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Theme:

**“IMPLICIT AND EXPLICIT TEACHING AND VOCABULARY
LEARNING”**

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DEDICATION

I think that God always guides my path and he is present in every act he did, taking care of me and blessing me so that I can achieve this goal today. Also, I want to dedicate this research work to my mother, for always guiding me and helping me in the most difficult moments, for giving me words of motivation not to abandon my studies. To a very special person who was always with me from the first moment trusting me, and never let me abandon this great goal. Finally, this work is dedicated to my older brothers and my younger brother for always being there supporting me with his words and never leaving me alone despite my mistakes.

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RESUMEN

La enseñanza es un proceso que responde a las necesidades de los estudiantes, a través de diferentes tipos de enseñanza, entre ellos la enseñanza implícita, que es en la que el estudiante desarrolla sus propias conceptualizaciones respecto a lo desconocido a través de un entorno natural. En cambio, existe la enseñanza explícita, es aquella que se dirige a la atención del alumno con la guía del docente a través de explicaciones y detalles de los conceptos de lo desconocido. Este tipo de enseñanza ayuda al alumno a aprender vocabulario de forma diferente, ya sea a través de las diferentes actividades en las que puede aprender de forma dinámica y divertida. Esta investigación tuvo como propósito analizar los efectos de la enseñanza implícita y explícita en el aprendizaje de vocabulario, con un enfoque de investigación mixto y un nivel de investigación descriptivo. Asimismo, la población estuvo conformada por 30 estudiantes de segundo año de secundaria de la Unidad Educativa “Espíritu Santo”. Adicionalmente, para la obtención de los datos se aplicó una encuesta con el fin de determinar la relación de ambas variables. La encuesta incluyó 15 preguntas de opción múltiple basadas en la escala de Likert, además se aplicó la prueba Chi-cuadrado para aprobar la hipótesis y la efectividad de la enseñanza implícita y explícita en el aprendizaje de vocabulario. Finalmente, los resultados mostraron que los estudiantes aprenden vocabulario a través de actividades implícitas y explícitas, lo que significa que este tipo de enseñanza sí tiene un efecto en el aprendizaje.

Palabras claves: Enseñanza implícita, enseñanza explícita, vocabulario, aprendizaje

ABSTRACT

Teaching is a process that meets the needs of students, through different types of teaching, among them implicit teaching where the student develops his own conceptualizations regarding the unknown through a natural environment. In contrast, explicit teaching is directed to the student's attention with the teacher's guidance through explanations and details of the concepts of the unknown. These types of teaching help the student to learn vocabulary differently, either through the different activities in which they can learn in a dynamic and fun way. This research had the purpose of analyzing the effects of implicit and explicit teaching on vocabulary learning, with a quantitative approach and a descriptive research level. Furthermore, the population was made up of 30 second-year high school students from the Unidad Educativa "Espíritu Santo". Additionally, to obtain the information, a survey was applied in order to describe both variables. The survey included 15 multiple-choice questions based on the Likert scale. A Chi-square test was applied to verify the hypothesis and the effectiveness of implicit and explicit teaching in vocabulary learning. Finally, the results showed that students learn vocabulary through implicit and explicit activities, which means that this type of teaching does have a positive effect on learning.

Keywords: Implicit teaching, explicit teaching, vocabulary, learning

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

This research has the purpose of analyzing the effect of implicit and explicit teaching on vocabulary learning, with the information found in different journals, projects, books, and academic sites.

To start with, Alamri & Rogers (2018) mentioned Implicit and explicit instruction in developing strategies for students has been supported for several years. Despite this, the strategies used in vocabulary learning have been changing over time. These authors conducted a study to investigate the type of instruction, whether visual or written, as well as before or after the main activity. They did it with 70 students who were evaluated in a 2x2 design, the results had a positive effect on the prior learning of vocabulary in visual and explicit conditions, with the conclusion of the study that the multimodal approach provides an effective strategy to learn more vocabulary. In these words, it can be said that explicit instruction increases the ability to notice vocabulary items.

Moreover, in research carried out by Khamesipour (2015) said that teaching vocabulary has been a concern in learning another language, the researcher's goal in this study is to investigate the effects of the two methods of vocabulary instruction. With the participation of 30 students to whom a previous test of the explicit and implicit vocabulary was applied, in the first case, they received explicit vocabulary instruction, and definitions were taught, in the second case of the implicit vocabulary, the students received a restricted reading. At the end of both cases, a subsequent test was carried out, the results showed that both implicit and explicit methods were effective, however the effect of implicit vocabulary instruction was more efficient and significant.

The next investigation was led by Sarani, Nabipour, & Zangoei (2017) mentioned that Language is the result of the interaction between several elements at the same time, with an equal interface of the selected variables that proved to be fundamental in the implicit and explicit practice on the breadth and depth of vocabulary learning. Therefore, vocabulary learning is a fundamental skill in the

process of learning a foreign language. In other words, the importance of knowing the meaning of a word implicitly or explicitly is an essential characteristic of literacy and communication.

Seyyed & Fatemeh (2017) carried out a research project to compare the effects of implicit versus explicit vocabulary learning. For this purpose, the researchers made two groups of 50 intermediate-level students each group, who were given 15 treatment sessions. The implicit group was taught the vocabulary items implicitly by giving them example sentences in which they used the new words. However, the explicit group was taught explicitly, giving definitions of the words. Then, the treatments were given to the students in a test to examine the effects. For this research, a PET test, a pretest, and a Posttest were included as instruments. Finally, the results obtained were that both methods of teaching vocabulary are effective, however, the explicit group learned more vocabulary than the implicit group.

A research study by Lawrence (2017) introduced the importance of planning vocabulary instruction, because most students suffer from word poverty. Having a lack of effortless use and understanding of certain vocabulary words. While vocabulary teaching focuses on implicit learning through explicit teaching of reading, writing, spelling, and oral language activities. Currently, it is important to explicitly teach vocabulary instruction to prevent more students from suffering from word poverty.

Brunstein (2018) mentioned that implicit and explicit teaching is also based on motives, so he details how each motive works. The implicit motives are mainly related to the search for affective satisfaction, while the explicit motives indicate cognitive needs to obtain information about one's behavior. Implicit and explicit motives can interact with each other, which may result in their cooperation or conflict due to motivational discrepancy. This chapter will also discuss how the goals that individuals choose for themselves can be tailored to their implicit behavioral preferences.

Malmir & Qutibaa (2019) mentioned in their research that implicit and explicit instruction is very effective in learning the vocabulary of another language, but it has not been properly examined through empirical studies. So, this research seeks to find the point to combine implicit and explicit vocabulary instruction in the English language, with a mixed method explanatory design. Therefore, this research obtained

a sample of 62 intermediate-level students, divided into two classes A and B, for group A they were taught at the same time as the text. While group B applied a subsequent test after an interval of sessions of 14 days. Quantitative data were obtained, as results showed that explicit teaching during reading was optimal for students, it also shows that teachers should practice more explicit teaching in vocabulary learning during reading.

Additionally, Dickinson, et al. (2019) commented in their research on the results obtained in the application to examine the learning of vocabulary in preschool children in reading books. Recognizing the elements that include the depth as well as the breadth of vocabulary learning, depending on the information that children hear. So, two studies were carried out, in the first study they were evaluated before and after two types of implicit, explicit, and repeated exposure instruction, in the second study the words were taught in an explicit approach, therefore, significant growth was found. Consequently, the author tells us that vocabulary is learned from the repeated use of words by reading them several times.

Sima (2021) analyzed the effect of repeating tasks on 26 students using implicit and explicit instruction, and without using these instructions. Therefore, this researcher uses two groups for this research, the first group of 12 students called (REP) repeated the task without instructions, while the second group of 14 students called (EL+REP) did obtain explicit instructions while performing the task. . In addition, implicit and explicit knowledge was measured before starting the tasks, after performing the repeated tasks, and after a few weeks of delay. This was done by the researcher using an untimed grammaticality test and a elicited oral imitation test. Finally, it was found that the first group obtained implicit knowledge from an oral imitation test but with a delay, while the second group obtained explicit knowledge from both the immediate and delayed tests.

The different authors investigated mention that implicit and explicit teaching in vocabulary learning is effective for students, verified through experimental research with a pre-test and a post-test, it also shows us that explicit teaching is better than implicit teaching because students learn more vocabulary when they have an explanation of the unknown. However, it has been decided to carry out this research

of a descriptive nature to find out the different opinions of students about implicit and explicit teaching and the effects it has on vocabulary learning.

Independent Variable

Teaching methodologies

In a teaching methodology, it can include different activities to work in small or large groups in the classroom. According to, Wiesen (2022) teaching methodology is important in the way the teacher chooses to explain to the students, or select the material to be used in class, the researcher points out that different methodologies can be used by the teacher but it depends on the teaching method you choose to make it useful.

Likewise, it is essential to mention the teaching method because it is related to the teaching methodology, so the teaching method is based on various beliefs regarding the nature of the language used. Bok (2020) said that teaching methods refer to the general principles, pedagogy and management strategies used for classroom instruction. Therefore, it is a technique used to help students improve learning outcomes, the teacher must identify which teaching methods are best and support the student learning. Furthermore, it is important to know that a teaching methodology is not the same as a method as mentioned in the blog Copperbelt University Ecampus teaching methodology is the use of some method, while a method is to use in that specific way any activity or how to do it.

Teaching process

The fundamental in the institutions is the teaching of the language, which is directed by the teacher. As mentioned by Sequeira (2018) "Teaching is a set of events, that is designed to support the internal process of learning. Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external" (p.3). So that he says the teaching and learning process can be defined as a transformation process of knowledge from teachers to students.

Teaching is a process between the teacher and the student and is the action of imparting different instructions in the classroom. In addition, it can be said that they adapt to the individual needs of the students, or help someone learn to do something

by guiding them in the study of something. It can also be said that it refers to the activities designed for the development of learning something.

Teaching strategies

Teaching strategies is the idea of how a teacher creates a lesson plan, completes a book or completes a syllabus. It is also used by teachers to assess the strengths and weaknesses of the students, through different methods. Bouslog (2022) commented on his blog that teaching strategies are the methods or procedures that a teacher uses during classroom instruction. Teaching strategies are important because without the use of a strategy, teacher would teach information that doesn't connect with learners.

The impact of teaching strategies is very high, as stated by Victoria (2020) in her journal that teaching strategies are a complete set of practices that contribute a pedagogical model for the teacher. In addition to the fact that teaching strategies are stages of a teacher's career, each strategy is accompanied, the researcher affirms that teaching strategies are a bank of reliable educational practices for beginning teachers and for experienced teachers, increasing their knowledge and suggesting new ways to use them.

Implicit and explicit teaching

Implicit and Explicit teaching are approaches that guide students, facilitating the teaching of a second language. According to Maeda (2011) implicit focus on form aims "to capture the attention of the student and avoid any interruption in the communication of meaning", while, explicit teaching aims, additionally to direct the attention of the student and exploit the pedagogical grammar". (p.). So, implicit teaching gives unconscious attention, and explicit teaching gives conscious attention, so understanding that these approaches are essential in learning another language.

Secondly, Ling (2015) said that the concept of implicit – explicit teaching was first proposed in a grammar experiment in 1967. Also, implicit learning is an unconscious behavior, the students do not know the content they are learning, while, explicit learning is based on learning the vocabulary and grammar through memory, so it is a conscious process. Thus, it is understood that in implicit teaching, less information is given than in explicit teaching when transmitting unknown things in another language.

Implicit teaching

Implicit teaching is teaching a topic that does not have a clear or determined objective, but rather it is intended to provide a variety of examples so that it can be understood by the student, implicit teaching is student-centered, to provide a better understanding of new concepts and not just memorize specific concepts. In addition, implicit teaching does not have a specific guide because the teacher only presents the activity to the student without explanations, then allows the student to create their conclusions, obtaining the information that is easiest for them. Thus, this type of teaching only gives pupils examples, illustrations, or assumptions in a natural and simple environment.

Taber (2014) said that Implicit teaching is important because it can conceptualize studies exploring student thinking and considering how to interpret information. So, implicit teaching investigates information through the exploration of knowledge and understanding. Implicit teaching is based on assumptions which offers better long-term information retention, with less loss of skills.

Jaimes Dumez (2022) mentioned some possible advantages and disadvantages in Implicit Teaching. First, the advantages of this type of teaching is that students can contextualize and authenticate each word through communication, they also learn in a more natural environment and can build their objectives, according to the language context. On the other hand, as disadvantages it can be confusing explanations, it is not well structured, and the student can misinterpret the instructions.

To improve implicit teaching, it is important to consider different activities that are focused on the student and that can be carried out in order to learn a new language. Also, the activities that help to develop the knowledge learned in a natural environment should be considered. Therefore, different activities can be used among the most essential that have been investigated as concept maps, questions, discussions, and giving reasons, among the most relevant for implicit teaching.

Concept maps

According to Katagall (2015) concept maps are visual representations of one or more themes or ideas, these can be represented by graphic organizers, tables, diagrams, or timelines. Also, they are especially used for students to understand a

difficult topic. It also serves to analyze, understand and compare relevant information, this is a tool that is used effectively especially in implicit teaching because it helps the student to self-educate. Additionally, concept maps developed by a team led by Joseph Novak in 1973 during his investigation of the psychology of child learning based on Ausubel's learning theory.

Questioning

According to Robinson (2022) mentions that questioning is a dynamic activity that is used to reveal personal answers from the participants, this activity has the purpose of creating a relationship between teacher-student and student-student. In addition, to be of great help to promote the development of the content learned and have fun with each other, various random questions on different topics can be generated, so, it can be done with adults or children. Lastly, it helps students think aloud, support them to be sure about their ideas, motivates an interest of a new topic, teaches respect for other people's opinions, to develop critical thinking, to improve speaking and listening skills.

Discussion

Amal & Rawda (2021) said that discussion activities are great for practicing fluency and improving students' confidence in speaking, as well as building learned vocabulary. Additionally, discussion activities can provide enough opportunities for students to produce the new language and can have a fun way of learning, this activity has several benefits including increasing students' motivation, interest, as well as processing information instead of simply receiving it, reinforcing confidence in speaking, exchanging opinions in a simple and useful way. Finally, discussion activities can be done in large or small groups.

Give reason

According to Smith P. D. (2019), giving reasons is a vital ability to justify opinions and expand an answer. It is a phrase used in English to say why or what reason you have for giving that answer. To carry out this activity, the student uses different conjunctions such as "because, because of, the reason (for this) is, in order to, why, as a result of, for, through, due to, owe to". Finally, this activity is important because it allows the student to develop their vocabulary in a natural way, giving

explanations and improving their speaking skills, as well as having interaction with another student about their own concepts.

Explicit teaching

Explicit teaching is directed at the student's attention, it is a teaching focused on learning results. It is also based on demonstration, explanation and practice, it is also to deliver a purpose that describes the learning goals, being organized and sequential, with a step by step explanation, the student will always have the teacher's guidance.

Jaimes Dumez (2022) mentioned that Explicit teaching practices, including the effective use of feedback, are key elements of effective teaching. Such practices ensure that students have a clear understanding of why they are learning something, how it connects to what they already know, what is expected of them, and how to do it.

For explicit teaching, there are different ways to apply it in the classroom. First, the most common is to prepare the learning scenario by explaining to the students what the goals of the class will be. Second, explain to the students what they will do and how they will do it. Third, guide the students with different practical exercises and demonstrations. So explicit teaching is better than implicit teaching to teach different rules, however implicit teaching cannot be ruled out because each of these methods is important in vocabulary teaching.

Kipruto (2020), mentions that explicit teaching strategies are designed to address the needs of students. It is important to use some of these explicit teaching strategies, which are used in learning environments, including: Undifferentiated instruction that is one that adapts the content and delivery of lessons to complement the individual needs of the student. Then, one-on-one teaching is one where the teacher works with the student individually to strengthen the lesson, this allows more attention to the work material. Finally, a small group is when students work in small groups, learning from each other, and supporting each other, so the teacher focuses on the needs of a specific group. Staggered tasks are tasks that are divided into different levels, this depends on the difficulty of the student, which helps to understand the same task, however at the level appropriate to the student's ability.

Carrying out an explicit teaching helps the student to be clearer about the meaning of the unknown vocabulary and to be able to learn in a better way. That is why there are different activities that can help this type of teaching, among the most important we have: analyzing words, explanation, translation, among others. This is important for the teacher to apply in their classes because it will allow them to interact more with the student and thus help them acquire the language better. Finally, the application of different activities help motivate the student to receive more knowledge of a new language.

Analyze words

Osama, Dina, & Raed (2020) talked about the use of word analysis skills, this activity is important to deduce the meaning of unknown words or phrases. In addition, students can decompose words into morphemes, their smallest units of meaning, students' knowledge of morphemes helps them identify the meaning of the word and build their own vocabulary. That is why with this activity the student will be able to analyze words, especially the meaning of vocabulary that is important when you are learning a new language, knowing the structure of the word helps to understand the meaning of the word in context. Finally, acquiring new vocabulary allows you to develop the 4 skills.

Explanation

According to Potochnik (2010), an explanation is a statement about how or why something is the way it is, it means what it is to clarify the meaning of one or more words. Also, it is something that can be known as it has happened, it gives people reasons to justify. This activity is important for students to know different definitions of words that are difficult to understand and interact with their teacher. Finally, it helps people to make appropriate generalizations of knowledge in principles and theories. During the early stages of learning, we use explanations to introduce new concepts. In the intermediate phase of learning, explanations help correct misconceptions by restructuring the learner's knowledge.

Translation

Freeman (2009) mentioned that translation is converting a written text from one language to another, always maintaining the balance of the original meaning,

allowing it to sound natural in the target language. Also, it is a very important tool, it helps to understand different language barriers and communicate with many people from another country. That is why, students have to be careful when using a translator so as not to lose the original meaning. Finally, this activity allows students to know more concepts about something unknown, acquire definitions and interact with the teacher.

Dependent Variable

Linguistics

Trejo (2021) in his research states that linguistics is the study of the structure and evolution of human language, he focuses on the theories of language structure, its variation and use. In addition to understanding the mind and brain, human culture and social behavior. The study of how language is used in society, addressing such questions as what makes some dialects more prestigious than others. Finally, linguistics deals with the nature of language and communication both in the particular study and the general properties common to all languages and large groups of languages, thus helping to identify what happens when two languages come together in communities." bilingual".

According to Hall (2022) linguistics is important in the study of a new language, allowing to know the nature and its formation, as well as having different branches that help to better understand the different properties of language and its characteristics. However, it covers not only sound, grammar and meaning but also the history of language families. Additionally, human connections, social sciences, natural sciences. Linguistics encompasses a wide range of other disciplines such as anthropology, physiology, psychology, sociology, biology, education and literature emphasizes different concepts in the classroom helping students improve the ability to communicate in their language native to a second language.

Semantics

Semantics can be applied in different texts or only in words, according to Selig (2022) says that "semantics is the study of the meaning of words and sentences. It uses the relations of linguistic forms to non-linguistic concepts and mental representations to explain how sentences are understood by native speakers". So the author tells us

that semantics plays a key role in extracting meaning from unstructured data and transforming that data into information, helping to know more deeply the meaning of the different words to better acquire their knowledge, especially when learning vocabulary of a new language.

The study of meaning can be carried out in various ways according to Nordquist (2020) mentioned that semantics is an attempt to explain the knowledge of any speaker of a language that allows him to communicate different facts or feelings. This is important for students because they allow them to acquire essential language with vocabulary and pronunciation, the use of meaning allows them to develop speaking and writing skills. Also, semantics is like a magic that happens when people communicate and understand each other by considering the context words that the meaning and message can be understood.

Lexis

To begin with, Nordquist (2019) says that lexis is a linguistic term referring to the vocabulary of a language. Also lexis is a Greek term that means word or speech, the study of lexis and lexicon, or collection of words in a language is known as lexicology. So, lexis refers to the study of vocabulary, the combination of idiomatic words of a language. As well as, it is an aspect of the English language where sentences are based on a system of relationship between words. Therefore, it is considered to be the set of all the words or phrases of a language and these phrases or words are known as lexical items.

Nevertheless, it is important to define a family of lexis that it is lexicon Javed (2023) considered that the lexicon is a set of words that make up a language and also that are part of a dictionary. Additionally, these words are changing from region to region depending on its inhabitants and they are adding words created by themselves. That is why they create their own meaning according to the needs that arise. So, what is known about the lexicon is that it refers to most of the transformations of the language of the Romans and Latin. In addition to that, the terms used depending on the professions are also considered as lexicon words,

Vocabulary learning

Vocabulary learning is an essential element in learning a second language. When students learn new words or expressions, they can improve their listening, speaking, reading, and writing comprehension and can also improve their comprehension and production. Furthermore, according to Dupuis, (1989) “vocabulary is defined as a set of words or phrases that allow communication with other people”.

The different texts that we use in learning show us new words, and in some cases, we can deduce their meanings from the written context. By learning these new words, we can be able to understand and express ideas when speaking with another person. For this reason, Putri (2017), mentioned that “vocabulary is very important since, it is the main part of the language to develop the skills of listening, speaking, reading, and writing. From my experience as a researcher”, I can say that when we have a limited vocabulary, it is difficult to develop the skills mentioned above.

Vocabulary learning is important when learning a new language to communicate in written or spoken form. According to Smith (2022), he says that vocabulary learning is a slow process that involves practicing different skills to increase exposure to the new language, using different activities, including word lists, vocabulary books, describing images, etc. These activities help vocabulary learning through daily practice.

To learn vocabulary, it is always important to know the most appropriate way to acquire new vocabulary from another language, that is why it is important to learn through activities that the teacher includes in the class, when teaching vocabulary. This helps the student to have more motivation for the new language. According to Staake (2022) learning new words is like expanding your writer's wardrobe. So, learning more vocabulary is more easily developing the skills of writing, speaking, reading and listening because that way you have more options available to communicate with other people or express yourself. Among the most important activities we have a word list, image description and play word game.

Word lists

according to Radmila (2017) said that a word list is the collection of unknown words from a text or from a new class. This presents very important research contributions

because the student will be able to search for the definition and learn better. In addition, this activity is considered simply a set of vocabulary that is aligned with a text, making a list of words provides the student to have something clearer about the unknown and thus have a growth in their vocabulary. Therefore, making a list of words is an essential resource for teaching another language.

Describing pictures

Describing images is very useful for the different international English exams. It is also a good way to practice general knowledge of vocabulary in spoken or written form. The purpose of this activity is for students to imagine and be able to speak in English related to what they can see in the activity. That is why it is important that teachers include this type of activities in the classes so that students develop the ability to speak and he listens. According to Rachmawati & Darma (2019) said that describing an image is a motivating activity for students in the teaching and learning process, which shows that the increase in student participation is positive.

Play word games

Warren (2014) mentioned that playing the word game is a dynamic activity that students do to acquire more vocabulary in a motivated and fun way, helping them to remember and practice what they have learned. Also, the game of words can help develop your cognitive reserve, which allows you to think quickly and stop short-term information, which is important for memory. In addition, these types of activities increase blood flow to the hypothalamus, this dynamic activity can serve as training camps to practice concentration and memory skills. Additionally, this activity can be done with both children and adults that will help the development of vocabulary learning among the different word game activities we have: The Hanged Man, crossword puzzle, word search. These are dynamic and fun activities for students allowing them to interact with other classmates or with the teacher.

Objectives

General objective

- To analyze the effect of implicit and explicit teaching and vocabulary learning.

Specific objectives

- To identify activities to promote for implicit teaching.
- To identify activities to promote for explicit teaching.
- To determine activities to improve the vocabulary learning.

1.2 Fulfillment of objectives

In the first place, to fulfill the general objective, which is to analyze the effect of implicit and explicit teaching on vocabulary learning, the researcher applied a 15-question survey to the students from the second year of high school at the Unidad Educativa "Espíritu Santo" to collect information that will allow her to analyze the effect that implicit and explicit teaching on vocabulary learning.

Then, to complete the first specific objective, theoretical research was important because it allowed us to identify activities to promote implicit teaching, which it uses to learn more about which approach teachers use the most.

In addition, to complete the second specific objective, it was useful to carry out a bibliographical investigation of the different strategies and activities, a survey was also applied to identify the different activities that students use in class or at home to learn vocabulary.

Finally, to achieve the third specific objective, with the information obtained from the different authors, it was possible to include it in the survey, and with the data obtained, it was possible to determine the activities to improve vocabulary learning.

CHAPTER II METHODOLOGY

2.1 Resources

For this investigation, different types of resources were considered. Among them were the human resources: the second-year-high school students at Unidad Educativa "Espiritu Santo". Furthermore, technological resources like computers, phones, and printers were required.

2.1.1 Population

The participants of this investigation, "Implicit and explicit teaching and vocabulary learning," were 30 students in the second year of high school at the "Espiritu Santo" school located in the urban area of the city of Ambato.

Table 1

Population

Population	Number of students	Percentage
Male	14	47%
Female	16	53%
Total	30	100%

Note: Information obtained from students corresponding from the second course of the high school at Unidad Educativa "Espiritu Santo" Elaborated by Villacres P. (2022)

2.1.2 Instruments

A survey was applied by using google forms to collect and analyze the information to analyze the effect, the use, and identify activities of implicit and explicit teaching and vocabulary learning. The questionnaire included 15 questions for the learners to complete based on their practice of the language and the development of their knowledge of the vocabulary. Moreover, the instrument was previously validated by authorities and professors from Universidad Técnica de Ambato.

Also, it was necessary to analyze the reliability of the survey by using Cronbach's alpha. To obtain the information, a sample was randomly selected to complete a pilot survey. In this case, 50 % of the total population was taken into

consideration, which included 15 students corresponding to the second course of high school.

2.1.3 Procedure

For data collection, authorization was first obtained from the Unidad Educativa "Espíritu Santo". Later, the survey was validated by 3 teachers of the Pedagogy program of national and foreign languages of the Universidad Técnica de Ambato. In addition, the sample was made which selected 50% of the population, which were 15 students between men and women. After having carried out the sample, the validation was carried out with Cronbach's Alpha, to determine its reliability, which was obtained as an average of all the questions. Finally, the survey was carried out on the entire population with a total of 30 students from the Unidad Educativa "Espíritu Santo" in the second year of high school, in a period of 30 minutes through the Google forms platform, after which the data was obtained through the spss program to obtain graphs on the data.

2.2 Methods

2.2.1 Research Approach

The focus of this research was quantitative because numerical data was collected through the survey. According to Destiny (2017), mentions that quantitative research uses the collection of numerical data using statistical techniques to answer questions such as: who, when, where, how many, and how. To establish behavior patterns and test theories

2.2.2 Research modality

Field-based

This research is considered field research, since it implies the collection of data directly in the context in which the situation developed, without controlling or manipulating the different variables. So, this research was carried out with 30 students from the Espíritu Santo educational unit where they showed collaboration when providing information on both variables, focusing on implicit and explicit teaching and vocabulary learning.

Bibliographic and documentary

Bibliographic research allows the collection of information from different sources or resources, about our study to support the variables of this research. In addition, it is of bibliographic modality because the information was taken from technological resources such as: scientific articles and digital books by different authors, whose objective is to study and develop the different theories and concepts related to explicit implicit teaching and vocabulary learning this The research was reviewed and analyzed by various sources of information and theoretical support documents for each of the variables.

2.2.3 Level or type of research

Descriptive research

This research had a descriptive level, as the characteristics of the variables are given. Furthermore, according to Rakesh et al. (2019), descriptive research is one that is designed to describe the distribution of one or more variables, also, the researcher does not have control over the variables, so the main role of the investigator is to report what happened while carrying out the investigation.

Furthermore, this investigation aimed to describe how the use of implicit and explicit teaching influences vocabulary learning and its contribution to the development of such skills, using a survey to gather information related to the learners' experience and point of view about this topic.

2.3 Hypothesis

2.3.1 Null hypothesis

H0: The use of implicit and explicit teaching does not have a positive effect on vocabulary learning in students at Unidad Educativa "Espiritu Santo" from the city of Ambato.

2.3.2 Alternative hypothesis

H1: The use of implicit and explicit teaching has a positive effect on vocabulary learning in students at Unidad Educativa "Espiritu Santo" from the city of Ambato.

2.4 Variable Identification

Independent: Implicit and explicit teaching

Dependent: Vocabulary Learning

CHAPTER III
RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter contains all the data collected during the research process, after having applied the survey to the second-year-high school students of the "Espíritu Santo" Educational Unit of the city of Ambato in the Tungurahua Province. Then, the data was obtained from a total of 30 students between women and men, who answered 15 questions with 5 multiple options to choose from, so facilitating the research work to determine the influence of implicit and explicit teaching and vocabulary learning. When analyzing the data obtained in the surveys, it was possible to identify the different activities of implicit and explicit teaching in the learning of the vocabulary.

3.1.1 Cronbach's Alpha

The reliability test was applied with a population sample of 50% of the course, particularly 15 second-year high school students, so that they would be part of the pilot test.

Table 2

Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,743	,791	15

Note: This table shows the reliability value of the survey.

Analysis and interpretation

According to Cronbach's alpha test applied to the survey, the instrument shows a reliability value of 0.743.

The data shows that the instrument is reliable since it has a reliability value of 0.743, being higher than the accepted average value, of 0.7, which shows us that the survey is reliable

Table 3

Item statistics

Item	Mean	Std. Deviation	N
1. Concept maps to understand a difficult topic	1,73	,704	15
2. Does your teacher ask you questions about different concerns about something you don't understand?	2,00	,756	15
3. How often does your teacher conduct discussion activities on a topic of interest?	1,93	,558	15
4. When you answer a question to your teacher, do you provide reasons for your answer?	1,67	,816	15
5. Does analyzing the words help you learn the vocabulary better?	1,47	,516	15
6. Does your teacher explain a word that is difficult to understand in class with the help of images?	2,00	,535	15
7. How often do you think it is important to translate words you do not know?	1,93	,704	15
8. Do you think the context of words have influences the definition of the word?	1,93	,799	15
9. Does your teacher encourage you to make a list of unknown words to investigate the meaning?	1,73	,594	15
10. Does your teacher use descriptive picture activities for you to learn new vocabulary?	1,87	,640	15
11. Do you think that practicing word games is important for learning vocabulary?	1,93	,704	15
12. Does your teacher motivate you to play crosswords to learn new vocabulary?	2,07	1,163	15
13. Do you practice hangman so as not to forget the vocabulary?	2,07	,799	15
14. How often does your teacher do word search activities in class?	1,80	,676	15

15. Do you consider that implicit and explicit teaching impact on the vocabulary learning?	1,67	,816	15
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Note: This table includes the Cronbach's Alpha values for each item from the survey.

Analysis and interpretation

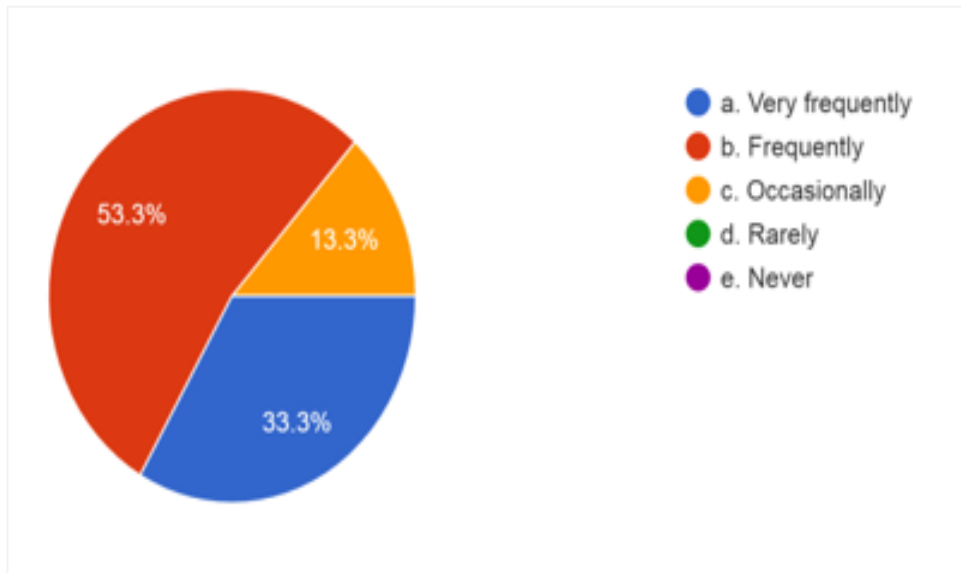
Table 3 of item statistics show that the standard deviation value of most items is greater than 0.7, with 0.7 being the lowest value and 1.163 the highest. Despite this, items 3, 5, 6, 9, 10, and 11 have a standard deviation value of 0.5 to 0.7,

The obtained values show that items 3, 5, 6, 9, 10, and 11 are not correctly elaborated to obtain reliable results, although the majority of items in the survey indicate that they are capable of collecting reliable data.

3.1.2 Students' survey results and analysis

How often do you make concept maps to understand a difficult topic?

Figure 1 Concept maps



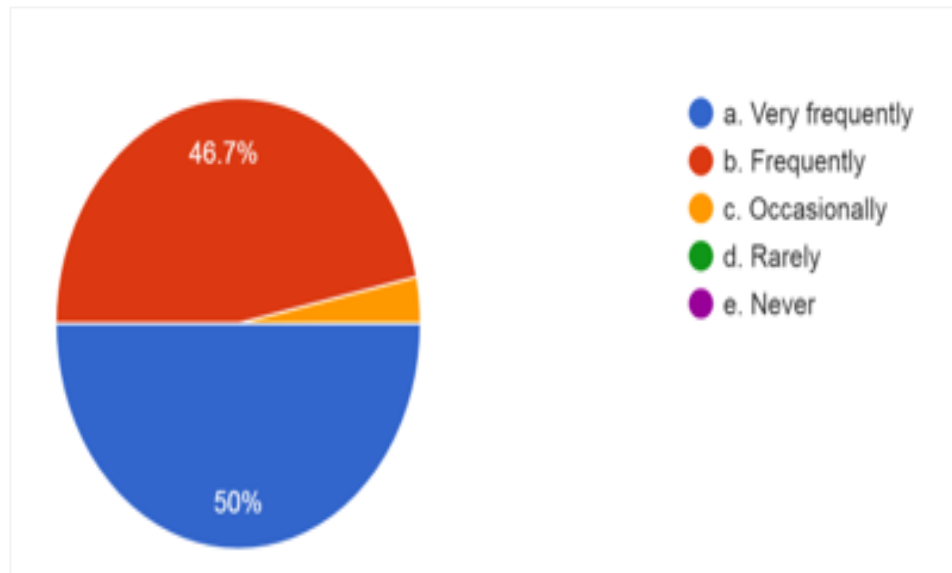
Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

Analysis and interpretation

53.3%, representing 16 students, expressed that they frequently make concept maps to understand a difficult topic, this helps them to have more knowledge. Then, 33.3%, which is equivalent to 10 students out of a total of 30 students, stated that they frequently carry out this activity to organize information on a subject that is not yet fully understood. Finally, 13.3%, representing 4 students, told it that they ~~only~~ sometimes do this activity, either due to lack of motivation or time, making concept maps about something difficult to understand is an implicit activity that allows the student to create their ideas about the topic.

Does your teacher ask you questions about different concerns about something you don't understand?

Figure 2 **Asks the questions**



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

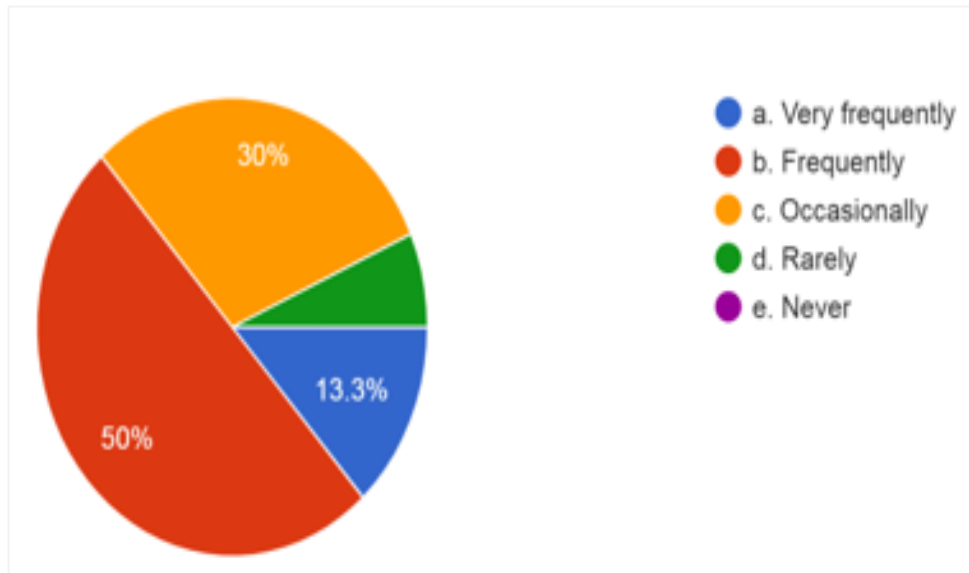
Analysis and interpretation

Figure 2 shows that 15 students corresponding to 50% very frequently the teacher asks them questions about different concerns. In addition, 14 students, corresponding to 46.7%, mention that they do it frequently. Finally, 3.3% representing a student occasionally have questions from her teacher.

With these data, it can be said that half of the students think that their teacher frequently asks them questions about different concerns that they do not understand in class. In addition, it is important to practice this activity so that the teacher can apply the implicit teaching to the students and give answers according to the knowledge that they understand about the topic.

How often does your teacher conduct discussion activities on a topic of interest?

Figure 3 Discussion activities



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

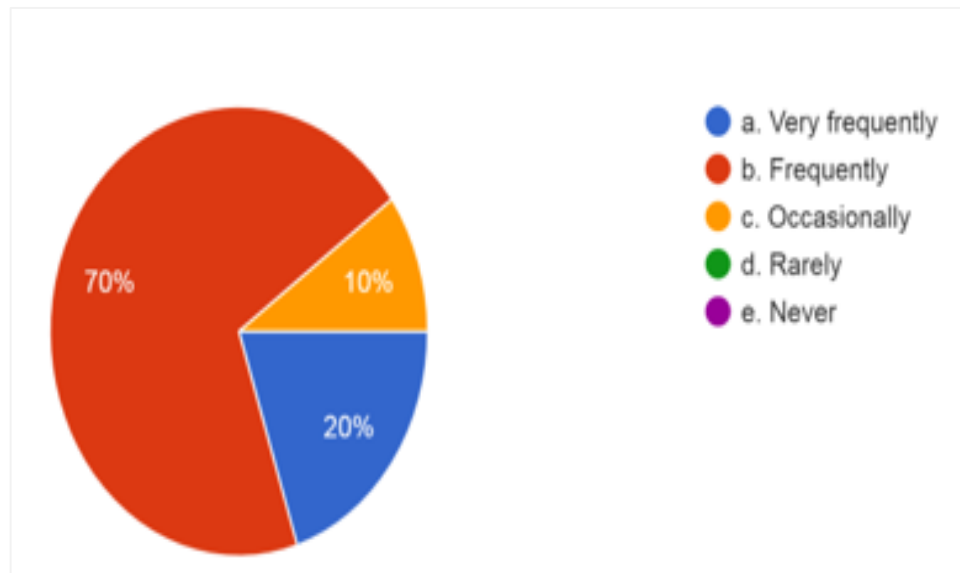
Analysis and interpretation

Regarding the results of the students, 50% corresponding to 15 students mentions that the teacher frequently conducts discussion activities. In addition, 30% represented by 9 students think their teacher does it occasionally. On the other hand, 13.3% represent 4 students, they say that their teacher does it very frequently in class. Finally, 6.7% representing two students say that they rarely do it.

According to the data obtained, the teacher must always perform discussion activities in the classroom so that students can develop their vocabulary learning because through this activity they can have their knowledge. In addition, this activity allows the student to explore their thoughts and interpret the information, having an interaction between teacher and student.

When you answer a question to your teacher, do you provide reasons for your answer?

Figure 4 Give a reason



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

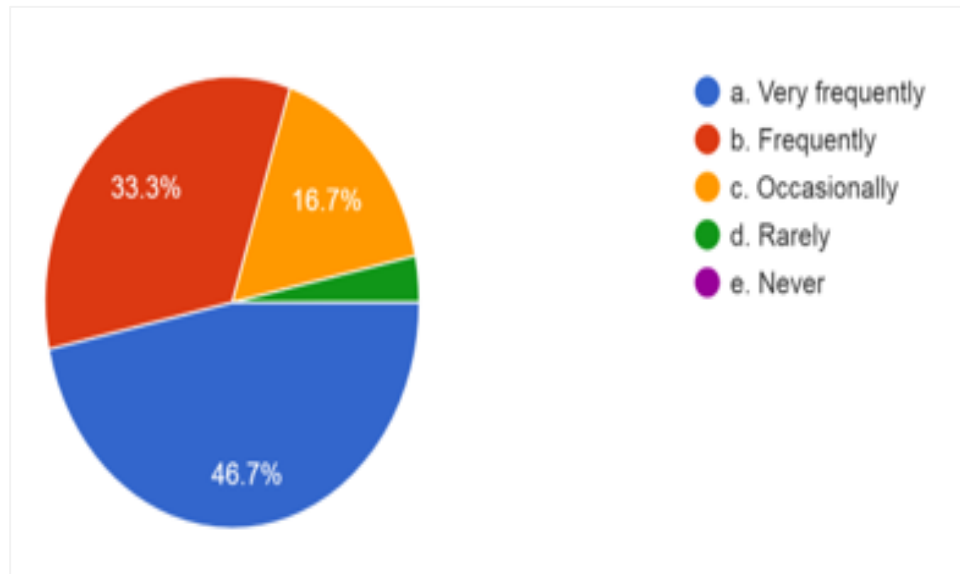
Analysis and interpretation

The results show that 70%, corresponding to 21 students, frequently give a reason for the answer that their teacher asks for. Likewise, 20%, representing 6 students, mention that they do it very frequently. While 10%, representing the 3 students, do it occasionally.

So the results tell us that students frequently provide reasons for their answers, which is an essential factor in the class. So giving reasons is an implicit teaching activity where the student can demonstrate knowledge of it without the teacher giving him a guide to the objective of the class.

Does analyzing the words help you learn the vocabulary better?

Figure 5 Analyzing the words



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

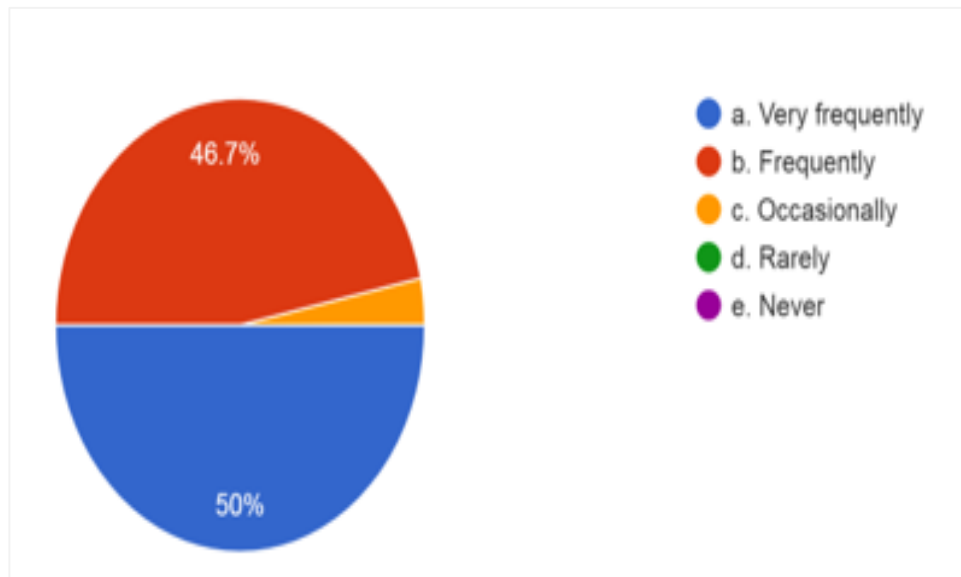
Analysis and interpretation

The data collected shows that 46.7% represented 14 students very frequently analyze words. Then we have 33.3% represented by 10 students who mention that they frequently do it. Additionally, 16.7% represented 5 students mention that they occasionally analyze. Finally, 3.3% mention that they rarely do it.

Based on the data obtained, most of the students analyze the words to better learn the vocabulary, this explicit teaching activity is important because the student acquires more knowledge with the help of the student and with the help of teacher. Finally, the teacher encourages the student to try to analyze the words to avoid confusion of meaning.

Does your teacher explain a word that is difficult to understand in class with the help of images?

Figure 6 **Teacher explain a word**



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

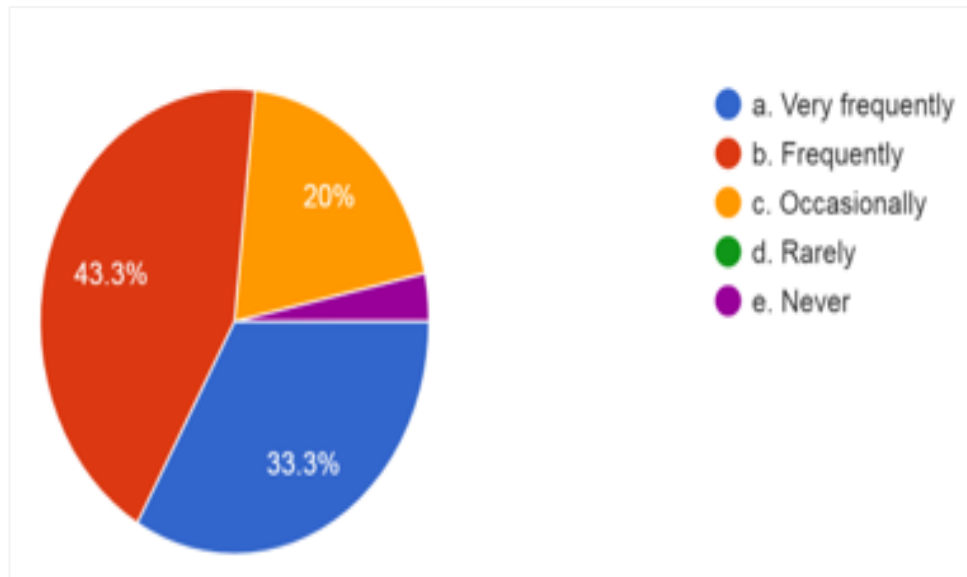
Analysis and interpretation

Figure 6 shows that 15 students corresponding to 50% very frequently receive explanation about a word difficult. In addition, 14 students corresponding to 46.7% mention that they frequently receive. Finally, 3.3% represented a student who occasionally has an explanation of the new words.

The data obtained show that students very often receive explanations about something they do not understand, this explicit teaching activity helps the teacher to meet the objectives he has for the class, meeting the student's needs. Likewise, the student is a beneficiary of this activity because he learns in a clearer and more specific way.

How often do you think it is important to translate words you do not know?

Figure 7 Translate the words



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

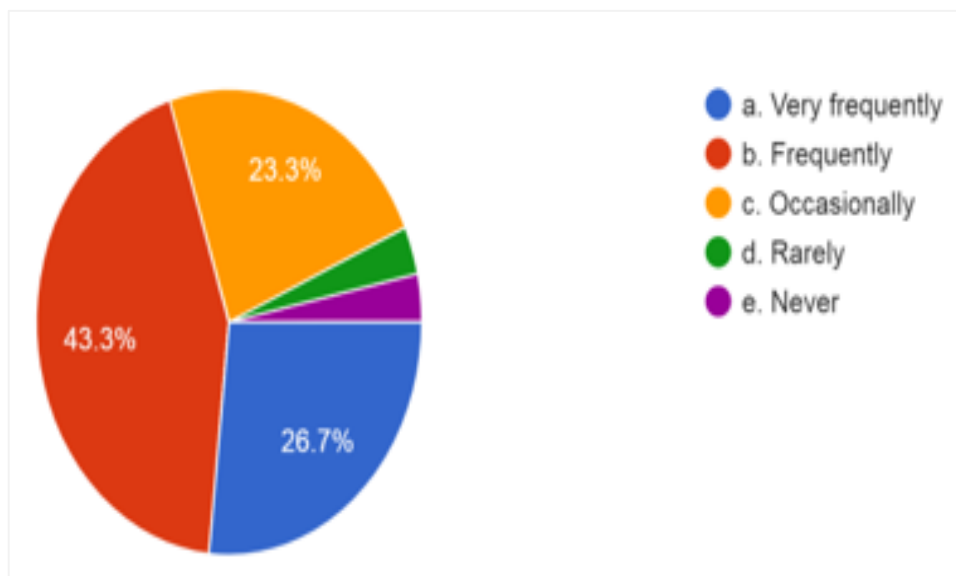
Analysis and interpretation

This figure expresses that 43.3% represented by 3 students should to carry out translation activities. On the other hand, 33.3% represented 10 students mention that very frequently do it. Nevertheless, 20% represented 6 students who say that she does it occasionally. Finally, 3.3% mention that never does it

According to the data obtained, most of the students translate the words that they do not know, facilitating the learning of the vocabulary, the translation is an explicit activity that helps the student to understand the vocabulary better, especially when the teacher is not present to help them. with a clear explanation of the unknown.

Do you think the context of words have influences the definition of the word?

Figure 8 Context the words



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

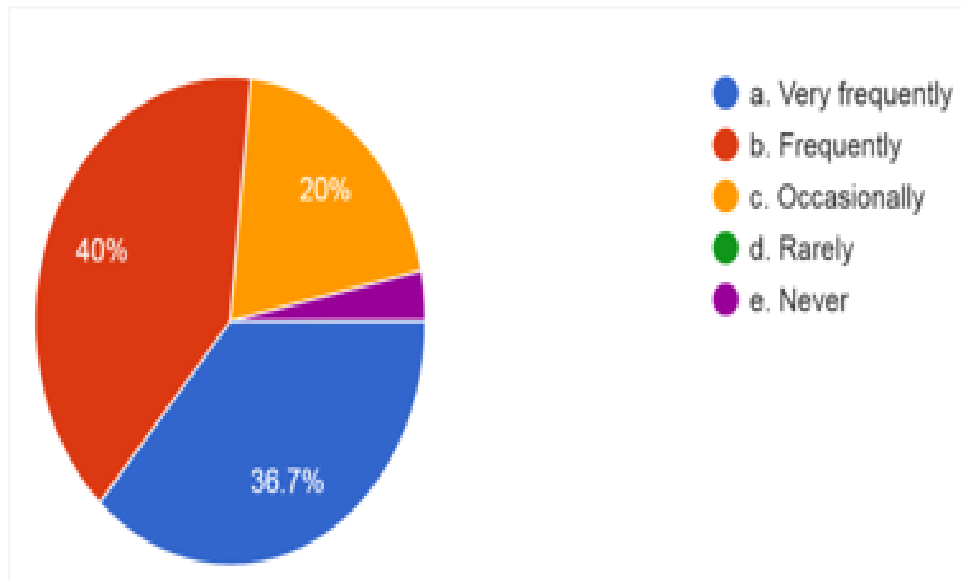
Analysis and interpretation

The data collected shows that 43.3%, corresponding to 13 students, frequently think that the context of the word does influence the definition. In addition, 26.7%, corresponding to 8 students, very frequently pay attention to the context of words. Additionally, 23.3%, corresponding to 7 students, occasionally pay attention. Then we have a 3.3% that represents 1 student who rarely does it. Finally, another 3.3% never pay attention to the context of words.

Based on the data obtained, it is expressed that students very often pay attention to the context of words to have a better understanding of vocabulary, considering that is the student's ability to define a word important according to the context it is in. The objective is for the student to put into practice their knowledge ambiguity.

Does your teacher encourage you to make a list of unknown words to investigate the meaning?

Figure 9 Word list



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

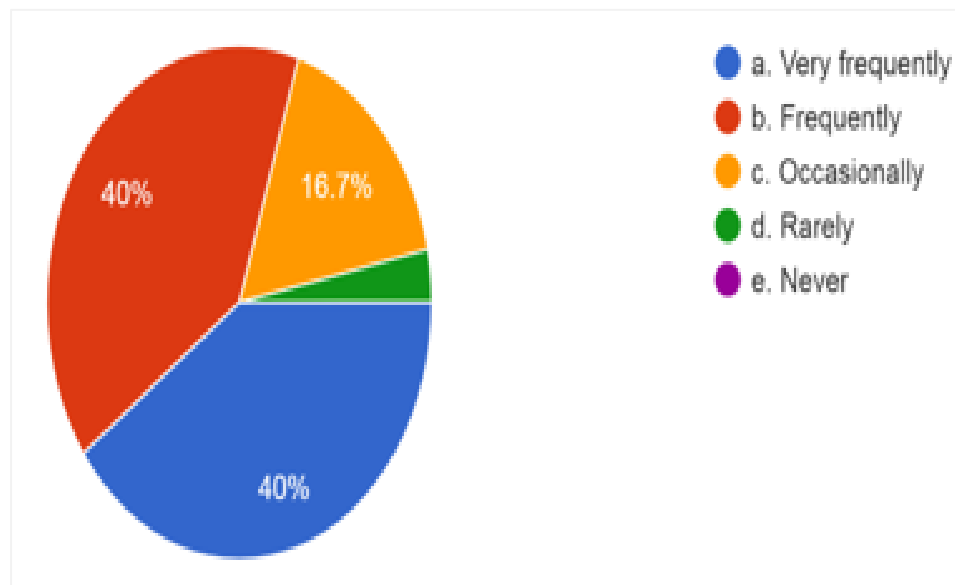
Analysis and interpretation

The results show that 12 students representing 40% frequently do a word list. Then, 11 students, representing 36.7% do it very frequently. Also, 6 students representing 20% do occasionally. Finally, 3.3% never make a list of unknown words to investigate the meaning.

According to the data obtained, most students make a list of words to investigate their meaning and not have an unknown knowledge of the new word. Finally, this activity helps the student learn more vocabulary of another language.

Does your teacher use descriptive picture activities for you to learn new vocabulary?

Figure 10 Descriptive pictures



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

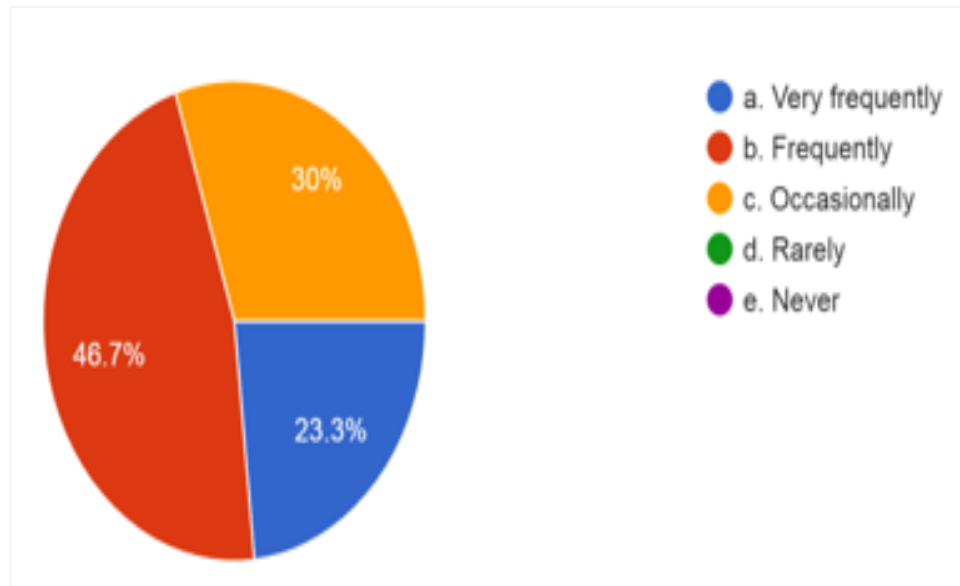
Analysis and interpretation

In figure 15, 40% corresponds to 12 students, who very often their teachers use descriptive picture activities. Additionally, we have another 40%, representing 12 students, who say frequently that your teacher uses this activity. On the other hand, we have 16.7%, representing 5 students who occasionally practice. Finally, 3.3% represents 1 student in the class who states that their teacher rarely uses this activity for the vocabulary learning.

Based on the data obtained, it can be expressed that most of the student’s state that their teacher carries out activities to learn vocabulary, among them, we have to describe images, which helps the student learn with unknown vocabulary and practice known vocabulary. It is important to use different activities so that the student is motivated to learn a new idiom.

Do you think that practicing word games is important for learning vocabulary?

Figure 11 Word games



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

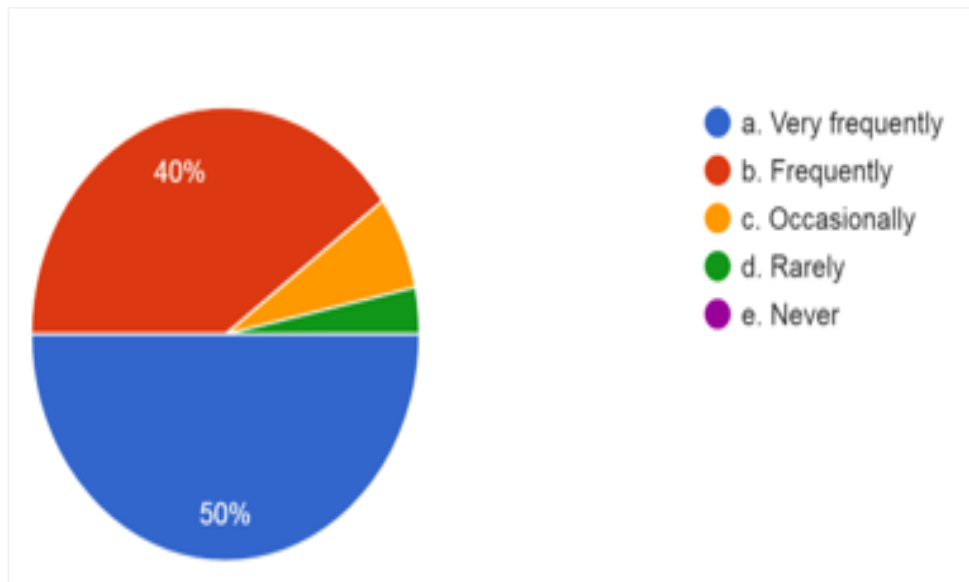
Analysis and interpretation

The data collected shows that 14 students, representing 46.7%, frequently practicing word games. Also, 9 students representing 30% do it occasionally. Last of all, 7 students, representing 23.3% very frequently do this activity to vocabulary learning.

The data obtained show that students frequently use different activities such as word games, this helps the memory of the students, since through fun they learn a vocabulary of another language. Likewise, practicing these activities facilitates learning, students have better motivation and appreciation of another language.

Does your teacher motivate you to play crosswords to learn new vocabulary?

Figure 12 Play Crosswords



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

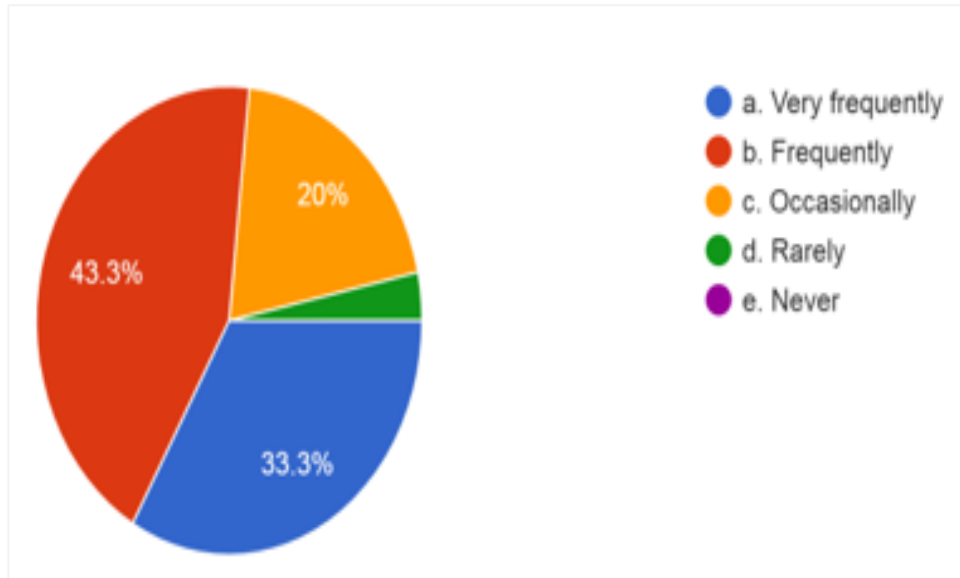
Analysis and interpretation

Regarding students' responses, 50% that corresponds to 15 students very frequently play crosswords. Additionally, 40%, corresponding to 12 students, frequently they play. Finally, 6.7%, corresponding to 2 students occasionally do it and 3.3% rarely do.

This information shows that the teacher motivates his students to practice different activities to learn the vocabulary, including playing crossword puzzles, it is an activity where the student puts into practice the knowledge of the vocabulary learned. Finally, we can say that these activities motivate students to learn another language.

Do you practice hangman so as not to forget the vocabulary?

Figure 13 Play Hangman



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

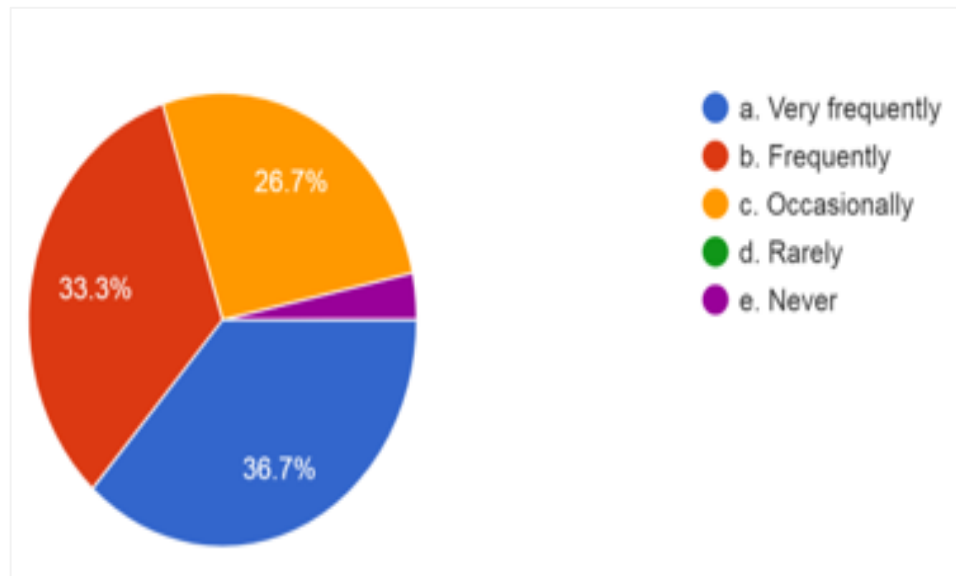
Analysis and interpretation

Figure 13 shows that 13 students, corresponding to 43.3%, frequently practice hangman, 10 students, representing 33.3%, they do it very frequently so as not to forget the vocabulary. Finally, the 6 learners, representing 20%, occasionally do so.

The above information indicates that learning the vocabulary of another language through activities such as Hangman helps students not to forget what they have learned, motivating and helping them to continue learning new words in order to have better communication in another language that is not your mother tongue.

How often does your teacher do word search activities in class?

Figure 14 Play word search



Note: Information obtained from Unidad Educativa “Espiritu Santo” students. (From 2nd level)

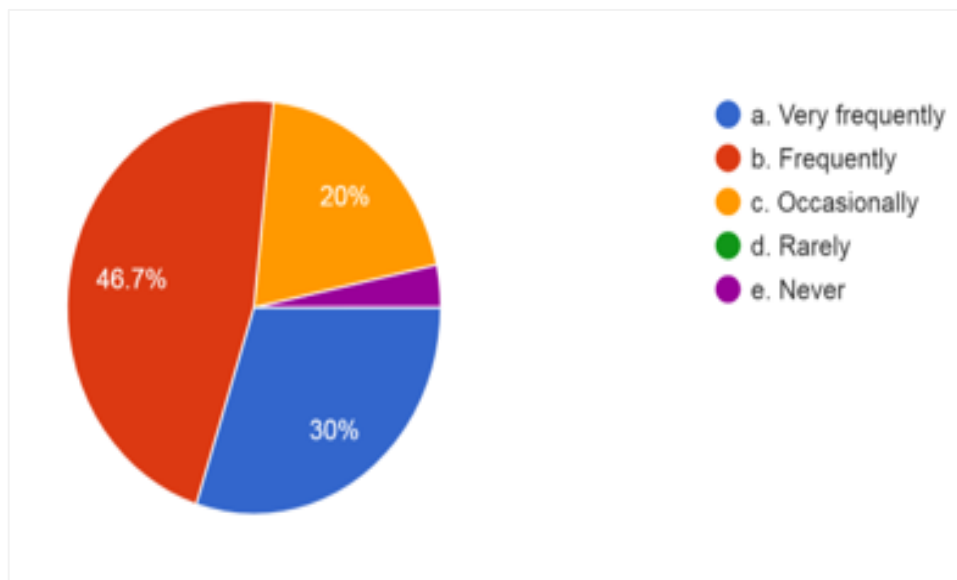
Analysis and interpretation

In this question, 14 students who represent 36.7%, very frequently the teacher does word search activities in class. Additionally, 10 students, representing 33.3%, frequently do it. On the other hand, 8 students representing 26.7% play word search in class occasionally and 1 student representing 3.3% never does it.

Based on the information presented, the majority of student’s state that very often their teacher carries out dynamic activities in class so that they learn the vocabulary, among them is the word soup, which is an activity that the student can put into practice what they have learned. or at the same time, you can learn new vocabulary words. Finally, motivating students to carry out different activities to learn vocabulary is an important lesson that helps students want to learn another language.

Do you consider that implicit and explicit teaching impact on the vocabulary learning?

Figure 15 Implicit and explicit teaching impact on the vocabulary learning



Note: Information obtained from Unidad Educativa "Espíritu Santo" students. (From 2nd level)

Analysis and interpretation

In Figure 15, 46.7%, corresponding to 14 students from the "Espíritu Santo" Educational Unit, consider that implicit and explicit teaching frequently has an impact on learning. In addition, 30% corresponds to 9 students who consider that it is often better. Finally, 20%, corresponding to 6 students, consider that they occasionally have an impact, and 3.3% have never considered implicit and explicit teaching.

According to the information obtained, most students think that implicit and explicit teaching, if it has an impact on vocabulary learning through the different activities that the teacher performs or the student does alone, the activities are important because students learn vocabulary through dynamics or games, motivating them to learn another language.

3.2 Verification of the hypothesis

First, to verify the hypothesis of this research, it was necessary to apply Pearson's Chi-square statistical analysis.

3.2.1 Chi-square test

Table 4

Case processing summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
4. When you answer a question to your teacher, do you provide reasons for your answer? * 12. Does your teacher motivate you to play crosswords to learn new vocabulary?	30	100,0 %	0	0,0%	30	100,0 %
8. Do you think the context of words have influences the definition of the word? * 15. Do you consider that implicit and explicit teaching impact on the vocabulary learning?	30	100,0 %	0	0,0%	30	100,0 %

Note: This table includes the observed frequencies from 4 relevant questions from the survey (4, 8, 12, 15)

Analysis and interpretation

This table shows that there are 30 valid cases that represent 100% of the population.

As shown in the table, there were 30 valid cases and no missing ones, which means that all the participants completed the analyzed questions.

Table 5

Chi-square test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,063 ^a	6	,147
Likelihood Ratio	15,691	6	,073
Linear-by-Linear Association	,157	1	,692
N of Valid Cases	30		

a. 19 cells (95,0%) have expected count less than 5. The minimum expected count is ,03.

Note: This table includes the Chi-square test values for questions 1 and 15 from the survey.

Analysis and interpretation

The table shows 6 degrees of freedom (6df) which means that the tabular value of the chi-square is $\chi^2 = 12.59$.

Additionally, the chi-square value of 17,063, which is less than the tabulated chi-square value of 12.59, which means that the alternative hypothesis is accepted which mentions that “The use of implicit and explicit teaching has a positive impact on vocabulary learning in students at Unidad Educativa “Espiritu Santo” from the city of Ambato.”

Table 6

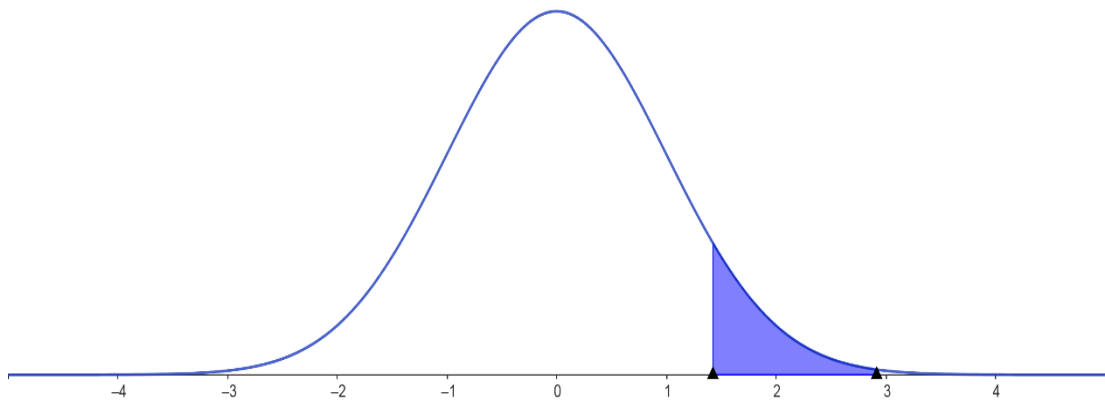
Chi-square table: degrees of freedom

Chi-square Distribution Table

d.f.	.995	.99	.975	.95	.9	.1	.05	.025	.01
1	0.00	0.00	0.00	0.00	0.02	2.71	3.84	5.02	6.63
2	0.01	0.02	0.05	0.10	0.21	4.61	5.99	7.38	9.21
3	0.07	0.11	0.22	0.35	0.58	6.25	7.81	9.35	11.34
4	0.21	0.30	0.48	0.71	1.06	7.78	9.49	11.14	13.28
5	0.41	0.55	0.83	1.15	1.61	9.24	11.07	12.83	15.09
6	0.68	0.87	1.24	1.64	2.20	10.64	12.59	14.45	16.81
7	0.99	1.24	1.69	2.17	2.83	12.02	14.07	16.01	18.48
8	1.34	1.65	2.18	2.73	3.49	13.36	15.51	17.53	20.09
9	1.73	2.09	2.70	3.33	4.17	14.68	16.92	19.02	21.67
10	2.16	2.56	3.25	3.94	4.87	15.99	18.31	20.48	23.21
11	2.60	3.05	3.82	4.57	5.58	17.28	19.68	21.92	24.72
12	3.07	3.57	4.40	5.23	6.30	18.55	21.03	23.34	26.22
13	3.57	4.11	5.01	5.89	7.04	19.81	22.36	24.74	27.69
14	4.07	4.66	5.63	6.57	7.79	21.06	23.68	26.12	29.14

Note: This table includes the Chi-square tabular value.

Figure 16 X^2 graphic representation



Note: This graphic represents the Chi-square distribution

The value of the chi-square is that the tabulated value shows that both variables are associated, which implies that implicit and explicit teaching do have effects on vocabulary learning.

3.3 Discussion

In the data collection of the study show that implicit and explicit teaching have a positive effect on vocabulary learning according to the results obtained or a significant difference in the tubular chi-square considering that the alternative hypothesis was approved. Therefore, it can be concluded that in implicit and explicit teaching vocabulary learning is better through the different dynamic and fun activities that the teacher can use to motivate the student.

A research work by Alamri & Rogers (2018) mentions that the development of activities in implicit and explicit teaching has been supported for several years in the learning of vocabulary, through a small survey. These authors conducted a study to investigate what type of teaching is more effective. Obtaining that explicit teaching increases, the ability to acquire new words rather than implicit teaching. Additionally, the research that was carried out by Seyyed & Fatemeh (2017) compared the effects of implicit and explicit teaching on the learning of vocabulary. They used two groups of 50 students and applied 15 treatment sessions to a group of implicit with implicit vocabulary, in which they used new words. On the other hand, definition of words and list of words were given to the other group. Then it was concluded that both teaching methods are effective in learning vocabulary, however, it is worth mentioning that explicit teaching is more effective than implicit teaching in the vocabulary learning.

Finally, it can be said that according to the results of this study implicit and explicit teaching in vocabulary learning is good because it helps students to have a wide variety of activities, either implicitly or explicitly. These types of approaches help students learn a new language differently. It is important to be clear that explicit teaching will always be more effective than implicit teaching because it provides more details.

CHAPTER IV

CONCLUSIONS AND RECOMENDATIONS

4.1 Conclusions

This research allowed us to analyze the effect of implicit and explicit teaching on vocabulary learning, after having analyzed all the data it was possible to conclude that:

- The activities used in implicit teaching are essential for the teacher to allow the student to develop their own concepts through research and analysis, among the implicit activities such as: concept maps, questioning, describing images, and giving reasons for the answers.
- Explicit teaching in vocabulary learning is important because it helps to develop the different skills of the student such as speaking, listening, reading, and writing, these skills are developed through the different activities that the teacher can include during the classes he teaches, Among the most outstanding activities are: a list of words, explanations, and translations. These activities help the student to learn more clearly.
- The different activities to improve the learning of vocabulary have been determined by different games or dynamic activities such as a list of words, describing pictures, and word games Like: as word search, crossword puzzles, and the hangman. These activities improve vocabulary learning because they help the student remember the words learned in a dynamic and fun way.

4.2 Recommendations

According to the conclusions obtained, it can be recommended that:

- Teachers should use implicit teaching through different activities, focusing on students to help them promote English language learning. In addition, the implicit activities help the student to make their definitions of the unknown.
- When learning a new language, it is important to encourage students, through dynamic activities that encourage students. Explicit teaching activities help students to be clear about the objective of the class, in addition to interacting with the teacher

- The teacher should use the different dynamic activities in the class to improve the student's vocabulary, so they can remember and review the words learned no matter where they are, be it at home or school. So, when learning a new language, the student can carry out these activities in groups and individually.

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ANNEXES

Annex 1. Variable system

VARIABLES	DIMENSION S	INDICATORS	TECHNIQUE	INSTRUMENT	ITEM
<p>INDEPENDENT</p> <p>Teaching is the process of attending to people’s needs, experiences and feelings, making specific interventions as implicit and explicit teaching.</p> <p>Implicit teaching is indirect teaching in which the objective is not clearly expressed, allows the student to make their own conclusions and create their own conceptual structures.</p> <p>Explicit teaching is a directing student attention toward specific learning. It is teaching that is focused on producing specific learning outcomes, it involves explanation, demonstration and practice.</p>	Implicit	<ul style="list-style-type: none"> • Concept mapping • Questioning • Reflective Discussion • Give reason 	Survey	Questionnaire	1
	Explicit	<ul style="list-style-type: none"> • Analyze words • Explanation • Translation 			2
					3
					4
					5
					6
					7-
					8
<p>DEPENDENT</p> <p>Vocabulary learning is a slow process that involves practicing different skills to increase exposure to the new language, using different activities such as word lists or vocabulary books.</p>	Activities	<ul style="list-style-type: none"> • Word lists • Describing pictures • Play word games 	Survey	Questionnaire	9
					1
					0
					1
					1
					1
					2-
					1

					3- 1 4- 1 5
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Note: Operationalization of variables about Implicit and explicit teaching and vocabulary learning

Annex 2. Survey

Universidad Técnica de Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Survey on Implicit and Explicit Teaching and Vocabulary Learning

Objective: This survey aims to gather information about implicit and explicit teaching its influence on the students' vocabulary learning from the second level of high school 'Espiritu Santo'

Instructions: Please complete all the questions from this survey honestly, according to your point of view and experience.

Questionnaire

- 1. How often do you make concept maps to understand a difficult topic?**
 - a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 2. Does your teacher ask you questions about different concerns of something you don't understand?**
 - a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 3. How often does your teacher conduct discussion activities on a topic of interest?**
 - a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 4. When you answer a question to your teacher, do you provide reasons for your answer?**
 - a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 5. Does analyzing the words help you learn the vocabulary better?**

- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 6. Does your teacher explain a word that is difficult to understand in class with the help of images?**
- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 7. How often do you think it is important to translate words you do not know?**
- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 8. Do you think the context the words have influences the definition of the word?**
- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 9. Does your teacher encourage you to make a list of unknown words to investigate the meaning?**
- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 10. Does your teacher use descriptive picture activities for you to learn new vocabulary?**
- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never

- 11. Do you think that practicing word games is important for learning vocabulary?**
- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 12. Does your teacher motivate you to play crosswords to learn new vocabulary?**
- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 13. Do you practice hangman so as not to forget the vocabulary?**
- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 14. How often does your teacher do word search activities in class?**
- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never
- 15. Do you consider that implicit and explicit teaching impact on the vocabulary learning?**
- a. Very frequently
 - b. Frequently
 - c. Occasionally
 - d. Rarely
 - e. Never

Thank you for your collaboration in the development of this project.

Annex 3. Validation of the survey



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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE
INFORMACIÓN
UNIDAD DE INTEGRACIÓN CURRICULAR

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Items)		Appropriate Language		It measures what it stated in the objectives			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					✓	NOT APPLICABLE						
Validated by: Ruth Infante					ID: 0603016106			Date: 17/07/2023				
Signature: <i>[Signature]</i>					Email: ruthinfante@uta.edu.ec							
Place of work: Universidad Técnica de Ambato					Academic degree: Maestría en Lingüística y Didáctica de la Enseñanza de Idiomas Extranjeros.							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>, 19, 228 - 247</p>												



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 FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE
 INFORMACIÓN
 UNIDAD DE INTEGRACIÓN CURRICULAR

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Dian)		Appropriate Language		It measures what it stated in the objectives			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓		✓	✓	✓		✓	✓		
2	✓		✓			✓	✓		✓	✓		
3	✓		✓			✓	✓		✓	✓		
4	✓		✓			✓	✓		✓	✓		
5	✓		✓			✓	✓		✓	✓		
6	✓		✓			✓	✓		✓	✓		
7	✓		✓			✓	✓		✓	✓		
8	✓		✓			✓	✓		✓	✓		
9	✓		✓			✓	✓		✓	✓		
10	✓		✓			✓	✓		✓	✓		
11	✓		✓			✓	✓		✓	✓		
12	✓		✓			✓	✓		✓	✓		
13	✓		✓			✓	✓		✓	✓		
14	✓		✓			✓	✓		✓	✓		
15	✓		✓			✓	✓		✓	✓		
General Aspects										Yes	No	
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					NOT APPLICABLE							
Validated by: Mg. Dany Combe					ID: 1503194064			Date: 11/01/2013				
Signature:					Email: da.combe@uta.edu.ec							
Place of work: Universidad Técnica de Ambato					Academic degree: Magister en Ciencias de la Educación							
Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i> . 19. 228 - 247												



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UNIDAD DE INTEGRACIÓN CURRICULAR

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	/		/			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					<input checked="" type="checkbox"/>	NOT APPLICABLE						
Validated by: <i>Mg. Edgar Encabado T.</i>					ID: <i>0501824171</i>					Date: <i>17/01/2023</i>		
Signature: <i>[Signature]</i>					Email: <i>eg.encabado@uta.edu.ec</i>							
Place of work: <i>UTA-FCHE</i>					Academic degree: <i>Magister</i>							
<small>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</small>												

Annex 4. Urkund report



Document Information

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Sources included in the report

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