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Carrera de Lengua y Literatura Inglesa

Methods and techniques for vocabulary teaching used in the fifth, sixth and seventh grade at República del Ecuador primary school

Trabajo de titulación previo a la obtención del título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa

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Resumen:

Esta investigación tuvo como objetivo determinar cuáles son los métodos y técnicas utilizados en el quinto, sexto y séptimo curso de educación básica en la escuela primaria República del Ecuador. Para determinar los métodos y técnicas utilizados por el profesor se aplicaron tres instrumentos: una entrevista al profesor, una hoja de observación de las clases y una conversación guiada con un grupo focal. Los resultados obtenidos permitieron determinar qué métodos y estrategias se utilizan para enseñar vocabulario. Así mismo, la investigación permitió identificar la relación entre el discurso del docente y sus prácticas en el aula de inglés.

Palabras claves: Enseñanza de vocabulario. Inglés. Métodos tradicionales. Métodos no-tradicionales. Discurso. Prácticas.

Abstract:

The following research study aimed to determine what methods and techniques were used to teach vocabulary in the fifth, sixth and seventh grade at República del Ecuador primary school. In order to determine the methods and techniques used by the teacher, three data collection techniques were applied for the purpose: an interview, an observation, and a guided conversation with a focus group. This research allowed to determine the methods and techniques used to teach vocabulary in the EFL classroom at this particular school. Likewise, the study enabled a deeper understanding of the relationship between teacher's discourse and her actual practices in the classroom.

Keywords: Vocabulary teaching. English language. Traditional methods. Non-traditional methods. Discourse. Practices.

Universidad de Cuenca

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Dedication

I dedicate this graduation work to my brother Mamfredy who always offered me the support and confidence I needed to finish this project. Also, I dedicate this project to my parents, Liduvina and Amador, who looked for me every single day throughout my career. Finally, this graduation work is dedicated to my sister Katheryn who accompanied me in this academic journey for many days and nights

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First, I would like to thank God

for allowing me to finish this important

phase of my life. Also, I would like to

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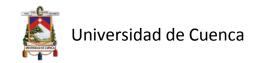
to complete my graduation work.

Introduction

The following research study aims to determine what methods and techniques are used to teach vocabulary in the fifth, sixth and seventh grade at República del Ecuador primary school. In order to determine the methods and techniques used by the teacher, three data collection techniques were applied: an interview, an observation, and a guided conversation with a focus group.

This research work encompasses six chapters. In the first chapter, the researcher provides a concise description of the research. The statement of the problem as well as the background and justification are outlined as the bases for the present research. In addition, the objectives and research questions that guide this study are clearly stated. The second chapter provides a review of the literature available for the methods and techniques used to enhance vocabulary in the EFL classroom.

The third chapter is the theoretical framework, a section that provides key concepts to better understand how vocabulary learning works and what are the techniques used in traditional and non-traditional methods. The fourth chapter describes the methodology that was used for collecting and analyzing data in order to determine what the teacher of the fifth, sixth and seventh grades does to enhance vocabulary learning. It also describes the characteristics of the participants.

The fifth chapter presents the results of the study and the sixth chapter presents a general discussion that allows a deeper understanding of the relationship between the teacher's discourse and her actual practices for teaching vocabulary. Finally, the researcher focuses on conclusions and recommendations. The appendices section includes the observation tables and the transcriptions for both interviews and focus-group guided conversations.

1: Description of the research

1.1. Problem statement

In Ecuador, students have a low level of English in comparison with other countries, as stated in a survey done by EF English Proficiency Index (Heredia, 2017). Thus, it is necessary to look for techniques and methods that will help students overcome the obstacles that do not allow them to become proficient in English as a foreign language (EFL). According to Linse (2006), a possible way to help students enhance their overall proficiency is to promote the learning of English vocabulary in a significant way. This lexical approach for improving students' language proficiency is also shared by Aslanabadi (2013), who strongly supports that an accurate and vast knowledge of vocabulary can be considered more important than grammar or syntax, since without lexical development the former skills are not possible.

According to Berne and Blachowiz (2008), teaching vocabulary may be a difficult task because many teachers are not confident about the best methods to teach vocabulary. Furthermore, many language learners believe that learning vocabulary is nothing but a matter of memorization that requires a great deal of time invested in repeating words from a list (Alqahtani, 2015). According to Nation (2001), memorization is not significant since humans construct knowledge through the meaning they give to different notions. Therefore, the learning process should require students to find meaning for what they learn through the right use of teaching techniques (Alqahtani, 2015). Thus, it can be said that "teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing them" (Kusumayati, 2010, p. 2). For that reason, teaching vocabulary through non-traditional methods such as games, imagery, realia or role-plays might enhance students' understanding of the meanings and senses that arise as learning takes place.

As mentioned before, Ecuador has scored low on the scale provided by the EF English proficiency test, which suggests that students are having difficulties in EFL learning. Therefore, the purpose of this project is to analyze the methods and techniques that teachers at República del Ecuador primary school use in order to enhance children's vocabulary learning, an area that is key to students' overall language proficiency and performance in EFL. In addition, this research compares and contrasts how the teaching and learning of vocabulary takes place in relation to the methods and techniques used in this particular context to what the literature on this topic suggests to overcome traditional approaches. By doing this, it will be possible to determine which methods and techniques for the teaching and learning of vocabulary could be used to enhance children's vocabulary learning at this institution.

1.2. Background and Justification

Lexical development as an essential part of EFL learning has generally been relegated; however, during the last few decades, new research studies have focused on vocabulary as a cornerstone in the EFL classroom (Word Dive, 2013). The reason why vocabulary has become a central axis for language learning is because of the role it plays in communication and in getting thoughts and ideas across (Alqahtani, 2015).

According to Schmitt (2000), "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. 55). In this sense, Wilkins (1972) states that the main reason why vocabulary is so important in learning is because thoughts are conveyed through words, not through grammar structures themselves: ''There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say (Wilkins, 1972, p. 22). Thus, when people want to say

something, they need to know the proper words that will express the meaning or concept they have in mind.

Therefore, it is clear that vocabulary knowledge is key to communication (Walters, 2004), which is the ultimate goal for a vast majority of learners. However, most EFL students struggle when it comes to learning vocabulary. In spite of its relevance, lexical development has been acknowledged as L2 learners' greatest single source of problems (Meara, 1980). More specifically, Ecuadorian students' performance in the target language seems to be highly affected by their low level of lexical proficiency. Taking into account that "vocabulary has traditionally been one of the language components measured in language tests'' (Schmitt, 1999, p. 189), it is more likely that learners' tests performance increases if their vocabulary increases as well. Thus, it can be said that "instead of contrasting vocabulary with the rest of the language skills, it would be more useful to consider it as solid bedrock upon which to build the overall language proficiency" (Word Dive, 2013, p. 1).

Meara (1980) suggests two possible reasons why vocabulary learning is a problematic instance in language learning. First, she believes that vocabulary is difficult for learners because it does not have a structure or system that tells them which vocabulary items should be learned first. A second reason has to do with the lack of rules guiding the learner to make assumptions about its use. That is to say, learners cannot make generalizations; instead, students need to memorize the words.

For this reason, students see this process not only as boring and tedious, but also as abstract (Uberman, 1998). This means that even if students memorize vocabulary words, sometimes these words come out as empty or with no significant meaning (Uberman, 1998). This is especially true if we take into account that, according to Piaget's theory of child

development, children under twelve years old are not yet able to think critically or in an abstract way as they are in what is known as the concrete operational stage. Children in that stage can perform different tasks such as sequencing, ordering, understanding cause and effect, but only to a concrete level (Piaget, 1936, as cited in McLeod, 2015). Thus, memorization of concepts alone will be devoid of meaning and sense even if children are able to attach a concept to a word. In order to avoid this, teachers should use innovative teaching strategies that do not rely only on memorization.

On this matter, Anil (2011) states that EFL teachers play a predominant role in helping students acquire sufficient vocabulary to comprehend real-life situations. Anil suggests that students should be given opportunities throughout their English lessons to speak in English using their known vocabulary. Furthermore, she adds that there are many techniques and methods that teachers could use in order to make students learn a language successfully. For example, Duff (1998) mentions that teachers should make use of flash cards, pictures, drawings, gestures, and even body movements in order to teach vocabulary. Even though all the tools mentioned before are useful, Duff adds that children might learn vocabulary more easily if they are engaged in something that is fun such as games, which he recommends to be introduced in the EFL classroom.

According to Haghighat, Jahandar and Shahrokh (2015), games are considered as an effective tool for facilitating language learning, especially at the elementary school level. Haghighat et al. (2015) mention that one of the benefits of incorporating games into the classroom is that students use language to play and, at the same time, they feel motivated and interested in learning. According to Bradley, Lindstorm and Rystedt, (2010), games are especially useful in the EFL classroom because they engage all students in the learning process.

Nicolson and Williams (1975) also support this statement by saying that "games are a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep" (p. 1). Finally, Richard-Amato (1996) warns teachers not to underestimate the pedagogical value of games in foreign language teaching.

However, games are not the only non-traditional technique that teachers may use in order to enhance children's vocabulary learning. Realia, also known as manipulative materials, is a good option according to Mothe (2000), who states that this is a very useful technique to teach vocabulary to beginners. One major benefit of teaching vocabulary by showing real objects is that it provides a real experience and gives meaning to learning (Mothe, 2000). The key factor when using these materials is that students can touch, feel, and handle the objects instead of only memorizing a concept. Hence, teachers should make frequent use of such models to teach vocabulary.

Mothe (2000) also argues that imagery can also be used to teach vocabulary. When it comes to imagery there is a wide selection of techniques that can be used to teach new words to children. Some of the techniques that might be used are flash cards, illustrations, drawings, videos and charts. Vocabulary can also be taught by physical demonstrations such as mimics, role plays and gestures. Finally, words can be taught by means of association, i.e., by categorizing them in relation to topics or by contrasting them with their antonyms. All of the methods mentioned before are non-traditional, which means that they do not rely on concept memorization or simple sentence-making.

Greenwood (2004) states that "[t]here is a great divide between what we know about vocabulary instruction and what we (often, still) do" (p. 28). Therefore, it is important to find out what teachers do in class to contribute to children's vocabulary learning in EFL contexts. It

is also essential to compare and contrast what the theory says about vocabulary instruction through non-traditional methods to what really happens in schools. Thus, this study aims to address the following two research questions.

1.3. Research questions

1. What does an English teacher at República del Ecuador primary school do to enhance children's vocabulary learning in the target language?

2. If non-traditional methods are used for vocabulary teaching, how are they used?

1.4. Objectives

1.4.1. General Objective

● To analyze which methods and techniques one teacher at República del Ecuador primary school uses to teach vocabulary to children in fifth, sixth and seventh grade.

1.4.2. Specific Objectives

● To analyze the perceptions that one teacher and her young learners have towards the teaching and learning of vocabulary in the EFL classroom.

● To determine the methods or techniques that the teacher uses for enhancing the learning of vocabulary.

Chapter 2: Literature review

2.1. Importance of learning vocabulary

Rivers and Nunan (1991) explain that students are able to communicate more effectively through the acquisition of an adequate vocabulary, which, according to Zimmermann (1997), is central to language and, thus, of critical importance in language learning.

The reason for such efficiency is that vocabulary learning enhances the four skills – listening, speaking, reading, and writing (Nation, 2001). When students are tested, they are usually evaluated on those four skills (Marzano & Pickering, 2005), and since these tests rely heavily on vocabulary knowledge, the authors suggest that it is precisely this lexical knowledge which determines students' success, because "the knowledge anyone has about a topic is based on the vocabulary related to that information that they may have at their disposal" (p. 1). Therefore, if students lack vocabulary, they are more likely to perform poorly in EFL tests and exams.

Similarly, Nation (2001) notes that learners who possess a richer vocabulary can better perform on the skills of listening, speaking, reading and writing. The reason is that students can fully concentrate on higher aspects of language such as sentence structure and appropriate grammar when they are not worried about the choice of words and correct pronunciation (Word Dive, 2013).

Regarding this matter, Nation (2001) suggests that students are more likely to improve their overall performance if they increase their vocabulary. However, that may turn out to be a difficult task for learners as well as for teachers, since "one of the most difficult aspects of learning a foreign language is the retention of vocabulary" (Alemi, 2010, p. 1). Therefore,

students find themselves in a constant struggle to understand, produce and manipulate the foreign language (Bintz, 2011).

2.2. Methods for teaching vocabulary

It is of vital importance for teachers to look for innovative techniques that will make it easier for students to learn vocabulary, an area that, as observed by Kelly (1990), is still the largest obstacle for all students who wish to learn a foreign language.

Bintz (2011) mentions that even though there are several methods for teaching vocabulary, the most traditional ones do not seem to be as effective as teachers might believe. For example, in most EFL classes, teachers usually ask students to underline unknown words in order to look for their definition in a dictionary. Students then have to write down the word and a sentence using that word; however, this common technique has little to no impact in students' vocabulary size (Kameenui, 1991, as cited in Bintz, 2011). Similarly, Stahl and Fairbanks (1986) support that relying exclusively on finding word definitions and literal meanings neither enhances students' reading comprehension nor their overall performance. This means that instructional methods or techniques (e.g. drilling) that rely on providing definitions or isolated information in relation to new words are useless.

In this context, Allen (1999) identifies three reasons why these traditional strategies are not so effective. First, words often have multiple definitions and meanings, which means that it is not enough to learn only one definition. Second, words may have definitions that may or may not be correct in a particular context. Third, definitions of words usually lack adequate context information for students to use them correctly. Thus, it is evident that learning vocabulary is more complex than memorizing or translating. Students must be able to recognize, and later use,

words in meaningful contexts (Daniels & Zemelman, 2004, p. 13). For this reason, teachers should focus on non-traditional methods.

2.2.1. Teaching vocabulary through non-traditional methods

Egenfeldt-Nielsen (2011) states that non-traditional methods are significantly growing in importance across the educational field. Teachers sometimes feel weighed down by assigned curricula and audiences; however, non-traditional methods and techniques allow teachers to add variety and flexibility to their vocabulary lessons (Mothe, 2000). Therefore, one of the most relevant reasons for the popularity of non-traditional methods is that they provide choices to the classroom. Additionally, activities that do not rely on word-repetition, drilling or finding concepts can make language learning a fun process and an enjoyable experience rather than a tedious task.

Usually, when students are told that they have to learn new vocabulary, they do not react in a positive way because "vocabulary learning is often perceived as boring by learners" (Yip & Kwan, 2007, p. 233). Alternatively, when students are told to play a game, to create a role play or when they are showed pictures or videos that involve new vocabulary, they feel excited and develop a much more positive attitude towards the learning material and the task at hand, which consequently, leads to faster and more effective learning (Yip & Kwan, 2007). For this reason, Yip and Kwan (2007) state that the element of fun should not be overlooked in the language classroom as it is a valid reason for implementing non-traditional methods. For example, they state that the word "game-playing" provokes positive associations in students' heads. They often think about fun activities, leisure time, get-togethers, and so on. On the other hand, negative images and associations are activated in the brain when they hear the word 'studying', which is a word usually associated to traditional methods.

Furthermore, Kelly (1990) also mentions that enhancing students' motivation is a relevant factor to consider, as motivated students often feel engaged to work harder. As a result, it is easier for them to focus and construct new knowledge. Thus, by making learning fun, students are more likely to learn new vocabulary without much effort (Kelly, 1990). Additionally, Marzano and Pickering (2005) underscore two critical factors for vocabulary learning in EFL environments: (1) the ability of the student to process and store information; and (2) the regularity with which a student goes through academically-oriented experiences. In the case of enhancing vocabulary through games, imagery, realia and mimics, students would reinforce their academically oriented experiences more often and in a way that would be fun and innovative rather than monotonous.

Concerning the impact of games, Vasquez (2017) conducted a research study focusing on how ludic activities might help students enhance vocabulary learning. The researcher had forty-two sixth grade students as participants, and she used two open-ended questionnaires to obtain qualitative and quantitative data. In the questionnaire, students and teachers were asked about their preferred methodologies for teaching and learning English. Sixty percent of students said that games were their preferred technique, while six out of six teachers agreed that games were their preferred technique to teach English due to the positive reactions games elicit in students. Finally, over fifty percent of students said that they would like their teacher to teach through games more often. The reason for this was that playing games was a fun way to practice what has been taught beforehand. In the words of Vasquez (2017): "Teachers should take advantage of the good predisposition of the students towards ludic activities so the classes are not monotonous or boring to them" (p. 67).

2.2.2. Games as a tool for teaching vocabulary

Research suggests that games are an effective technique to promote vocabulary learning in EFL classrooms (Thi and Huyen, 2003; Sugar; 2002). According to Thi and Huyen (2003), the purpose of using games is to enhance vocabulary learning in the classroom, to determine what progress students are making and how students' experiences enhance their learning process. They also suggest that "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication, heighten self-esteem, enhance motivation and spontaneity, and reinforce learning while improving intonation and building confidence" (p. 5).

Furthermore, Akdogan (2018) states that applying games for building vocabulary is a tool of great educational value. According to this author, "games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful" (p. 32).

In relation to games, Sugar (2002) foregrounds two main reasons for applying games in the classroom (p.7):

1. "Games have an unparalleled facility to introduce new or difficult material to willing participants. Because the game format is playful, the challenge of new or difficult material is much less threatening for students" (p.7). Thus, games can introduce new or difficult material such as vocabulary in a friendly way.

2. "Games can replace drill work. Games can replace the memorization tasks that are required in vocabulary. When the required repetition is carried out in a game format, (…) memorization becomes less of a chore" (p.7).

Piaget's (1962) Theory of Play states that humans build knowledge through the satisfaction that comes from problem solving, and that, in this process, games help learners overcome cognitive disequilibrium, which refers to an imbalance between what the child already knows and the new information that the child encounters. In this context, Vandenberg (1986) remarks that games that push for cognitive disequilibrium while offering the tools needed to overcome such cognitive state are the most successful and the ones that promote better learning since games facilitate cognitive development, which is based on Vygotsky's concept of the zone of proximal development, which refers to the distance between what the child already knows and her potential for reaching new cognitive domains (Vygotsky, 1978).

A study performed by Thi and Huyen (2003) intended to measure students' reactions to learning vocabulary through games. The researchers worked with 20 Vietnamese students and their teachers with the purpose to address students' perceptions about vocabulary learning. To achieve this goal, the researchers used three data collection methods: observations, surveys, and interviews, and the results were sorted into two categories: (1) students' expectations; and (2) students' progress. Concerning the first category, when asked about the way they normally learned new words, students said that they used to copy or underline new or unknown words, translate their meanings into Vietnamese and define them according to what was stated in a dictionary. In addition, they described these methods as "boring" and all of them agreed that they would like to learn vocabulary in a more interesting way.

Concerning the second category, when asked about their willingness to participate in vocabulary games, seventeen out of twenty students reacted positively and said that they would like to play games as a way to learn vocabulary. After playing some games (e.g. hangman and word puzzles), twenty out of twenty students said that they felt engaged, happy, and wished to

play some more. They also perceived playing as pivotal in their learning process, specifically their lexical development. In this context, eighteen out of twenty students agreed that playing games was useful for learning new words meaningfully. Therefore, it can be suggested that games effectively motivate students and help them enhance vocabulary learning.

Additionally, a research study conducted by Andreu (2017) aimed to validate the effectiveness of games and imagery for teaching vocabulary. For this purpose, the researcher conducted a case study in which she had a control and an experimental group. Both groups were school children of similar ages. Concerning the control group, children were taught new vocabulary through translation and other traditional methods, whereas the experimental group was taught through games and flashcards. Both groups then took a post-test that allowed the researcher to compare how well they were able to perform after the learning sessions. The results showed that the experimental group did significantly better than the control group, as their results surpassed the ones of the control group.

Consequently, vocabulary teaching should be reinforced in primary school children as they are in what is referred to as an optimal learning window, in which language is not isolated but connected to learners' overall development and future success in school (Hughet, 2015). Therefore, by enhancing children's learning of vocabulary, they will have a basis to carry on to high school with a larger vocabulary that will allow them to perform better in EFL environments. When children learn vocabulary through the continued and meaningful repetition of the target language in different contexts, they are able to recognize new words and use them in real-life situations, as stated by Krashen (1988), who also argues that sufficient quantities of exposure to comprehensible input will always result in acquisition. Thus, it is crucial to develop children's vocabulary from a young age as they are natural language acquirers (Dunn, 2013).

2.3. How non-traditional methods suit students' learning preferences

It is well known that all students have a personal preference for receiving, interpreting, and understanding information (Grinder, 1989). For that reason, Grinder (1989) divides students into visual, auditory, and kinesthetic learners. Therefore, it is a huge advantage that non-traditional methods benefit students no matter their preference for learning. As stated by Sugar (2002), different techniques address specific learner needs and help enhance students' learning potential.

For example, visual learners have a better performance when pictures and other visual media, such as wall charts, game sheets, game props, and videos are shown to them. Thus, board games create a visual experience that suits this kind of learners. All techniques discussed before can be considered both imagery and realia. Similarly, auditory learners react best to music, story-telling, songs, and oral directions in games. Therefore, gameplay that includes set phrases that must be contextualized several times turn the lesson into a meaningful experience for them. Finally, kinesthetic learners prefer to be involved in the learning experience through interaction, as it occurs during game play, especially by means of realia. Learners enjoy tactile experiences such as touching game tokens or manipulating ordinary objects (Sugar, 2002, p. 4).

All in all, it can be seen that non-traditional methods are useful tools to develop students' language learning and to enhance their vocabulary knowledge by providing students an opportunity to develop communicative competence whilst having a purpose and a context. This approach is also supported by Sharp (2012) who states that games, and non-traditional methods, in general, provide a unique opportunity to promote every learning style while encouraging multiple language skills.

Chapter 3: Theoretical framework

This study focuses on the methods and techniques used for teaching vocabulary to kids in the EFL classroom. For this reason, it is important to define key terminology in order to establish the differences between method and technique as well as to define vocabulary.

3.1. Definition of vocabulary

Alqahtani (2015) states that vocabulary can be defined as the words that people must know in order to communicate in an effective way. More specifically, Ur (1998) states that "vocabulary can be defined, roughly, as the words we teach in the foreign language" (p. 10). However, he prefers that teachers use the term 'vocabulary items' rather than words. The rationale for this is that in many occasions two or more words come together as a single unit, such as "mother-in-law" or "post office". That is, two or more words in a phrase may look as they represent different meanings, but in fact they represent one single idea. That is why Ur (1998) makes this distinction.

3.1.1. Form and meaning of words

All words are made up of two elements: form and meaning, which work together all the time. On the one hand, the lexeme refers to the form of a word, its sound and its written representation. On the other hand, meaning refers to the images we associate to lexemes, which are known as the lemma (Bower, 1970). Bearing these definitions in mind, the analysis of the methods and techniques teachers use to enhance the learning of vocabulary must focus on form and meaning as key elements of vocabulary.

3.1.2. Active and passive vocabulary

Vocabulary can be divided into two categories: passive vocabulary and active vocabulary (Harmer, 1991). The first type of vocabulary refers to the words that students can understand

while listening to them, but which students cannot produce. Thus, passive vocabulary refers to those words that learners are able to recognize in written texts, but which they do not use in speaking or writing (Webb, 2009). Active vocabulary, on the other hand, refers to those words that students not only understand but produce freely in their speech and writing. Thus, through the use of non-traditional techniques, students are likely to transform their passive vocabulary into active vocabulary as they would be producing and learning the language in a significant way.

3.1.3. Word levels

According to Beck, McKeown, and Kucan (2013), words can be classified into three different levels depending on the complexity of the word. Level 1 refers to the words that are common, usually regarded as easy, and of common use in daily life. Level 2 consists of words that are used across the content areas and, thus, are important for students to know and understand, especially because these words are usually "process words" like "analyze" and "evaluate" that students will encounter in many standardized tests. These words are not only useful in daily life but in academic settings; therefore, teachers' priority should be that students incorporate them into their long-term memory. Finally, Level 3 consists of "content-specific vocabulary—the words that are often defined in textbooks or glossaries. These words are important for imparting ideas during lessons and helping to build students' background knowledge" (p. 3). This research, however, would focus on the acquisition of Tier 1 words because of their simple nature, which is more suitable for young learners who are still learning the basics of the target language, English.

3.2. Method vs. technique

It is important to distinguish between the concepts of method and technique. According to Hofler (1983), a method, on the one hand, is a synonym for system or program. In education, it refers to the general principles, pedagogy and management strategies used for classroom instruction. On the other hand, a technique may be defined as "the immediate procedure or strategy that is used to implement the method". (Hofler, 1983, p. 71). As we can see, a method implies a broader concept and procedure while a technique refers to a specific strategy that is part of a method. In this context, non-traditional methods have been broadly defined by Stelljes and Allen-gil (2009) as any method that does not follow traditional education principles. The techniques which are intrinsically connected to this type of method are imagery, games, realia, and miming.

3.3. Traditional method

Before providing a more detailed definition of a non-traditional method, it is necessary to define what a traditional method is. According to Nicholls (2008), "traditional methodology is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. It is largely a functional procedure which focuses on skills and areas of knowledge in isolation" (p. 10). Nicholls also claims that the most salient feature of the traditional method is that it is deeply teacher-centered. According to Kuzu (2008), this view is based on the traditional view of education, "where teachers serve as the source of knowledge while learners serve as passive receivers" (Kuzu, 2008, p. 36).

Furthermore, traditional methods or traditional teaching methodologies can be associated with the 'jug and mug' simile presented by Scrivener (2005), who claims that this model suggests that students are empty vessels that have to be filled with the knowledge that the

teachers pour or provide. "This widespread attitude is based on a precondition that being in a class in the presence of a teacher and 'listening attentively' is [...] enough to ensure that learning will take place" (Scrivener, 2005, p. 17). Some examples of this method are lessons that focus on fixed concepts and that require memorization, lecturing, dictation, drilling, and teacher-led discussions. Thus, this method relies heavily on the teacher while learners have no responsibility over their own learning experience other than following instructions, memorizing and listening to the teacher. Finally, Lacsi (2017) suggests that the traditional method is outdated and not effective. She states that: "this approach is not effective enough to address the students' needs and interests [since] they don't have opportunity to play a role, to collaborate and to report" (p.1).

3.3.1. Drilling

The most common technique associated with the traditional method is drilling, which is "a technique that consists of the repetition of oral patterns and structures" (Zakime, 2018, p.1). It always involves oral repetition either from a group of students, all the students, or a single individual. In all cases, it requires a prompt or cue from the teacher so that students can repeat a set of words or phrases (Zakime, 2018). This technique has been greatly criticized, as it approaches learning on a behaviorist level and relies exclusively on imitating patterns (Zakime, 2018). In spite of this, drilling is still an essential part of learning in the EFL classroom, especially during the controlled practice phase. Most teachers use this technique because it allows students to memorize grammatical patterns, structures, and to develop accuracy. Drilling strongly relies on memorization rather than comprehension, as it encourages students to repeat patterns and structures orally in order to achieve grammar accuracy; however, this technique

leaves little room for manipulating the language (Zakime, 2018). Most English teachers still use drilling as their main teaching tool.

3.4. Non-traditional methods

Concerning non-traditional methods, they are exactly the opposite to traditional teaching methodology. This means that it is mostly learner-centered and that it places more emphasis on students and their work. According to Lacsi (2017), this method aims to develop communicative skills and critical thinking while allowing students to take part in the teaching-learning process.

According to Scrivener (2005), when this method is used, the teachers only help learning to take place, which means that students are included throughout the lessons. This enables them to work at their own pace, while it also encourages them to talk, participate, interact, move, and do things. Regarding vocabulary and language learning, Broughton (1994) adds that a learner is motivated when "he senses the language [which] is truly communicative, [language] that is appropriate to its context" (Broughton, p. 47). This goal is achievable through the use of non-traditional methods, which refer to any method or technique that is not aligned with traditional teaching (e.g. realia, imagery, mimics, and games).

3.4.1. Realia

Realia is a term that refers to the concrete objects that are used in a language classroom to build background knowledge and vocabulary, and to provide students with sensory experiences during learning. According to Nunan (1999), realia is defined as "objects and teaching props from the world outside the classroom that are used for teaching and learning". The British Council (n.d.), on the other hand, defines realia as any real object used in the classroom.

Richard and Platt (1992) consider that realia are the objects and items that are brought into the class with a specific purpose or even as something that can be used to talk or write about

in a language classroom. However, it must be clear that most experts state that realia applies only to real objects, not models or representations; this is because all objects (realia) are designed for using them in real life situations, not as instructional tools for any language teaching purpose.

Furthermore, Bala (2019) states that "realia can be used as a tool to stimulate the learners and to activate them in the classroom. They are also used to make the topics more attractive to appeal the learners to get involved in the class activities [because they] do not just perceive the topic; they also obtain that foreign language cultural information" (p. 3).

According to Bala (2019) and Richards (2001), the benefits of using realia and authentic materials, in general, are that they contribute to amplify learners' motivation positively and that they bring an imaginative approach to teaching. Richards and Platt (1992) explain that this is because realia is closely related to the natural approach (See section 3.5. for an explanation of this approach).

3.4.2. Imagery

According to Berwald (1987), imagery refers to any visual materials such as flashcards, note cards, photographs, illustrations, cinema timetables, newspapers, recipes etc. that are used to facilitate learning. Pictures are regarded as a teaching tool that helps awakening students' imagination to capture their interest (Harmer, 2001). Visual imagery is a very useful semi-contextualizing aid for learning L2 vocabulary. According to Oxford and Crookall (1990), the use of visual imagery for vocabulary learning is based on making associations between a picture and a word. This is useful because most learners are capable of associating new information to concepts in memory by means of meaningful visual images, which make learning more efficient. Visual imagery is known to help learners process information more efficiently than they could if just using words alone (Bower, 1970). Additionally, Ramirez (2012) states that some of the

benefits of using imagery in the classroom are that students feel more confident when speaking, and that it is easier for them to memorize new vocabulary because of the contextualization that visual media brings to the lessons.

Moreover, according to Dunn and Dunn (1992), a large number of learners in our culture are primarily visual learners and about nighty four percent (94%) of all people are at least moderately good at using visual imagery although they do not always apply visuals to the process of learning. Another kind of visual image useful to L2 learners is a mental image or a drawing of an object related to a new L2 word, such as a house full of money for the term tax shelter (Bower, 1970). In most classrooms, however, the most used imagery technique is flashcards.

3.4.3. Mimics

According to Binte (2015) mimics, or mime, refers to the use of gestures, facial expressions or actions to convey meanings. In addition, this technique is especially useful for verbs and all words that imply some kind of action (e.g., running, jumping, eating) and for prepositions that relate to movement or location (e.g., on, in, under, around, into, and on). The use of mime in the classroom is closely related to the Totally Physical Response Approach (See section 3.6. for an explanation of this approach).

3.4.4. Games

Jones (1982) suggests that a game is any situation where one or more players can compete or co-operate according to a set of rules. Rogers, Miller and Henigan (1981) state that gaming is any scenario that is goal-defined, rule-governed and engaging for students.

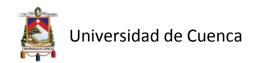According to Rixon (1981), games can be defined as

"closed activities that have a beginning and an end with a winner who defines the end of the game. Games require cooperation with other members and competition against another team or players. While playing, young learners need to use the language and repeat patterns which will help in developing and improving their skills. Player could communicate with words, mime, use body movements, and gestures among many which guarantee fun and unpredictability" (Rixon, 1981, as cited in Bakhsh, 2016, p. 122).

According to Thi and Huyen (2003), the purpose of using games is to enhance vocabulary learning in the classroom, to determine what progress students make and how students' experiences help them with their learning process. They also mention that "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication, heighten self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence" (p.5).

Games are used to assist young learners during their language development. They make classes entertaining and sustain effort and interest. They create an atmosphere for meaningful communication where young learners communicate before, during, and after the game (Wright, Betteridge, & Buckby, 2005), stages that serve as comprehensible input. Furthermore, through games students are able to use language to convey meaning, which is closely related to the communicative approach (See section 3.7. for an explanation of this approach).

3.4.5. Role play

Role-play is a speaking activity which uses drama as a way to practice the target language and to allow students to be creative while performing characters, situations and dialogues. In a role-play situation, learners act out characters in order to accomplish a task or an imaginary

situation. It also helps students improve their listening, speaking, vocabulary, and overall communicative skills.

3.4.6. Brainstorming

This technique is characterized for being non-structured and for regarding all opinions and answers as valuable. According to Peterson (1991):

Brainstorming is an existing process by which individuals strive to stimulate and inspire each other to create ideas. The purpose is to tap the subconscious mind of each member in a group and create a mutual sharing of mental wealth of those participating. Through the mechanism of association, one idea will suggest another and another, creating a chain reaction (p. 10-11).

Despite its lack of structure, brainstorming allows creative thought. It regards all opinions and ideas as correct and of importance; there are no wrong answers. It is usually used to activate knowledge students already have, to allow imagination and creativeness to flow, and to generate ideas through group collaboration (Peterson, 1991).

3.5. Natural approach

This approach was developed by Stephen Krashen and Tracy Terrell. They developed the "Natural Approach" in the early eighties (Krashen and Terrell, 1995), based on Krashen's theories about second language acquisition. This acquisition-focused approach has as its goal to foster "natural" language acquisition in the same way a child would learn his native tongue. Through this approach, teachers try to engage students in using language to talk about ideas, perform tasks, and solve problems. In order to achieve this, teachers should provide comprehensible input, which refers to learners' exposure to the target language. When students play games, use realia, imagery or mimics, they are making use of the language in a natural way.

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3.6. Total Physical Response

According to the British Council website (n.d), Total Physical Response (TPR), is an approach to language teaching based on the idea that if students have to do something physical in response to language, then learning is more meaningful and develops faster. Concerning vocabulary learning, the use of physical response involves physically acting out a new expression while creating a context for that expression. The Total Physical Response approach (Asher, 1966) embodies and popularizes this technique for language learning. The theory on which this technique is built underscores body movement as a mediator towards the learning of vocabulary.

3.7. Communicative approach

The Communicative Approach is based on the idea that learning a language successfully comes through having to communicate real meaning. In the Communicative Approach, the main objective is to present a topic in context as natural as possible (British Council, n.d.). In other words, learning happens through interaction among individuals that mimic real-life situations. In this scenario, it is not necessary to focus on grammar structures because students unconsciously learn when to communicate ideas (Zakime, 2018, p.1). For instance, when kids play, they are already interacting with each other in order to achieve a goal, thus, they are communicating.

Chapter 4: Methodology

4.1. Research design

This research uses a qualitative approach to analyze a single case with two embedded units of analysis: the teacher and her students. This is an exploratory research study that aims to determine how the teacher uses different methods and techniques in the EFL classroom to enhance students' learning of vocabulary. This exploratory study relies on discourse analysis to understand the relationship between the teacher's discourse and her actual practices in the classroom. In addition, the analysis of children's discourses in a focus group allows to understand their perceptions regarding the methods and techniques used by their teacher.

4.2. Participants

The participants in this research study were students of the fifth, sixth and seventh grade at República del Ecuador primary school. There were about 30 students per classroom, including female and male participants. The ages of the participants ranged from nine to eleven years old on average. All of them received at least five hours of English instruction per week and were able to use English in a pre-basic to basic level. Additionally, all participants have Spanish as their mother tongue. The English teacher who was interviewed teaches at the fifth, sixth and seventh grade at República del Ecuador primary school.

4.3. Data collection and analysis procedures

To collect data for analyzing the methods and techniques that the teacher used in the target EFL classrooms at República del Ecuador primary school, this exploratory qualitative study used observations, interviews and a focus group as their primary sources of information. The teacher at the primary school was first interviewed with the purpose to determine which

methods and techniques she used to enhance children's L2 lexical development in fifth, sixth and seventh grades.

The interview consisted of six questions and it was conducted with one teacher in charge of the three classes. The first question aimed at exploring teachers' perceptions regarding their own methodologies and techniques for teaching vocabulary. The second question was designed to delve into the difficulties students might experience as they develop their lexicon. The third question focused on teachers' actions to enhance vocabulary learning in their students, whereas questions four, five and six were related to students' experience in relation to non-traditional methods for teaching vocabulary.

If the teacher used techniques such as games, realia, and other non-traditional methods for teaching vocabulary, questions four and five asked to provide information about their perceptions on how the use of games, imagery, realia or mimics contributed to children's EFL lexical development. The teacher was also asked to provide information about how students had used such techniques. If the teacher had not used any of them before, she provided her reasoning in question six. This question aimed to identify why she had not used non-traditional techniques before and if she would consider those techniques as a teaching strategy in the future.
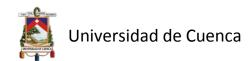
This interview provided a deeper understanding on how the teacher enhanced children's learning of vocabulary. The data collected was then analyzed through *in-vivo* coding which refers to a type of coding that uses the words and phrases provided by the participants to foreground their voices and points of view (Miles, Huberman & Saldaña, 2014). Thus, the quoted words and phrases registered in the interview transcript were used as the basis for patterns, categories and themes regarding the teacher's discourse about the methods and techniques she used for promoting L2 lexical development. Close-ended questions were sorted

into positive and negative whereas open-ended questions were analyzed for common factors. All results were organized into a chart for better analysis and discussion.

The second part of this research study aimed to compare the teacher's discourse regarding her methods for developing students' lexicon in the target language to what she actually does in the EFL classroom. Direct observation allowed this comparison between the way in which the teacher actually teaches vocabulary at República del Ecuador primary school and her points of view about the most suitable methods and techniques to engage children in the learning process of a foreign language, specifically the learning of new vocabulary. Based on this, it was possible to compare and contrast the teacher's discourse about the teaching and learning process of vocabulary and her actual pedagogic culture in the EFL classroom.
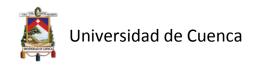
For collecting the data, an observation sheet was used to register the teacher's methods and techniques during different lessons. The observation was done for the period of 10 lessons in three different classes: fifth, sixth and seventh grade; and it took two weeks to complete. Through the analysis of this data, it was possible to tell how the teacher approached vocabulary and whether or not her methods paralleled what her discourse suggested. The observation sheet consisted of two parts. The first part was a chart in which the researcher checked the technique that was used by the teacher in each class. The second part of the observation sheet was more specific and it focused on the technique that was applied. Direct observation then provided a basis for understanding how the teacher used different methods and techniques in the EFL classroom; how students responded to such methods; and how vocabulary learning was influenced by the type of method used. Students' reactions were sorted as positive or negative, and a matrix allowed the researcher to add data based on observations concerning how students responded to the methods. The researcher observed if students seemed comfortable or

uncomfortable with those methods, and if they had difficulties during the lesson or showed any signs of boredom or apathy.

Finally, a focus group was conducted in each class. It consisted of a guided conversation applied to the three classes. Here, students were allowed to speak freely and speak their minds concerning how they felt about the different techniques and methods used to learn vocabulary. In addition, they provided information related to their expectations for learning vocabulary. To analyze children's discourses, in-vivo coding was used to enhance participants' opinions and points of view (See appendices F, G, H).

Chapter 5: Results

5.1. Interviews

Through the interview applied to the teacher of the fifth, sixth and seventh grade, it was possible to obtain information about the specific methods that the teacher used in the EFL classroom. This process enabled the researcher to determine the techniques the teacher used during lessons, students' performance in the target language, and students' difficulties as perceived by the teacher.

According to the data generated during the interview, the teacher's discourse suggests that students were exposed to a variety of methods and techniques that implied meaningful communication (e.g. the use of target vocabulary in context). Among the techniques that the teacher mentioned were: realia, role-plays, flashcards, pictures, charts, short stories, dialogues, listening to conversations in context, and asking questions. In this context, her discourse suggests that these techniques enhanced students' understanding of vocabulary. Furthermore, the teacher underscored that the lack of input and no opportunities to practice were detrimental to the learning process in the EFL classroom, and that such condition did nothing but to prevent students from a meaningful lexical development.

Table 1 synthesizes the most relevant aspects of the teacher's discourse regarding what is desirable in the EFL classroom. These aspects show that the teacher is aware of what basic linguistic and contextual elements should be included in the classroom for enhancing the learning of vocabulary.

Table 1. Desirable aspects for vocabulary teaching based on teacher's discourse

Using target vocabulary in context
Listening to specific topics in the context of conversations
Asking questions
Using techniques for enhancing students' understanding
Language exposure
Teaching vocabulary through techniques and strategies according to the level of difficulty
Teaching vocabulary to improve students' performance
Teaching vocabulary in context in a meaningful way.
Teaching vocabulary through techniques that respect students' particularities
Providing sufficient input.

In sum, the analysis of the teacher's discourse suggests that there is a preference for traditional over non-traditional methods, and that the teacher is aware that the learning of vocabulary must be a process that occurs in context and that is meaningful for learners, since they require methods and techniques that respect their own pace and needs.

5.2. Observation

The researcher observed seven different techniques used in the EFL classroom for teaching vocabulary to primary students. The techniques used were drilling, games, reading, correction, brainstorming, imagery, and realia. Observation focused on recording the specific ways in which each technique was implemented, as well as how students reacted to them, more

specifically, whether they participated or not. This information was extremely important to analyze which techniques the teacher was using nowadays, how the teacher was implementing those techniques, and which techniques were the most successful among students.

Table 2. Type of technique based on positive and negative reactions in the EFL classroom

Techniques that aroused negative reactions	Techniques that aroused positive reactions
• **Drilling** • **Correction** • **Realia.**	• Games • Reading • Brainstorming • Imagery

The first technique used was drilling. This technique was used a total of five times throughout one single class with less than satisfactory results. First, the teacher used repetition to teach new vocabulary in relation to a specific topic. Students did not engage in this activity and only a few of them participated, but it was an unwilling participation. The teaching of verbs was marked by the use of multiple drills. This time, more students participated, probably because the teacher also included gestures in order to teach these verbs.

As the class developed, students were asked to repeat isolated words for pronunciation accuracy. Once again students did not engage in this activity which mostly showed negative results (e.g. student's vocabulary was retained momentaneously). Next, the teacher provided students with sheets of printed vocabulary that they had to memorize and repeat. Regardless of the fact that this activity cannot be considered drilling, it complemented the traditional and mechanic approach to learning used by the teacher. Since the teacher did not provide a cue or

prompt other than written words on a piece of paper, it is not surprising that students were not involved in this activity.

Observation also allowed to determine that vocabulary teaching for fifth, sixth and seventh graders highly relies on the use of isolated words detached from a context (e.g. the teacher chooses one word for students to make a short sentence with). Once again, even though the teacher prompted her students by giving a selected word, the exercise lacked structure, which means that the drilling-based activity was by no means useful. Students participated unwillingly and most of them had negative reactions such as (a) students ignored the exercise; (b) students did not know how to make a sentence; and (c) students could not engage in the activity.

It was also observed that the organization of desks in the classroom determines, to some extent, the level of participation learners may have in drilling-based activities. This plausible assumption arises considering that students in the first rows tended to participate or tried to participate more, while students in the back would mumble or keep quiet. This suggests that drilling might work better with small groups. However, it is still a technique that reduces students' interest in the class and thus it prevents students from participating. Furthermore, drilling was highly teacher-centered while learners had little responsibility over their own learning experience other than following instructions, memorizing and listening to the teacher.

The next technique used was games, which had overall positive reactions and engaged students five out of five times. First, the teacher made students play "Hangman" in order to teach, but mostly practice, vocabulary related to a library. Students took turns selecting letters, and most of them already knew the words because of the presentation phase of the class, which made them feel more comfortable during practice. All students participated and were engaged. The next game was "Pictionary". Students came to the board in two groups and had to draw one

item belonging to a library; meanwhile, the other students had to guess the word and say it out loud correctly. All students were engaged and participated; it especially boosted their enthusiasm to play in teams. Next, the teacher played "Tic Tac Toe" with the students in order to practice words and sounds. During this game, students also had to write sentences in order to play. This made students more interested in creating their own sentences through collaborative work. All students participated. The teacher also provided a crossword puzzle for students to practice vocabulary in pairs. Even though this technique was performed individually, it allowed engaging students in the search for words in a systematically conducted way. All students participated in this activity. Finally, the teacher played charades with the students. Students were sorted into five groups. Then, students had to perform an action, but they were not allowed to say anything or give any clues. Students had to guess the word for points. This turned out to be a really fun lesson and drew lots of positive reactions from students.

Another technique used was reading. First, the teacher provided handouts for students to recognize selected words. Even though this activity was not very exciting, it was simple enough for students to perform and feel successful. Afterward, the teacher provided a reading passage in order to enhance reading comprehension. Students had to answer questions about the reading and to fill in the blanks with the appropriate words. Then, students were asked to match the word with its meaning. Students participated easily in this activity given the simple nature of the exercise. Finally, the teacher asked the students to look for the meaning of words in their dictionaries. Even though students had positive reactions during the previous exercises, they did not seem to be eager to participate in this activity, and they were prone to distractions and not many of them finished the task. Despite the negative reaction drown from the last exercise, this technique was mostly accepted by students, as they participated in three out of four situations.

Another technique used by the teacher was correction. This technique turned out to be the one that aroused the most of negative reactions. In order to implement this technique, the teacher provided students with printed sentences with mistakes and asked students to correct the spelling of selected words. Students did not participate and those who participated did so unwillingly and were not engaged in the activity. Second, the teacher wrote different words on the whiteboard and asked students to first correct the spelling and then say the meaning of the corrected word. Again, students did not participate.

Finally, the teacher mispronounced some words and students had to correct the teacher's pronunciation. Students did not participate in this exercise either. In three out of three situations, students neither engaged in this technique nor did they engage in the activities. It is worth noting that, during this specific technique, students seemed to be uncomfortable and bored.

Another technique that the teacher implemented was brainstorming. This technique turned out to be extremely successful and had students engaged at all times. The first brainstorming activity consisted of students writing a free list with as many words as they could think about vocabulary related to a library. This activity was performed in groups of five and all of them collaborated to create the lists. Afterward, the teacher divided the class into two groups and students had to come to the board to write words that were related and see which group had most words written on the board. Once again, the game format of this exercise made students feel confident and engaged in the lesson.

Finally, students had to classify words according to given categories. In three out of three situation students participated. This suggests that non-structured activities such as brainstorming make students feel more comfortable about their skills and help them lose any fears they might have regarding failing or making mistakes. The reason for this is that in brainstorming there are

virtually no wrong answers, and everyone is encouraged to participate and speak their minds. This technique was very successful as it engaged students three out of three times.

The sixth technique used was imagery, which is also a very common technique in English classrooms around the world. For this technique, the researcher could observe positive responses from students' participation. First, the teacher used flashcards for teaching verbs. Students seemed to be engaged in this activity and had a good performance. For the next activity, the teacher shared sheets with pictures and vocabulary as a resource for later use in class. Once again, students mostly showed positive reactions. Finally, the teacher used flashcards to teach objects that students could find in the class. In this activity, students seemed to be less engaged and did not participate. It is important to mention that flashcards are a resource that elicits students' imagination through the use of visuals; however, the teacher did not use flashcards big enough for the whole class. That might be the reason why, to some extent, students were not fully engaged.
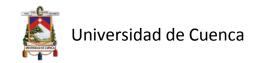
The last technique that was used was realia. This technique, however, was only executed once and did not bring good results. Students showed negative reactions. In this activity, the teacher tried to use realia for showing the meaning of words; however, the teacher, regardless of the fact that classroom items were available, failed to use concrete objects that could have caught students' attention. This might be an indicator that the teacher does not know this technique or does not know how to implement it.

5.3. Results of the guided conversation

A common factor among the participants of the focus group was that they were used to learning English through repetition. The participants suggested that their teacher usually made them memorize words and sentences through drilling and repetition. Some of them mentioned

that it was difficult to learn this way. Others considered that it was "okay". In spite of being used to memorization, the participants mentioned that they were not able, subsequently, to remember what they had learned. When asked if the teacher used non-traditional techniques, participants claimed that the teacher sometimes worked with flashcards, mimics, or games. Some of the games were "Tic-tac-toe", "Hangman", "Simon Says", "Pictionary", among others. When asked if they thought brainstorming was significant for learning, they agreed that it was, as they could remember most of the vocabulary learned. Children's discourse suggested that non-traditional techniques were more useful for their learning. Moreover, they claimed that learning through games was entertaining, which meant that they were highly motivated and interested in the lesson. Finally, students mentioned that they were not familiar with role-play, but they agreed that they would like to learn vocabulary using more innovative techniques.
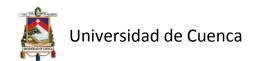
Chapter 6: General discussion

This section provides a general discussion on the teacher's discourse regarding her knowledge of the desirable methods and techniques to be used in an EFL classroom for enhancing students' learning of vocabulary in comparison to her actual practices for this purpose. As stated in the methodology section, an important aspect of this research is to compare and contrast what the teacher's discourse, during the interview, suggests in comparison to what was observed by the researcher.

First, the English teacher of the fifth, sixth and seventh grade claims that she regularly uses different methods and techniques in order to enhance learning and promote significant communicative experiences, discourse that places emphasis on the principles of the Natural Approach (Krashen & Terrell, 1995) and the Communicative Approach (Zakime, 2018). In fact, she underscores a great variety of significant aspects that English teachers should consider for a meaningful lexical development. In her discourse, she foregrounds that the use of the target language must be connected to the listening of specific topics in contextualized situations. In addition, her discourse evidences that she is aware that students must be exposed to the target language by means of techniques and strategies that respect students' particularities, i.e., learners must have sufficient linguistic input for learning vocabulary.

This awareness was observed in the EFL classroom throughout the positive reactions that students had when they were engaged in games, reading activities, brainstorming and imagery. Regarding games, we can conclude that they make young learners interested in the lessons and that games elicit positive reactions. However, regardless of the teacher's evident awareness of non-traditional methods and techniques, lessons were mostly focused on traditional techniques,

showing that the teacher's discourse is detached from her actual pedagogic and didactic practices.

In addition, the teacher heavily relies on drilling, a technique associated with traditional teaching. The repetitive use of this technique, as expected, arises negative reactions from students. Among those reactions are (a) lack of motivation due to momentaneous retention of vocabulary and (b) lack of engagement in learning activities. This traditional approach to teaching and learning is supported by students' discourses. The analysis of the data generated during the focus-group guided conversation reveals that young learners in fifth, sixth and seventh grade perceive their own learning of vocabulary as a process highly marked by repetition, memorization, and drilling. Children's discourse also suggests that this kind of learning is useful for the exclusive purpose of testing since they are unable to remember what they have learned after evaluation has taken place.

Conclusions and recommendations
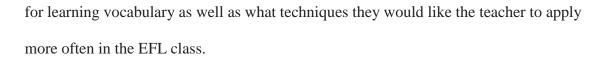
Conclusions

This exploratory research has allowed to understand how an English teacher's discourse is detached from her actual pedagogic practices. Even though the teacher knows and applies some non-traditional techniques, she fails to include them on a regular basis for her classes; instead, she prioritizes drilling and memorization which seem to be strongly connected to the pedagogic culture of the institution, which, to some extent, seems to emphasize the learning of vocabulary for the exclusive purpose of testing students' mechanic learning. This notion becomes pivotal for further research, since the teacher and her students are aware of the benefits of implementing games and non-traditional techniques for teaching and learning vocabulary. Therefore, this exploratory study suggests that there is still a need to combine theory and practice in the EFL classroom to have a fully non-traditional atmosphere, capable of enhancing the learning of vocabulary in meaningful, dialogue-based and contextualized situations.

Recommendations

This research study leads the researcher to propose two main recommendations.

- There is a need for future research to analyze how teachers can implement the most suitable non-traditional methods and techniques to teach vocabulary in the EFL classroom in the Ecuadorian context.

- Teachers at República del Ecuador primary school could use the information given by their students as a way to better understand and be aware of what techniques they prefer

for learning vocabulary as well as what techniques they would like the teacher to apply

more often in the EFL class.

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Ramirez, M. (2012). Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majad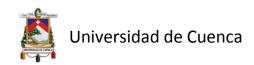ahonda). [Masters' dissertation]. Retrieved from: https://www.ucm.es/data/cont/docs/119-2015-03-17-11.MariaRamirezGarcia2013.pdf

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Appendices

APPENDIX A. Questions for interviewing English teachers

1. **How do you usually teach vocabulary in your class? Can you give me a concrete example?**

I usually teach ==vocabulary in context.== For example, ==students listen to a conversation== between two people about a ==specific topi==c. They can ==ask questions== that include the ==target vocabulary==. After they listen, ==we talk about the conversation== and I ==write on the board the target vocabulary== and the .students realize what the people in the audio were talking about. If some students do not understand, I use ==other techniques== to make them understand.

2. **Is it easy for your students to learn new vocabulary? Why or why not? Do they show any difficulties in this area?**

It depends on the ==language exposure==. If the ==vocabulary is presented in different techniques and strategies== it's gonna ==be easier for students to learn new vocabulary==, but it ==can be difficult if there's no comprehensible input==

3. **Can you think of a specific situation in which you were teaching vocabulary and tell how it was easy or difficult for your students?**

It was almost at the end of the school year. We almost didn't have class because there were a lot of extracurricular activities, but I had to teach the weather vocabulary to little kids. I had only one lesson and I had to take the test after that class. ==The students didn't remember== and that it's why I say when students do not practice in different ways, ==reading, writing, speaking,==

roleplays, and they don't have the opportunities to use the new vocabulary, they are not going to remember.

4. **Can you tell me about the material you use to teach vocabulary? How are they useful?**

As I said **before** teaching vocabulary has to be in a meaningful way, in the way that the students can use this vocabulary in real life situations, so that's is why the teacher has to support their learning with visual aids like flashcards, diagrams, pictures, charts. But also, we can use short stories, favorite songs, short dialogues

5. **Do you use different material for different children? Why or why not? Can you think of a specific situation?**

Sure, I have to use different material with students with differentiated instruction because they do not understand in the same way that the regular students do. For example, with students with "necesidades educativas especiales grado 3" I use realia and shorter vocabulary activities.

Coding

Specific method

Techniques used in class

Students' performance and results

Difficulties

APPENDIX B. List of codes through *In Vivo* Coding Method

1. "vocabulary in context"

2. "students listen to a conversation"

3. "specific topic"

4. "They can ask questions"

5. "Target vocabulary"

6. "we talk about the conversation"

7. "I write… the target vocabulary"

8. "students realize what people in the audio were talking about"

9. "If…students do not understand; I use other techniques"

10. "language exposure"

11. "vocabulary is presented in different techniques and strategies"

12. "be easier for students to learn new vocabulary"

13. "can be difficult if there's no comprehensible input"

14. "The students didn't remember"

15. "when students do not practice in different ways"

16. "reading, writing, speaking, roleplays"

17. "they don't have the opportunities to use the new vocabulary, they are not going to remember"

18. "meaningful way"

19. "vocabulary in real life situations"

20. "visual aids like flashcards, diagrams, pictures, charts"

21. "short stories, favorite songs, short dialogues"

22. "students with differentiated instruction"

23. "do not understand in the same way that the regular students do"

24. "necesidades educativas especiales grado 3"

25. "realia and shorter vocabulary activities."

APPENDIX C. First Cycle of researcher-generated codes for data analysis

1. Vocabulary in context

2. Listening to conversations

3. Listening to specific topics

4. Asking questions

5. Target vocabulary

6. Discussions after listening

7. Writing target vocabulary

8. Understanding meanings and intentions in a listening activity

9. Techniques for enhancing understanding

10. Language exposure

11. Teaching vocabulary through techniques and strategies

12. Level of difficulty

13. Level of difficulty

14. Student´s problems

15. Student´s problems

16. Teaching vocabulary through techniques

17. Student´s problems

18. Meaningful way

19. Vocabulary in context

20. Teaching vocabulary through techniques

21. Teaching vocabulary through techniques

22. Type of student

23. Student´s problems

24. Type of student

25. Teaching vocabulary through techniques

APPENDIX D. Second cycle of researcher-generated codes for data analysis

1. Using target vocabulary in context
2. Listening to specific topics in the context of conversations
3. Asking questions
4. Using techniques for enhancing students' understanding
5. Language exposure
6. Teaching vocabulary through techniques and strategies according to the level of difficulty
7. Teaching vocabulary to improve students' performance
8. Teach vocabulary in context in a meaningful way.
9. Teaching vocabulary through techniques according the type of student.
10. Students have problems without sufficient input

APPENDIX E. Observation sheet results chart

Technique used	How was the technique/s used?	How did the students react?
Drilling (5)	Teacher used repetition for teaching new vocabulary about the library.	Students participated.
	Teacher used multiple drills for teaching vocabulary related to verbs.	Students participated.
	Students had to repeat words that the teacher said (verbs).	Most students didn't participate.
	Teacher provided the students some sheets with vocabulary and they had to memorize and repeat it.	Most students didn't participate.
	Students had to choose one word and they had to make sentences with that word.	Most of the students didn't participate.
Games (5)	Teacher used Hangman for teaching new vocabulary related to the library.	Most of the students participated.
	Teacher used Pictionary for teaching new vocabulary.	Students participated.
	Teacher used Tic Tac Toe for repeating words and sounds, then students wrote sentences.	Most of the students participated.
	Teacher provided a crossword in order to practice vocabulary.	Most of the students participated.
	Teacher organized students in groups and they had to	Most of the students

	perform actions, students had to say the action in English. Charades.	participated.
Reading **(4)**	Teacher provided some handouts and students had to read and recognize a number of words.	Students participated.
	Teachers provided a reading, then students had to answer some questions related to the vocabulary.	Most students participated.
	Students had to match the word and the meaning.	Students participated.
	Teacher provided some sheets and students had to search the meaning of the words in dictionaries.	Most students didn't participate.
Correction **(3)**	Teacher provided some sheets with mistakes, and students had to correct the spelling of some words.	Most of the students didn't participate.
	Teacher wrote some words in the whiteboard and students had to correct them and say the meaning of the words.	Most of the students didn't participate.
	Teacher mispronounced some words and students had to say the same words in the correct way.	Most of the students didn't participate.
	Students had to write as many words as they could about vocabulary related to library.	Most of the students participated.

Brainstorming **(3)**	Teacher divided the class in two groups and students had to write as many words as they could about verbs.	Students participated.
	Students had to classify some words according to their category.	Most of the students participated.
Imagery **(3)**	Teacher used flashcards for teaching verbs.	Students participated.
	Teacher provided some sheets with pictures.	Students participated.
	Teacher used flashcards for teaching objects of the class.	Most of the students didn't participate.
Realia **(1)**	Teacher used realia for showing the meaning of some things.	Most of the students didn't participate.

Color tag:

Positive reactions

Negative reactions

APPENDIX F. Guided conversation transcript in fifth grade

Researcher: Buenos días, aquí estamos con los estudiantes de quinto de básica; tenemos la presencia de 3 niñas y 3 niños con edades de 9 y 10 años, yo escogí este grupo ya que la profesora me sugirió este grupo para poder trabajar y aquí estoy con la presencia de Diana, Angélica, Adhaliz, Héctor, Abraham y de Daniel, entonces vamos a comenzar con esta entrevista, a ver chicos primero, me gustaría saber ¿cómo ha sido su experiencia con el vocabulario?

Hector: Bien, muy bien.

Researcher: ¿Cómo aprendieron vocabulario con su actual profesora?

Adhaliz: Memorizar, estudiar mucho, responder preguntas de pruebas y de exámenes, la profesora utilizaba hojitas para llenar, por ejemplo, la profesora pone imágenes en un lado, y palabras en otro lado para unir con líneas, para saber si está bien o no, nos da consejos para las pruebas, aprendemos de manera estricta, pero si aprendemos.

Researcher: Muy bien, ustedes hablaron de algo muy importante que es la memorización, de que la profesora les hacía memorizar, ¿cómo les hacía memorizar? Les decía, tengan estas hojas y memorizan o ¿de qué manera?

Diana: No, en el vocabulario del libro teníamos que memorizarnos estrictamente porque por ejemplo un compañero está haciendo otra cosa, nos habla a nosotros para que nosotros memoricemos y le demos una pequeña lección para saber si sabemos el vocabulario de inglés.

Researcher: Y ustedes ¿cómo se memorizaban, mediante la repetición?

Diana: Si, mediante la repetición. Yo como soy muy buena para el inglés, casi no estudiaba para nada porque en el vocabulario solo me pegaba una chiquita repasada y daba la lección a la profe.

Researcher: O sea, pero para ti ¿se te hacia más fácil porque tú ya sabias? Y para ti Daniel, ¿para ti fue, fácil o difícil esto de memorizar, de repetir palabras, te acuerdas algunas palabras que repasabas?

Daniel: Sí, aún me acuerdo.

Researcher: Y para ti, ¿era fácil o difícil memorizar palabras?

Daniel: Fácil.

Researcher: ¿Por qué?

Daniel: Porque teníamos que memorizar palabras y luego traducir al español.

Researcher: ¿Para alguien de aquí se le hizo difícil solo memorizar palabras? ¿O sea, repetir y repetir palabras?

Diana: Teníamos profesoras estrictas, donde solo nos hacían memorizar palabras, toditas las palabras porque iban llamando por lista para dar la lección del vocabulario de inglés, donde no mostraba las palabras del libro solo nos decía la palabra y nosotros teníamos que sabernos la palabra y tomaba lista para que de uno en uno vayan dando la lección.

Researcher: O sea, ¿es una manera más obligada de estudiar mediante la memorización?

Diana: Si de manera más obligada, porque como la profesora es muy estricta nos obliga a estudiar, para que después demos las lecciones y los exámenes y no fallar cuando seamos grandes.

Researcher: Adhaliz, ¿una experiencia tuya con respecto a la memorización?

Adhaliz: En cuarto, se me hizo bastante difícil porque yo no entendía casi nada el inglés, pero ahora ya estoy mejor, y se me hacía muy difícil.

Researcher Si, ¿se te hacia bastante difícil?, pero ahora que ya tienes un poco más de bases, ¿se te hace un poco más fácil?

Adhaliz: Sí.

Researcher: Pero ¿tú consideras que la memorización, o sea que te dicen tiene que grabarte porque esta palabra va a estar en la prueba se te hace fácil para ti?

Adhaliz: Si es que eran pocas, se me hacía fácil, pero si eran muchas, me confundía la una con la otra.

Researcher: Ah ya, muy bien. ¿Alguien de aquí que haya tenido problemas con respecto a la memorización? ¿O sea solo pasar repitiendo palabras? Por ejemplo, decir estas 50 palabras van a estar en la prueba y tengo que saberme.

Hector: O sea, la profesora Laura nos daba unas hojas donde hay palabras en inglés de llenar con las palabras que nosotros nos memorizábamos, y a veces veíamos el libro las palabras que ya no nos acordábamos y le preguntábamos a la profe Laura para luego dar pruebas y exámenes.

Diana: La profe Laura también como dijo mi compañero en la hoja mismo, teníamos que llenar las hojas con las palabras que nos habíamos memorizado y a cada uno nos iban revisando y si alguna palabra está mal o por ejemplo no terminamos la tarea, nos teníamos que quedar el recreo para acabar la tarea para poder sacar una buena nota.

Researcher: Muy bien, perfecto. Ahora vamos a ver otra forma de enseñanza, ¿qué les parece a ustedes la repetición? ¿Si han tenido ustedes experiencia con la repetición? Donde su profesora les dice repitan esta palabra 20 veces esta palabra para que se acuerden o pronuncie la palabra 20 veces.

Diana: Yo creo que todo dentro del inglés es la repetición, de memorizar, de ver palabras en inglés otras palabras que ya conozco, me gusta hacer varias cosas como estudiar palabras, oraciones.

Researcher: Claro, pero vamos al hecho de la repetición, donde todo es repetición, repetición, repetición, repetición, o sea ustedes se equivocan en una palabra por ejemplo "play" en vez de escribir con la "y" al último ustedes escriben con la "i", y la profe dice que tienen que repetir 20 veces, play, play, play.

Adhaliz: Si, así mismo nos hacía hacer la profe.

Researcher: ¿Cómo fue su experiencia con eso?

Diana: Bien, con la profe Laura tenemos una parte de ortografía, por ejemplo, en "animals" en vez de poner la "a" la "e" o cualquier otra letra, nos hacía repetir como 10 veces y tenemos que presentarle para poder salir al recreo, si no, no podíamos salir para nada y teníamos que terminar esa tarea.

Researcher: Muy bien, a ver Abraham, ¿cómo fue tu experiencia con esto de la repetición?, de coger y estar repite y repite las palabras, ¿Te gustó o no te gustó, te ayudó o no te ayudó?

Abraham: Si me ayudó en mi escuela anterior, con esto de la repetición.

Researcher: ¿Tú te acuerdas alguna palabra que hasta el día de hoy utilices o te acuerdes, de que te hayas confundido y que te hayan mandado a repetir y aun te acuerdes?

Abraham: Ninguna.

Researcher: Entonces. ¿tú crees que eso es bueno o malo?

Abraham: Malo.

Interviewer: ¿Por qué?

Abraham: Porque no aprendemos a hacer bien las palabras en inglés

Researcher: Muy bien, tú dices que no te acuerdas de ninguna palabra, ¿verdad? O sea, es solo repetir, repetir y repetir y ahí queda ¿verdad? ¿Crees que te sirvió para algo?

Abraham: Solo me sirvió para hacer oraciones.

Researcher: Pero ¿solo te sirvió para hacer oraciones en ese momento?

Abraham: Si.

Researcher: Porque supongamos que yo te pongo la misma palabra tal vez como tal vez no, tu puedes cometer el mismo error, ¿verdad?

Abraham: Sí.

Researcher: Muy bien chicos, ¿otra forma que su profesora les enseñó vocabulario?

Diana: O sea, la profesora también nos daba, así como unos chiquitos exámenes para que desarrollemos.

Researcher: ¿Cómo hojitas?

Diana: Si, como realizar actividades y exámenes y aprendemos vocabulario y verbos y también teníamos que llenar las hojas con verbos y poníamos de poco a poco y si nos equivocábamos teníamos que repetir, nos ponía algún signo diciendo que la palabra estaba mal.

Researcher: Muy bien.

Dina: Luego nos ponía "repeat" y teníamos que repetir 10 veces de vez en cuando la palabra.

Researcher: ¿Todas las palabras?

Diana: Para mí, el inglés se me hacía fácil porque yo sé y se me hace fácil aprender, y no cometía muchos errores.

Researcher: ¿Pero se te hacia fácil porque tú ya sabes?

Diana: Si, porque yo ya sé.

Adhaliz: Mi profe anterior de mi otra escuela, nos hacía ver videos donde se repetía y nos hacían ver imágenes de lo que nosotros fallamos y después de eso nos hacían repetir.

Researcher: ¿Y aquí su profesora les muestra videos?

Hector: No, casi nunca.

Hector: Por ejemplo, cuando hacemos las tareas bien, de supuesto "premio" de que es escuchar un poquito un disco, algún videíto que la profe, por ejemplo, había una canción que hablaba de los dedos en inglés, días de la semana y eso.

Researcher: Pero ¿les mostraba videos o les hacía escuchar?

Diana: Nos hacía escuchar, nos hacía escuchar los días de la semana, las fechas y todo.

Researcher: Muy bien chicos, continuando con la entrevista, a ver tengo otra pregunta para ustedes, ¿la profesora Laura a ustedes por ejemplo para enseñarles vocabulario tal vez traía tarjetitas para mostrarles?

Hector: No, no nos mostraba ninguna tarjeta. Solo cuando estábamos con la profe Devora nos enseñaba las tarjetitas.

Researcher: Pero ¿no les mostraba una imagen, por ejemplo, de una mesa y decía o estaba escrito miren esto es un "table"? ¿no?

Diana: No, nunca. Es que nosotros aprendemos a la estricta por ejemplo hacíamos bulla y nos enseñaban de una manera más estricta.

Researcher: Muy bien, ahora vamos a ver otro ejemplo, por ejemplo, ¿la profesora señalaba a la mesa y decía miren chicos este es un "table", este es un "wall"?

Angélica: A veces si nos enseñaban de esa manera, pero más utilizaba hojitas, y también nos hacían dibujar cosas como mesas, sillas.

Researcher: Ya chicos muy bien, vamos a continuar, ahora vamos a ver, ¿cómo ha sido su experiencia a través de los juegos, su profesora les enseñó vocabulario a través de los juegos?

Adhaliz: Si. Pocas veces.

Researcher: ¿Cuáles han sido estos juegos?

Adhaliz: Por ejemplo, "Simon Says" y Pictionary.

Researcher: ¿Que tenían que hacer en "Simon Says"?

Adhaliz: La profe nos decía "Simon says" y dibujar una puerta y teníamos que dibujar la puerta y poner "door".

Researcher Pero ¿ustedes ya tenían el vocabulario? Porque ya eran capaces de dibujar o de escribir, ¿verdad?

Adhaliz: Si, y nos ponía "ticks" y si teníamos muchos "ticks" nos daba un punto extra.

Diana: Cuando jugábamos "pictionary" la profe Laura nos dividía en 2 grupos, en grupo número uno y grupo número dos, en el "pictionary" tenemos vocabulario de que ya sabemos, teníamos que dibujar y no teníamos nada que decir en español y él que tiene más punto en el juego, se llevaba los puntos extras.

Adhaliz: Primero nos hacía encontrar las palabras del vocabulario y luego nos poníamos a jugar "pictionary", como indicó mi compañera dividía la clase en grupos y jugábamos donde teníamos que dibujar o imitar.

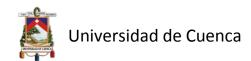Researcher: ¿Y ustedes creen que eso fue bueno o malo para ustedes?

Héctor: Muy bueno, porque nos sirvió para hacer las hojas y las pruebas y aprendimos bastante.

Researcher: ¿O sea que ustedes aún se acuerdan de eso? O sea, ustedes, ¿creen que fue significativo? ¿a ustedes les gustaría que su profesora enseñe a través de juegos?

Adhaliz: Si, fue muy bueno y aprendimos bastante.

Researcher: ¿Les gusta aprender mediante juegos, es aburrido o entretenido?

Diana: Es muy entretenido y al mismo tiempo aprendemos y prestamos mucha atención, nos encanta aprender mediante juegos. La profe Laura dijo que ella quiere que podamos salir adelante, podamos aprender y poder hablar en inglés con personas que solo hablan inglés como los gringos o los estadounidenses.

Researcher: A ver chicos, otra forma que han utilizado, ¿tal vez lluvia de ideas?, por ejemplo, que la profesora diga vamos a hacer una lluvia de ideas de animales y todos comiencen a decir animales como "rabbit" "cat" "dog", ¿tal vez o no?

Students: No, nunca.

Researcher: ¿Les gustaría trabajar de esa manera?

Adhaliz: Si, para hacer trabajar el cerebro y aprender más.

Researcher: Más rápidos y espontáneos, ¿verdad?

Angélica: Si porque nos ayudaría mucho.

Researcher: Tal vez, ¿se acuerdan otra forma de aprender vocabulario?

Angélica: Ya no me acuerdo más, solo me acuerdo los que ya dijimos.

Researcher: Gracias chicos por su entrevista, aquí estoy con los estudiantes de quinto de básica y muchas gracias.

Universidad de Cuenca

APPENDIX G. Guided conversation transcript in sixth grade

Researcher: Buenos días, aquí estamos con la presencia de siete estudiantes del sexto de básica, estamos trabajando con la presencia de 2 chicos y 5 chicas, de las edades de 10 a 11 años, como he estado trabajando sobre los métodos y técnicas para la enseñanza del vocabulario, esta entrevista tiene como propósito ver la perspectiva que tienen ellos, para sacar posibles resultados.

A ver chicos, vamos a comenzar entonces con esta pequeña entrevista, esta entrevista tiene como propósito ver ¿cómo ustedes han aprendido vocabulario? ¿cuáles les ha gustado, cuáles no?, ¿qué les parece bonito, chévere y que podemos cambiar? Entonces, me gustaría saber, ¿Cómo han aprendido ustedes vocabulario? ¿A través de juegos y repeticiones?

Students: Mediante memorización, juegos, repeticiones.

Researcher: Algo más que ustedes se acuerden.

Ariana: Llenar hojitas y nos hacía estudiar mucho la profe, dictándonos, lecciones simples, pero lo que más utilizaba la profe era lecciones, lecciones y lecciones.

Researcher: Muy bien, vamos a ver, ¿ustedes me dijeron que también han aprendido mediante la memorización?

Melanie: Si, siempre utilizamos la memorización.

Researcher: ¿Me pueden ayudar con un ejemplo?

Melanie: Nosotros, al inicio de cada unidad tenemos una hojita donde hay palabras que es el vocabulario de toda la unidad, entonces la profe nos hace memorizar esas palabras porque dice que después las vamos a utilizar.

Jhordan Stalin Mejia Matute

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Researcher: ¿Y cómo ha sido su experiencia con la memorización? ¿Buena o mala? ¿Les ha gustado o no?

Students: Si nos ha gustado.

Researcher: ¿Entonces a ustedes les gusta estar repite y repite la palabra hasta un punto donde ustedes ya sepan la palabra? ¿De esa manera?

Daniel: Si, porque necesitamos para los exámenes.

Researcher A ver Mateo, ¿cómo ha sido tu experiencia con la memorización?

Mateo: Ha sido chévere y fácil para mi memorizar las palabras, porque tengo que estudiar para conseguir mejores notas y se me ha hecho más fácil.

Researcher: Muy bien Mateo, gracias. ¿Alguien que haya tenido problemas con la repetición, solo repite y repite palabras?

Ariana: A mí, porque para mí eran palabras difíciles de aprender a escribir y también eran difíciles de pronunciar, entonces para mí se me hacía difícil.

Researcher: ¿Entonces a ti no te gustaba este método? ¿Por qué?

Ariana: No, porque no me gustaba y me obligaban a la casa memorizar las palabras.

Researcher: Muy bien, te memorizabas solo porque te obligaban en la casa. Gracias Ari, ¿alguien más que haya tenido este tipo de problemas con esto de la memorización?, ¿alguien ha tenido algún tipo de experiencia con la memorización?

Renata: Si, yo si he tenido varias experiencias con esto de la memorización.

Researcher: A ver Renata, ¿cuál ha sido tu experiencia con la memorización?

Renata: Bien, porque me han enviado a memorizar palabras y para mí se me hizo fácil porque eran palabras fáciles de escribir y de pronunciar, por eso aprendí rápido y porque me gusta el inglés.

Researcher: Muy bien Renata, gracias.

Melanie: Para mí ha sido una bonita experiencia, ya que he podido aprender así, porque en la casa siempre me exigían memorizarme las palabras hasta saber todo el vocabulario.

Researcher: Muy bien Melanie gracias. Shirley, ¿me podrías ayudar explicándome como ha sido tu experiencia con la Memorización?

Shirley: Si me ha gustado aprender así, me han dicho que estudie y que memorice o si no me hablaban, ósea me decían que tengo que saber todo el vocabulario que nos sabían dar.

Researcher: Pero a ti, ¿te han obligado, o realmente si te gusta?

Shirley: Si, me ha gustado y he tenido buenas experiencias con la memorización.

Researcher: Muy bien, gracias, Shirley. Entonces, alguien me puede decir un ejemplo con esto de la memorización

Emily: Por ejemplo, los verbos, al inicio de una unidad nos dieron varios verbos que nosotros teníamos que memorizar.

Researcher: Muy bien, entonces tu tenías que memorizar todos los verbos ¿verdad?

Emily: Si, solo tenía que memorizar y repetir todos los verbos.

Researcher: Muy bien, gracias. Vamos a ver ahora, otro ejemplo que ustedes mismo me han dicho que es la repetición, cuando uno repite y repite palabras, para saber una palabra. Por ejemplo, en el caso de los verbos uno para aprender un verbo repite varias veces "Be", "Was/were", "Been", "Be", "Was/were". "Been". ¿Verdad? ¿Entonces, como ha sido su experiencia con esto? A ver Daniel, ¿Como ha sido tu experiencia con la memorización? ¿Buena o Mala? ¿Te ha gustado o no?

Daniel: Buena y si me ha gustado.

Researcher: ¿Por qué?

Daniel: Porque aprendo mejor las cosas en ingles y me gusta aprender mediante la repetición.

Researcher Muy bien, gracias Daniel. ¿A alguien más del grupo que le guste aprender mediante la repetición?

Emily: A mí me ha gustado, porque una forma más lenta, pero es una forma mejor de aprender los verbos.

Researcher: Muy bien, con respecto a los verbos, tú para aprender verbos te gusta repetir los verbos una y otra vez, verdad.

Emily: Por ejemplo, en los exámenes yo me repito y repito lo mismo para aprenderme algo.

Researcher: Muy bien Emily, tengo un ejemplo, tu repites para el examen varias veces, después del examen, ¿te acuerdas lo que estas repitiendo varias veces?

Renata: Si me acuerdo, tal vez un 50% de lo que estaba repitiendo.

Researcher: Muchas gracias Renata, alguien de este grupo que haya tenido malas experiencia con respecto a la repetición, por ejemplo que estén repitiendo una palabra muchas veces y se olviden de la palabra que estaban repitiendo.

Melanie: Si, porque yo he estado queriendo aprenderme algo repite y repite palabras, pero el rato del examen se me olvida todo lo que estaba repitiendo, y todo lo que he estado practicando.
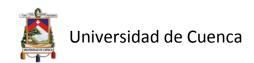
Researcher: O sea, has estado repite y repite, pero el rato que te ponen algo que tienes que hacer con esa palabra, ¿ya no puedes verdad?

Melanie: Si, ya no puedo.

Researcher: Muy bien Melanie, gracias. ¿Alguien me puede ayudar con un ejemplo de la repetición, Ariana alguna experiencia con respecto a la repetición?

Ariana: A ver, seria, esa vez que tenía que memorizar where, what,

Researcher : ¿Las preguntas que comienzan con el -WH?

Ariana: Para mí era difícil para mí aprender, yo me aprendía, luego me ponía nerviosa y luego roja y se me olvidaba todo.

Researcher: Entonces, tu para acordarte algo estabas repitiendo lo mismo una y otra vez, por ejemplo: "what" significa "que", "where" significa "donde", de esa manera para acordarte.

Ariana: Si, ese es el método que le gusta a la profe Laura. Y a mi no me ha gustado.

Researcher: Muy bien chicos, alguien más al que no le haya gustado la repetición.

Students: …

Researcher: Ahora, vamos con el método de los juegos, ¿porque ustedes me han contado que han utilizado estos métodos verdad?

Intervieweds: Si, los juegos.

Researcher: Muy bien chicos, y ¿cómo ha sido su experiencia con los juegos?

Renata: Siempre nos ha gustado los juegos que ha hecho la profe, ella por ejemplo nos explica algo mediante un juego antes de un examen es más fácil de hacerlo.

Researcher: O sea, que todo lo que ustedes ven mediante juegos, ¿luego se les hace más fácil tratar de recordar lo que habían hecho? ¿O sea, captan la información más fácil y rápido?

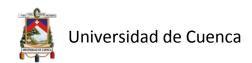Mateo: Si, aprendemos y luego recordamos más fácil.

Researcher: Entonces, todos han tenido buenas experiencias con los juegos, ¿verdad?

Emily: Si, muy buenas experiencias con los juegos.

Researcher: Ahora quiero que me digan, ¿qué juegos nomas han utilizado ustedes este ano?

Emily: Pictionary.

Researcher: ¡Pictionary! Muy bien, ¿que tenían que hacer en "pictionary"?

Emily: O sea, aprendíamos vocabulario jugando pictionary, teníamos que adivinar las palabras con el pictionary.

Researcher: ¿Y cómo adivinaban las palabras del pictionary?

Emily: Teníamos que dibujar imágenes, y también con mímicas.

Researcher: O sea, ¿que alguien pasaba a dibujar lo que decía la profesora y el resto tenía que adivinar?

Emily: Si de esa manera, o con "tingo tingo tango".

Researcher: Ah, con el "Tingo tingo tango". ¿cómo lo hacían?

Emily: Pues, nos pasábamos el marcador y el que se quedaba con el "tango" pasaba a dibujar.

Researcher: Muy bien chicos, ¿tal vez otro juego que ustedes se acuerden?

Ariana: No recuerdo el nombre del juego, pero teníamos que coger un papel y ver lo que decía en el papel y luego hacer mímicas en frente de todo el curso.

Researcher: Muy bien, ¿entonces tenían que actuar? ¿En vez de dibujar, tenían que actuar?

Renata: Si teníamos que actuar y el resto teníamos que adivinar.

Researcher: Muy bien chicos, gracias. Y como ha sido su motivación, enfoque y como se han sentido mediante los juegos, ¿les ha llamado la atención o se han sentido aburridos?
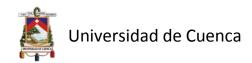
Shirley: Nos ha llamado mucho la atención, porque es bastante divertido aprender mediante esta manera.

Researcher: ¿ustedes creen que esto es útil? ¿Por qué?

Emily: Porque es un mejor método de aprender.

Researcher: ¿Ustedes creen que es mejor aprender mediante juegos o mediante memorizar y repetir muchas veces las mismas palabras?

Ariana: Nos gustan más los juegos, porque nos divertimos y aprendimos y ya no es difícil de aprender las palabras.

Researcher: Muy bien chicos, gracias. ¿Tal vez, otro juego que a ustedes les ha llamado la atención?

Shirley: Si, jugábamos el ahorcado.

Researcher: ¿Y cómo jugaban al ahorcado?

Ariana: La profe ponía las letras principales, y nosotros teníamos que ir completando, diciendo las letras en inglés.

Researcher: ¿Y eso ha sido bueno o malo?

Ariana: Muy Buena, porque por ejemplo nos aprendíamos los verbos más rápido, en vez de estar repitiendo nos poníamos a jugar.

Researcher: Ustedes están hablando bastante de los verbos, a ver Renata un ejemplo de juegos donde tu hayas aprendido verbos.
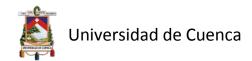
Renata: Por ejemplo, en Pictionary, a mi me gusto bastante porque tenían que pasar a dibujar entonces prestaba atención y aprendía los verbos más rápido en inglés.

Researcher: ¿Entonces si fue significativo para ti? ¿Si te ayudo bastante aprender mediante juegos?

Renata: Si bastante significativo, porque aun me acuerdo de algunas palabras con las que hacíamos los juegos.

Researcher: Muy bien Renata, muchas gracias. ¿Alguien más que quiera compartir una experiencia que haya tenido con juegos? ¿O hayan aprendido mediante juegos?

Melanie: Yo he aprendido, sobre todo en el "pictionary", porque antes de comenzar con el juego la profe nos hace memorizar las palabras, entonces después se nos olvida las palabras, entonces con los ejemplos y con los juegos se nos hace más fácil acordarnos de las palabras.

Researcher: Muy bien Melanie, gracias. Entonces como hemos visto ha sido muy significativo la enseñanza del vocabulario a través de juegos. ¿Se acuerdan de otra manera a través el cual ustedes han aprendido vocabulario?

Students: …

Researcher: ¿Tal vez, han trabajado a través de lluvia de ideas? Por ejemplo, donde la profe dice hoy vamos a hablar sobre los animales y todos comienzan a decir animales en inglés, por ejemplo: "pig" "cow" "chicken"?

Daniel: No, nunca hemos trabajado de esa manera, bueno una sola clase, pero fue porque la profesora estaba apurada y dijo ya díganme animales para ver si saben o no, pero de ahí nada más.
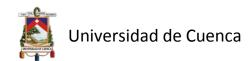
Researcher: ¿Y cómo fue su experiencia con esto de la lluvia de ideas?

Ariana: Si fue buena, a pesar de que la clase fue rápido si aprendimos algo, pero fue el apuro de la clase que algunos compañeros ya no sabían que decir, entonces decían cosas sin sentido asi como "house"

Researcher: Muy bien chicos, gracias. ¿Entonces me dicen que ustedes han trabajado una sola clase, con esto de la lluvia de ideas verdad?

Ariana: Si, una sola vez, pero si nos gustó.

Researcher: Bueno chicos, vamos a hablar de otra forma de aprender vocabulario que yo he visto. También, he visto que enseñan vocabulario con unas tarjetitas o unas imágenes. Por ejemplo, digo esto es una "house" y les muestro una imagen de una casa, ¿han trabajado de esta manera?

Shirley: Si, la profesora si nos enseñaban imágenes y luego la profesora dividía el curso y un grupo decía que un grupo tenía que decir lo que ve en la imagen y el otro grupo tenía que adivinar que era la imagen que estaba porque ellos no veían.

Researcher: Muy bien chicos, gracias. Pero por ejemplo su profesora traía imágenes y les decía miren chicos esta es una "house" o este es un "dog", imágenes y les iba dando la palabra. ¿Ustedes han trabajado así?

Renata: No, nunca hemos trabajado así.

Researcher: ¿Les gustaría trabajar así?

Renata: Si, si nos gustaría.

Researcher: ¿Por qué?

Renata: Porque seria una nueva forma de aprender.

Researcher: ¿Porque algunas personas aprenden mejor viendo que solo pensando verdad?, porque por ejemplo si yo digo, ¿hay un objeto que tiene puertas, ventana, techo, ustedes que se suponen que es?
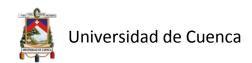
Students: Una casa.

Researcher: Pero no es lo mismo que decir, miren chicos esto es una "house" ¿verdad? Mostrándoles una imagen ¿verdad?

Ariana: Si, porque es algo completamente distinto.

Researcher: Muy bien chicos, gracias. Entonces, ustedes han trabajado muy poco con esto de las imágenes. Ahora, vamos a ver otro método a través de los objetos reales, ¿han trabajado con objetos reales?

Daniel: Si, hemos trabajado de esa manera, sobre todo con todo con los objetos que han dentro de la clase.

Researcher: Entonces, han trabajado solo de esa manera, ¿con los objetos que hay dentro de clases?

Shirley: Si, solo con los objetos que hay dentro del aula

Researcher: Muy bien chicos, gracias. ¿Y cómo ha sido su experiencia con esta manera de aprender vocabulario? ¿Bueno o malo? ¿Les ha gustado o no?

Ariana: Ha sido una experiencia chévere y divertida porque tenemos los objetos y sabemos de lo que estamos hablamos.

Melanie: Por ejemplo, para mí ha sido bonito porque en los exámenes me acuerdo el rato que veo los objetos que están en el aula y puedo responder.

Researcher: Muy bien, ¿tal vez otro método que ustedes se acuerden para aprender vocabulario?

Students: …

Researcher: ¿Han tenido experiencia con la traducción de textos o palabras?

Mateo: Si, solo con los vocabularios.

Researcher: ¿Entonces, ustedes cuando no saben alguna palabra van y consultan en el diccionario?

Mateo: Si, solo de esa manera.

Researcher: Les ha gustado aprender de esa manera o no.

Mateo: No tanto, porque solo ha sido encontrar palabras en el diccionario, hasta eso ya me olvido el resto de las palabras que quería buscar.

Researcher: Muy bien chicos, gracias. ¿Tal vez, algún método más que ustedes se acuerden?

Melanie: Creo que ya hemos dicho todos con los que hemos trabajado durante todo este año.

Researcher: Bueno, esta fue la entrevista con los chicos de sexto de básica con niños de 10 a 11 años donde tuvimos la presencia de 2 chicos y 5 chicas. Muchas gracias.

APPENDIX H. Guided conversation transcript in seventh grade

Researcher: Buenos días aquí estamos con los estudiantes de séptimo de básica. Tengo la

presencia de cuatro niñas y dos niños. Estamos con la presencia de Samanta, Jeimy, Emilia,

Valentina, Antonio y Juan. Entonces el día de hoy les voy a entrevistar a ellos para ver cuáles

son los métodos y técnicas que ellos utilizan para la enseñanza del vocabulario. Muy bien chicos

verán el propósito de esta entrevista es solo para conocer ¿cómo ustedes aprenden vocabulario?

quiero que me digan una lista de formas que ustedes han aprendido vocabulario, ¿cuál ha sido su

experiencia con la profe Laura? ¿cuál les ha dicho que es la manera de aprender vocabulario? y

¿qué técnicas han utilizado ustedes se acuerdan?

Antonio: Mediante juegos.

Researcher: Mediante juegos, muy bien ¿qué más?

Juan: Dinámicas, actividades en clase, deberes, tipo lecciones y pruebas.

Researcher: ¿Tal vez memorización?

Students: Sí.

Researcher: ¿Repetición?

Students: Sí.

Researcher: Juegos ya me dijeron. A ver, muy bien. vamos a comenzar primero con la

memorización. ¿Cuál ha sido su experiencia con la memorización? ¿O tal vez algún ejemplo?

Antonio: O sea, tal vez cuando nos enseña trabalenguas que dijo que nos memoricemos

trabalenguas para ser mejoren en inglés.

Researcher: ¿Que se memoricen trabalenguas?

Antonio: Ajá, si, o los verbos.

Researcher: O sea ustedes están que repite y repite. La profesora decía "be, was, were, been" y ustedes atrás "be, was, were, been" ¿Y así toditos los verbos?

Students: Sí.

Researcher: ¿Y ustedes creen que eso es bueno o malo?

Students: Bueno.

Researcher: ¿Por qué?

Juan: Porque la profe decía que si sabemos los verbos sabemos inglés.

Researcher: Muy bien entonces ustedes creen que una manera buena de aprender inglés, vocabulario sobre todo, vamos a aprender los verbos mediante la memorización y la repetición

Students: Ajá.

Researcher: La memorización porque ustedes tienen que saber qué significa "be" y "be" significa esto, y la repetición porque repetían "be, be, be, be" o "be, was, were, been" be "was, were, been, be, was, were, been" ¿Ya entonces fue algo significativo para ustedes?

Students: Sí.

Researcher: Muy bien, vamos a poner otro ejemplo, ustedes me dijeron mediante juegos.

Students: Ajá.

Researcher: ¿cómo fue su experiencia mediante juegos? o me pueden decir un ejemplo mediante juegos ¡A ver Juanito!

Juan: Una vez nos hizo que jugar el "tingo, tingo, tango".

Researcher: Ya, muy bien y ¿cómo era y qué tenía que hacer?

Juan: Teníamos que repetir un verbo que ya sabemos.

Researcher: Tenían que repetir. A ver, Antonio.

Antonio: Pues bueno en el vocabulario también nos mostraba un verbo y nosotros teníamos que dibujar ese verbo, o sea, de "swim" teníamos que dibujar a alguien nadando.

Researcher: Muy bien. ¿Cómo se llama ese juego?

Students: Pictionary

Researcher: ¿Ustedes juegan pictionary?

Students: Si

Researcher: Muy bien y ¿en qué consistía? a ver Valentina ¿en qué consistía Pictionary?

Valentina: La profe nos llamaba y decía por ejemplo pasen el número tres y todos los números tres tenían que pasar y la profe nos mostraba un verbo y tenía que dibujarlo y el demás grupo tenía que adivinar y el que adivina tenía un punto.

Researcher: Muy bien, a ver Emilia. Otra experiencia con juegos ¿Otro juego que tú te acuerdes?

Emilia: Por ejemplo, no es un juego es un casi juego que ponemos la página del libro de los verbos y el que acaba primero tiene un punto extra.

Researcher: Bueno. más que juego creo que eso es presión. o más motivación para que ustedes hagan más rápido las cosas. Jeimy ¿otro juego? Ya me dijeron del "tingo tingo, tango" y Pictionary.

Jeimy: La profe nos ponía a veces así por ejemplo nos hacía grupos y nos hacía hacer oraciones.
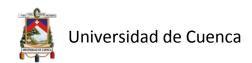
Researcher: Ya.

Jeimy: En negativo, en pregunta y así.

Researcher: Ah ya. Bueno, más o menos reescribir las oraciones.

Jeimy: Sí.

Researcher: Muy bien, vamos a ver otra forma de aprender vocabulario que me gustaría saber si es que ustedes han aprendido ¿Tal vez su profe ha venido con unas tarjetitas y les ha dicho

"miren" con una imagen y les ha dicho "miren esto", tal vez este verbo es play o jump? O sea, algo así como mostrando imágenes y diciendo verbos.

Students: Sí.

Researcher: ¿Mediante imágenes?

Students: Sí.

Researcher: ¿Un grupo de imágenes que les iba mostrando y les iba diciendo?

Students: Sí.

Researcher: ¿Cómo fue su experiencia con eso? ¿aprendieron con eso?

Emilia: Sí, demasiado.

Researcher: ¿Por qué? ¿les gustó eso?

Students: Ajá.

Researcher: ¿Con imágenes y que les digan esto significa saltar?

Valentina: Si, porque fue otra manera de enseñarnos y fue más como un tipo juego y eso nos ayudó a aprendernos los verbos y las imágenes son como que más fáciles de aprender.

Researcher: Ah, muy bien. Entonces si ha aplicado imágenes la profesora con ustedes.

Antonio: Sí, full.

Researcher: Muy bien. Y a ver, un ejemplo que me puedan dar de alguna experiencia que hayan tenido con esas tarjetitas ¿enseñándoles qué? o jugando en alguna clase.

Valentina: Si, la profe nos daba una imagen y nos enumerado por ejemplo A y B.

Researcher: Ya.

Valentina: Los A tenían que pasar mientras que los B veían la imagen y después nos hacían pasar a los A y los B tenían que dictar en inglés las figuras y tenían que ir dibujando.

Researcher: Muy bien, entonces primero les mostraba y les decía esto es una "shape" una forma, esto es un cuadrado, esto es un rectángulo y les iba mostrando mediante imágenes.

Students: Sí, ajá.

Researcher: Muy bien, a ver otra forma ¿tal vez tu profesora les decía mediante objetos reales mire esta es una "table" y esta es una "chair"? ¿O esto es una whiteboard, esto es un pizarrón?

Students: Sí.

Researcher: ¿Si les mostraba entonces objetos reales?

Students: Sí.

Researcher: ¿Por ejemplo cuando hablaban de frutas traían un guineo y les decía esto es una banana? Y ¿cómo fue su experiencia con eso? ¿les gustó o no les gusto?

Students: Sí.

Researcher: ¿Aprendieron o no aprendieron?

Students: Sí.

Researcher: ¿Qué tal, pero? algún ejemplo o alguna experiencia.

Jeimy: Un ejemplo es que estábamos viendo los verbos y la profe nos decía por ejemplo como tipo la dramatización.

Researcher: Ya, muy bien entonces ¿cómo que comenzaba a actuar y ustedes comenzaban a adivinar los verbos?

Students: Sí.

Researcher: Ah ya, muy bien. A ver cómo último ejemplo ¿tal vez una lluvia de ideas? Por ejemplo, el profesor decía vamos a hablar de animales y uno comenzaba a decir "pig" y otro "cat", otro "rabbit", otro "dog".

Valentina: ¡Ah! Sí, sí. Nos ponía por ejemplo a decir la diferencia entre "make" y "do" y cada uno iba diciendo una idea.

Researcher: ¿O sea se iba acumulando?

Students: Sí.

Researcher: ¿Las ideas?

Students: Sí.

Researcher: Muy bien ¿tal vez otro ejemplo, Samanta, que tú te acuerdes? Algún ejemplo donde todos daban sus ideas para ver si es que contribuyen o si es que algo estaba mal para ver si es que sacaban algo.

Samatha: Las fórmulas de las oraciones.

Researcher: Ella les ponía las fórmulas, por ejemplo, sujeto, verbo y complemento; y la profe decía si está bien o está mal.

Students: Sí.

Researcher: Y algunos decían unas cosas y otros otras cosas ¿O tal vez ustedes decían que faltaba otro verbo y todos decían si otro verbo?

Students: Sí.

Researcher: ¿Tal vez otra forma que ustedes se acuerden además de los juegos, las repeticiones, de la memorización, de la lluvia de ideas?

Juan: La profe una vez nos dio un tipo círculo, y a quien hablaba español le teníamos que pasar el círculo. Y quien se quedaba con eso al final pagaba una penitencia.

Researcher: Ah muy bien ¿entonces como que les obligaba a hablar inglés?

Emilia: Sí, y eso nos ayudó.

Researcher: Les ayudó bastante para que puedan hablar en inglés, para que tengan esa presión de: ¿y ahora cómo digo esto o cómo me expreso, no cierto?

Antonio: Sí, y el que hablaba en español al día siguiente la profe nos tomaba una lección.

Researcher: Muy bien ¿tal vez una última manera en que la profesora haya tenido errores y ustedes tenían que corregirle? Por ejemplo, ¿en vez de decir "rabbit" decía "rebbit"?

Students: Sí.

Researcher: ¿O algo así?

Antonio: Sí, algunas veces nos dice para que nos pongamos pilas.

Researcher: ¿Y ustedes cómo reaccionan?

Jeimy: Cómo que "profe, no es así". Le corregimos y decimos bien.

Researcher: Uno se queda pensando y dice "¿estará bien o estará mal?"

Valentina: Cuando escribe por ejemplo en la pizarra algo mal, un verbo, una palabra… nosotros le corregimos.

Researcher: ¿Y cómo ha sido su experiencia con esto buena o mala? ¿Cómo ha sido para ustedes?

Students: Buena.

Researcher: ¿Por qué?

Emilia: Porque aprendemos de los errores.

Researcher: Exacto, la profesora les muestra los errores a propósito para que ustedes reconozcan, para que se den cuenta ¿verdad?

Students: Sí.

Researcher: Ya. A ver, chicos ¿tal vez algo que quieran aportar? ¿alguna idea o algo que ustedes hayan aprendido? o que les haya gustado algo, o algo que no les haya gustado aprendiendo

vocabulario y que hayan dicho "¡ay! esta manera no me gusta" o "esta manera yo considero difícil".

Antonio: Algo que a mí me ha encantado es de que hagan dinámicas porque normalmente algunos profesores saben hacer más con dinámicas. Digamos que antes era así como que bien aburridas las clases.

Researcher: ¿solo repetir, repetir, repetir? Se vuelve cansado.

Antonio: Y ahora como que me gusta, o sea, me parece chévere la clase y te motivas más y aprendes más.

Researcher: Muy bien. Alguien más ¿tal vez que quiera decir algo que no le guste? algo de aprender, por ejemplo, se le repite y repite, o solo memoriza y memoriza.

Valentina: Sí, que a veces, por ejemplo, ya todos entendemos, y al siguiente día repite y repite la clase.

Researcher: ¿O sea, ustedes aprenden bien y después repiten y repiten la clase?

Students: Sí.

Researcher: ¿Se vuelve tedioso?
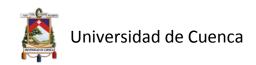
Students: Sí.

Researcher: ¿Eso es todo, entonces?

Students: Sí.

Researcher: Muy bien, entonces aquí estoy con los estudiantes de séptimo de básica. Estoy hablando con niños de 11 a 12 años. Gracias, chicos, por su colaboración, les agradezco mucho por esta pequeña entrevista, ¡les agradezco por todo, gracias!

Students: Gracias.

APPENDIX I. INSTITUTIONAL PERMISSION FOR CONDUCTING RESEARCH

Cuenca, Octubre 16 de 2018

Magíster
Fabiola Ramón
RECTORA DE LA UNIDAD EDUCATIVA REPUBLICA DEL ECUADOR
Ciudad.

De mis consideraciones.

Yo, Jhordan Stalin Mejia Matute con número de cédula 1400996599, egresado de la Universidad de Cuenca de la carrera de Lengua y Literatura Inglesa, **SOLICITO** de la manera más comedida su autorización para continuar con el proceso de investigación y desarrollo de mi tesis de grado denominada "*Methods and techniques for vocabulary teaching used in the fifth, sixth and seventh grade at Republica del Ecuador primary school.*".

En el proceso de desarrollo de la tesis se realizarán observaciones a Quinto, Sexto y Séptimo año de Educación Básica, además cabe mencionar que la tutora de mi tesis es la Magister Sandra Cabrera catedrática de la Universidad de Cuenca.

Por la favorable acogida que sepa dar a mi solicitud, anticipo mis más sinceros agradecimientos.

Atentamente

Jhordan Mejia Matute
1400996599

Autorizado.
16-10-2018.

Lic. Marcia Jiménez.