
Interactive vocabulary in the quality of oral production

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Editado por Colloquium
ISBN: 978-9942-814-65-4
Primera edición 2020

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Ecuador 2020

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Introduction

Undoubtedly, English is an important communication tool in today's globalized world, one which allows learners to communicate beyond their own linguistic and geographical boundaries. As learners enter the final sublevel of their high school education, it is important to remember that being able to communicate in the international language of English will prepare them for a myriad of future academic and career opportunities, responsibilities and experiences.

Ecuadorian students are taught English for six years in public high schools. However, high school graduates do not reach the required level B1 that is established by the national curriculum. During the high school years, there exists a period of transition not only psychological but also academic in tenth graders, this is why we decided to analyze their situation in order to determine the phenomenon that may delay the development of oral production.

Besides, an important fact to highlight is the shortage of didactic materials that prevent students from being engaged in the normal activities of the class. Accordingly, the teaching and learning of the same topics over and over,

year after year, makes this process slow, even hideous; and students get easily bored.

On the other hand, the lack of funds allocated for the acquisition of updated educational resources makes English language teaching inefficient to help learners develop their communicative skills, mainly speaking. Authorities and teachers have pointed out that, speaking skills development imply self-management activities, which they unfortunately cannot achieve.

In the review of the sustainable development objectives supported by the Agenda of the United Nations Organization, it can be seen in Objective number **4.4** that the number of young people and adults who have the necessary skills, particularly technical and professional skills, should be considerably increased to allow them access employment, decent work and entrepreneurship.

Additionally, the item 4.4 ensures that all students acquire the combination of both theoretical and practical knowledge necessary to promote the development of sustainable lifestyles, which is why it can be denoted that it is of utmost importance to acquire lifelong learning to interact in this dynamic, constantly changing society.

According to the National Curriculum of English of the Ministry of Education of Ecuador, which takes as reference the specifications proposed by the CEFR, students of BGU aim, at the end of their secondary studies, to be able to interact in English with enough clarity, confidence and accuracy in a variety of formal and informal social situations with a limited but effective domain of spoken language.

The B1 level is mainly accomplished when the language learners are capable of understanding the main points of readings written in clear, familiar, standard language. These readings can be related to work, personal life, and leisure activities. Additionally at this level, learners are able to communicate effectively while traveling in countries that use the target language. Moreover, they are able to write simple, coherent essays about familiar topics, personal interest, experiences, events, and desires; and they are able to justify their opinions (i.e. by giving simple, brief reasons) and explain their future plans.

By the end of the 3rd year Bachillerato, students will have reached the communicative competence for B1 proficiency level (Independent User), and they will be able to:

- Understand the main points of clear, standard topics regularly encountered in work, school, leisure, etc.;
- deal with most situations likely to arise while travelling in an area where the language is spoken;
- produce simple, connected text on topics which are familiar or of personal interest;
- describe experiences and events, dreams, hopes, and ambitions;
- briefly give reasons and explanations for opinions and plans;
- understand, identify, and produce longer, more detailed transactional and expository texts, procedural descriptions, and narratives (e.g. business letters, media article, experiments, personal narratives, etc.) as well as short simple persuasive texts (e.g. movie review); and
- be aware of and look out for signs of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent both in the community concerned as well as in that of their own.

English is unquestionably the world's lingua franca at present. Not only is much of our technological, scientific, academic, and social information written in English, but also learning and speaking more than one foreign language is

essential in order to interact and communicate in today's globalized world.

Therefore, current education has the challenge of contributing toward the development of students' skills to live together in their local communities, and to take a more proactive role as world citizens.

In order to face such challenge, the Ecuadorian Ministry of Education acknowledges the following three key issues:

- The importance of the English language as a tool which equips individuals to understand people and cultures beyond linguistic and geographic boundaries.
- The need to align the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR)—which is internationally recognized and provides a common basis for the elaboration of language curriculum guidelines and syllabi; and
- That the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching.

On that account, the project “The Influence of interactive vocabulary in the quality of oral production” is suggested as a support for the English teaching - learning process in public education. Its main objective is to establish the reason why the interactive vocabulary has incidence in the development of the oral production in the English language. In order to achieve this objective, a bibliographical study as well as a statistical analysis and a field research will be conducted.

Context of the Investigation

Teachers often complain bitterly about the low level of the students in English language knowledge. Despite the objectives of the English language teaching, students should participate actively in motivational processes that enable them to improve their knowledge of the English language. In addition, the lack of learning strategies in our context is still causing failures during the development of educational activities in public schools.

Speaking is a very prominent skill that is intrinsically connected to the development of critical thinking and the communicative competences of foreign language learners. Learning a new language requires the development of four skills, listening, speaking, reading and writing; these are categorized as receptive and productive. The Common European Framework establishes listening and reading as receptive skills and listening and writing as productive.

This research will be focused on speaking; this skill involves two aspects that are essential for its development: the oral production which is connected to the use of simple phrases to describe a situation on familiar topics and the interaction involving communication in basic tasks with a simple exchange of information on the same contexts (CEFR, 2005).

In the last decade, the importance of oral production has increased with the evolution of the teaching approaches since they aim to be more communicative. Nevertheless, Ecuadorian students have difficulties in speaking production due to the few hours of English in the national curriculum as well as the lack of language exposure inside and outside of the classroom.

When communicating with other people the first contact we make is spoken. Thus, oral production becomes extremely important to establish new relationships, share cultures and get better job opportunities. There will always be huge opportunities to establish meaningful exchanges.

During our teaching experience we have noticed that students find it difficult to formulate simple sentences and perform tasks involving a direct exchange of information on familiar topics. Besides, students' lexical baggage is not ample enough to maintain a natural and fluent conversation as a result, they have a cut off speech and are not be able to express spontaneously. Pupils learn more when they do things by themselves. They feel that they do not memorize, they prefer to learn through vocabulary techniques in order to develop their skills and learn English effectively.

The problem in public high schools

While we were visiting the institution, we noticed at once that students are not given an appropriate atmosphere to work in, having large classes with 50 students approximately. Therefore, teachers cannot hook all learners into the lesson, the attention span decreases, and each session becomes an annoying and discouraging English class.

Besides, classrooms are not well-equipped with technology. Therefore, teachers are compelled to use only visual aids, affecting students with a different learning style such as auditory or kinesthetic. Presenting a variety of activities and approaches to learning helps reach all students and encourages them to be able to think about the subjects from various perspectives, deepening their knowledge of that topic.

Even though English has cognate words, that is words that are similar to Spanish, it represents a disadvantage for the development of speaking skills since it is hard to reproduce sounds that are different from our mother tongue without having a regular language exposure.

Additionally, the time given for English in the national curriculum is not enough to achieve the learning goals. As there is not

another subject in English, students are not able to practice and improve the target language. Here it is quite crucial to point out that since 2016, there exist some IB public high school, which give these students more chances to expand their professional careers.

Another important aspect to mention, is the teachers' preparation. Currently, we can see that not all Ecuadorian teachers are prepared for standing up in front of a class. Most of them do not have a certification B2 according to the Common European Framework of Reference (CEFR) which includes: language knowledge, a good pronunciation and a good development of the communicative skills.

On the other hand, pedagogically speaking, they are not well trained to deliver meaningful lessons with appropriate tasks, manage large and troubled groups, create, design and implement the right material according to each level.

The problem focuses on the ineffectiveness of students' speaking skills. A few years ago, students learnt by memory, without meaningful learning. In addition, there were not any assessment standards that allowed to have a clear idea of what students should know or be able to do at different levels; as a

consequence, pupils' final profile and evaluation results were unreliable.

In the last education amendments, the government has tried hard to improve the quality of English Language Teaching through the creation of a website with guides for teachers that suggest the increase of students' talking time by collaborative activities inside the classroom. However, it is established to previously give our learners the necessary tools such as vocabulary and grammar structures to accomplish a speaking task.

When performing a challenging task, students need to employ a variety of strategies to find a solution to a specific problem. This process involves different levels of complexity according to the social and learning environment and students' background knowledge.

The lack of confidence in speaking is due to the fear of making mistakes in front of their teachers and classmates. Additionally, in the classes they do not enjoy of engaging activities to motivate their participation, here there is a need to apply innovative learning strategies and group work activities which help them to exchange their knowledge, expand the vocabulary and lose the fear of speaking in English.

Nowadays, English has become a worldwide language and it is used not only for social purposes but also in academic contexts. Learning a second language is also important for improving health, self-esteem, native language and culture awareness therefore, as teachers, we consider that our responsibility is to help students to be able and ready to take advantage of these benefits.

In the last few years in Ecuador, some educational amendments have been made and according to their suggestions of promoting collaborative learning, our project will permit students to work in groups while simulating real life situations in which each member will have a specific role. In this way, students will learn the value of team work and honesty of giving their best in accomplishing individual tasks to achieve a group goal.

Our main desire as teachers is that the students improve their knowledge and thus to respond adequately to new requirements to our global world, obviously English is emerging in today's knowledge because it is a language that will help them to become global humans and good professionals.

Finally, we aim at encouraging self-awareness in students' learning process to enhance their autonomy as well as cultivating patriotism, appreciation and tolerance towards different races

and cultures to broaden up their perspective of the world and raise respectful, proactive and caring citizens.

Oral production

The oral production belongs to speaking, one of the linguistic competences in which students verbally communicate their ideas, beliefs, feelings and thoughts in a specific context. It is also an ability that teachers need to promote and develop through the use of different activities that aim at communicating effectively in a foreign language.

According to the CERF, a student with an A2 level should be able to perform simple and daily tasks that require a specific exchange of information on familiar topics.

Importance

The main objective of oral production is to enhance and develop communicative efficiency. Thus, teachers want their students to be capable of using the language in different contexts, as accurately as possible and with a specific aim. As speaking is a productive skill that is connected with the other ones, its development influences the improvement of the others. So a stimulus is a sine quonon for it to be produced.

The real goal of any language is communication and the objective of speaking is to promote communication among people, and in the case of schools, it is important among teacher and students. Speaking is more valued by students than any other skill, since with this they will be able to say what they feel and how they feel. People who are not aware of the importance of English should get familiar with the use of the language so that it becomes meaningful to them.

Characteristics

Speaking is one of the most important skills that students must dominate. Speaking may give the students the chance to explore their ideas, emotions or simply gather together (Nopiani, 2013). A good development of speaking also gives students the ability to communicate with other cultures, whether they speak English or not, since English is considered a universal language.

Among the basic characteristics of oral production are the following:

- It takes place in real time: due to the time limitation that gives speakers just short terms to think, oral production requires real-time processing. (Thornbury, 2005, p. 2).
- Besides, oral production has “its own systematic patterns and structures, instances of disfluency” (Thornbury & Slade,

2006, p. 50); like hesitation, word repetition and unfinished utterances that make it just somewhat different from the written language. That's why it will always look like chaotic when written on paper because "it was not meant to be written" (Halliday, 1989, p. 77).

➤ It is an empirical skill because we learn it through a specific linguistic environment (Chomsky, 2002, p. 77). When we learn first a language, we do not have to know what a subject or a verb is. We just try to imitate and is by repetition that we get the language.

➤ Communicative: when we learn a language the most important part of this process is to the ability to communicate correctly and appropriately to reach communicative objectives.

➤ Functional: we use the language to develop different functions such as making requests or apologizing. So we have to learn fixed expressions for each function.

➤ Rhythmic: we cannot talk about oral production without talking about its three important aspects: stress, rhythm and intonation. When speaking, we have a tendency to highlight or to give a particular emphasis to what we think is the most important items of any utterance. So we tend to reduce the stress of the less important information. Here is where the three aspects play

a relevant role because depending on its use, our message will be transmitted properly.

“A speaker's skills and speech habits have an impact on the success of any exchange” (page 54) said Van Duzer E, (1997). Speakers must manage various elements such as: taking turns, rephrasing, giving feedback and redirecting. There are many situations in which the use of English is relevant, for example: in a store, in an airport, in a restaurant among others.

According to Shastri's book (2010) Communicative approach to teach, English as a second language: “The objective of teaching the skill of speaking English is to develop the ability to express oneself intelligibly, reasonably, accurately and fluently” (p.26). It can be said that through an adequate teaching of speaking, students will be able to keep a clear and continuous conversation going with native and non-native speakers.

However, for practicing speaking in a better way, we must consider motivation as a process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Internal state or condition that activates behavior and gives it direction, influence of needs and desires on the intensity and direction of behavior.

Advantages

Oral production involves communicating using the word of mouth. It entails people talking to each other, whether it be in direct conversation or by telephone. It can be formal or informal. In addition, with advances in technology, oral communication keeps on developing.

- Oral communication is more personal and less formal. As a result, it is time –saving because the speaker and the listener save time to communicate information; and there is a quick and direct feedback because they can interact directly.
- Rehearsal opportunities: One of the primary benefits of increased communicative competence is that it provides meaningful chances to put into “practice real-life speaking in the safety of the classroom” (Hamer, 2001, p. 85).
- Oral production provide feedback for students to know how well they are doing in the process of learning and also what language difficulties they are experiencing.
- Autonomous users: when learning a language, the most important is autonomy. So the more we practice the language, the more independent we become in the use of that target language. This means that the words or phrases will spontaneously come out from our mouth, without much thinking.

Disadvantages

Among the disadvantages students may go through, the following are found:

- A disadvantage is that students feel more anxious about their oral production. Most students experience some level of speech anxiety when they have to speak in front of a group or the teacher; in fact, public speaking is many students' greatest fear.
- In today's schools, there is a lack of curriculum emphasis on speaking skills. Therefore, students learn to develop only linguistic competences.
- Nowadays, teachers have a limited English proficiency. They are not well prepared and they are not fluent in the English language. This results in low oral production quality.
- Class conditions do not favor oral activities. It is more difficult for teachers to work with classes larger than 20 or 25 students. This makes discussion and group work hard to handle. Consequently, it prevents students from improving their speaking.
- Limited opportunities outside of class to practice. In our society, there are few chances to put into practice what has been learnt in the classroom because we live in an environment where it is almost impossible to find native people to practice the language to.

- National examination system does not emphasize oral skills. Today's public education put an emphasis in the development of others skills, putting aside the speaking and giving importance to features like grammar and vocabulary.

Classification

- Conversation: it refers to a spoken interaction between two or more people who do not follow a fixed schedule. Its objective is the exchange of information, the promotion of social relationships, the negotiation of roles as well as deciding actions.
- Interviews: They are extremely motivating when including personal experience or opinion sharing, a point that means that students are engaged in interactions that interest them.
- Storytelling and retelling: it is a technique that is used to increase learners' fluency because it provides them with opportunities to practice longer stretches of discourse.
- Debates and discussions: They are extremely useful because they allow learners to share their views and are useful for training fluency in general.
- Role plays and simulations: It is a good way of promoting speaking. Students pretend to be in different social contexts and in various social roles. They are often designed for pairs but can also include more people.

Suggestions for improving pronunciation

Face-to-face interaction is an important part of communication in any language. For interaction to be successful, a speaker must have good pronunciation, stress and intonation to be understood. According to Harmer (2007b), however, English language learners will need more than good pronunciation to communicate effectively. They “will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational repair strategies” (Harmer, 2007b, p. 343).

Decide what kind of accent you would like to speak with

It’s up to you whether you want to speak using American or British accent which are completely different, and they have some words that are spelled differently as well. The pronunciation patterns are different as well.

Learn the IPA and the individual sounds of English.

The International Phonetic Alphabet IPA is a collection of symbols that help us pronounce correctly and we can associate some words in order to pronounce them better day by day.

When you learn a new word, learn how to pronounce it correctly.

The importance of pronouncing words in the correct way is huge since if we start saying words incorrectly, we will never say them the way it should be so that is why IPA is important. For example, let's say you see a new word when you are reading a book: *outrageous*. How do you pronounce this word? Let's check in two dictionaries recommended specifically for English learners.

Try to imitate spoken English.

Imitating means copying someone or something in such a way that it's similar to the real one, so that is how we improve our accent, pronunciation, intonation and rhythm.

Second language acquisition

Second language acquisition (SLA) is a process in which students acquire a second language unconsciously, when they are exposed to situations or environments suitable for the development and production of a foreign language. This term is usually compared to second language learning, which refers to a formal and conscious learning process.

According to Krashen (2002) "the usage of a language is the only path to fluency" (pp.47-75); he showed that only by acquiring a

language students will be able to gain fluency, it is not necessary the learning of formal rules or tedious grammatical structures. (Herrera, Socorro, 2015)

In his studies, this author established that it is normal for students to make grammatical mistakes when speaking, but with continuous practice these will disappear on their own. He also indicates that it is not advisable to correct students while they are speaking, because this could demotivate them in their performance; if the error continues, the teacher should look for techniques aimed at correcting that error.

Krashen also points out that learning a second language can be intimidating, in many cases students feel that they are not as efficient in using a second language as they are in their native language, which is what Krashen calls Affective Filter Hypothesis; it refers to the fear that some students experience when they have to speak in a foreign language like anxiety, fear of making grammatical errors or mispronouncing words. When this happens the affective filter of students is raised like a defense mechanism.

If the teacher creates a comfortable environment and applies learning strategies that motivate the students, the fear will be lost and the students will take risks when speaking in English.

Stages of a second language acquisition

The process of acquiring a second language is not similar to learn the native language. This process could be more difficult and complex. In the second language acquisition, the learner goes through the following stages:

Silent period: In this stage, the students learn vocabulary and become familiar with the sounds, rhythm and patterns of the English language. They practice using short expressions like greetings and simple questions. This stage of language acquisition may last for several months. (Herrera & Murry, 2016)

Early production: The students start manipulating ideas mentally to form short combinations of words; they identify routine expressions and use them independently.

Speech Emergence: In the third stage students handle a more extensive vocabulary, and begin to communicate using coherent and well-structured short sentences.

Intermediate Fluency: At this time learners are able to use more complex sentences while speaking, they can connect related clauses by using conjunctions and their conversation is more fluent.

Advance Fluency: Here, second language learners produce language with an extensive vocabulary and a great variety of grammatical structures. They express their points of view and continue improving their oral production. They are conscious of their proficiency in the second language.

In conclusion, it is important that teachers identify the stages of second language acquisition to plan strategies that allow their students to advance in this process and achieve a better domain of the English language.

Reasons for teaching speaking

According to Jeremy Harmer there are three important reasons for teaching speaking: firstly, speaking gives students the opportunity to practice their oral production in the safety of the classroom. Secondly, speaking activities allow the students to know their level of English, their progress, shortcomings and establishes the need of possible reinforcements. Finally, the practice of speaking allows students to activate their language proficiency and makes them more autonomous, the more they practice, the more fluent they will be.

Well-planned speaking activities are motivating for students and allow them to gain confidence in the use of a second language. Scott Thornbury suggests that teachers should create a speaking

culture in the classroom; they should become "talking classrooms". According to Thornbury (2005) students will gain more confidence in a second language and their communication skills will increase if the practice of speaking is a regular feature of English lessons. (Jeremy, Harmer, 2012)

Speaking sequences

Speaking activities usually start with the reading of a text, or after listening to an audio track, or from observing a group of images. Below there are three examples of speaking activities that teachers can adapt according to the level of English of their students.

The first activity begins asking students to form groups of work. After that, they are told to be judges of a photography contest. They have to observe the four finalist images of the competition and choose the winning photograph, they must explain the reasons for their choice; while students are discussing their choice the teacher must circulate through the groups listening to the students' discussions and detecting possible errors that will later be included in reinforcement exercises.

At the end of the activity, each student must argue the reasons why they chose a certain photograph as the winner. It is important to remember that students' speaking practice should never be interrupted to correct possible errors because this may limit their confidence (Jeremy, Harmer, 2012, pág. 124)

The second activity is to ask the students to get involved in a role-play. Students must act in a real life situation. Students are asked to simulate a meeting at a restaurant, a job interview, or asking for an address. The teacher must establish the rules of the activity and motivate the students to act as real as possible using all the vocabulary and expressions they know in English. (Jeremy, Harmer, 2012, pág. 125)

The third activity is about creating an original story by using a portrait of a group of people in a specific situation. Students working in groups must create a story based on the image. A student starts the story, and then one by one the story is complemented until the end of it. Finally, each group must present their story orally in front of the class. (Jeremy, Harmer, 2012, pág. 127)

First language (L1) used in the classroom.

English learners come to the classroom with their mother tongue (L1); teachers must discern if it is appropriate to use their first

language (L1) in the classroom when the main objective is learning a foreign language (L2), in this case English.

According to Jeremy Harmer (2012, p.39) “an English-language classroom should have English in it, and as far as possible, there should be an English environment where English is heard and used as much of the time as possible”. (Jeremy, Harmer, 2012, pág. 39)

This does not mean that the L1 should not be used at any time during the English class. It can be used in specific situations, for example using the L1 for students to establish differences and similarities between the L1 and the L2. In the same way, the teacher can use the L1 to explain a specific topic that is difficult for the students to understand.

Harmer also states that “students often use L1 because they want to communicate in the best way they can and almost without thinking; they revert to their own language” (Harmer, 2012, p. 179). (Jeremy, Harmer, 2012, pág. 179)

The author gives some suggestions to motivate students to speak in English:

➤ **Talk to them about the issues:** Teachers should dialogue with students about the importance of speaking English in the

classroom and reach agreements about in which cases they can use the L1 during the development of the class.

➤ **Encourage students to use English appropriately:**

Teachers should clarify to students that there is not a total prohibition on using the L1, but there are activities in which the L1 will not be used, such as presentations, role plays, descriptions, discussions.

➤ **Only respond to English use:** Teachers must speak in English most of the time during the class. Even though students ask to translate into their mother tongue, teachers should avoid doing so.

➤ **Create an English environment:** Teachers must create a classroom environment where students are exposed to the English language all the time.

➤ **Keep reminding them:** During the practice of speaking, students should be reminded to speak in English, and the teachers should motivate them all the time; in spite of the mistakes they may make, the corrections will be made later and generally, not during the participation of the students.

Conclusion

In conclusion, we can say that speaking activities should provoke a purpose for talking, the same that is not purely linguistic; in simple words that is promoting communicative competence. We can notice the wide range of activities that might be used in order to practice fluency and/or accuracy even though the main objective of our lesson may be the focus of the four skills.

Vocabulary

Vocabulary learning is an imperative part of learning foreign language. Many researchers indicate that real communication is a result of suitable and adequate vocabulary learning as compared with learning grammar rules only (Cook, 2013).

Vocabulary is essential to interact with others since without it students cannot express themselves meanwhile without grammar they can still manage to transmit a message. Wilkins affirms that “While without grammar little can be conveyed, without vocabulary, nothing can be conveyed” (Wilkins, 1972, p. 111). This implies the fact that there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is required to convey what one wishes to say in specific situations.

As far as we are concerned, we have noticed this fact not only with our students when they try to produce even if they do not use the correct grammar structures but also in our personal experience in different trips having to speak other languages than English.

Above all, lexis is important because it helps students to have a successful academic and professional achievement now that English is a world wide language and almost all manuals and books are written in it, besides, academic training abroad is usually offered in English. Vocabulary is all about words — the words in a language or a special set of words you are trying to learn.

First used in the 1500s to mean a list of words with explanations, the noun vocabulary came to refer to the “range of language of a person or group” about two hundred years later. A lot of hobbies, like fishing or knitting, require that you learn their unique vocabulary before you can get the most out of them. If you're in a rush, vocab is a faster way to say vocabulary, according to HAZLITT H. (2005)

A man with a scant vocabulary will almost certainly be a weak thinker. The richer and more copious one's vocabulary and the greater one's awareness of fine distinctions and

subtle nuances of meaning, the more fertile and precise is likely to be one's thinking. Knowledge of things and knowledge of the words for them grow together. If you do not know the words, you can hardly know the topic. (p. 118)

The correct use of vocabulary is important in everybody's life since without good use of words communication wouldn't be effective enough. Some teachers think that vocabulary does not take an important role in the student's learning process but they are totally mistaken. We as teachers must think of easy but fun ways to teach vocabulary so that students do not feel stressed out at the end of our classes.

The knowledge and mastery of vocabulary is a key aspect that must be developed in both beginner and advanced learners, because there is a direct relation between vocabulary and oral production and as a consequence an effective communication, Nation (2001) claims that vocabulary knowledge and language use are interconnected, this means that vocabulary knowledge enables a successful use of the target language.

Conversely, the use of the target language improve the vocabulary knowledge. Nunan (1991), confirms the principle that profitable vocabulary learning enables an efficient target language use, because if learners do not have enough

vocabulary, they will not be able to use the second language in a comprehensible manner.

When dealing with vocabulary it is important to consider what it means to know and learn a word. A complete knowledge of a word needs more than simply recognizing the word or being able to give its meaning, as it usually happens in teaching and learning English as a foreign language in the classroom.

Accordingly, knowing and learning a word from the view point of receptive and productive language includes knowing and learning its: form (spoken and written form, word-parts), meaning (form and meaning, concepts and referents, associations) and use (grammatical functions, collocations and constraints on use).

Characteristics

- Form: it includes pronunciation, spelling and any part of the word that may influence on its meaning such as prefixes, suffixes and roots.
- Meaning: it refers to the concept and association of a word in different contexts.
- Use: it implies the functional language, taxonomy and limitations.
- Repetition is essential , in order a word to be learnt it has to be used several times.

Advantages

- It improves our speaking skills, in other words it helps us to formulate phrases and express our ideas.
- It enhances the motivation for reading considering that the more words we know the more interested we are in reading different kind of texts.
- It makes our comprehension more effective, having a wide range of vocabulary minimizes the risk of misunderstanding.
- It works our long- term memory.
- It develops our critical thinking skills, it makes us more analytic when deducing meanings and finding synonyms.
- It has no gender rules.

Disadvantages

- It depends on the teacher's technique to elicit it and make it motivating for students.
- It has false friends which can be confusing when it comes to the comparison of terms between the target and the first language.
- Its phonetic is different from its writing causing students to misspell or mispronounce some words.

- It varies according to each country, region or even town. Dialects of languages produce a small change of the use of words which can affect understanding.
- There are words that can not be represented by pictures such as but, and ,a and depending on students'level they may lead us to translation.

Classification

- According to its register it can be formal or informal.
- By its relationship to other words we have synonyms and antonyms.
- In consideration of the parts of the speech, the following categories are presented: nouns, pronouns, adjectives, verbs, adverbs, prepositions, determiners, conjunction.
- Lexical chunks or lexical phrases , for example: nice to see you, good morning.
- An idiom, a typical fixed phrase with a figurative sense where even knowing the isolated meaning of the words, language learners find it difficult to understand it because they are not sure of what image it refers to.
- Academic vocabulary ;that is, technical words for a specific science.

This multi-dimensional character of the vocabulary knowledge needs to be considered in choosing the right strategies and practice activities that enable learners to gradually acquire the targeted aspects of word knowledge and generally speaking English language for communication purpose.

The followings are some important strategies and activities that can successfully be used in developing EFL vocabulary through speaking and listening activities. It should be noted that there should not be any complete attention to all the aspects of word knowledge of each word encountered in a material.

It is the teacher who selects the words and their aspects needed to be included in learners' active vocabulary based on their importance in the text comprehension, learners' knowledge burden on it and its role in the development of learning skills.

VOCABULARY TECHNIQUES

Vocabulary is a very important area to be considered in learning any language and even more important for the learners of English. First of all, we need to be aware of the structure of our mother tongue and then we can understand new words in any other language.

Graves (2006) claims that learning vocabulary from the context increments the possibility of storage. Therefore, when the learner has other encounters with a word in different contexts, he will have a better understanding of its meaning.

Below we have some techniques in order to learn vocabulary:

Write, Look, Cover, Repeat. (WLCR)

It is important to have a notebook in which we can write the new words we might encounter with, then we need to try to memorize them by repeating them until we internalize them.

Supercharging our WLCR

We can add new words all the time until we have a list of words which we need to work with by writing different sentences. Another way of learning vocabulary is by recording the new words and using them in our daily life improving our pronunciation each time. Also it is a good idea to highlight some

new words we might encounter and write next to them either they are nouns, adjectives, adverbs, etc.

Get them all.

In this technique, we need to have a dictionary with us all the time, or even better we can use our smartphones to find meaning of words we don't know. In case we forget the meaning of the words we make a list and next to the words we write the source so that there is a very tight connection between the source and the new words.

Flashcarding

This is a very good technique for visual learners, since we can make some flashcards with the drawings on one side and the word on the other side so that students get familiar with the image and the word at the same time; in this technique is a good idea to use colors when writing the words since they become more appealing for students. This technique is more effective than WLCR.

Words in Context

Another good technique is to get the meaning of words through context and in this way the learning of the new words is more significant for the students since they can relate the words to their real life experiences.

To be immersed in the place where the language is spoken it is really useful since we listen to real language all the time and we are exposed to the daily real situations such as in a store, in a park, in a hospital, among others.

Stickies Everywhere

In this technique, we write the new words on pieces of cardboard and put the inside some plastic envelopes so that they don't get dirty or wet and we can stick them everywhere.

Study Linguistics

This technique is based on becoming familiar with the origin of the words since we must consider the word formation starting with the word roots and then we can make up new words by adding either prefixes or suffixes. Vocabulary must help students learn new words to be better readers in such a way that they become meaningful to students.

Tips for developing interactive and Basic English Vocabulary

Another good technique for the learning of new words is by using different games in which these new words must be put into practice, besides these words in the games are useful in everyday communication. Some advantages of using games in our classes are:

- They can be used as icebreakers.
- Students feel motivated.
- Classes are more challenging.
- They make the learning of new words much more meaningful.
- The students can use the four skills which are listening, speaking, reading and writing.
- Students feel encouraged to participate in class.

Conclusion

To conclude, a varied lexical baggage is the basis to build language and be able to express ourselves with fluency and accuracy in different real-life situations. As well as, to develop any linguistic skill developing meaningful comprehension and production.

The learning of new words is only significant when students realize how useful these words are in their daily communication. It's not only how many words they learn every class but how meaningful they are for the students throughout their learning process.

The purpose of learning new words should be to use them in the right moment at the right time and consider them as tools for developing good communication. We need to compare the words

we already know with the words we are going to learn so that we identify which words are meaningful for us and which are not.

Learners can learn best when they are given appropriate opportunities. These opportunities come through sense experience. That is why the experience itself does not guarantee a true learning. When helping students learning, we have to exploit every single sense in order to provide students with more chances in the process of acquiring a language.

Components

This process involves three different components: 1) what they can do alone on the basis of his developmental structures 2) what he can do alone in a socially defined situation and 3) what he can do in interaction with others and how far he can go in this interaction. The connections between these components result in the relationship of development, the social context in which it happens and learning. In other words, learners are always actively involved in their own learning.

Humans are social beings; therefore all we do has a repercussion in society. The family, is the first social group we get to know and are aware of communal living. Then, comes school, where we consolidate the empiric knowledge got at home and acquire new and scientific ones. It is said that human beings never finish their

academic training process, that it lasts a life-time. However, after obtaining our college degree, we are expected to contribute with the development of our society through the practice and execution of all the skills we have gained in this privileged educational period.

As a consequence, each community expects from school the satisfaction of certain demands, that in our case, they are defined as the preparation to live like responsible adults, assuming appropriate social roles. As Durkheim claims “Its object is to arouse and to develop in the child certain number of physical, intellectual and moral states which are demanded of him by both the political society as a whole and the special milieu for which he is specifically destined”. Thereupon, education is used for social purposes and not only individuals; in other words, we educate for a specific society.

In our country, the Minister of Education is promoting the Sumak Kawsay , that is , the needs satisfaction, having a good quality of life and a dignified death; the development of each member of the society in harmony and the encouragement of different human cultures prolongation. Well living and education interact in two ways. On the one hand, the right of education is an essential component of it, since it allows the development of human talents guaranteeing the same conditions for everyone.

On the other hand, it is an essential axis of education to the extent that in the educational process values are combined with knowledge to motivate the development of Ecuador.

One of the main goals of the government is to strengthen the quality standards; and the evaluation and accreditation processes so that they can respond to the objectives of Good Living, with national and international excellence criteria. Besides, the Project enhances the design and implementation of tools and instruments that allow the cognitive-holistic development of students.

The interculturalism

The interculturalism proposes an inclusive, educative approach that, taking into account the cultural diversity and the respect for other cultures, aims at increasing the educative equity and promoting the communication among the members of different cultures. It is included as a transversal axe in the standards and indicators of educative quality and in the frame of evaluation processes.

In addition, this project is allied to the CEFR objectives that are “To ensure, as far as possible, that all sections of the populations have access to effective means of acquiring a knowledge of the languages of other member states [...] as well as the skills in the

use of those languages that will enable them to satisfy their communicative needs and in particular”

English is a universal language of communication in many fields of action. It is the language used to produce the scientific and technical information. It has become an important tool for the academic, professional and personal development.

According to Gonzalez-Martinez & Reyes-Lopez (2018), intercultural instruction is the steady development of information created in contact with others, which is one of its primary difficulties. Likewise (Walsh, 2012) cited by Gonzalez-Martinez & Reyes-Lopez (2018), claims the interculturality depends on some important procedures which entails social peace, social justice, recognition of cultural diversity, coexistence and freedom among the group.

On the other hand, multicultural citizens mentioned by Limerick (2018) refers to the Language normalization like a procedure through which sound discourse come to list and take after levelheaded speakers, and phonetic structures turn out to be necessarily connected to an individual's advanced subjectivity in cooperation.

Such discerning discourse was made from the discourse of white men of famous impact. Such accounts are broadened and re-

worked in the present as organizers, educators, and understudies talk in normalized structures

Manresa (2018) points out the multiculturalism which is related with the interculturalism is accordingly worried about the affirmation first: of the presence of societies in the plural as opposed to a solitary straight vision of widespread social turn of events and besides of the damage caused when one culture expects predominance over another.

However, the principle of equality is based on promoting a center value in the liberal belief, the capacity to work for the autonomy as principle of the human being.

Furthermore, the interculturalism as stated in Indegenous professionalization by Lauri, Andollina and Radcliffe (2002) is the advancement of multicultural instruction in the Andes is right now encircled by the worldview of interculturalism. An exceptionally challenged idea, interculturalism is characterized according to training, culture, innovation, society, types of correspondence, the economy, legislative issues, religion and worldwide consistency and nearby contrasts.

Methodology

The research design is described as a blueprint, or outline, for conducting the study in such a way that maximum control will be

exercised over factors that could interfere with the validity of the research results (Polit & Hungler, 1999). The research design is the researcher's overall plan for obtaining answers to the research questions guiding the study. Burns and Grove (2011) stated that designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation.

Identifying a study's research design is important because it communicates information about key features of the study, which can differ from quantitative studies, qualitative studies and mixed studies. Nonetheless, one common feature is that one or more points in the research design are collected in different ways and for different purposes.

Thus, quantitative studies collect data through tests, scales and experiments whereas qualitative research collects data from questionnaires, interviews and observations; notably in mixed studies data is collected through quantitative methods as well as qualitative.

The methodological design put forward for this thesis is exploratory and descriptive. This overall design will help us to get information and to gain an in-depth understanding of how

vocabulary in context affects the oral production among tenth graders, which has not been addressed before in the EFL Ecuadorian context.

In addition, we will be able to describe the features of this phenomenon of interest through the administration of a survey to students and teachers. As it is shown in figure 1 (Blackstone, 2016).

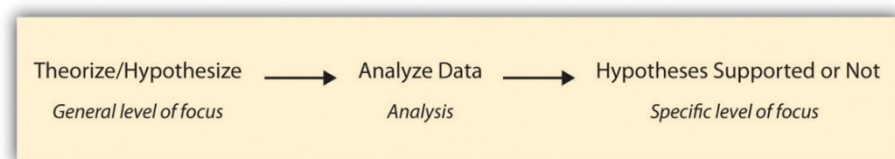


Figure 1 Deductive Research Taken From Sociological Inquiry Principles.

Following the deductive research approach, the following hypothesis was formulated: helping students enhance their English lexicon through the teaching of vocabulary words within a specific context will facilitate the development of their oral skills in the target language. Then we visited the high school to collect data through a survey and a diagnostic speaking test. And then the data collected was analyzed.

The analysis of the data led us to propose the design and implementation of a vocabulary booklet aimed at helping

students better learn key vocabulary words needed to achieve the level A2 of the Common European Framework of Reference (CEFR).

In the last few years in Ecuador, some educational policies have been put forward, so our proposal will permit students to work in groups simulating real-life situations where each member will have a specific role. In this way, students will learn the value of teamwork and honesty of giving their best in carrying out different assigned roles in order to achieve a group goal.

Finally, we aim to encouraging students' self- awareness for becoming better citizens. This involves helping students learn about tolerance towards different races and cultures because these will broaden up their perspective of the world.

This book is essentially designed for teachers who will promote an effective oral communication through the appropriate implementation of meaningful activities and strategies that include the use of vocabulary in the English language according to standards of the Common European Framework of Reference for Teaching, Learning and Assessing Languages.

Students will be also potentially benefited from this project because they will take advantage of the results of the tutorial and they will acknowledge the contributions made in helping them to

communicate effectively in English in a relaxing, engaging way and the chance to practice real-life speaking in a safe classroom.

The research was designed with the aim of helping students develop their speaking skills through the implementation of meaningful activities that include vocabulary so that they will be able to communicate in an effective way. This process will provide the better support for future learning.

Conclusions

Teaching/ learning new vocabulary words in a foreign language classroom is a real challenge for teachers since a complete knowledge and competence of a word needs more than simply recognizing it or being able to give its meaning.

After developing this book, the improvement of the graders' oral production was evident, students extended their lexical baggage not only in words but in frequent phrases and collocations being able to use them in mini dialogues which referred to different social contexts.

Most students are not able to communicate their ideas in English due to the lack of lexicon. Being aware of this situation, some of them practice and review new words out of the classroom but the vast majority do not do anything to improve it, despite of the age of communication and the large range of foreign language

present in web sites, food, TV programs students only take their background knowledge and the content given by the teacher in class to improve their vocabulary at the moment of learning a new language.

Teachers show themselves as facilitators of the content and material students require through the use of text books, handouts and proper examples. However, the group behavior has a high influence on each student's performance, moreover the schedule established for English teaching and the academic curriculum in public schools do not allow teachers to implement speaking activities regularly.

As mentioned above, time and content is sometimes a drawback in the implementation of meaningful activities which permit students to apply the knowledge, systematize grammar structures or common collocations acquired in each lesson. Therefore, learners are not able to use language in real-life situations and the only learning achieved is the meaning of isolated words and in some cases certain grammar rules.

Some students are reluctant to speak because of peer pressure. It is inevitable that learners will make many, frequent mistakes. This is a normal process in language acquisition – after all, it takes years for us to master our own native languages! In

addition, the spontaneous nature of speaking means that learners make more errors than usual. To some learners it may feel like the teacher is asking them to stand up and make fools of themselves in front of their peers. Naturally, most learners are going to be reluctant to do this.

Another reason is lack of motivation. Many teens do not know why they are learning English. They don't have a meaningful, relevant reason to learn. Instead of having learners focus on a future that, to them, may seem far too distant (e.g., to communicate more effectively with English speakers), teachers can focus on more short term goals. "For many students, instant rewards for speaking English are much more motivating" (Skeffington, 2004, para. 5).

As another point to highlight is the lack of support. It is the teacher's responsibility to ensure that all learners are supported in the language classroom. This means giving learners plenty of opportunities to produce language, and capitalizing on authentic exchanges that occur naturally in the classroom, such as when a learner asks a peer for help or wants the teacher to explain the homework assignment again. Thus, Skeffington suggests teachers have teenage learners work in teams often and also make sure that the classroom environment is supportive.

Recommendations

English teachers should always use a wide variety of activities that permit students with different learning styles to be engaged in each lesson. Using the course book most of the time could be boring and monotonous overall when its lay out is not attractive; furthermore, when learning a foreign language its auditory exposure is very important to be enable students to imitate the sounds that distinguishes the target language.

Additionally, these activities should include content such as vocabulary and grammar structures in tasks that cover the four linguistic competences: reading, writing, listening and speaking in order to develop them harmoniously. This is very important to keep in mind, since most of the international examinations test each one of these skills and all of them are essential to be able to communicate effectively.

It is imperative to include students in their learning process and make them aware of their role, giving them the opportunities to monitor their progress through rubrics, checklists, peer correction, portfolios and so on. In this way, it will be a lot easier for teachers to handle the syllabus and the formative assessment during the school year and the teacher- student rapport will be boosted as well.

It is important to understand that the teacher is “prompter”, helping students who get lost or can’t think of something to say and offering them discrete suggestions without interrupting the flow of the activity. Teachers are also participants, and must bring their own enthusiasm and energy to a communication activity.

Tasks must be clear and set up to reflect learners’ interests and needs, and the teacher must maintain an atmosphere of creativity and security. Finally, teachers have the important role of providing feedback, without resorting to over-correction or interrupting the fluency of a speaking task.

One way teachers can be sure to provide sufficient feedback is to encourage learners to assess the effectiveness of their spoken production after speaking activities. By doing so, learners will become more reflective and independent, while improving their self-monitoring and self-correcting skills and strategies.

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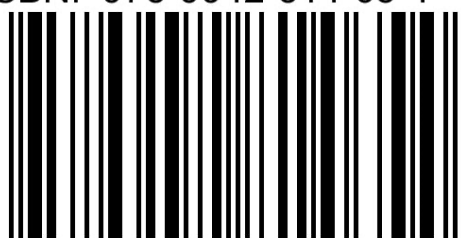
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ISBN: 978-9942-814-65-4



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