3.2 Experimental Research

There was a study of the variables by observing and analyzing vocabulary techniques and interpersonal communication. Two groups were observed the control group (CG) and the experimental group (EG). The vocabulary techniques were used in the experimental group. Moreover, for the assessment there were used a pre and post -test.

### 3.3.3 Co-relational Level

This study was correlational because it determined the relationship between vocabulary techniques and interpersonal communication after the application of some vocabulary techniques to measure the relation between variables.

### 3.4  Population and Sample

### 3.4.1  Population

In consideration to the select population for the research are the students and teachers of the afternoon section, which were 64 students in level A2.1 In addition, it did not require applying the formula.

Population

| Description | Number of students | Percentage |
|---|---|---|
| Control Group | 34 | 53,13% |
| Experimental Group | 30 | 46,87% |
| **Total** | **64** | **100%** |

**Table 1:** Population
**Source:** Population
**Author:** Ilbay, L (2017)

## 3.5  Operation of variables

**Independent variable:** Vocabulary Techniques

| VOCABULARY TECHNIQUES | DIMENSIONS | INDICATORS | ÍTEMS | TECHNIQUES | INSTRUMENT |
|---|---|---|---|---|---|
| Vocabulary Techniques are essential activities to teach a foreign language, which involve two types, visual and verbal, in order to provide and give information. | Visual<br><br><br>Verbal | Realia<br>Pictures<br>Mime and gestures<br><br><br><br><br><br><br><br><br><br><br><br><br>Synonyms– antonyms<br>Translation<br>Drilling | In this part, the candidates talk to each other.<br>The interlocutor sets up the task, but does not take part in it.<br>The candidates ask and answer non-personal questions.<br>One candidate is given a prompt card for making questions, and the other candidate has a card for answering them.<br>Then the candidates are given new cards and swap roles.<br><br>The interlocutor leads a general conversation with each of the candidates.<br>The interlocutor asks questions about their personal details (including spelling their name), daily routines, likes, and dislikes.<br>The interlocutor speaks to the candidates in turn.<br>Candidates respond directly to the interlocutor – they do not talk to each other in this part. | Test (KET) ( Pre – test, Post – test) | Validated Questionnaire |

**Table 2:** Operation of variables – Independent variable
**Source:** Theoretical Framework
**Author:** Ilbay, L (2017)

**Dependent variable:** Interpersonal Communication

| INTERPERSONAL COMMUNICATION | DIMENSIONS | INDICATORS | ÍTEMS | TECHNIQUES | INSTRUMENT |
|---|---|---|---|---|---|
| Interpersonal communication is a process by which people exchange information through verbal and non-verbal messages. Moreover, this process is assessed by three indicators, which are Grammar and vocabulary, pronunciation, interactive communication. | Verbal and nonverbal messages<br><br><br>Assessment criteria | Grammar and vocabulary<br><br><br><br>Pronunciation<br><br><br><br><br><br>Interactive Communication | The interlocutor leads a general conversation with each of the candidates.<br>The interlocutor asks questions about their personal details (including spelling their name), daily routines, likes, dislikes, etc.<br><br>The interlocutor speaks to the candidates in turn.<br>Candidates respond directly to the interlocutor – they do not talk to each other in this part.<br><br>In this part, the candidates talk to each other.<br>The interlocutor sets up the task, but does not take part in it.<br>The candidates ask and answer non-personal questions.<br>One candidate is given a prompt card for making questions, and the other candidate has a card for answering them. Then the candidates are given new cards and swap roles. | Test (KET)<br><br>( Pre – test, Post – test) | Validated<br><br>Questionnaire |

**Table 3:** Operation of variables - Dependent Variable
**Source:** Theoretical Framework
**Author:** Ilbay, L (2017)

## 3.6  Method of data collection

To get the objectives in the current research, it was applied to sixty-four students A2.1 level of Unidad Educativa "Ambato" with the aim of knowing if the English vocabulary techniques were effectively to improve the interpersonal communication between students in the classroom. The research used the international pre-test and post-test KET as a tool.

| QUESTIONS | EXPLANATION |
|---|---|
| 1. What for? | To determine the relation between  vocabulary techniques and the interpersonal communication. |
| 2. To whom? | Students of Unidad Educativa Ambato |
| 3. About what aspects? | Vocabulary Techniques<br><br>Interpersonal communication |
| 4. Who? | The researcher |
| 5. When? | 2017- 2018 |
| 6. Where? | Unidad Educativa Ambato |
| 7. What data collection techniques? | Validated Test (Pre and Post tests) |
| 8. How many times? | Two times (pre and post) |
| 9. Which instrument was used? | Validated Questionnaires |
| 10. In what situations? | English lessons |

**Table 4:** Method of Data Collection
**Source:** Data Collection
**Author:** Ilbay, L (2017)

## 3.7 Data Collection and Analysis

The researcher through the application of a pre-test and a post-test tool obtained the data. There were two groups the Control Group (CG) and the Experimental Group (EG). The first group consisted of thirty-four students and the second one was made up of thirty students from A2.1 level.

The pre-test was applied to monitor the level of the students and the post-test was to analyze if the vocabulary techniques have a relationship with the interpersonal communication. In both pre-test and post-test there was an interlocutor who leaded the conversation, two candidates, and an evaluator who used a speaking rubric from the Common European Framework to assess the candidates performance. Moreover, there were pictures and videos as evidence of each test application.

After the data collection, the researcher analyze it using the Kolmogorov-Smirnov and the Wilcoxon tests. Furthermore, through tables and graphs the investigator tabulate the data, examine and infer the results in order to appreciate if the vocabulary techniques have a relationship with the interpersonal communication.

# Cambridge English
# Key

**Key   Speaking   Part 1       Handout 1**

Question cards

| | | |
|---|---|---|
| 1   What's your name? How do you spell that? | 2   Where do you live? | 3   Do you work or are you a student? |
| 4   What do people in your town usually do at weekends? | 5   What did you do last night? | 6   Where did you go on holiday last year? |
| 7   What time did you go to bed last night? | 8   Do you watch or play any sports? | 9   Which country would you like to visit in the future and why? |

Answer cards

| | | |
|---|---|---|
| A   I like watching football and I play tennis. | B   We went to the beach. | C   I had dinner and watched TV. |
| D   In the city centre | E   They go to the park or go shopping. | F   At 11.30 |
| G   The USA, because it's got some exciting cities | H   Jose J-O-S-E | I   I'm a student. |

www.cambridgeenglish.org

**CAMBRIDGE ENGLISH**
Language Assessment
Part of the University of Cambridge

**Source:** Cambridge English Handbook

## Cambridge English
# Key

**Handout 2**

*Candidate B, here is some information about a bookshop.*
*Candidate A, you don't know anything about the bookshop,*
*so ask B some questions about it. Now A, ask B your questions*
*about the bookshop and B, you answer them.*

*Candidate B - your answers.*          *Candidate A - your questions.*

### WORLD BOOKS
212 Main Street

**Largest bookshop in the country**

*Get your travel books here*

| | |
|---|---|
| Monday – Saturday | 10.00 am – 8.00 pm |
| Sunday | 12.30 pm – 8.00 pm |

Tel:    724 399

**BOOKSHOP**

- address ?

- big / small ?

- closed / Sundays ?

- sell / travel books ?

- telephone number ?

www.cambridgeenglish.org
**CAMBRIDGE ENGLISH**
Language Assessment
Part of the University of Cambridge

**Source:** Cambridge English Handbook

# Cambridge English
# Key

## Key  Speaking  Part 2

### Information exchange

**Handout 1**

*Candidate A, here is some information about a museum.*
*Candidate B, you don't know anything about the museum,*
*so ask A some questions about it. Now B, ask A your questions*
*about the museum and A, you answer them.*

*Candidate A - your answers.*   *Candidate B - your questions.*

**SANDON AIR MUSEUM**

More than 70 aeroplanes to look at
**OPEN DAILY    10 am – 6 pm**
Shop with books and postcards
Large free car park

Tickets:  Adults   £8.00
Students £5.00

**MUSEUM**

♦ what / see?

♦ open / weekends?

♦ student ticket?  £ ?

♦ car park?

♦ buy / postcard?

www.cambridgeenglish.org
**CAMBRIDGE ENGLISH**
Language Assessment
Part of the University of Cambridge

**Source:** Cambridge English Handbook

## Common European Framework of Reference

| A2 | GRAMMAR AND VOCABULARY | PRONUNCIATION | INTERACTIVE COMMUNICATION |
|---|---|---|---|
| 5 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | Maintains simple exchanges. Requires very little prompting and support. |
| 4 | Performance shares features of Bands 3 and 5. | | |
| 3 | Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | Is mostly intelligible, despite limited control of phonological features. | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | Performance shares features of Bands 1 and 3. | | |
| 1 | Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | Has very limited control of phonological features and is often unintelligible. | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | Performance below Band 1. | | |

**Source:** Cambridge English Handbook
http://www.cambridgeenglish.org/exams/cefr

CHAPTER IV

ANALYSIS AND INTERPRETATION

## 4.1    Analysis of results

The total of population was 64 students from tenth year class "A" and "B" level A2.1 at Unidad Educativa Ambato. The instrument was KET test, taken from Cambridge English handbook, and according to the Common European Framework of Reference for Languages (CEFR), which assessment criteria is based on: grammar and vocabulary, pronunciation, and interactive communication.

## 4.2    Data interpretation

The data is distributed in two groups Control group (CG) and Experimental group (EG). First, there is a table with the media and then a picture with the percentage, for each group there are three categories presented one by one and at the end the summary of them. Finally, there is a table with the results from control and experimental groups.

**4.2.1 Grammar and Vocabulary Pre-Post Test results Control Group**

Grammar and Vocabulary

| Estadísticas de muestras emparejadas | | | |
|---|---|---|---|
| CONTROL GROUP | | Media | **%** |
| GRAMMAR AND VOCABULARY | PRE TEST | 2,29 | 45,8% |
| | POST TEST | 2,94 | 58,8% |

**Table 5:** Grammar and Vocabulary
**Source:** Pre and Post test scores – Control Group
**Author:** Ilbay, L. (2018)

Grammar and Vocabulary
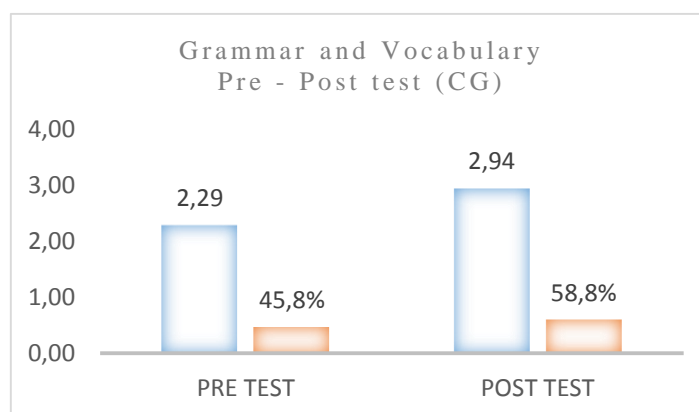


**Graph1:** Grammar and Vocabulary
**Source:** Pre and Post test scores – Control Group
**Author:** Ilbay, L. (2018)

**Analysis and Interpretation:**

In grammar and Vocabulary, the control group got 45, 8% in the pre-test and after that, in the post test they got 58,8 %. There was an increase of 13%.

Grammar and vocabulary is one of the speaking sub-skills, in this group, the students' performance was increase in 13%, which is not a significant variation due to students use very simple grammatical forms and they do not use a range of appropriate vocabulary when talking about everyday situations.

### 4.2.2 Pronunciation Pre-Post Test results Control Group

Pronunciation

| Estadísticas de muestras emparejadas | | | |
|---|---|---|---|
| CONTROL GROUP | | Media | % |
| PRONUNCIATION | PRE TEST | 3,00 | 60,0% |
| | POST TEST | 3,24 | 64,8% |

**Table 6:** Pronunciation
**Source:** Pre and Post test scores – Control Group
**Author:** Ilbay, L. (2018)
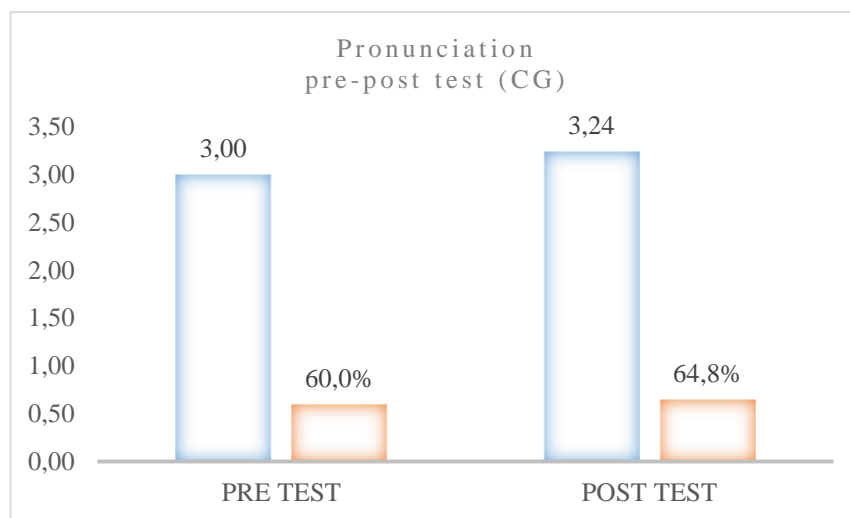
Pronunciation



**Graph 2:** Pronunciation
**Source:** Pre and Post test scores – Control Group
**Author:** Ilbay, L. (2018)

**Analysis and Interpretation:**

In Pronunciation, the control group during the pre test got 60% and in the post test they got 64,8%. There was a percentage increase of 4,8%.

Pronunciation is an important part to take into consideration in the interpersonal communication due to students have to have control of phonological features at both utterance and word levels. In addition, the percentage increase was not significant because the vocabulary techniques implementation were not for this group.

### 4.2.3 Interactive Communication

Interactive Communication

| Estadísticas de muestras emparejadas | | | |
|---|---|---|---|
| CONTROL GROUP | | Media | **%** |
| INTERACTIVE COMMUNICATION | PRE TEST | 2,53 | 50,6% |
| | POST TEST | 3,21 | 64,2% |

**Table 7:** Interactive Communication
**Source:** Pre and Post test scores – Control Group
**Author:** Ilbay, L. (2018)

Interactive Communication
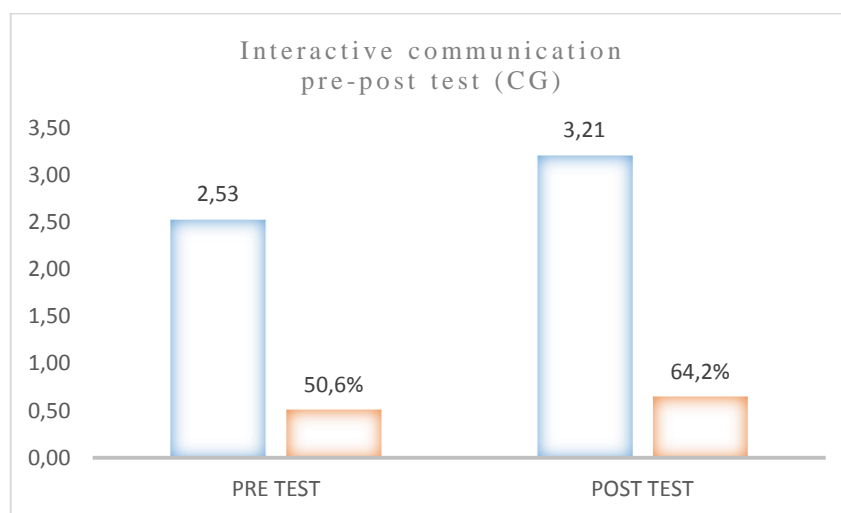


**Graph 3:** Interactive Communication
**Source:** Pre and Post test scores – Control Group
**Author:** Ilbay, L. (2018)

**Analysis and Interpretation:**

In the pre test students got 50,6% and after the post test they got 64,2% which means that there was an addition of 13,6%.

Interactive communication is another speaking sub skill, this control group did not improve al all due to students maintain simple exchanges with some difficulties and require prompting and support in a conversation.

### 4.2.4 Speaking subskills pre-post test

Speaking subskills pre-post test

| Estadísticas de muestras emparejadas | | | |
|---|---|---|---|
| SUBSKILLS | | Media | **%** |
| GRAMMAR AND VOCABULARY | PRE TEST | 2,29 | 45,8% |
| | POST TEST | 2,94 | 58,8% |
| PRONUNCIATION | PRE TEST | 3,00 | 60,0% |
| | POST TEST | 3,24 | 64,8% |
| INTERACTIVE COMMUNICATION | PRE TEST | 2,53 | 50,6% |
| | POST TEST | 3,21 | 64,2% |

**Table 8:** Speaking Sub skills pre-post test
**Source:** Pre and Post test scores – Control Group
**Author:** Ilbay, L. (2018)

Speaking subskills pre-post test
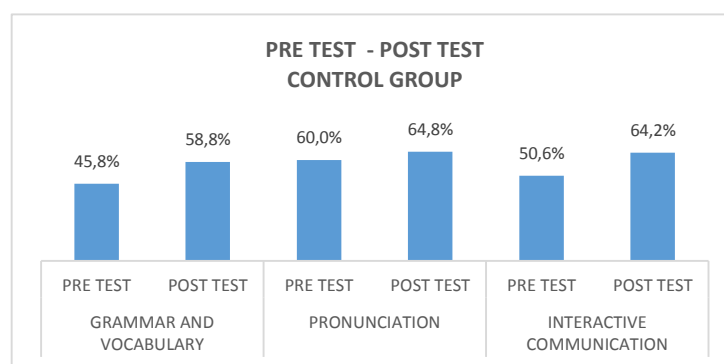


**Graph 4:** Speaking subskills pre-post test
**Source:** Pre and Post test scores – Control Group
**Author:** Ilbay, L. (2018)

**Analysis and Interpretation:**

Table 8 shows the data obtained in the three sub-skills. As it is observed there was an improvement in Grammar and Vocabulary in the final scores from 45,8% to 58,8%. In Pronunciation the variation was limited from 60% to 64,8%. Finally, in Interactive Communication there was an improvement from 50,6% to 64,2%.

Based on the previous information, the results were not substantial because the results just increase a little. It is important to applied different techniques and activities to get better results and improve the students sub skills.

**Pre-test and Post-test Results Experimental Group**

### 4.2.5   Grammar and Vocabulary

Grammar and Vocabulary

| Estadísticas de muestras emparejadas | | | |
|---|---|---|---|
| EXPERIMENTAL GROUP | | Media | **%** |
| GRAMMAR AND VOCABULARY | PRE TEST | 1,87 | 37,4% |
| | POST TEST | 3,40 | 68,0% |

**Table 9:** Grammar and Vocabulary
**Source:** Pre and Post test scores – Experimental Group
**Author:** Ilbay, L. (2018)

Grammar and Vocabulary
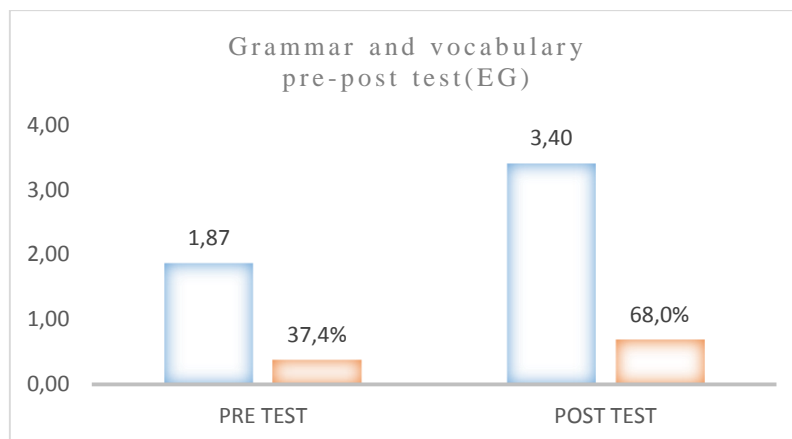


**Graph 5:** Grammar and Vocabulary
**Source:** Pre and Post test scores – Experimental Group
**Author:** Ilbay, L. (2018)

**Analysis and Interpretation:**

The experimental group in grammar and vocabulary got 37,4% in the pre test and 68% in  the post test.

Grammar and vocabulary is one of the speaking sub skills and according to the previous data, it shows that there is a significant increase of 30,6% which means that after applied the vocabulary techniques such as mime and gestures, realia, pictures, drilling, etc., students can use suitable vocabulary and grammatical arrangements to talk about daily situations. Additional they are well prepare to

establish a conversation using the adequate grammar and vocabulary.

### 4.2.6 Pronunciation

Pronunciation

| Estadísticas de muestras emparejadas | | | |
|---|---|---|---|
| EXPERIMENTAL GROUP | | Media | **%** |
| PRONUNCIATION | PRE TEST | 1,93 | 38,6% |
| | POST TEST | 3,60 | 72,0% |

**Table 10:** Pronunciation
**Source:** Pre and Post test scores – Experimental Group
**Author:** Ilbay, L. (2018)
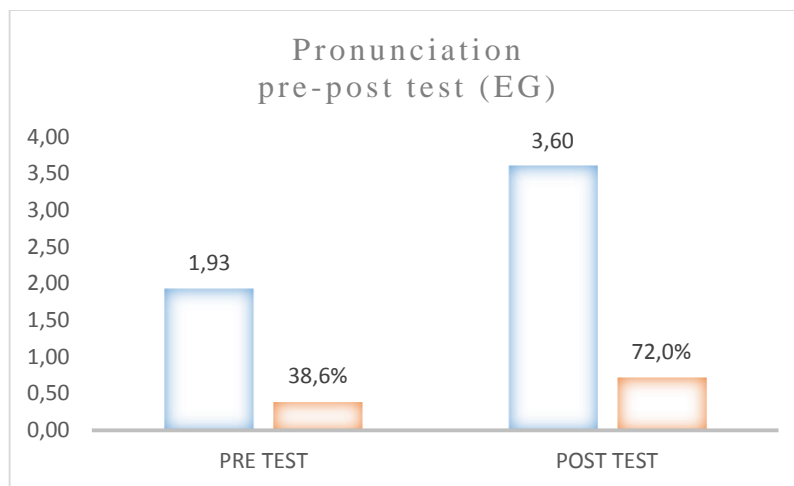
Pronunciation



**Graph 6**: Pronunciation
**Source:** Pre and Post test scores – Experimental Group
**Author:** Ilbay, L. (2018)

**Analysis and Interpretation:**

In the pre test the students got 38,6% and after the application of the post test they got 72%. The variation is about 33,4%.

After the use of vocabulary techniques, the pronunciation sub skill improve in a substantial manner, which shows that students' pronunciation is easy to understand. Moreover, they have control of phonological features at utterances.

### 4.2.7 Interactive Communication

Interactive Communication

| Estadísticas de muestras emparejadas | | | |
|---|---|---|---|
| EXPERIMENTAL GROUP | | Media | **%** |
| INTERACTIVE COMMUNICATION | PRE TEST | 1,67 | 33,4% |
| | POST TEST | 3,67 | 73,4% |

**Table 11:** Interactive Communication
**Source:** Pre and Post test scores – Experimental Group
**Author:** Ilbay, L. (2018)

Interactive Communication
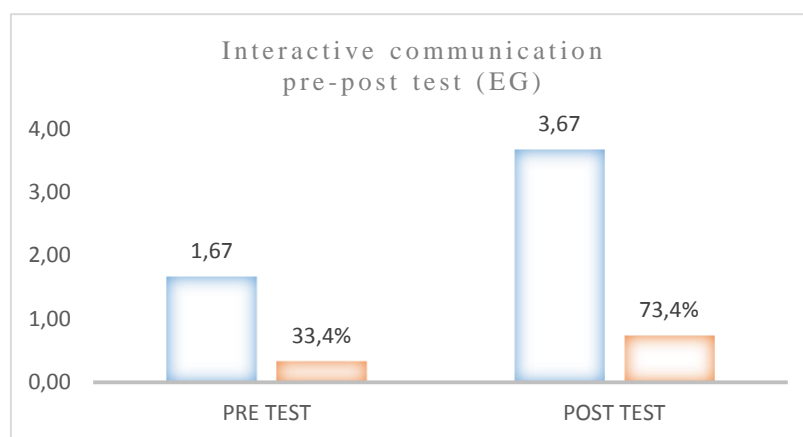


**Graph 7**: Interactive Communication
**Source:** Pre and Post test scores – Experimental Group
**Author:** Ilbay, L. (2018)

**Analysis and Interpretation:**

The pre test show that students got 33,4% and the post test 73,4%. The increment is 40%.

In this sub skill, the students' performance has increase in a 40% which shows that students are able to maintain a communication with others, with very little prompting and they do not have difficulty maintaining simple exchanges.

### 4.2.8 Speaking subskills pre-post test

Speaking subskills pre-post test

| Estadísticas de muestras emparejadas | | | |
|---|---|---|---|
| SUBSKILLS | | Media | **%** |
| GRAMMAR AND VOCABULARY | PRE TEST | 1,87 | 37,4% |
| | POST TEST | 3,40 | 68,0% |
| PRONUNCIATION | PRE TEST | 1,93 | 38,6% |
| | POST TEST | 3,60 | 72,0% |
| INTERACTIVE COMMUNICATION | PRE TEST | 1,67 | 33,4% |
| | POST TEST | 3,67 | 73,4% |

**Table12:** Speaking Sub-skills pre-post test
**Source:** Pre and Post test scores – Experimental Group
**Author:** Ilbay, L. (2018)

Speaking subskills pre-post test
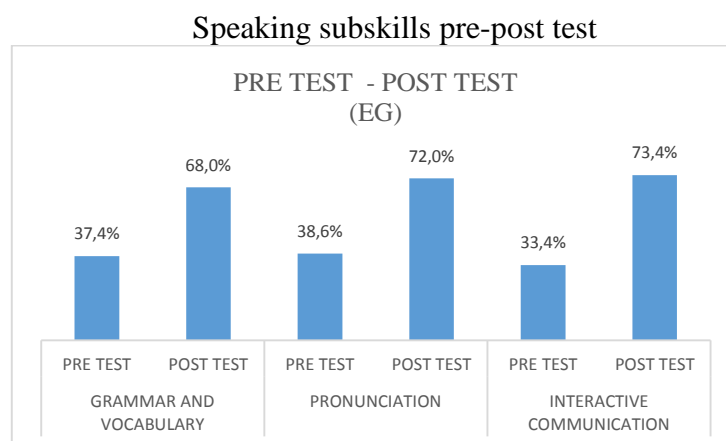


**Graph 8:** Speaking Sub-skills pre-post test
**Source:** Pre and Post test scores – Experimental Group
**Author:** Ilbay, L. (2018)

**Analysis and Interpretation:**

Table 12 presents the results achieved in the three assessment criteria. In Grammar and Vocabulary there was an increment from 37,4% to 68%. In Pronunciation the raise was from 38,6% to 72%. Finally, the same happened with Interactive communication that shows a significant increase from 33,4% to 73,4%.

Based on the data, the three assessment criteria remarkably improved. This happened due to the application of vocabulary techniques. During its application students developed several activities that let them use the language for interpersonal communication.

### 4.2.9 Speaking final scores Pre - post test – Experimental and Control Group

Final scores Pre - post test – Experimental and Control Group

| TEST | CONTROL GROUP | EXPERIMENTAL GROUP |
|------|---------------|--------------------|
| PRE TEST | 52,0% | 36,4% |
| POST TEST | 61,20% | 72,0% |

**Table 13**: Final Scores CG - EG
**Source:** Pre and Post test scores – Experimental and Control Group
**Author:** Ilbay, L. (2018)

Final scores Pre - post test – Experimental and Control Group
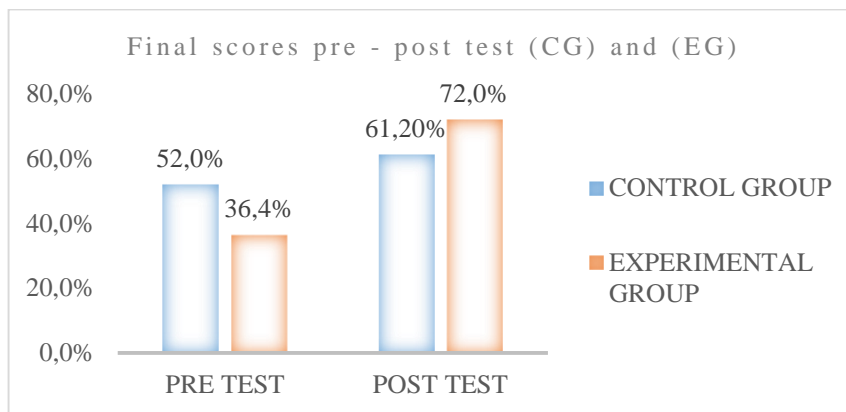


**Graph 9:** Final Scores CG - EG
**Source:** Pre and Post test scores – Experimental and Control Group
**Author:** Ilbay, L. (2018)

**Analysis and Interpretation:**

After the data analysis the results of the pre-test and post- test in both Control and Experimental Groups show that in the control group the final score in the pre-test was 52 while in the post – test was 61,2%. In the Experimental group in the pre-test 36,4% while in the post-test 72% .

It is obvious that the Experimental group improved meaningfully due to the statistics show a higher score in the last test. This increase occurred because the students worked in every class with vocabulary techniques to improve their interpersonal communication.

## 4.3 Hypothesis Verification

The hypothesis verification is based on the information gotten from the pre test and post test applied to the students from A2.1 level from Unidad Educativa Ambato in order to analyze the vocabulary techniques used.

According to the examination between the pre test and the post test of the experimental group, the statistics show that in the post test the students have increased their level of English meaningfully in the three sections which are grammar and vocabulary, pronunciation and interaction.

In the Kolmogorov-Smirnov test, the majority of the values are less than 0,05 (95% of reliability), For this reason, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that: "The vocabulary Techniques do relate with the interpersonal communication in learners of English at Unidad Educativa Ambato."

**Tests of Normality**

|  | Kolmogorov-Smirnov[a] | | |
|---|---|---|---|
|  | Estadístico | Gl | Sig. |
| Pretest | ,239 | 30 | ,000 |
| Postest | ,303 | 30 | ,000 |

a. Corrección de la significación de Lilliefors

**Table 14:** Tests of Normality
**Source:** Hypothesis Verification
**Author:** Ilbay, L. (2018)

After the analysis of the pre- test in both groups control and experimental, it shows that, there is a significant difference between them in the three sections. The experimental group is better prepared than the control group, not only in grammar but also in pronunciation and interactive communication.

Wilcoxon Signed Rank Test
Ranks

| | | N | Ranks Average | Ranks Sume |
|---|---|---|---|---|
| Postest - Pretest | Negative Ranks | 1[a] | 6,00 | 6,00 |
| | Positive Ranks | 25[b] | 13,80 | 345,00 |
| | Ties | 4[c] | | |
| | Total | 30 | | |

a. Postest < Pretest

b. Postest > Pretest

c. Postest = Pretest

**Table 15:** Wilcoxon Signed Rank Test
**Source:** Hypothesis Verification
**Author:** Ilbay, L. (2018)

To verify the hypothesis Wilcoxon statistics were applied, for the two related patterns, it means to verify if the experiment used in this case the vocabulary techniques relate with the interpersonal communication in the learners produced a positive effect.

The table before shows, in case a: Negative Ranks in the post test is less than in the pre- test it gives as result 1 from 30, in case b: Positive Ranks it can shows notably that post.-test is better than the pre- test in 25 cases and finally case c: Ties, in the final result the experiment do not produce any change in 4 students from a total of 30.

It concludes that: Vocabulary techniques do relate directly with the interpersonal communication.

**Test[a] Statistics**

| | Postest - Pretest |
|---|---|
| Z | -4,355[b] |
| Sig. asintót. (bilateral) | ,000 |

a. Prueba de los rangos con signo de

Wilcoxon

b. Basado en los rangos negativos.

**Table 16:** Test[a] Statistics
**Source:** Hypothesis verification
**Author:** Ilbay, L (2018)

Using the statistics verification it concludes that p(valor) is 0.0001, which is less than 0.005, so it is inside the tolerance rank, as final result the Null hypothesis is rejected $H_0$ = The vocabulary Techniques do not have a relationship with the interpersonal communication in learners of English at Unidad Educativa Ambato. In addition, the alternative hypothesis is accepted $H_1$ = The vocabulary Techniques have a relationship with the interpersonal communication in learners of English at Unidad Educativa Ambato.

**Difference test**
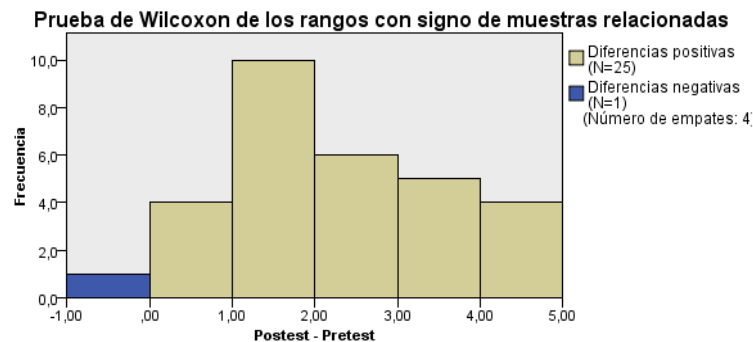


**Picture 1:** Difference test
**Source:** Hypothesis verification
**Author:** Ilbay, L. (2018)

**Contrast Hypothesis Summary**



**Picture 2:** Contrast Hypothesis Summary
**Source:** Hypothesis verification
**Author:** Ilbay, L. (2018)

# CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusions

- Vocabulary techniques have a relationship with the interpersonal communication, since the alternative hypothesis was accepted with a level of significance of 0.0001. The vocabulary Techniques have a relationship with the interpersonal communication in learners of English at Unidad Educativa Ambato.

- The vocabulary techniques that improve the interpersonal communication in learners of English are visual and verbal and among them: realia, pictures, mime and gestures, translation, drilling, antonyms and synonyms. Pictures was the visual technique that helped to improve the interactive communication in 73,4%. Furthermore, translation technique was not as useful as the others for improving interpersonal communication.

- The elements of the assessment criteria for interpersonal communication are: grammar and vocabulary, pronunciation, and interactive communication which were taken from the Key English Test (KET) and based on the Common European Framework of Reference (CEFR). Being pronunciation the one with no positive results.

- The experimental group develop their interpersonal communication positively due to the results showed that students in the pre-test obtained 36,4% while in the post test they acquired 72%. In addition, there was a significant improvement in the experimental group.

## 5.2    Recommendations

After the vocabulary techniques application, the following recommendations are established:

- To continue applying the verbal and visual vocabulary techniques such as: realia, mime and gestures, pictures, translation, drilling, synonyms and antonyms in class to improve the assessment criteria for interpersonal communication of learners which are grammar and vocabulary, pronunciation, and interactive communication.

- To consider the use of realia, mime and gestures, pictures, translation, drilling, synonyms and antonyms in class to improve the interpersonal communication and propose researches in the translation technique with the aim of reinforce the assessment criteria that are grammar and vocabulary, pronunciation, and interactive communication for interpersonal communication among learners.

- To continue using the assessment criteria that are grammar and vocabulary, pronunciation, and interactive communication in classes and rehearsal the pronunciation through some techniques that improve it due to pronunciation is one of the assessment criteria for improving interpersonal communication.

- Design a handbook with lesson plans, appropriate methodologies, vocabulary techniques, assessment criteria, material and the corresponding rubric without overlook the context reality.

PROPOSAL

## 6.1 Informative Data

**Proposal**

Lesson plans based on Vocabulary techniques to improve the interpersonal communication.

**Topic:** Vocabulary techniques for improving interpersonal communication in learners of English.

**Executing Institution:** Unidad Educativa "Ambato"

**Beneficiaries:** students and teachers at Unidad Educativa "Ambato"

**Author:** Lorena Maribel Ilbay Morejón.

## 6.2    Proposal background

The study was done to reinforce the weaknesses that A2.1 students of Unidad Educativa "Ambato" face in the class during the interpersonal communication. They had problems with grammar and vocabulary, pronunciation, and interactive communication.

For that reason, the vocabulary techniques were a possible answer to improve the interpersonal communication. There was a previous bibliography exploration to review the best vocabulary techniques, in order to improve the students' communication. At that time, the lesson plans were designed, focused on the vocabulary techniques that improve the interpersonal communication.

## 6.3    Justification

The proposal of this project is to support students for improving their interpersonal communication in class. It is going to be based on vocabulary techniques, not only to reinforce their knowledge, but also to improve their English communication. The teacher will be the guide who provides the keys in order to get an answer from them. This proposal benefited the A2.1 students of Unidad Educativa "Ambato" because there were planned vocabulary techniques that enhanced the interpersonal communication of learners.

## 6.4    Objectives

### 6.4.1   General Objective

To propose a compilation of lesson plans to be adjusted to the classroom needs that are focused on vocabulary techniques to improve the interpersonal communication in A2.1 students of Unidad Educativa "Ambato."

### 6.4.2   Specific Objectives

- To select vocabulary techniques that improve the interpersonal communication.

- To evaluate the efficacy of vocabulary techniques application through a pre and a post test.

**6.5    Feasibility analysis**

This proposal is feasible because the principals, students and the teachers require this implementation.  All of them are conscious that the benefit is going to be not only for the institution but also for the students, who are going to improve their interpersonal communication in class.

**6.6    Theoretical basis**

This proposal was established based on the vocabulary techniques suggested by Sanusi (2009). There are two types of vocabulary techniques, which are verbal and visual. They have meaningful activities to develop the interpersonal communication. According to Hubbard (1983) more words a student knows the more precisely that student can express in a conversation. Moreover, Diamond (2006) states that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language cannot exist.

Furthermore, vocabulary techniques are not only activities that involve learners organizing, planning and arranging certain issues to achieve the outcome. It goes beyond that, because vocabulary techniques helps people to use a word eloquently for their communication both in oral and in written form (Webster, 2014). Vocabulary techniques can be performed individually, in pairs, groups, or even by the whole class, which promotes cooperative work resulting in communication. In reference to interpersonal communication, it is an unusual form of human communication that occurs when people interact simultaneously with another person. (Nelmangala, 2005)

The effectiveness of these vocabulary techniques and the improvement in interpersonal communication is linked with the planning of the lesson. Therefore, it is important to select vocabulary techniques that will require students to communicate for accomplishing the last outcome.

### 6.6.1   Proposal development

**Vocabulary Techniques for improving Interpersonal Communication.**

Vocabulary techniques focus on supporting learners for improving their communication while they work in class. These lesson plans were established based on the most important techniques, types, and elements of the vocabulary. This planning could be adjusted according to your reality and learners needs. Each class has the objective of facilitating students to increase their interpersonal communication. The purpose of these lesson plans is to demonstrate the flexibility of vocabulary techniques. They cover some tasks that are appropriate for learners at diverse levels. It is also included the rubric for assessment that was taken from Cambridge English Handbook for teachers.  Here you will find a brief overview of them.

| No. of lesson plan | Unit topic | Aim | Time | Vocabulary technique | Assessment Criteria |
|---|---|---|---|---|---|
| 1 | | - Students will be able to identify the new vocabulary words.<br>- Students will be able to replace the new vocabulary words in a conversation pattern. | **2 Hours** | Pictures Drilling | Grammar and Vocabulary Pronunciation |
| 2 | | - Students will be able to list orally the new vocabulary words.<br>- Students will be able to create a dialogue using pictures of the new vocabulary. | **2 Hours** | Mime and gestures. Pictures | Grammar and Vocabulary Pronunciation |
| 3 | **HOBBIES AND**<br><br>**ENTERTAINMENT** | - Students will be able to identify the new vocabulary words.<br>- Students will be able to replace the new vocabulary words in a conversation pattern. | **2 Hours** | Synonyms and Antonyms. Drilling | Grammar and Vocabulary Pronunciation<br>Interactive Communication |
| 4 | | - Students will be able to identify the synonyms and antonyms of the new vocabulary.<br>- Students will be able to ask and answer questions in pairs by using the new words. | **2 Hours** | Translation Synonyms and Antonyms | Grammar and Vocabulary Pronunciation<br>Interactive Communication |
| 5 | | - Students will be able to differentiate weekend from weekdays.<br>- Students will be able to create a dialogue using the new vocabulary words. | **2 Hours** | Pictures Drilling | Grammar and Vocabulary Pronunciation<br>Interactive Communication |
| 6 | | - Students will be able to ask an answer questions about a picture.<br>- Students will be able to interact with the classmates. | **2 Hours** | Pictures Realia | Grammar and Vocabulary Pronunciation<br>Interactive Communication |

**Table 17**: Vocabulary Techniques Handbook for improving Interpersonal Communication
**Source:** Lesson plans Vocabulary Techniques
**Author:** Ilbay, L (2018)

## 6.7 Methodology – (Operational Model)

| Phase | Objectives | Activities | Resources | Resposible | Time |
|---|---|---|---|---|---|
| **Socialization** | Review the books that students use in class. | Meetings with the thesis tutor to check the material. | Students´ book Teachers´book Computer | Lorena Maribel Ilbay | Two weeks |
| **Planning** | Adapt the interaction communication according to the content of the book. | Lesson plans based on vocabulary techniques. | Students´ book Teachers´book Computer | Lorena Maribel Ilbay | One month |
| **Proposal Implementing** | To implement vocabulary techniques in class. | Work on vocabulary techniques that improve the interpersonal communication. | Students´ book Teachers´book Computer | Lorena Maribel Ilbay | One month |
| **Evaluation** | To evaluate the implementation of vocabulary techniques. | Pre – Post Test. | Students´ book Teachers´book Computer | Lorena Maribel Ilbay | One week |

**Table 18:** Methodology
**Source:** Researcher
**Author:** Ilbay, L (2017)

## 6.8 Administration

The author of the research project who implemented vocabulary techniques in all the lesson plans created the proposal. The pre and post - test were applied to the A2.1 students of Unidad Educativa Ambato. The application lasted one month, four hours per week. The lesson plans schema were based on Jeremy Harmer  book, named How to teach English, by adjusting the vocabulary techniques to the English book of the Ministry of education.

| INSTITUTION | RESPONSIBLES | ACTITIVITIES |
|---|---|---|
| Unidad Educativa "Ambato" | Lorena Maribel Ilbay | Group work<br>Individual work |

**Table 19**: Administration
**Source:** Researcher
**Author:** Ilbay, L (2017)

## 6.9 Assessment

In the assessment, the students were applied the pre - test KET to check the level of knowledge of the students in order to improve the interpersonal communication. After that, there was applied a post - test to assess the outcomes. It was also applied a post-test in order to see the results after the implementation. This test was taken from the Cambridge English handbook based on the KET test and evaluated by using the Common European Framework scale that measure the following items: Grammar and Vocabulary, Pronunciation, and Interactive Communication.

| BASIC QUESTIONS | EXPLANATION |
|---|---|
| 1.- What to evaluate? | The development of the interpersonal communication through the application of vocabulary techniques. |
| 2.- Why to evaluate? | To assess the achievement of the objectives |
| 3.- What to evaluate for? | To determine if it is necessary to make modifications. |
| 4.- Which criteria is used to evaluate? | Common European Framework scale |
| 5.- Indicator | Students' performance |
| 6.- Who is the evaluator? | The researcher |
| 7.- When to evaluate? | Before and after the execution of the proposal |

**Table 20:** Assessment
**Source:** Researcher
**Author:** Ilbay, L (2017)

# VOCABULARY TECHNIQUES FOR IMPROVING INTERPERSONAL COMMUNICATION HANDBOOK.
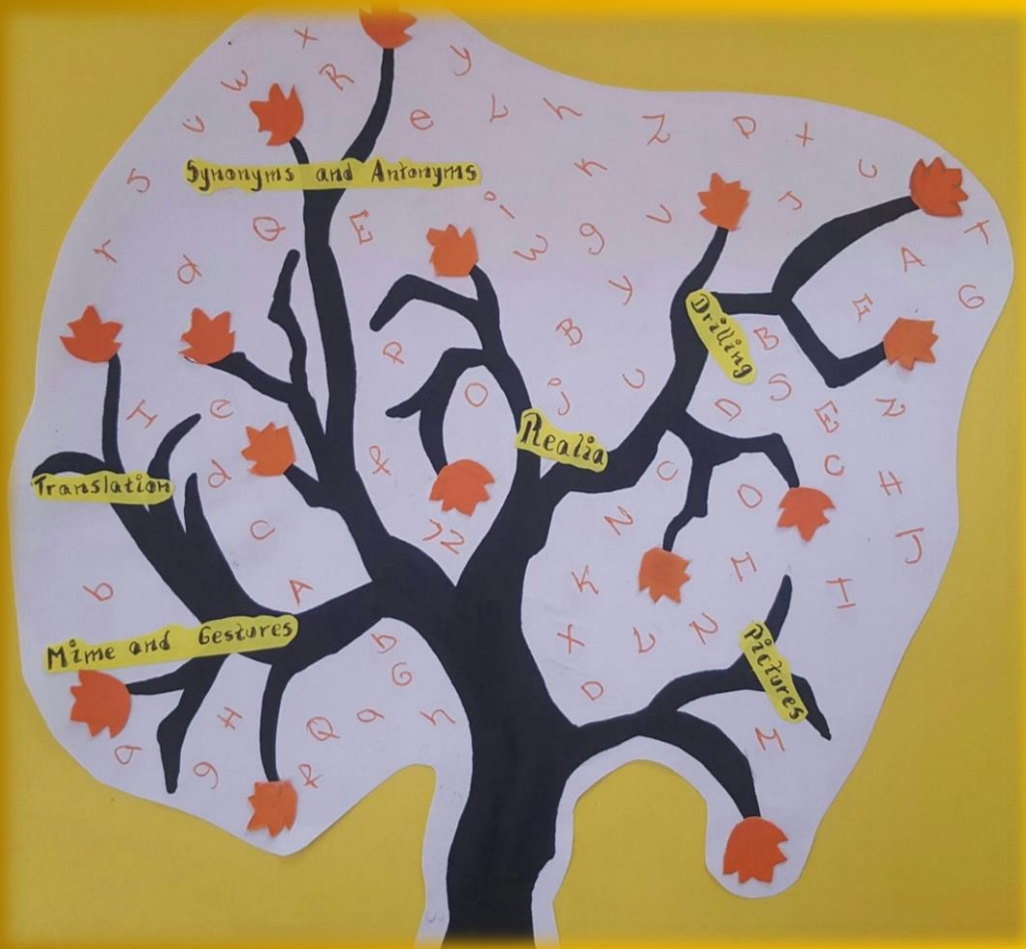


**AUTHOR:** Lcda. Lorena Ilbay, Mg.

# Introduction

The creation of this handbook with lesson plans using different vocabulary techniques for improving the interpersonal communication is a great contribution for the education due to as English teachers the teaching - learning process has to growth daily and never stops to facilitate the students' reflection and construction of their own knowledge.

After a long and deep investigation, this handbook was created with six lesson plans based on the students' reality and the topics were taken from the English book of the Ministry of Education.

In this handbook, teachers can find the lesson plans and the material to develop each one. Each worksheet is based on the most useful vocabulary techniques (visual and verbal), and at the end of each lesson there is a rubric to assess the interpersonal communication. Teachers can adapt them according to the learners' context.

Hoping that this handbook become an appreciated source for my colleagues.

**LESSON PLAN 1**

**TOPIC: HOBBIES AND ENTERTAINMENT**

**LENGTH OF LESSON**: 2 hours (80 minutes)

| | |
|---|---|
| **DESCRIPTION OF CLASS:** | 30 Students |
| **VOCABULARY TECHNIQUES:** | ❖ Pictures<br>❖ Drilling |
| **AIMS:** | ❖ Students will be able to identify the new vocabulary words.<br>❖ Students will be able to replace the new vocabulary words in a conversation pattern. |
| **VOCABULARY:** | Movies, close, buy, big. |
| **MATERIAL:** | Cardboards, tape, pictures, flashcards, wall papers, markers, scissors, word cards, etc. |
| **ENGAGE** | ❖ Hand out the day´s agenda and review aims with the students.<br>❖ Form a circle.<br>❖ The teacher shows different pictures to the class, they have to raise the hand and say the name of the picture. (Sheet #1)<br>❖ If the students say the name correctly, the teacher will pronounce it and the students have to repeat three times. Pict 1. Movies, Pict.2 Big, Pic.3 Close, Pict. 4 Buy. |
| **STUDY** | ❖ Form four heterogeneous cooperative learning groups.<br>❖ In groups, students receive a puzzle and they have to connect the pieces. (Sheet # 2)<br>❖ While students are working, teacher places the wallpapers in each corner of the classroom with the new vocabulary words. (Sheet #3)<br>❖ After they finish organizing the puzzles, students have to stick them in the corresponding wallpaper.<br>❖ Teacher has to check if they are correct or not.<br>❖ If the puzzle is according with the word, students have to repeat the word three times.<br>❖ Finally, teacher reads a conversation pattern in order to emphasize some vocabulary words.   (Sheet #4) |
| **ACTIVATE** | ❖ Use the conversation pattern and fill in the gaps with the new vocabulary words. (Sheet #5)<br>❖ After they practice three times, each group has to explain what the new words they replaced were.<br>❖ Check the task with the teacher and classmates. |
| **ASSESSMENT** | ❖ Grammar and Vocabulary<br>❖ Pronunciation - Rubric (Sheet #6) |

**Table 18**: Lesson Plan 1
**Source:**  Harmer (1998)
**Author:** Ilbay, L (2018)

# Lesson plan 1 - Sheet # 1

**Vocabulary technique:** Pictures

## Movies



**Picture 3:** Movies
**Source:** https://goo.gl/images/6jPV96

**Big**



**Picture 4:** Big
**Source:** https://goo.gl/images/rGYuim
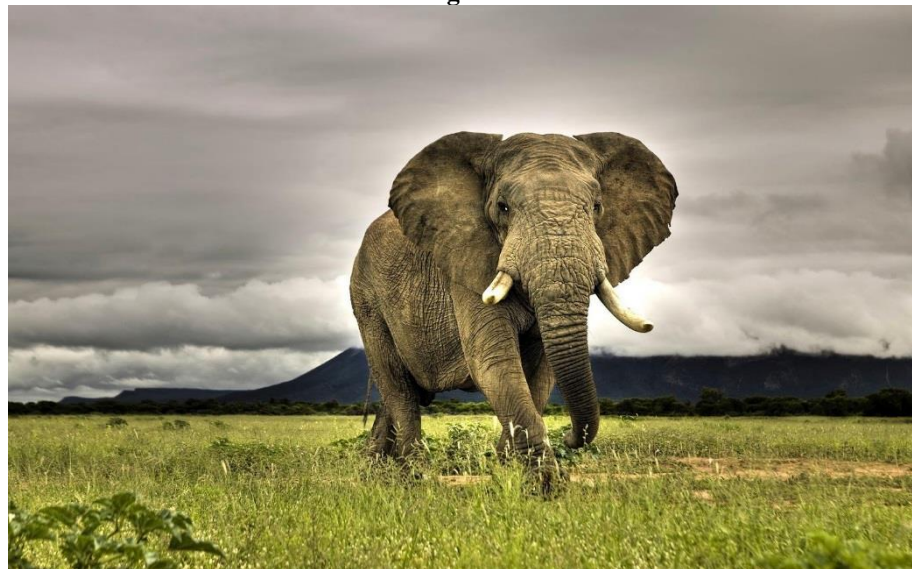
# Lesson plan 1 - Sheet # 1

**Vocabulary technique:** Pictures

**Close**



**Picture 5:** Close
**Source:** https://goo.gl/images/ovr4q7

**Buy**



**Picture 6**: Buy
**Source:** https://goo.gl/images/GQR1eZ

**Vocabulary technique:** Pictures

**Movies**



**Picture 7:** Movies
**Source:** https://goo.gl/images/xs7DHF
**Author:** Ilbay, L. (2018)

**Vocabulary technique:** Pictures

**Buy**



 **Picture 8:** Buy
 **Source:** https://goo.gl/images/2zjspK
 **Author:** Ilbay, L. (2018)

**Vocabulary technique:** Pictures

**Close**



**Picture 9**: Close
**Source:** https://goo.gl/images/WdTj1q

**Author:** Ilbay, L. (2018)

**Lesson plan 1 - Sheet # 2**

**Vocabulary technique:** Pictures

**Big**
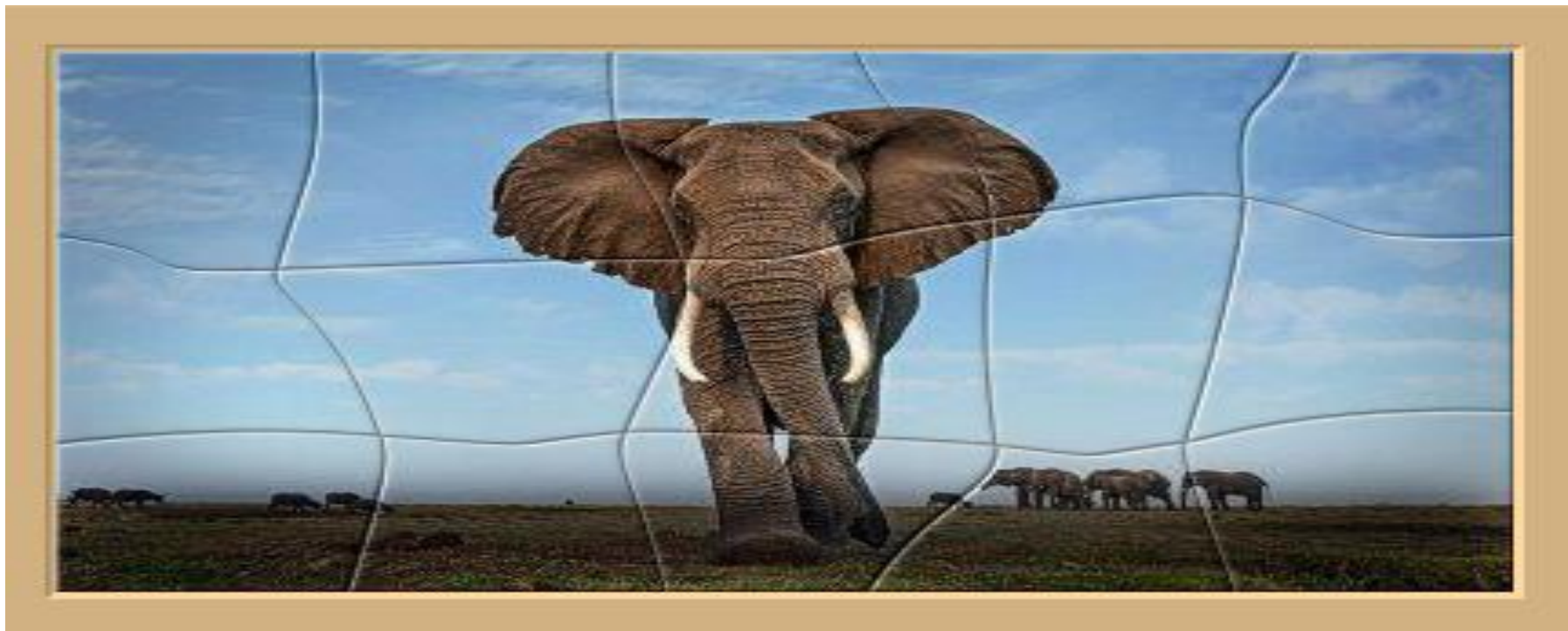
**Picture 10**: Big
**Source:** https://goo.gl/images/rqm6rE
**Author:** Ilbay, L. (2018)

**Instructions:** teacher sticks the wallpaper in each corner of the classroom. Students have to read the wallpaper and stick the correct puzzle.

I want to watch a <u>movie.</u>

**Lesson plan 1 - Sheet # 3**

**Instructions:** teacher sticks the wallpaper in each corner of the classroom. Students have to read the wallpaper and stick the correct puzzle.

I want to <u>buy</u> a ticket.

**Instructions:** teacher sticks the wallpaper in each corner of the classroom. Students have to read the wallpaper and stick the correct puzzle.

The zoo is <u>closed.</u>

**Instructions:** teacher sticks the wallpaper in each corner of the classroom. Students have to read the wallpaper and stick the correct puzzle.

The elephant is <u>big</u>.

**Lesson plan 1 - Sheet # 4**

**Vocabulary technique:** Drilling

### CONVERSATION PATTERN

A: Hello!

B: Hi!

A: What are you doing this weekend?

B: I'm going to the mall with a friend. How about you?

A: I want to go to the zoo with my family.

A: Do you know if it is opened or **closed** on Sundays?

B: Sincerely, I do not know about that.

A: What are you going to do at the mall?

B: I want to **buy** tickets for Rio **movie**. And you?

A: I want to see **big** elephants because I love them.

A: Do you want to go with me?

B: No, thanks, I prefer watching **movies**, maybe another time.

A: Ok, sounds good.

B: Bye

# LESSON PLAN 1-SHEET # 5

**Vocabulary technique:** Drilling

**Name:**                                                                                                          **Date:**

## CONVERSATION PATTERN

A: Hello!

B: Hi!

A: What are you doing this weekend?

B: I'm going to the mall with a friend. How about you?

A: I want to go to the zoo with my family.

A: Do you know if it is opened or _____ on Sundays?

B: Sincerely, I do not know about that.

A: What are you going to do at the mall?

B: I want to _____ tickets for Rio _____. And you?

A: I want to see _____ elephants because I love them.

A: Do you want to go with me?

B: No, thanks, I prefer watching _____, maybe another time.

A: Ok, sounds good.

B: Bye

# LESSON PLAN 1-SHEET # 6

| A2 | GRAMMAR AND VOCABULARY | | INTERACTIVE COMMUNICATION |
|---|---|---|---|
| 5 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | | Maintains simple exchanges. Requires very little prompting and support. |
| 4 | Performance shares features of Bands 3 and 5. | | |
| 3 | Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | Performance shares features of Bands 1 and 3. | | |
| 1 | Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | Performance below Band 1. | | |

**Table 1:** Interaction Strategies
**Source:** Common European Framework of Reference for Languages (CEFR).
**Author:** Ilbay, L. (2018)

# LESSON PLAN 2

**TOPIC: HOBBIES AND ENTERTAINMENT**
**LENGTH OF LESSON: 2 hours (80 minutes)**

| DESCRIPTION OF CLASS: | 30 Students |
|---|---|
| **VOCABULARY TECHNIQUES:** | ❖ Mime and Gesture<br>❖ Pictures |
| **AIMS:** | ❖ Students will be able to list orally the new vocabulary words.<br>❖ Students will be able to create a dialogue using pictures of the new vocabulary. |
| **VOCABULARY:** | Ticket, location, entrance, seat, museum. |
| **MATERIAL:** | Cardboards, tape, pictures, flashcards, wall papers, markers, scissors, word cards, etc. |
| **ENGAGE** | ❖ Hand out the day´s agenda and review the objectives with the students.<br>❖ Form five heterogeneous cooperative learning groups.<br>❖ Choose a leader for each group.<br>❖ Give each leader a vocabulary picture and they have to make mimes and gestures to the group in order to get the name of the picture from their partners. (Sheet#1) |
| **STUDY** | ❖ Teacher sticks a word and a picture of a story on the back of the five leaders. (Sheet #2.)<br>❖ Each group has to make mime and gestures in order to organize the story how they think it is.<br>❖ After, teacher reads the story and the groups have the opportunity to listen and check if the story is in the correct order or not. (Sheet #3).<br>❖ Students re- organize the story if it was not in the correct order. |
| **ACTIVATE** | ❖ Give to each group a format of It´s all in the box. (Sheet #4)<br>❖ Each group has to complete the format with pictures of the new words in sequence to create a story.<br>❖ After they finish, each group has to explain their story by using mime and gestures.<br>❖ Finally, students explain their story orally based on pictures. |
| **ASSESSMENT** | ❖ Grammar and Vocabulary<br>❖ Pronunciation – Rubric Sheet # 5 |

**Table 19**: Lesson Plan 2
**Source:** Harmer (1998)
**Author:** Ilbay, L (2018)

# Lesson plan 2 - Sheet # 1

**Vocabulary technique:** Mime and gestures

## Ticket



 **Picture 11:** Ticket
**Source:** https://goo.gl/images/qNB4Pd

## Museum



**Picture 12:** Museum
**Source:** https://goo.gl/images/Rtuu3E

# Lesson plan 2 - Sheet # 1

**Vocabulary technique:** Mime and gestures

## Entrance



**Picture 13:** Entrance
**Source:** https://goo.gl/images/n1x6bY

## Location



**Picture 14:** Location
**Source:** https://goo.gl/images/9ATQtP

**Lesson plan 2 - Sheet # 1**

**Vocabulary technique:** Mime and gestures

**Seat**



Picture 15: Seat
**Source:** https://goo.gl/images/vJDYbj

**Vocabulary technique:** Mime and gestures

**Sequence words**

First,   Then,   After that,   Next,   Finally,

**Picture 16:** Sequence words
**Source:** Researcher
**Author:** Ilbay, L. (2018

**Lesson plan 2 - Sheet # 3**

**Instructions:** teacher reads the story and the students have the opportunity to listen and check if the story is in the correct order or not.

**Story Pattern**

| Yesterday, I took a seat in my room with my computer to find information about a museum. | → | First, I located the museum in Los Angeles. | → | Then, I bought a ticket. | → | After that, I went to the entrance where a person was waiting for me. | → | Finally, it was great experience to see that wonderful museum. |
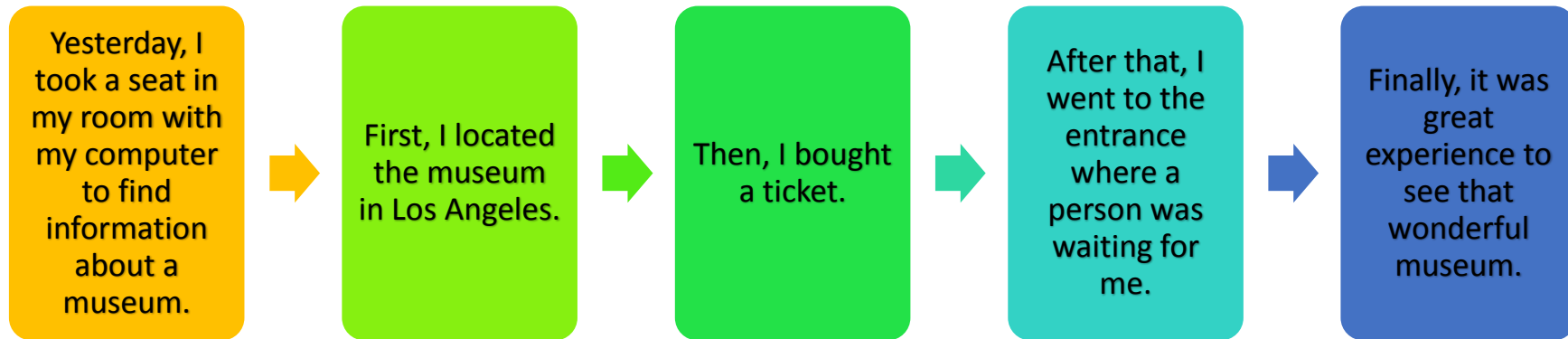
**Picture 17:** Story pattern
**Source:** Researcher
**Author:** Ilbay, L. (2018

**It´s all in the box**

**Instructions:** Students have to complete the format in groups with drawings of the new vocabulary words.  Do it in sequence in order to create a story.
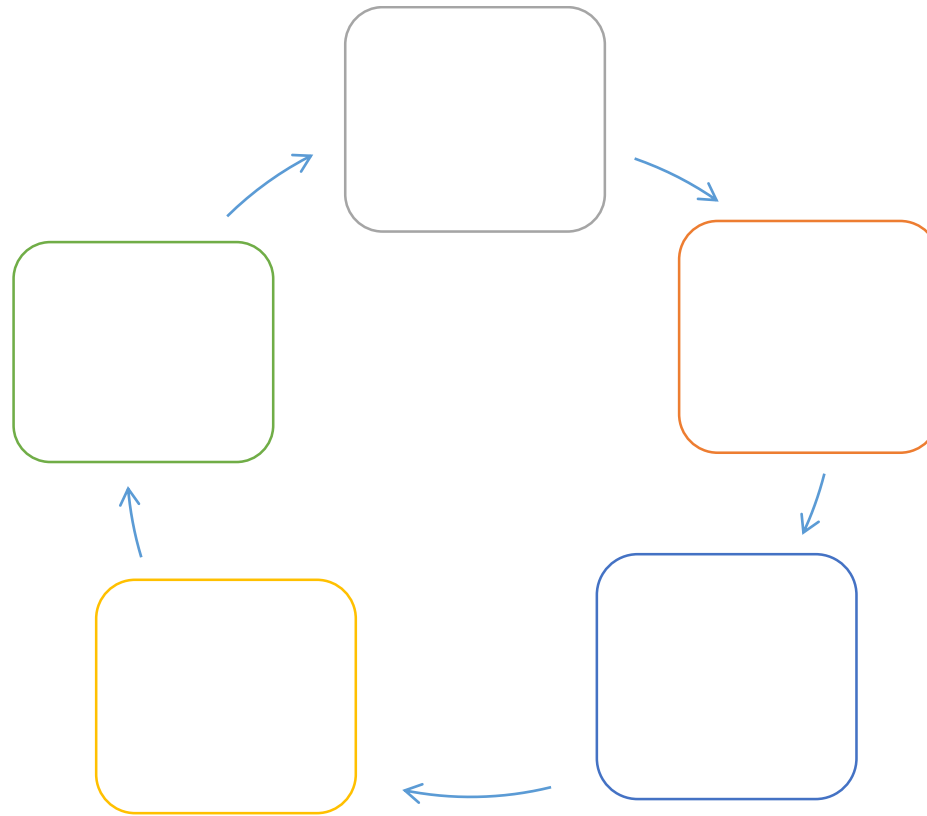


**Picture 18:** It´s all in the box
**Source:** Researcher
**Author:** Ilbay, L. (2018

# LESSON PLAN 2-SHEET # 5

| A2 | GRAMMAR AND VOCABULARY | | INTERACTIVE COMMUNICATION |
|---|---|---|---|
| 5 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | | Maintains simple exchanges. Requires very little prompting and support. |
| 4 | Performance shares features of Bands 3 and 5. | | |
| 3 | Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | Performance shares features of Bands 1 and 3. | | |
| 1 | Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | Performance below Band 1. | | |

**Figure 6:** Interaction Strategies
**Source:** Common European Framework of Reference for Languages (CEFR).
**Author:** CEFR

**LESSON PLAN 3**

**TOPIC: HOBBIES AND ENTERTAINMENT**

**LENGTH OF LESSON**: 2 hours (80 minutes)

| DESCRIPTION OF CLASS: | 30 Students |
|---|---|
| **VOCABULARY TECHNIQUES:** | ❖ Synonyms and Antonyms<br>❖ Drilling |
| **AIMS:** | ❖ Students will be able to identify the new vocabulary words.<br>❖ Students will be able to replace the new vocabulary words in a conversation pattern. |
| **VOCABULARY:** | Movies, film, close, open, sell, buy, big, small. |
| **MATERIAL:** | Cardboards, tape, pictures, flashcards, wall papers, markers, scissors, word cards, etc. |
| **ENGAGE** | ❖ Hand out the day´s agenda and review aims with the students.<br>❖ Review previous vocabulary words like open, buy, movie, big.<br>❖ Form a circle and put a bottle in the middle.<br>❖ The teacher has to spin the bottle and the students are going to tell synonyms and antonyms they known about previous vocabulary words. |
| **STUDY** | ❖ Form six heterogeneous cooperative learning groups.<br>❖ Place the sentences with the new words on the board. (Sheet #1)<br>❖ The students have to walk around the class in order to find the sentences that contain synonyms and antonyms to associate with the new words on the board. (Sheet #1)<br>❖ Teacher has to check if they are correct or not.<br>❖ Students have to repeat three times each word with their corresponding antonym or synonym. |
| **ACTIVATE** | ❖ Students receive a conversation pattern.(Sheet #2)<br>❖ They have to read and practice in pairs.<br>❖ After that, students receive other conversation with gaps in order to complete the paper with the new vocabulary words antonyms or synonyms. (Sheet #3)<br>❖ Next, they have to read the conversation in pairs with the complete information.<br>❖ Students have to exchange partners and do the same. |
| **ASSESSMENT** | ❖ Grammar and Vocabulary<br>❖ Pronunciation<br>❖ Interactive Communication – Rubric (Sheet # 4) |

**Table 20**: Lesson Plan 3
**Source:** Harmer (1998)
**Author:** Ilbay, L (2018)

**Vocabulary technique:** Synonyms and antonyms

I <u>CLOSE</u> THE DOOR

THEY <u>SELL</u> TICKETS

THE ENTRANCE IS <u>SMALL</u>

THE <u>FILM</u> IS INTERESTING

**Source:** Researcher
**Author:** Ilbay, L. (2018

**Vocabulary technique:** Synonyms and antonyms

WE <u>BUY</u> POP CORN

THE CINEMA IS <u>BIG</u>

I LOVE <u>MOVIES</u>

MY FRIENDS <u>OPEN</u> THE DOOR

**Source:** Researcher
**Author:** Ilbay, L. (2018

**Vocabulary technique:** Drilling

**Instructions:** Students have to practice the conversation in pairs.

**Conversation Pattern**

A: Good morning.

B: Good morning. How are you?

A: I am great and you?

B: I am OK.

A: Can I help you?

B: Yes, as I love <u>movies,</u> I need some information about the premiere <u>films</u>, please.

A: Sure, The premiere are Spiderman, Fast and Furious.

B: What do you recommend me?

A: Well, both are interesting <u>movies</u>.

B: What time does the <u>cinema</u> <u>open</u> on Sundays?

A: At 5 pm

B: That is good.

A: Is it big or <u>small</u>?

B: It is <u>small</u>

**Source:** Researcher
**Author:** Ilbay, L. (2018)

**Vocabulary technique:** Drilling

**Instructions:** Students have to fill in the gaps with the new vocabulary words.
After that, they have to practice the conversation in pairs.

**Name:**                                                                                                              **Class:**

A: Good morning.
B: Good morning. How are you?
A: I am great and you?
B: I am OK.
A: Can I help you?
B: Yes, as I love _____, I need some information about the premiere
_____, please.
A: Sure, The premiere are Spiderman, Fast and Furious.
B: What do you recommend me?
A: Well, both are interesting _____.
B: What time does the _____     _____  on Sundays?
A: At 5 pm
B: That is good.
A: Is it big or _____?
B: It is _____.
A: Sounds good, thanks.
A: You´re welcome.

**Source:** Researcher
**Author:** Ilbay, L. (2018)

# Lesson plan 3 - Sheet # 4

## Rubric

| A2 | GRAMMAR AND VOCABULARY | PRONUNCIATION | INTERACTIVE COMMUNICATION |
|---|---|---|---|
| 5 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | Maintains simple exchanges. Requires very little prompting and support. |
| 4 | Performance shares features of Bands 3 and 5. | | |
| 3 | Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | Is mostly intelligible, despite limited control of phonological features. | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | Performance shares features of Bands 1 and 3. | | |
| 1 | Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | Has very limited control of phonological features and is often unintelligible. | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | Performance below Band 1. | | |

**Figure 6:** Interaction Strategies
**Source:** Common European Framework of Reference for Languages (CEFR).
**Author:** CEFR

**LESSON PLAN 4**

**TOPIC: HOBBIES AND ENTERTAINMENT**

**LENGTH OF LESSON**: 2 hours (80 minutes)

| | |
|---|---|
| **DESCRIPTION OF CLASS:** | 30 Students |
| **VOCABULARY TECHNIQUES:** | ❖ Translation<br>❖ Synonyms and Antonyms |
| **AIMS:** | ❖ Students will be able to identify the synonyms and antonyms of the new vocabulary.<br>❖ Students will be able to ask and answer questions in pairs by using the new words. |
| **VOCABULARY:** | Ticket, admission, location, address, entrance, exit, chair, seat, museum, gallery, exhibition. |
| **MATERIAL:** | Tape, worksheet, markers, scissors, word cards, etc. |
| **ENGAGE** | ❖ Hand out the day´s agenda and review the aims with the students.<br>❖ Form five heterogeneous groups.<br>❖ Stick the Tic Tac Toe chart. (Sheet#1)<br>❖ Each group has to participate and select one category from the chart.<br>❖ If the group answer correctly, they will put a cross or the cero to complete the chart. If they do not answer, the other group has the opportunity to do. |
| **STUDY** | ❖ Teacher sticks clue sheet to ask and answer questions on the board. (Sheet#2)<br>❖ Teacher model it based on the information given. (Sheet#3)<br>❖ Each group receive one similar clue sheet. . (Sheet#4)<br>❖ Students have to join in pairs and use the clue sheet.<br>❖ Each student has to create a question using the clues and the other has to answer it by using the clues, too.<br>❖ Teacher is going to translate to the mother tongue if it is necessary. |
| **ACTIVATE** | ❖ Use the same worksheet with the clues and replace the words with synonyms or antonyms. (Sheet#3)<br>❖ Ask and answer questions with the new vocabulary words.<br>❖ Join with other friends and practice asking and answering questions. |
| **ASSESSMENT** | ❖ Grammar and Vocabulary<br>❖ Pronunciation<br>❖ Interactive Communication – Rubric Sheet # 5 |

**Table 21**: Lesson Plan 4
**Source:** Harmer (1998)
**Author:** Ilbay, L (2018)

**Vocabulary Techniques:** Synonyms and antonyms

Translation

**Instructions:** Each group has to participate and select one category from the chart.

If the group answer correctly, they will put a cross or the cero to complete the chart. If they do not answer, the other group has the opportunity to do.

ANTONYMS
Location

TRANSLATION
Gallery

VOCABULARY
4 new words

SYNONYMS
Ticket

SYNONYMS
Museum

ANTONYMS
exit

ANTONYMS
Admission

VOCABULARY
4 new words

TRANSLATION
Entrance

**Picture 19:** Tic-Tac-Toe
**Source:** https://goo.gl/images/K9sM1K
**Author:** Ilbay, L. (2018

**Vocabulary Technique:** Synonyms and antonyms

❖ **Address?**

❖ **Big/small?**

❖ **Open/Friday?**

❖ **Schedule?**

**Source:** Researcher
**Author:** Ilbay, L. (2018

**Guayasamin Gallery**

**Las Americas Street**



**Big**

**Friday – Saturday**

**8: 00   to 5:00 pm.**

**Lesson plan 4 - Sheet # 3**

**Vocabulary Techniques:** Synonyms and antonyms

A: Hello Sam.
B: Hi, Melissa. How are you?
A: I am great and you?
B: I am fine. Would you like to visit any gallery?
A: Of course.
B: What do you think about Guayasamin gallery?
A: Great. Where is it located?
B: It is located in Las Americas Street, near the Hospital.
A: Is it opened on Fridays?.
B: Sure.
A: What is the schedule?
B: From 5 to 8 pm.
A: Is it big?
B: Yes, it is very big.
A: So, let's meet at the entrance.
B: At 4:00 pm?
A: Sounds good.
B: See you there.
A: Bye.

**Source:** Researcher
**Author:** Ilbay, L. (2018

**Vocabulary Techniques:** Synonyms and antonyms

## Art Gallery

- ❖ **Address?**
- ❖ **Big/small?**
- ❖ **Open/Friday?**
- ❖ **Schedule?**

**Source:** Researcher
**Author:** Ilbay, L. (2018

**Art Gallery**

**Main Street**



**Big**
**Monday – Friday**

**8: 00   to 5:00 pm.**

# Lesson plan 4 - Sheet # 5

| A2 | GRAMMAR AND VOCABULARY | PRONUNCIATION | INTERACTIVE COMMUNICATION |
|---|---|---|---|
| 5 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | Maintains simple exchanges. Requires very little prompting and support. |
| 4 | Performance shares features of Bands 3 and 5. | | |
| 3 | Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | Is mostly intelligible, despite limited control of phonological features. | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | Performance shares features of Bands 1 and 3. | | |
| 1 | Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | Has very limited control of phonological features and is often unintelligible. | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | Performance below Band 1. | | |

**Figure 6:** Interaction Strategies
**Source:** Common European Framework of Reference for Languages (CEFR).
**Author:** CEFR

**LESSON PLAN 5**

**TOPIC: HOBBIES AND ENTERTAINMENT**
**LENGTH OF LESSON**: 2 hours (80 minutes)

| DESCRIPTION OF CLASS: | 30 Students |
|---|---|
| VOCABULARY TECHNIQUES: | ❖ Pictures<br>❖ Drilling |
| AIMS: | ❖ Students will be able to differentiate weekend from weekdays.<br>❖ Students will be able to create a dialogue using the new vocabulary words. |
| VOCABULARY: | Weekend, Saturday, Sunday, weekdays, Monday, Tuesday, Wednesday, Thursday, Friday, daily, postcard. |
| MATERIAL: | Cardboards, tape, pictures, flashcards, wallpapers, markers, scissors, word cards, etc. |
| ENGAGE | ❖ Hand out the day´s agenda and review the aims with the students.<br>❖ Form six heterogeneous groups.<br>❖ Select one leader.<br>❖ Give each leader 2 sentences with the new words. (Sheet #1)<br>❖ The group has to draw a picture that relate with the words.<br>❖ After that, stick the pictures on the board. |
| STUDY | ❖ Each group receive a picture. (Sheet #2)<br>❖ Place 12 words around the class. (Sheet #3)<br>❖ The group has to find the words that relate with the picture and stick them around it.<br>❖ After they finish, teacher checks and corrects the wrong ones.<br>❖ Next, asks the students to look at the pictures and repeat the names of them.<br>❖ Finally, teacher models a description of one picture, students have to listen and repeat. (Sheet #4) |
| ACTIVATE | ❖ Students receive a worksheet with the description of a picture. (Sheet #4)<br>❖ In groups, students describe their first pictures that are on the board, use the new vocabulary words and the worksheet. (Sheet #4)<br>❖ Finally, each leader present their pictures to all the class. |
| ASSESSMNET | ❖ Grammar and Vocabulary<br>❖ Pronunciation<br>❖ Interactive Communication – Rubric (Sheet # 5) |

**Table 22**: Lesson Plan 5
**Source:** Harmer (1998)
**Author:** Ilbay, L (2018)

**Vocabulary Technique:** Pictures
**Instructions:** Students receive two sentences.
In group they have to draw a picture that relate with the sentences and stick on the board.

I play soccer on <u>Friday</u>.

My mom cooks <u>daily</u>.

I watch movies on weekend.

My dad send me a postcard.

I go to the park on Sunday.

I have classes on Tuesday.

I cook on Saturdays.

My sister travels on Monday.

**Source:** Researcher
**Author:** Ilbay, L. (2018

**Vocabulary Technique:** Pictures
**Instructions:** Students receive two sentences.
In group, they have to draw a picture that relate with the sentences and stick on the board.

I swim on Fridays.

My mom goes shopping on

I have English on Thursdays.

I have classes daily.

**Source:** Researcher
**Author:** Ilbay, L. (2018

117

**Lesson plan 5 - Sheet # 2**

**Vocabulary Technique:** Pictures

| Daily | Saturday | Monday |



**Picture:** Daily

**Source:** https://goo.gl/images/9HjQ6k

**Picture:** Saturday

 **Source:** https://goo.gl/images/Ch6Cve

**Picture:** Daily

**Source:** https://goo.gl/images/z4FKDW

**Vocabulary Technique:** Pictures

| Tuesday | Sunday | Wednesday |
|---------|--------|-----------|







**Picture:** Tuesday

**Source:** https://goo.gl/images/b7xvvC

**Picture:** Sunday

**Source:** https://goo.gl/images/eQuPEj

**Picture:** Wednesday

**Source:** https://goo.gl/images/EG19z3

**Vocabulary Technique:** Pictures

| **Thursday** | **Weekend** | **Weekdays** |
|:---:|:---:|:---:|



**Picture:** Thursday

**Source:** https://goo.gl/images/1MHqHN



**Picture:** Weekend

**Source:** https://goo.gl/images/GzkWH6



**Picture:** Weekdays

**Source:** https://goo.gl/images/nRFYe8

**Vocabulary Technique:** Pictures

| SUNDAY | MONDAY | SUNDAY |
|--------|--------|--------|
| DAILY | TUESDAY | THURSDAY |

**Source:** Researcher
**Author:** Ilbay, L. (2018

**Vocabulary Technique:** Pictures

| | | |
|---|---|---|
| WEDNESDAY | FRIDAY | SATURDAY |
| POSTCARD | WEEKEND | WEEKDAYS |

**Source:** Researcher
**Author:** Ilbay, L. (2018

**Vocabulary Technique:** Drilling

**Description of a picture**

This is a picture of a movie. I place this picture on this day (Saturday) because my family and I used to go to the cinema.

I love movies, especially action movies. They are fantastic and interesting.

**Picture 20:** Description of a picture
**Source:** https://goo.gl/images/xfwB5r
**Author:** Ilbay, L (2018)

# Lesson plan 5 - Sheet # 5

| A2 | GRAMMAR AND VOCABULARY | PRONUNCIATION | INTERACTIVE COMMUNICATION |
|---|---|---|---|
| 5 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | Maintains simple exchanges. Requires very little prompting and support. |
| 4 | Performance shares features of Bands 3 and 5. | | |
| 3 | Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | Is mostly intelligible, despite limited control of phonological features. | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | Performance shares features of Bands 1 and 3. | | |
| 1 | Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. | Has very limited control of phonological features and is often unintelligible. | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | Performance below Band 1. | | |

**Figure 6:** Interaction Strategies
**Source:** Common European Framework of Reference for Languages (CEFR).
**Author:** CEFR

## LESSON PLAN 6

**TOPIC: HOBBIES AND ENTERTAINMENT**
**LENGTH OF LESSON**: 2 hours (80 minutes)

| | |
|---|---|
| **DESCRIPTION OF CLASS:** | 30 Students |
| **VOCABULARY TECHNIQUES:** | ❖ Pictures<br>❖ Realia |
| **AIMS:** | ❖ Students will be able to ask an answer questions about a picture.<br>❖ Students will be able to interact with the classmates. |
| **VOCABULARY:** | Airplane, time, country, travel, journey. |
| **MATERIAL:** | Pictures, wall papers, markers, scissors, word cards, etc. |
| **ENGAGE** | ❖ Hand out the day´s agenda and review the objectives with the students.<br>❖ Form two circles one inside the other.<br>❖ Each student that is inside the circle receive a picture. (Sheet #1)<br>❖ While the students are turning about, the other student make questions about the picture in order to identify it. For instance, what color is it? Is it big or small (Sheet #2)<br>❖ Students have to guess what is the picture about. |
| **STUDY** | ❖ Divide the classroom into 6 groups.<br>❖ Each group has 2 real toys.<br>❖ Each student has to create 3 questions related with each toy and the word that is in it. For example: where can you _**find**_ it? What do you _**use**_ it for?  (Sheet #2) |
| **ACTIVATE** | ❖ Teacher gives an example of a conversation using a real toy. (Sheet # 3)<br>❖ Each group has to select two representatives.<br>❖ The representatives have to pass in front and select a toy.<br>❖ After that, they have to create a dialogue using questions and answer related with the toy and based on the teacher´s example. (Sheet # 3) |
| **ASSESSMENT** | ❖ Grammar and Vocabulary<br>❖ Pronunciation<br>❖ Interactive Communication – Rubric  (Sheet # 4) |

**Table 23:** Lesson Plan 6
**Source:** Harmer (1998)
**Author:** Ilbay, L (2018)

**Vocabulary Technique:** Pictures

## Airplane
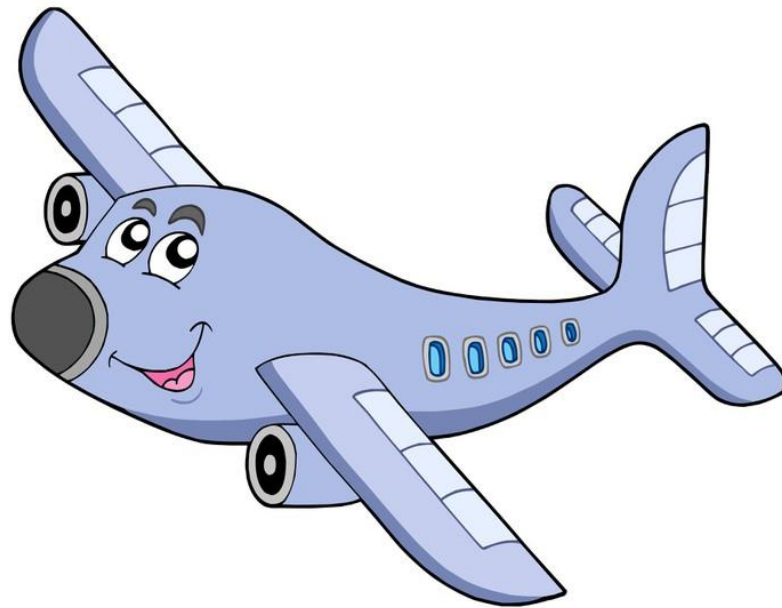


**Picture 21:** Airplane
**Source:** https://goo.gl/images/Y1Xzd4

## Time



**Picture 21:** Time
**Source:** https://goo.gl/images/7NFxgK

# Lesson plan 6 - Sheet # 1

**Vocabulary Technique:** Pictures

## Journey



**Picture 21:** Journey
**Source:** https://goo.gl/images/Aw9puw

## Travel



**Picture 21:** Travel
**Source:** https://goo.gl/images/4jYKvg

# Lesson plan 6 - Sheet # 1

**Vocabulary Technique:** Pictures

## Country



**Picture 21:** Country
**Source:** https://goo.gl/images/LJ9VbJ

## Lesson plan 6 - Sheet # 2

**Vocabulary Technique:** Pictures

- ➢ What color is it?

- ➢ Is it big or small?

- ➢ Where can I find it?

- ➢ What is it used for?

- ➢ Is it dangerous?

- ➢ Is it inside a house?
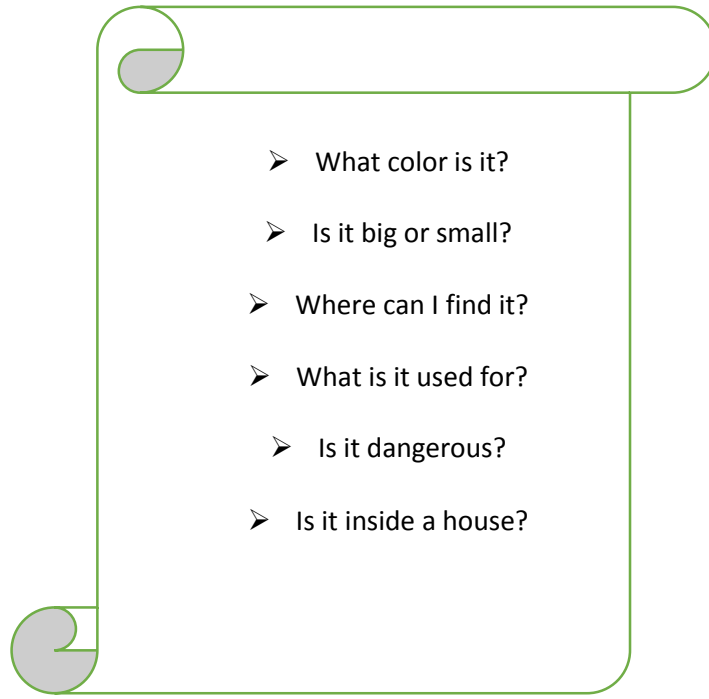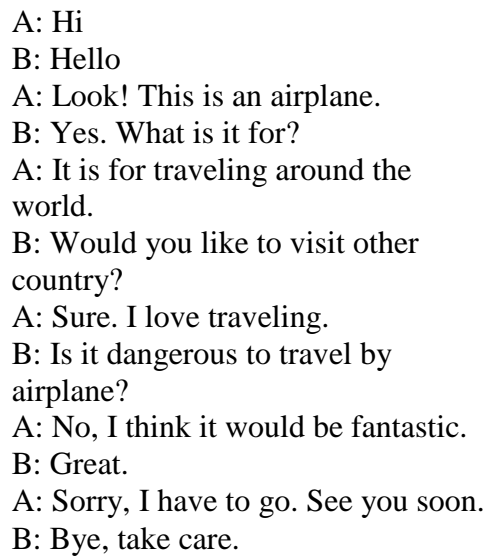
**Source:** Researcher
**Author:** Ilbay, L (2018)

**Vocabulary Technique:** Realia
**Instructions:** Students use the conversation pattern to base on it and create a new conversation using the toys given before.

## CONVERSATION PATTERN

A: Hi
B: Hello
A: Look! This is an airplane.
B: Yes. What is it for?
A: It is for traveling around the world.
B: Would you like to visit other country?
A: Sure. I love traveling.
B: Is it dangerous to travel by airplane?
A: No, I think it would be fantastic.
B: Great.
A: Sorry, I have to go. See you soon.
B: Bye, take care.

**Source:** Researcher
**Author:** Ilbay, L (2018)

# Lesson plan 6 - Sheet # 4

| A2 | GRAMMAR AND VOCABULARY | PRONUNCIATION | INTERACTIVE COMMUNICATION |
|---|---|---|---|
| 5 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | Maintains simple exchanges. Requires very little prompting and support. |
| 4 | Performance shares features of Bands 3 and 5. | | |
| 3 | Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | Is mostly intelligible, despite limited control of phonological features. | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | Performance shares features of Bands 1 and 3. | | |
| 1 | Shows only limited control of a few grammatical forms. Uses a vocabulary of  isolated words and phrases**.** | Has very limited control of phonological features   and is often unintelligible. | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | Performance below Band 1. | | |

**Figure 6:** Interaction Strategies
**Source:** Common European Framework of Reference for Languages (CEFR).
**Author:** CEFR

References

Mahmood , Z., & Abubakr , S. (2015, March). English Vocabulary Learning Strategies by EFL Learners at University of Sulaimani: A Case Study. *International Journal on Studies in English Language and Literature (IJSELL)*. Iraq.

Abdul, K. (1991). *Teaching English Vocabulary.*

Abercrombie, D. (1968). *Paralanguage.*

Aguilera, L. (2012, Diciembre). *Productive Language Skills Learning and Teaching: Speaking and Writing.* Retrieved from Productive Language Skills Learning and Teaching: Speaking and Writing.: http://publicacionesdidacticas.com

Arroyo, M. a. (2010). *Vocabulary Techniques for Teaching English in Elementary Schools.* Cuenca.

Awaludin, A. (2013). *Techniques in Presenting Vocabulary to young EFL Learners.*

Babonea, A. &. (2012, Mayo 24 - 26). *Towards Positive Interpersonal Relationships in the classroom.* Retrieved from Towards Positive Interpersonal Relationships in the classroom.

Barbour, A. (1971). *Interpersonal Communication.* Denver.

Bocchino, A. M. (2013, Julio 1-3). *Digital Library*. Retrieved from https://library.iated.org/view/BOCCHINO2013CLA

Chura, B. (2013). *Interaction in English language classrooms to enhance students' language learning.*

Cohen, I. (2011). *Teacher-student interaction in classrooms .*

Creswell, J. (2009). *Research Design.* Los Angeles: Sage. Retrieved from Research Design .

da Luz, F. S. (2015, Mayo 1). *The Relationship between Teachers and Students in the Classroom: Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning.* Retrieved from The Relationship between Teachers and Students in the Classroom: Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning: http://vc.bridgew.edu/theses/22

Dernouni, S. (2013). *The Effects of Vocabulary Learning Strategies on Developing Learners' Lexical Competence.* Algeria.

Diamond, L. (2006). *Teaching Vocabulary.* Retrieved from http://www.readingrockets.org/article/teaching-vocabulary: http://www.readingrockets.org/article/teaching-vocabulary

Drakeford, W. (2012). *The Effects of Cooperative Learning on the Classroom.*

Duran, D. (2010). *Cooperative Interactions.*

Fransiska, J. (2016). *The Use of Drilling Technique in Teaching English Vocabulary.*

Gorjian, B. (2015). *The effect of Converstion Strategies on the Classroom Interaction.*

Gullberg, M. (1998). *Gesture as a Communication Strategy in Second Language Discourse.* Lund University Press.

Hanson, S. (2016). *Teaching Vocabulary Explicitly.* Retrieved from Teaching Vocabulary Explicitly.

Harmer, J. (1998). *How to teach English.* Malaysia.

Harmer, J. (2010). *How to teach English.* Ocelot Publishing, Oxford.

133

Hartley, P. (1996). *Interpersonal Communication.* New York: Routledge.

Hernandez, A. (2005). *Comunicacion Verbal y no Verbal.*

Hidalgo, E. (2013, Marzo 22). Teaching Approach, Teaching Method, Teaching Technique, and Teaching Strategy.

Holzapfel, H. &. (2010). *Clarification Questions to Improve Dialogue Flow and Speech Recognition.*

Hunston, S. &. (1997). *Grammar and Vocabulary.*

Ilbay, L. (2017).

Impedovo, M. A. (2013). *The Social Construction of Knowledge for Understanding Lawfulness.* Italy.

Jung, I. &. (2002). *Effects of Different Types of Interaction on Learning.*

Koehler, N. (2016). Communication Skills.

Kral, T. (1995). Creative Classroom Activities. In L. Llola, K. Power, & G. Jacobs, *Structuring Student Interaction to Promote Learning* (p. 6). Washington, D.C.: Orion, SVC.

Landaverde, B. (2013, Marzo 22). Differences between teaching approach, teaching method, teaching technique, and teaching strategies.

Lesáková, Z. (2008, March 8). *Teaching Productive Skills in Mixed-Ability.* Retrieved from Teaching Productive Skills in Mixed-Ability.

Lessard, M. (2013). *Teaching Vocabulary.* Maryland USA: Gascah Printing.

Llamosas, L. (2011). *Teaching Vocabulary Learning Strategies.* Piura.

Lynch, T. &. (2012). *Effective English Learning.* Retrieved from https://www.ed.ac.uk/files/imports/fileManager/UNIT_6_Vocabulary.pdf

Maroni, B. &. (2008). *Turn-taking in classroom interactions.*

McCarten, J. (2007). *Teaching Vocabulary.* New York.

Moeller, A. a. (2015). Foreign Language Teaching and Learning. *DigitalCommons@University of Nebraska - Lincoln*.

Mofareh, A. (2015). *The importance of vocabulary in language learning and how to be taught.* Retrieved from The importance of vocabulary in language learning and how to be taught: http://www.iises.net/international-journal-of-teaching-education/publication-detail-213

Mukoroli, J. (2011). *Effective Vocabulary Teaching Strategies For The English for Academic Purposes ESL Classroom.* Retrieved from Effective Vocabulary Teaching Strategies For The English for Academic Purposes ESL Classroom: http://digitalcollections.sit.edu/ipp_collection

Myung, S. (2009). *The Effective Order of Vocabulary Teaching Methods for Young Foreign Language Learners.* Oregon.

Nation, P. (1974, September). *Techniques for Teaching Vocabulary.* Retrieved from Techniques for Teaching Vocabulary.

Nelmangala, D. (2005). *Communication Principles.* Bangalore.

Papaja, K. (2013). *Analyzing types of classroom interaction.*

Prashant, M. (2015). *Innovative Techniques of Teaching Vocabulary.* India.

Sanusi, E. (2009, Abril 11).

Sanusi, E. (2009, April 11). *The Techniques of Teaching Vocabulary.*

Saville, M. (2006). *Introducing Second Language Acquisition.* New York: Cambridge University Press.

Senin. (2011). *All about learning English*. Retrieved from http://ulyarosyita.blogspot.com/2011/03/what-is-difference-between-strategy.html

Shejbalová, D. (2006). *Methods and approaches in vocabulary teaching.*

Smith, M. (2016). *http://infed.org/mobi/what-is-teaching/.* Retrieved from http://infed.org/mobi/what-is-teaching/

Stein, J. (1994). *Random House Dictionary*. Retrieved from http://www.dictionary.com/browse/eflkbj

Swanto, S. (2014). *Employing Drilling Technique in Teaching English Writing Skills.* Malaysia.

Tariq, E. &. (2014, Septiembre). *http://dx.doi.org/10.5539/elt.v7n10p40* .

Teaching, T. A. (2013, Abril 5). *Main differences between teaching approaches, methods, techniques and strategies*. Retrieved from http://idbigfive.blogspot.com/2013/04/main-differences-between-teaching.html

Thornbury, S. (2002). *How to Teach Vocabulary.*

Triganza, A. (2016). *Types of Communication.*

Ur, P. (2009). *Acourse in Language Teaching.* New York: Cambridge University Press.

Velentzas, J. (2010). *Communication cycle.*

Waliński, J. (2004). *Translation Procedures.*

Wayessa, B. (2016). *An Assessment of the Practice of Teaching Vocabulary in EFL.* Etiopia.

Webster. (2014). *Webster's New World College Dictionary.*

Whittaker, R. (2015). *Analysing Casual Conversation.*

Wiemann, J. &. (1975). *Turn-taking in Conversations.*

Wubbels, T., & Tartwijk, J. a. (2012). *Interpersonal Relationships in Education .*
    Rotterdam, Boston: Sense Publishers.

Annexes

Annex 1: Certificate of Approval

## UNIVERSIDAD TECNICA DE AMBATO

Ambato, 20 de Diciembre de 2017

Mg. Mónica Montalvo
**RECTOR**
**UNIDAD EDUCATIVA "AMBATO"**
Presente.

De mi consideración:

Yo, Lorena Maribel Ilbay Morejón con C.I. 1803452406 estudiante de la Maestría

en Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad

Técnica de Ambato, solicito de la manera más comedida se digne en otorgar el

respectivo permiso para realizar mi investigación de tesis la cual tiene como

tema: **"VOCABULARY TECHNIQUES AND THE INTERPERSONAL**

**COMMUNICATION IN LEARNERS OF ENGLISH"**

Por la gentil atención que se sirva dar a la presente agradezco y suscribo.

Atentamente,

Autorizado

Lorena Maribel Ilbay Morejón
DOCENTE DE INGLES

09-01-

Annex 2: KET Exam Speaking Part 1

# Cambridge English
# Key

**Key   Speaking   Part 1         Handout 1**

Question cards

| 1   What's your name? How do you spell that? | 2   Where do you live? | 3   Do you work or are you a student? |
|---|---|---|
| 4   What do people in your town usually do at weekends? | 5   What did you do last night? | 6   Where did you go on holiday last year? |
| 7   What time did you go to bed last night? | 8   Do you watch or play any sports? | 9   Which country would you like to visit in the future and why? |

Answer cards

| A   I like watching football and I play tennis. | B   We went to the beach. | C   I had dinner and watched TV. |
|---|---|---|
| D   In the city centre | E   They go to the park or go shopping. | F   At 11.30 |
| G   The USA, because it's got some exciting cities | H   Jose J-O-S-E | I   I'm a student. |

**Source:** Cambridge English Handbook

Annex 3: KET Exam Speaking Part 2

# Cambridge English
# Key

**Handout 2**

*Candidate B, here is some information about a bookshop.*
*Candidate A, you don't know anything about the bookshop,*
*so ask B some questions about it. Now A, ask B your questions*
*about the bookshop and B, you answer them.*

*Candidate B - your answers.*        *Candidate A - your questions.*

**WORLD BOOKS**
212 Main Street

**Largest bookshop in the country**

*Get your travel books here*

Monday – Saturday    10.00 am – 8.00 pm
Sunday                      12.30 pm – 8.00 pm

Tel:    724 399

**BOOKSHOP**

♦  address ?

♦  big / small ?

♦  closed / Sundays ?

♦  sell / travel books ?

♦  telephone number ?

www.cambridgeenglish.org

**CAMBRIDGE ENGLISH**
Language Assessment
Part of the University of Cambridge

**Source:** Cambridge English Handbook

Annex 4: KET Exam Speaking Part 2

# Cambridge English
# Key

## Key Speaking Part 2

**Information exchange**

**Handout 1**

*Candidate A, here is some information about a museum.*
*Candidate B, you don't know anything about the museum,*
*so ask A some questions about it. Now B, ask A your questions*
*about the museum and A, you answer them.*

*Candidate A - your answers.*            *Candidate B - your questions.*

| SANDON AIR MUSEUM | MUSEUM |
|---|---|
| More than 70 aeroplanes to look at<br>**OPEN DAILY** 10 am – 6 pm<br>Shop with books and postcards<br>Large free car park<br><br>Tickets: Adults £8.00<br>Students £5.00 | ◆ what / see?<br><br>◆ open / weekends?<br><br>◆ student ticket? £ ?<br><br>◆ car park?<br><br>◆ buy / postcard? |

www.cambridgeenglish.org

**CAMBRIDGE ENGLISH**
Language Assessment
Part of the University of Cambridge

**Source:** Cambridge English Handbook

**Annex 5:**

Cambridge English Language Assessment -Rubric – Cambridge University Press 2016

| A2 | GRAMMAR AND VOCABULARY | PRONUNCIATION | INTERACTIVE COMMUNICATION |
|---|---|---|---|
| 5 | Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. | Is mostly intelligible, and has some control of phonological features at both utterance and word levels. | Maintains simple exchanges. Requires very little prompting and support. |
| 4 | Performance shares features of Bands 3 and 5. | | |
| 3 | Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. | Is mostly intelligible, despite limited control of phonological features. | Maintains simple exchanges, despite some difficulty. Requires prompting and support. |
| 2 | Performance shares features of Bands 1 and 3. | | |
| 1 | Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases**.** | Has very limited control of phonological features and is often unintelligible. | Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. |
| 0 | Performance below Band 1. | | |

**Source:** Cambridge English Handbook

**ANEXO 6:**

# URKUND

## Urkund Analysis Result

| | |
|---|---|
| Analysed Document: | tesis lore.docx (D38504023) |
| Submitted: | 5/9/2018 5:03:00 PM |
| Submitted By: | lore_1082@hotmail.com |
| Significance: | 6 % |

Sources included in the report:

TESIS.docx (D38309759)
check final 29.doc (D30287331)
RICARDO GOMEZ RODRIGUEZ PARA URKUND.docx (D26432040)
http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/377.pdf
http://docplayer.net/amp/50024744-Near-east-university-graduate-school-of-educational-
sciences-department-of-english-language-teaching.html
http://vc.bridgew.edu/theses/22
https://www.ed.ac.uk/files/imports/fileManager/UNIT_6_Vocabulary.pdf
http://www.iises.net/international-journal-of-teaching-education/publication-detail-213
http://digitalcollections.sit.edu/ipp_collection
http://ulyarosyita.blogspot.com/2011/03/what-is-difference-between-strategy.html
http://infed.org/mobi/what-is-teaching/
http://idbigfive.blogspot.com/2013/04/main-differences-between-teaching.html

Instances where selected sources appear:

84