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THE EXTENSIVE READING IN ENGLISH AND ITS INCIDENCE IN THE
VOCABULARY ACQUISITION OF THIRD BACCALAUREATE STUDENTS OF
SUCRE PUBLIC HIGH SCHOOL DURING THE SCHOOL TERM 2016.

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DEDICATION

This thesis is dedicated to God because without Him nothing could be possible.

To my family, the most important people in my life for supporting to me in many different ways and for demonstrating me that every effort has its rewards.

To my teachers and classmates for doing the learning process an unforgettable memory.

To all people who showed me that dreams come true every single day.

To all of them, I dedicate this work.

Katherine Intriago

DEDICATION

This research is dedicated to God for giving me life and strength to achieve any goal.

To my parents, my brother and my sister for being such great motivation to fight and overcome all that support and give me and be my example and my all.

To all my family, friends and people in general who brought a bit along the way.

Rafael Zambrano

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We, **INTRIAGO PALACIOS KATHERINE ELIZABETH** and **ZAMBRANO PICO VICENTE RAFAEL** as authors of this thesis about **THE EXTENSIVE READING IN ENGLISH AND ITS INCIDENCE IN THE VOCABULARY ACQUISITION OF THE STUDENTS OF THIRD BACCALAUREATE OF SUCRE PUBLIC HIGH SCHOOL DURING THE SCHOOL TERM 2016**, authorize to the **TECHNICAL UNIVERSITY OF MANABÍ,** to make use of all content or part of this work that belongs to us, with strictly academic or research purposes.

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Dr. Jesús R. Fernández Leyva

CERTIFICO QUE:

Como tutor del trabajo de titulación, modalidad de investigación, con el tema, **THE EXTENSIVE READING IN ENGLISH AND ITS INCIDENCE IN THE VOCABULARY ACQUISITION OF THE STUDENTS OF THIRD BACCALAUREATE OF SUCRE PUBLIC HIGH SCHOOL DURING THE SCHOOL TERM 2016**.

Ha sido culminado por los egresados: INTRIAGO PALACIOS, KATHERINE ELIZABETH y ZAMBRANO PICO, VICENTE RAFAEL, por lo tanto emito el informe final y confirmo la originalidad de este TRABAJO DE TITULACIÓN, que bajo mi dirección y asesoramiento como TUTOR, cumple con las disposiciones establecidas para el efecto DE ACUERDO AL REGLAMENTO DE LA UNIDAD DE TITULACIÓN ESPECIAL DE LA UNIVERSIDAD TÉCNICA DE MANABÍ, TÍTULO II, DE LA TITULACIÓN, CAPÍTULO 1, DE LA UNIDAD DE TITULACIÓN, Artículo 8 en el cual afirmo que está listo para que continúe con el siguiente proceso, particular que pongo a su conocimiento para que BA. Joel Baldomero Loor Ponce, M. Sc., emita el informe respectivo como REVISOR.

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El trabajo de titulación, modalidad de investigación realizado por los egresados: INTRIAGO PALACIOS, KATHERINE ELIZABETH y ZAMBRANO PICO, VICENTE RAFAEL, titulado **THE EXTENSIVE READING IN ENGLISH AND ITS INCIDENCE IN THE VOCABULARY ACQUISITION OF THE STUDENTS OF THIRD BACCALAUREATE OF SUCRE PUBLIC HIGH SCHOOL DURING THE SCHOOL TERM 2016**.

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BA. Joel Baldomero Loor Ponce, M. Sc.

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ABSTRACT

The research entitled: Extensive reading in English and its impact on the acquisition of vocabulary in students of Third Bachelor of Education Fiscal Unit Sucre during the period 2016 took place at an educational institution province of Manabi, Ecuador. The theoretical framework collected relevant information on the independent variable; Extensive reading and on the dependent; vocabulary acquisition. The study objectives were to determine the influence of Extensive Reading in acquiring English vocabulary in students of Educational Fiscal Unit Sucre. At the same time, to investigate the benefits provided by extensive reading in the teaching and learning of English and identify student preferences when reading.

The development of the research was based on the deductive and inductive method and the literature review, using quotations in order to obtain adequate and effective information. Data collection was achieved by conducting surveys, to achieve greater effectiveness of the entire study population for our study 150 students and 7 teachers of English were taken as a sample. The information was processed statistically, represented in tables and figures based on the objectives and hypotheses. In addition, the objectives and hypotheses raised were demonstrated in preparing the report of the results. The research results revealed that extensive reading has much impact on vocabulary acquisition of students. Consequently, it is necessary to increase the practice of extensive reading in classes through a program that encourages students to strengthen this skill.

KEYWORDS: *extensive reading, vocabulary acquisition, reading program, motivation.*

RESUMEN

La investigación titulada: La lectura extensiva en inglés y su incidencia en la adquisición de vocabulario en los estudiantes de Tercero de Bachillerato de la Unidad Educativa Fiscal Sucre durante el periodo del año 2016, se llevó acabo en una institución educativa de la provincia de Manabí, Ecuador. El marco teórico recopiló información relevante sobre la variable independiente; lectura extensiva y la dependiente; adquisición de vocabulario. Los objetivos del estudio fueron determinar la influencia de la Lectura Extensiva en la adquisición de vocabulario del idioma inglés en los estudiantes de la Unidad Educativa Fiscal Sucre. Al mismo tiempo, investigar los beneficios que provee la lectura extensiva en el proceso de enseñanza y aprendizaje del idioma inglés e identificar las preferencias de los estudiantes al momento de la lectura.

El desarrollo de la investigación se basó en el método Inductivo-deductivo y revisión de literatura, utilizando citas textuales con el fin de obtener información adecuada y eficaz. La recopilación de datos se logró mediante la aplicación de encuestas, para lograr mayor efectividad del estudio se utilizó la totalidad de la población para nuestro estudio 150 estudiantes y 7 profesores de inglés. La información fue procesada estadísticamente, representada en tablas y figuras basadas en los objetivos e hipótesis. Además, los objetivos e hipótesis planteados fueron demostrados en la elaboración del reporte de los resultados. Los resultados de la investigación revelaron que la lectura extensiva tiene mucha incidencia en la adquisición de vocabulario de los estudiantes. En consecuencia, es necesario incrementar la práctica de la lectura extensiva en clases a través de un programa que motive a los estudiantes a fortalecer esta destreza.

PALABRAS CLAVES: *lectura extensiva, adquisición de vocabulario, programa de lectura, motivación.*

1. THEME

THE EXTENSIVE READING IN ENGLISH AND ITS INCIDENCE IN THE VOCABULARY ACQUISITION OF THE STUDENTS OF THIRD BACCALAUREATE OF SUCRE PUBLIC HIGH SCHOOL DURING THE SCHOOL TERM 2016

2. PROBLEM STATEMENT

The lack of vocabulary acquisition is one of the most common difficulties that appears in the teaching-learning process of the second language. Because of this situation, every day around the world students have problems to execute basic tasks: from understanding instructions for running activities in classes to perform autonomous tasks done at home. Besides, the learners who have short vocabulary are who show many weaknesses for communicating ideas. In summary, vocabulary is necessary for language development.

Moreover, it is known that the best way to develop and strengthen the lexicon of apprentices is through reading , nevertheless many educational centers have not implemented extracurricular activities related to this aspect and only focus their attention on to a working material in the classroom that does not make up what is necessary to improve the level of vocabulary in a second language , also this material in most cases is not in the interest of the students, which in effect produces a complete lack of reading interest. All of these affect the purpose of the government which is to guarantee that students who are part of the Ecuadorian education system achieve a B1 level in proficiency of English language

Manabí is not an exception, in Sucre Public High School, there is not an extensive Reading program focused on reinforcing the vocabulary acquisition of English as a second language

PROBLEM FORMULATION

Based on the previously established it is possible to raise the problem in the following way: How the extensive reading in English affects the acquisition of vocabulary of the students of the Third of Baccalaureate of Sucre public high school, during the year 2016.

DEFINITION OF THE PROBLEM

Field: Education

Area: Pedagogical

Aspects: Vocabulary acquisition in English

SPATIAL DEMARCATION

This thesis collected and analyzed information relating to extensive reading in English for improving the vocabulary acquisition in Sucre Public High School located in Sucre parish belonging to canton 24 de Mayo, province of Manabí.

3. REVIEW OF LITERATURE AND DEVELOPMENT OF THEORETHICAL FRAMEWORK

CHAPTER I

THEORETICAL FRAMEWORK

EXTENSIVE READING

3.1 DEFINITION

Extensive reading has been studied by many authors who define it in different ways. In 2004, Day explains that it is a language teaching approach in which learners read easy materials in the new language, they choose their own reading materials and read independently of the teacher; also they read texts in general, especially if it focus on the meanings of the words, in others words, they read to be informed and for pleasure.

At the same time Extensive reading means to read in quantity in order to acquire a general understanding about what they read, its intention is developing good reading habits, building vocabulary knowledge and to encourage reading for pleasure. (Richards & Schmidt, 2010, p. 212). But Ruiz (2011) indicates that ER is an act of freedom of action for all reader because they will be able to decide what to read, when to do it and where to do it.

In 1990, Susser and Robb made a definition about extensive reading using ideas from different authors. They conclude that:

"Extensive reading as a second language in the teaching-learning process involves an interpretation of great numbers of material or long texts, for general understanding,

with the purpose of obtaining pleasure from them. Besides, reading is personalized, because students have the opportunity of selecting the books they want to read"

3.2 BENEFITS OF EXTENSIVE READING

Extensive reading presents a number of benefits that can be identified within and outside the classroom in the teaching-learning process of a language, in this case, the English language. The benefits can be grouped into four categories and these are: the purpose of reading, the tactics of reading, the material and the teacher's role; the first refers to the fact that reading is not only for practicing a language, structure or vocabulary; the second category specifies that if you read more it will be better and that the dictionary use is not recommendable ; the third shows that it is necessary to have access to a library that is well equipped and the last one says that; it is essential the work of teachers and it is a little different than usual, here the teacher's role becomes a guide and model (Rodrigo, 2013).

According to Piña, (2011) "Extensive reading promotes critical comprehension, because it helps to take down or mixed processing and reading without much pressure and student choice, which makes it more likely that there is a voluntary or spontaneous reflection." this author allows to comprehend how the comprehension words are facilitated by the spontaneous work.

The massive expansion of vocabulary should be stimulated through extensive reading and should provide a variety of contexts for the student to acquire skills in the use of vocabulary words and thus understanding in communication will be broad and productive (Sosa & Chacin, 2013).

3.3 AIMS OF EXTENSIVE READING

In a recent study, (Silva & Araujo, 2016) specifies that the extensive reading represents for the readers an opportunity:

- To develop altitudinal aims.

- To wake up and / or to increase the motivation.

- To form habits of reading.

- To extend the cultural horizon.

- To assure the free choice of text.

- To apply reading strategies and comprehension according to their own needs and interests.

- To improve lexicon, spelling and writing.

- To have major fluency in the reading.

- To increase the level of confidence.

- To extend his knowledge as for topics of the general type and also academic.

- To acquire grammatical competition.

- To improve his reading comprehension.

- To have major contact with the language puts.

- To transfer the knowledge obtained during the reading to other areas of the language.

Summarizing these aims, it can be determined that through them language acquisition can be improved at different levels, and it is fundamental for learners who want to enhance the second language.

But Centro Virtual Cervantes (n.d.) summarizes the objectives of ER in:

1st The appropriate development of reading habits, as well as, the strategies use.

2nd The language acquisition and its components.

3rd The sociocultural contents acquisition of a target language.

4th The experience of enjoying the reading.

3.4 TEN PRINCIPLES FOR TEACHING EXTENSIVE READING

William (1986) cited by Day and Bamford (2002) suggests a list of ten principles that according to him they are significant during the extensive reading, these are:

- **The reading material is easy**: When a reader chooses an easy material, it develops the skill to read speedily, this speed allows to develop the fluency and, in turn, it allows to build the understanding

- **A variety of reading material on a wide range of topics must be available:** Through all that kind of material the reader can read about different topics, it helps to improve vocabulary in different ways (skimming, scanning and more careful reading) and for several motives.

- **Learners select their reading material:** When pupils want to read a book they expect to understand and enjoy it, this is due to the interest that they demonstrate for the topic. So, it is not recommendable to continue reading something that it is not interesting for the student. The main objective of extensive reading it is to enjoy a text.

- **Learners read as much as possible:** reading must be developed as a habit, at the beginning, it may result a little difficult so it is necessary to reward students in order to stimulate them.

- **The purpose of reading is generally related to pleasure, information, and general understanding:** this principle proposes that "a booklover's interaction with a text comes from the purpose for reading, additionally in extensive reading the pupil's objective is understanding.

- **Reading is its own reward:** Extensive reading is not about a test by the opposite it is about to share ideas from texts. It is not related to knowledge, it is related to ability towards reading.

- **Reading speed is usually faster rather than slower:** fluency is important during the ER in effect the dictionary's use can reduce the speed.

- **Reading is individual and silent:** silence is an important in ER so because it allows enjoy the reading but it is not the only factor, it is necessary to work individually because this permit develops a better connection with the information read.

- **Teachers orient and guide their students:** pupils must be familiarized to the library of reading materials and how it is divided into difficulty levels. In many cases, they may need support in order to choose the appropriate texts of interests.

- **Teacher is a role model of a reader:** In 1995, Henry sustains that "effective extensive reading teachers are themselves, readers, teaching by example the attitudes and actions of a reader"

3.5 EXTENSIVE READING OR INTENSIVE READING.

According to Long and Richards (1971, p.216) identify extensive reading as "Occurring when students read large amounts of high-interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." The aims of extensive reading are to build reader confidence and enjoyment and also extensive reading is always done for the comprehension of main ideas, not for specific details. If we talk about the characteristic of the extensive reading it gives a large student´s advantages, for example, Students read as much as possible and a variety of materials on a range of topics is available and also students should select what they want to read. The purposes of reading are usually related to pleasure, information, and general understanding and they realize that the reading is its own reward.

Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar, of course, reading is individual and silent. And this is a share activity work and teachers orient students to the goals of the program and also the teacher is a role model of a reader for the students.

To know the characteristics that differ to the intensive reading from the extensive reading, it is necessary and according to Day et al. (2016) the differences based on three IR approaches to teaching:" grammar translation; comprehension question and language analysis and comprehension work strategies"

The first approach 'Grammar translation' is carried out through the reading of a text loudly and then to translate it; so learners acquire the translation by using grammar rules and but it does not mean reading. The second 'Comprehension question and language analysis' consists of reading short and difficult material in order to answer a group of question which needs literal information; as a result, learners tend to

concentrate on the reading as a technique for learning grammar. And the third 'Comprehension work strategies' focus on reading and then answer comprehension question, in this process the teachers apply strategies for comprehension and sometimes pupils make exercises about vocabulary, but the problem is that many students do not know how to read, and the work's strategies when students have a practical reading level.

3.5.1 Intensive Reading

According to Brown, (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like". Here reading is intensely involved in looking inside the text and students, focus on linguistic or semantic details of a student's focus on linguistic or semantic details of a reading , students focus on surface structure details such as grammar and discourse markers and also students identify key vocabulary and the texts are read carefully and meticulously, again and again and the aim is to build more language knowledge rather than simply practice the skill of reading and one of the last characteristic seen more commonly than extensive reading in classrooms

3.5.2 Extensive reading

According to Long and Richards (1971, p.216) identify extensive reading as "Occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." The aims of extensive reading are to build reader confidence and enjoyment and also extensive reading is always done for the comprehension of main ideas, not for specific details. If we talk about characteristic of the extensive reading it´s gives a large

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Table 1: Comparing Extensive Reading and intensive Reading

Extensive Reading	Intensive reading
Overall understanding	100% understanding
Read a lot	Limited reading
Easy texts	Difficult texts
Fluent Reading	Word for word Reading
Read for meaning in English	Translate into first language
No direct study of grammar	Focus on grammar use and rules
No comprehension questions	Many comprehension questions
No direct teaching of strategies	Direct teaching of strategies
Ignore unknown words	Use dictionaries

Note: Retrieved from Day et al. (2016, pp. 10-13)

It is possible that a teacher may use ER and IR in the same class; with the first approach, students are able to choose their own material and at the end they will present an oral or written presentation, on the other hand with the second approach the teacher will choose a book for all the students (MacLeod, n.d., p.11).

3.6 MOTIVATION IN EXTENSIVE READING

Day and Bamford (1998) indicates that exists a model of motivation that is directly related to extensive reading. It is integrated for:

Materials: the reading materials utilized in ER help to encourage positively the decision to read in the second language, since they are interesting in the appropriate language levels, readily available

Reading Ability: poor reading skills usually have less expectation of success and therefore decrease the motivation to read. This does not happen in a focus of extensive reading. However, because students must read at appropriate levels in their reading skills do not experience the frustration of having to read the material beyond their reading.

Attitude: positive attitudes play a key role in the process of extensive reading, because if a student likes you read in their native language will have the desire to read in the target language; while a student who has a negative attitude, it is possible that presents disinterest in reading.

Sociocultural Environment: The approach of the ER must create an environment in the classroom that stimulates the pupils to reading, in addition it is advisable to expand this environment out of the course especially towards society, parents, friends… because these influence considerably on the issues that are selected in the reading process

Figure 1: Model of components that motivate the reading in a second language
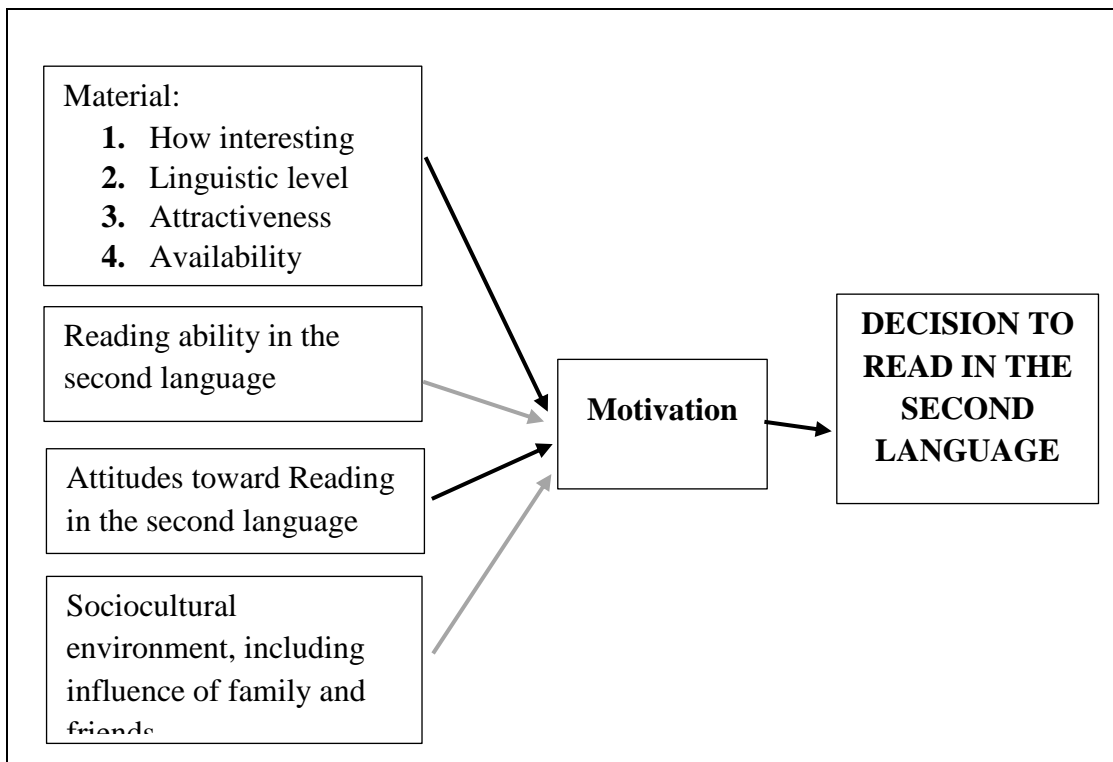
Note: Retrieved from Day, R., & Bamford, J. (1998, pp. 28-29)

3.7 TEACHERS IN EXTENSIVE READING

Extensive Reading program is complex for this reason includes planning and preparation. The role of the teacher in an apprenticeship program ER is critical. The teacher needs to help students understand the principles of the ER and the basis of what, why and how learners should read. After describing the methodology and pedagogy, the teacher should also become an example for students. In much of the literature on ER it is recommended that during silent reading stage of a class, the teacher read a book from the library ER at same time that the student is reading. In this program, teachers also play a vital role in development and library administration; from deciding where to place the books, how to manage the borrowing and returning

books and other reading materials supply different such as magazines, Internet resources, etc. (Wilkinson, n.d).

3.8 TEACHER'S ROLE

Teachers must be flexible about allowing students to read at their own ability level, where they feel most comfortable. The teacher's role here is to provide guidance about the most suitable titles. It is therefore important teachers have read many of the books in their library.

In 1993, Yu determined which are the roles assumed by a teacher during an Extensive Reading program:

Teacher as monitor/ facilitator: As facilitator the teacher carries out activities in order to develop reading skill of student, through this pupils can share opinion with the teachers about reading and as monitor the teacher have to control the reading development (fluency and frequency) into the classroom by using reading records.

Teacher as a motivator and enthusiastic: as a motivator a teacher must be able to develop in students love for reading, besides as an enthusiastic teacher he or she have to look for better strategies for improving reading skill in a second language.

Teacher as administrator: The teacher should be able to develop an administrative system of reading material that allows to verify the progress of students during the reading process, this will allow to analyze the results achieved.

3.9 EXTENSIVE READING MATERIALS

38.1 GRADED READERS

According to Brinkman (2002) graded readers are employ as reading material for ER component. They have been, categorized according to their difficulties it could be related to lexis and grammar. Level 6 uses approximately 3,000 words, while 300 common words in the English language are used in level 1 to tell a story. A level of "beginner" has almost 200 words. Sometimes, books are original writings of the series, but occasionally are publications of existing literature, folktales, biographies of celebrities and films.

Figure 2: *TOEIC score according to Hill (1997)*

LEVEL	STUDENT LEVEL	AVERAGE VOCABULARY
Level 1	BEGINNER	300
Level 2	High Beginner	600
Level 3	Intermediate	700-1200
Level 4	High Intermediate	1300-1700
Level 5	Advance	1800- 2300
Level 6	High Advance	3000

3.8.2 INTERNET MATERIAL

Because of several reasons the internet is used by teachers and students for obtaining reading materials, through it they can share information from different topics, these topics have different designs which call attention to the content. This situation create a strong relationship between content and design which increase reading motivation.

According to Mikeladze (2004) the use of internet in extensive reading program, develops the following pedagogical principles:

- Independence can enhance intrinsic motivation.

- Lack of teacher control can facilitate personalization of texts and tasks. This practice can increase retention.

- Self-empowerment it is motivated because the students are able to choose their materials.

At the same time, it possible to identify three kind of readers, these are:

- ❖ Web or online readers

- ❖ Screen readers

- ❖ Readers of printed internet articles

3.10. IDEAS FOR EXTENSIVE READING ACTIVITIES

Teacher needs to know how to introduce extensive reading to start working in a good way and he must apply greats activities to for completing aims, incorporating a wide range of reading tasks to get attention class mixed ability classes into the class. Bellow some sample ideas for developing extensive reading activities focus on drawing and designing and writing.

In 2012, Patsalides found that the following activities can be applied.

Drawing and Designing

- ✓ Design a new cover for your book (using full colors) .

- ✓ Draw a series of pictures illustrating the story or main events of the story.

- ✓ Draw a map showing where the story takes place.

- ✓ Design a movie poster for your book.

- ✓ Make a time line of major events in the book

- ✓ Create a bingo game which includes words like names of characters, places and items from the story.

- ✓ Design an advertisement for T.V., radio or newspaper, trying to sell the book.

- ✓ Make up a "wanted" poster for one of the characters.

Writing

- ✓ Write a letter to one of the characters.

- ✓ Write a diary for one of the characters.

- ✓ Make up a different ending for the story.

- ✓ Make up a different beginning for the story.

- ✓ Have an interview with one of the characters.

CHAPTER 2

VOCABULARY ACQUISITION

3.11. DEFINITION OF VOCABULARY

Vocabulary acquisition is a complex concept that involves to be studied from a basic element the "word". Macmillan (2003, p.81) described a word as "a single unit of language that expresses a particular meaning by itself". Likewise, in 2004, Harley defined to this element as a combination of two or more sounds which are used in a language in order to express an idea. These definitions permit to establish that through these single units, people around the world can express ideas in different languages, besides these words express meanings which facilitate communication.

Furthermore, Nation (mentioned in Oscar 2009) expresses that the knowledge of a word come from three components:

"Knowledge of a word includes various aspects due to the fact that each lexical unit includes several components. On the one hand is the semantic knowledge [...] and on the other hand knowledge of form, which in turn includes phonetic and graphical aspects as well as the composition of the lexical unit smaller units. The third type of knowledge is in the lexical unit - which is related to its use, this includes the parts of speech, their colocations [...] as well as the limitations of their use." (p.34)

When someone is learning a target language it is necessary to analyze all these components that give the opportunity to comprehend completely a word, from their meaning until how to use them. Because the first aspect help to comprehend what people is talking or writing about, the second teaches how to write words (spelling) in

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an accurate way and the last one elucidates which are the difficulties that can take place at the moment to use them.

In fact, the vocabulary refers to "a set of words that one knows in any language. It usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge". (Open University and UKAID, 2014, p.3).By the way, the Multicultural & ESOL Program Services Education (2007) indicates that vocabulary is related to the information knowledge about meaning and pronunciation of words necessary for communication. So, both definition of vocabulary have something in common: it is formed by words and it is an essential instrument for communication.

Nevertheless for Jackson and Zé (2007), clarify that it is necessary to establish the differences between three linguistics which look like synonyms but they have differences among them. These are: vocabulary, lexis and lexicon. The first one is more colloquial it denotes the group of words that people know and use every day, the second one is a variety of words that are analyzed by their meanings and grammatical functions and the third one it is about to a collection of words which are technical and learned (p. 2).

3.12. IMPORTANCE OF VOCABULARY

For many authors vocabulary is very important in the learning process of a second language. According to William (2013) "developing a solid vocabulary is essential to gaining proficiency in the students' target language. Vocabulary itself is multi-faceted and should be considered as part of the larger language structure and use, involving

spelling, pronunciation, and grammatical behavior". So this author emphasizes that vocabulary acquisition implicates to know a word in different structural aspects.

In addition, Graves (2008) cited by Hidayah (2013) provides information about some important points related to vocabulary importance, these are:

(a) Vocabulary is among the best pointers verbal skill,

(b) The knowledge of vocabulary simplifies word recognition

(c)The difficulty of vocabulary greatly affects the readability of text.

(d) Vocabulary helps students enhance reading comprehension

(e) Learning vocabulary is one of the most fundamental tasks for

(g) The lack of vocabulary can be identified as an element that affects academic performance.

All these points clearly elucidate every single element that take part in the importance of vocabulary in a language from an aspect grammatically important up to one that affects the academic performance of the students.

3.13. TYPES OF VOCABULARY

Basically there are four kinds of vocabulary:

- **Listening vocabulary:** Words recognized when listening to discourse**.**

- **Speaking vocabulary:** Words used in communication.

- **Reading vocabulary:** Words identified or learned during reading.

- **Writing vocabulary:** Word used for carrying out writing activities

Figure 3: *Types of vocabulary according to Templeton and Pikulski (2004)*
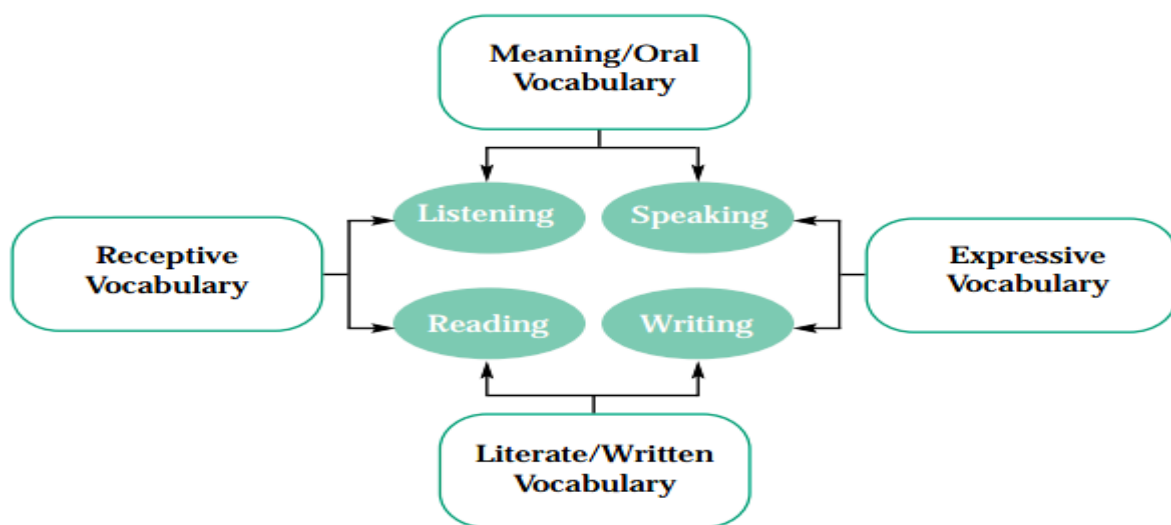
In 2004, Templeton and Pikulski, established differences between some vocabularies, these take different names according to the use that people made to the language. The expressive vocabulary permit to the people communicate ideas, the receptive vocabulary is associated with what are listening and reading, the meaning/oral vocabulary is a combination of what someone listens and speaks and the literate/written vocabulary is the result of what people read and write.

3.13.1. Active and passive vocabulary

The type of vocabulary depends on the learning; it may be active and passive; so, in 2008, Remacha established that:

> "Active vocabulary refers to those lexical items that students are able to use in oral or written communication, but passive vocabulary refers to those elements that can be recognized and understood during the process of listening and reading. Passive vocabulary is much easier to acquire than the active vocabulary at any stage of the learning process." (p. 5)

This conceptualization has a clear purpose to differentiate the characteristics of the types of vocabulary, it shows ideas to teachers and learners about what to choose in order to select the most appropriated for increasing vocabulary in a second language.

3.14.   VOCABULARY IN THE READING PROCESS

There are two different theories for acquiring vocabulary in a second language, these are implicit learning and explicit learning. The implicit theory the most effective way for learning new words is through reading, It is because of students remember better what they have learned in a consciousness way, but there are many pieces of research which indicate that it is not the best strategy for improving vocabulary knowledge. Besides it is important to clarify that extensive reading it is more effective when a student has a big domain of a second language it means to know contextual clues for analyzing the words in contexts (Min, 2003). On the other hand, the students have different styles so it is necessary that teachers apply successful strategies in order to expand vocabulary..

3.15.   TECHNIQUES FOR TEACHING VOCABULARY

Brewster, Ellis, and Girard (mentioned by Alqahtan, 2015) elucidate a list of techniques that teacher can use for making more effective the teaching vocabulary process. It means that learner remembers words for a long time. These techniques are:

Drawing: All kind of illustration made on the board gives to students the opportunity to comprehend in a better way which are the most important elements in a topic.

Using objects: This a technique very used in the class, because through demonstrations, visual aids or realia learners remember vocabulary better.

Using illustration and pictures: Materials like flashcards, magazine pictures, photographs, posters… catch the attention of students and at the same time, it facilitates to them comprehension of words through visualization.

Enumeration: It helps to expand vocabulary about a topic; because students can put together all the words and establish the relationship between them.

Contrast: when a teacher establishes contrasts (similarities o differences) using vocabulary, students learn words associated with synonyms and antonyms.

Mime, expressions and gestures: when a teacher avoids using the first language for explaining vocabulary in the second language, the paralinguistic aspects help learners to deduce the meaning of the word

g. **Guessing from the context:** this technique uses the extensive reading, listening conversation, films, radio and so on in order to analyze the meaning of the word according to the elements which are around the new lexis.

Eliciting: It implicates giving to students a list of words to learn.

Translation: this technique is applied when students have to work with a large number of materials but there is not the time to infer word's meaning. So they use a dictionary for comparing with the first language. Translation is considered as a little stimulating technique.

4. ACHIEVEMENT OF OBJECTIVES

4.1 GENERAL OBJECTIVE

To determine the incidence of extensive reading in English in the vocabulary acquisition of the students of Third Bachelor of Sucre Public High School, during the 2016 school year.

4.2. SPECIFIC OBJECTIVES

✓ To investigate the benefits provided by extensive reading in the teaching and learning process of English.

✓ To identify the preferences of students regarding reading material in the English language during the development of extensive reading.

✓ To develop a proposal for a solution to the problematic found in the research.

5   HYPOTHESIS   ELABORATION   AND   VARIABLES   DEFINITION

5.1. GENERAL HYPOTHESIS

Extensive reading in English has a big incidence on the vocabulary acquisition of the students of Third Bachelor of Sucre Public High School

5.2. SPECIFIC HYPOTHESIS

- Extensive reading provides diverse benefits in the teaching and learning the process of English.
- Students show the preferences at the moment to choose reading material in the English language during the development of extensive reading
- The proposal to reinforce reading habits will permit to increase the level of vocabulary in students of Sucre Public High School

5.3. CONCEPTUALIZATION OF VARIABLES

5.3.1. INDEPENDENT VARIABLE:

Extensive Reading

5.3.2. DEPENDENT VARIABLE:

Vocabulary acquisition in English language

5.4. OPERACIONALIZATION OF VARIABLES

5.4.1. INDEPENDENT VARIABLE:

Extensive Reading

Table 2 *Operationalization of the independent variable*

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			TEACHER	STUDENTS	
Extensive reading means to read in quantity in order to acquire a general understanding about what they read, its intention is developing good reading habits, building vocabulary knowledge and to encourage reading for pleasure. (Richards & Schmidt, 2010, p. 212). But Ruiz (2011) indicates that ER is an act of freedom of action for all reader because they will be able to decide what to read, when to do it and where to do it.	Characteristics	• Definition • Principles • Importance • Benefits	7	150	**Techniques:** Survey **Tools:** Questionnaires
	Motivation	• Reading ability • Attitude • Sociocultural environment			
	Teacher's role	• Monitor/ facilitator • Motivator and enthusiastic • Administrator			
	Material	• Graded readers • Internet material			
	Ideas for ER	• Drawing and Designing • Writing			

Note: prepared by the authors

5.4.2. DEPENDENT VARIABLE:

Vocabulary acquisition in English language

Table 3: *Operationalization of the dependent variable*

| CONCEPT | DIMENSIONS | INDICATOR | ITEMS | | TECHNIQUES AND TOOLS |
			TEACHER	STUDENTS	
Multicultural & ESOL Program Services Education (2007) indicates that vocabulary is related to the information knowledge about meaning and pronunciation of words necessary for communication. So, both definition of vocabulary have something in common: it is formed by words and it is an essential instrument for communication**.** Vocabulary acquisition implicates to know a word in different structural aspects.	Characteristics	• Definition • Importance • Active and passive vocabulary	7	150	**Techniques:** Survey **Tools:** Questionnaires
	Types of vocabulary	• Receptive vocabulary • Productive vocabulary			
	Techniques to acquire vocabulary in English	• Drawing • Using objects: • Using illustration and pictures • Enumeration • Contrast • Mime, expressions and gestures • Guessing from context • Eliciting • Translation			

Note: prepared by the authors

6 DEVELOPMENT OF RESEARCH DESIGN

6.1 LEVEL OF RESEARCH

Descriptive research: "Due to its methodological approach and epistemological foundation it tends to be in descriptive order, oriented towards theoretical structures (…), it uses preferably qualitative, descriptive and unquantified information. These qualitative and interpretive paradigms are used in the study of small groups: communities, schools, classrooms" (Tamayo, 2009).

This thesis also had a proactive orientation, since it developed a proposal with the aim of promoting extensive reading in order to improve vocabulary acquisition in English language learning.

6.2 RESEARCH DESIGN

Documentary research: Information from books, magazines, web sides and other types of documents were used to analyze and use in the elaboration of the proposal and the achievement of the objectives.

Field Research: surveys were applied to students of "Sucre" Public High School who are the subject of study. Therefore, the results obtained were analyzed qualitatively.

6.3 METHODS

Inductive - deductive method: it permits the analysis of data from surveys, this method was also useful for making conclusions and recommendations.

6.4 TECHNIQUES AND INSTRUMENTS

Survey: Questionnaire for students of Sucre of Public high school of Sucre, canton 24 de Mayo, in order to get to know the influence of extensive reading in English during vocabulary acquisition process.

Bibliography: bibliographical forms were used to collect conceptual and theoretical information from different sources that helped to develop a more accurate theoretical framework.

Data Tabulation: This technique required tables and graphs to help visualize the results in a dynamic and summarized way.

6.5 RESOURCES.

Human
- ✓ Students of Sucre Public High School
- ✓ Teachers of the same institution
- ✓ 2 researchers
- ✓ Tutor responsible of conducting the Project.

Material
- ✓ Copies
- ✓ Computer
- ✓ Standards A.P.A Guide
- ✓ Books
- ✓ Cameras
- ✓ Folders
- ✓ Transport
- ✓ Notebook
- ✓ Internet

7 DEFINITION AND SELECTION OF POPULATION

To achieve the objectives of the research and operationalize the concepts and elements involved in the problem, we worked with a universe of 150 students and 7 teachers.

As is shown in the following table:

Table 4 *Population*

Educative Institution	Population
Students of Third baccalaurates'	150
English Teachers	7
TOTAL	**157**

Note: prepared by the authors

In order to achieve better results the entire population was taken, in order to obtain accurate results, avoiding the margins of error inherent in the quantitative research.

8 DATA COLLECTION

TABLE AND GRAPHIC OF QUESTION N°1

SURVEYS APPLIED TO ENGLISH TEACHER IN SUCRE PUBLIC HIGH SCHOOL

1) **How important do you consider extensive reading in the vocabulary acquisition of English Language during the teaching- learning process?**

Table 1: Importance of extensive reading

Chart # 1

VARIABLE	FREQUENCY	PERCENTAGE
A lot	6	86%
A Little bit	1	14%
Nothing	0	0%
TOTAL	**7**	**100%**

Graphic #1
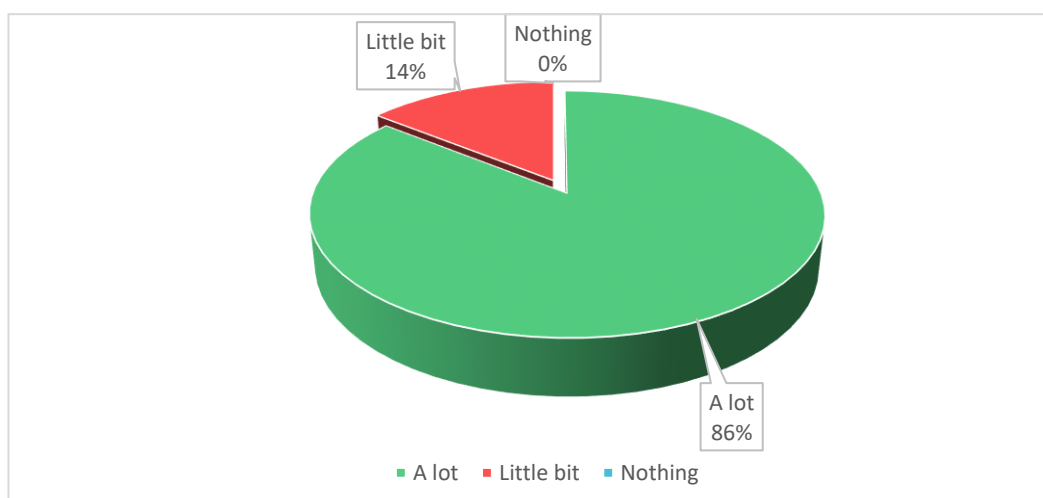
Source: English teachers of Sucre Public High School

Authors: Intriago Palacios, Katherine; Zambrano Pico, Vicente.

TABLE AND GRAPHIC OF QUESTION N°2

2) Which are the benefits of extensive Reading during the teaching-learning process?

Table2: Advantages of extensive Reading

    Chart # 2

VARIABLE	**FREQUENCY**	**PERCENTAGE**
Reading for pleasure	1	14%
Motivation	2	29%
Vocabulary acquisition	4	57%
Comprehension	0	0%
TOTAL	7	100%

Graphic #2

Source: English teachers of Sucre Public High School

Authors: Intriago Palacios, Katherine; Zambrano Pico, Vicente.

TABLE AND GRAPHIC OF QUESTION N°3

3) What kind of reading do students prefer during the extensive reading?

Table 3: *Importance of extensive reading*

Chart # 3

VARIABLE	FREQUENCY	PERCENTAGE
Literature topics	4	57%
Tales	1	14%
General knowledge	2	29%
Entertainment	0	0%
TOTAL	7	100%

Graphic #3

Source: English teachers of Sucre Public High School

Authors: Intriago Palacios, Katherine; Zambrano Pico, Vicente.

TABLE AND GRAPHIC OF QUESTION N° 4

4) How often do your students practice the extensive reading?

Table 4: Frequency of the extensive reading practice

Chart # 4

VARIABLE	**FREQUENCY**	**PERCENTAGE**
Each class	0	0%
At the end of the unit	4	57%
Rarely	1	14%
Never	2	29%
TOTAL	7	100%

GRAPHIC# 4

Source: English teachers of Sucre Public High School

Authors: Intriago Palacios, Katherine; Zambrano Pico, Vicente.
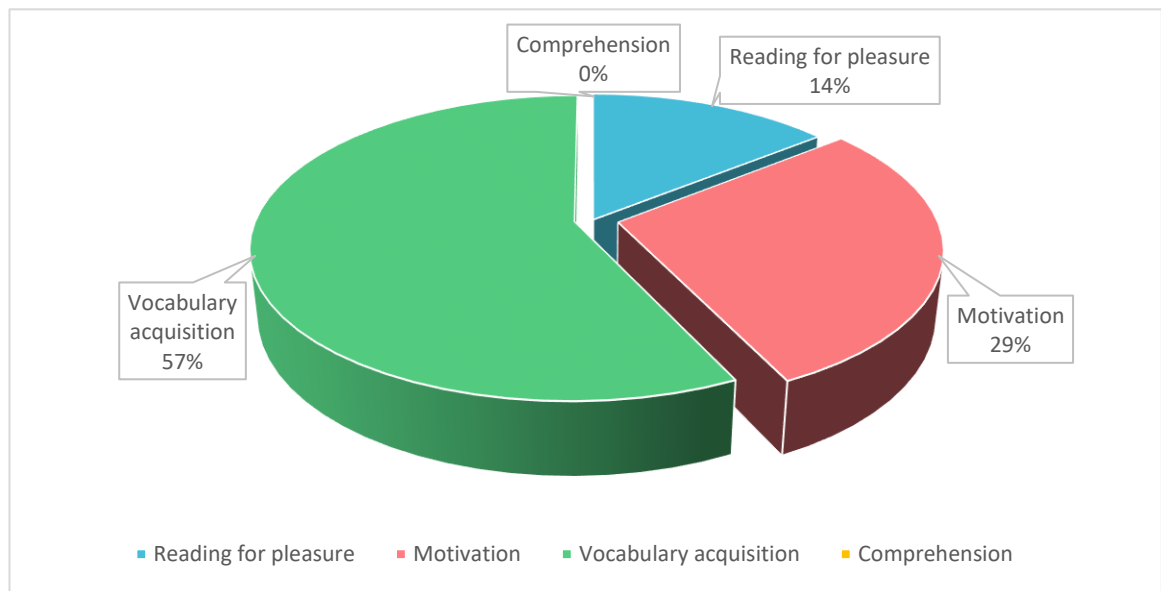
TABLE AND GRAPHIC OF QUESTION N° 5

5) **According to you. What is the level of vocabulary acquisition that your students have during the extensive reading?**

Table 5: *Level of vocabulary acquisition*

Chart # 5

VARIABLE	FREQUENCY	PERCENTAGE
High	0	0%
Medium	7	100%
Low	0	0%
Total	7	100%

GRAPHIC# 5

Source: English teachers of Sucre Public High School

Authors: Intriago Palacios, Katherine; Zambrano Pico, Vicente.
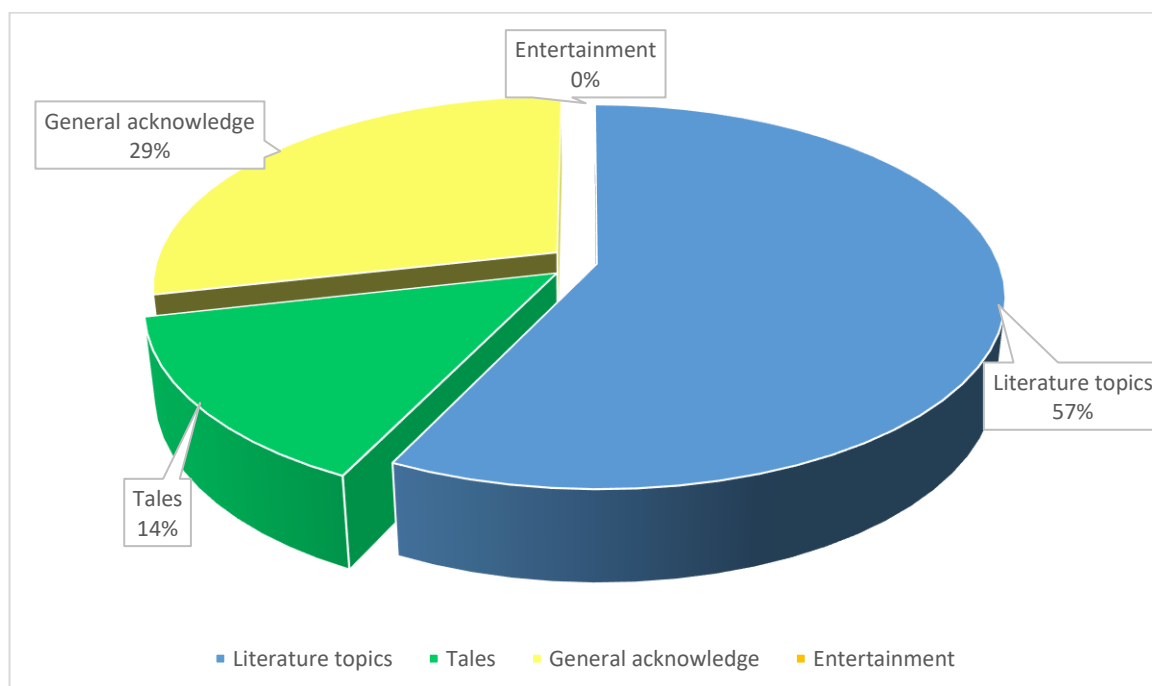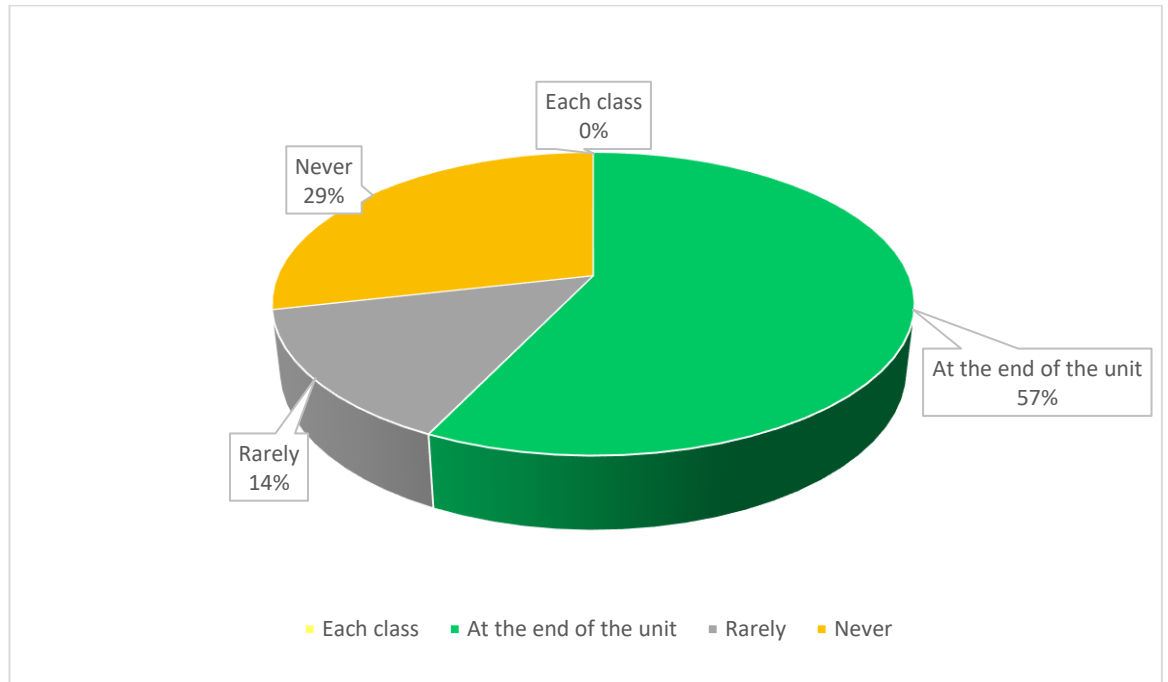
TABLE AND GRAPHIC OF QUESTION N° 6

6) **Do you consider that is necessary to establish a methodology for increasing the vocabulary acquisition by using extensive reading?**

Table 6: Methodology for increasing the vocabulary acquisition by using extensive reading **Chart #6**

VARIABLE	FREQUENCY	PERCENTAGE
Strongly Agree	0	%
Agree	7	100%
Strongly Disagree	0	%
Total	7	100%

Graph #6

Source: English teachers of Sucre Public High School

Authors: Intriago Palacios, Katherine; Zambrano Pico, Vicente.

SURVEYS APPLIED TO STUDENTS OF THIRD YEAR OF

BACCALAUREATE IN SUCRE PUBLIC HIGH SCHOOL

TABLE AND GRAPHIC OF QUESTION N° 1

1. **How important do you consider extensive reading in the vocabulary acquisition of English Language?**

Table 7: Importance of extensive reading

CHART # 7

VARIABLE	FREQUENCY	PERCENTAGE
A lot	47	31%
Little bit	101	67%
Nothing	2	2%
Total	150	100%

GRAPHIC # 7
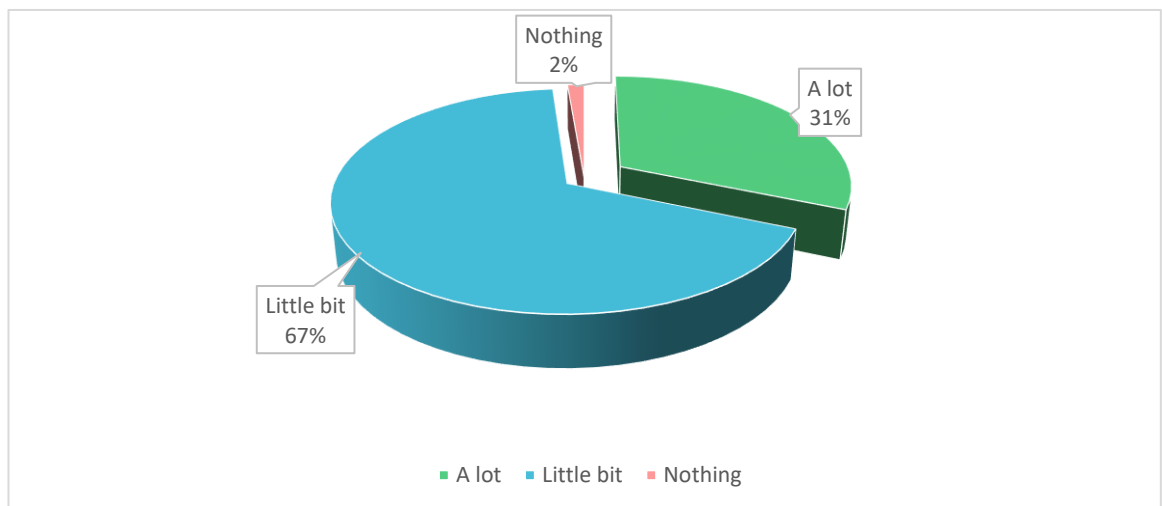
Source: Students of Sucre Public High School

Authors: Intriago Palacios, Katherine; Zambrano Pico, Vicente.
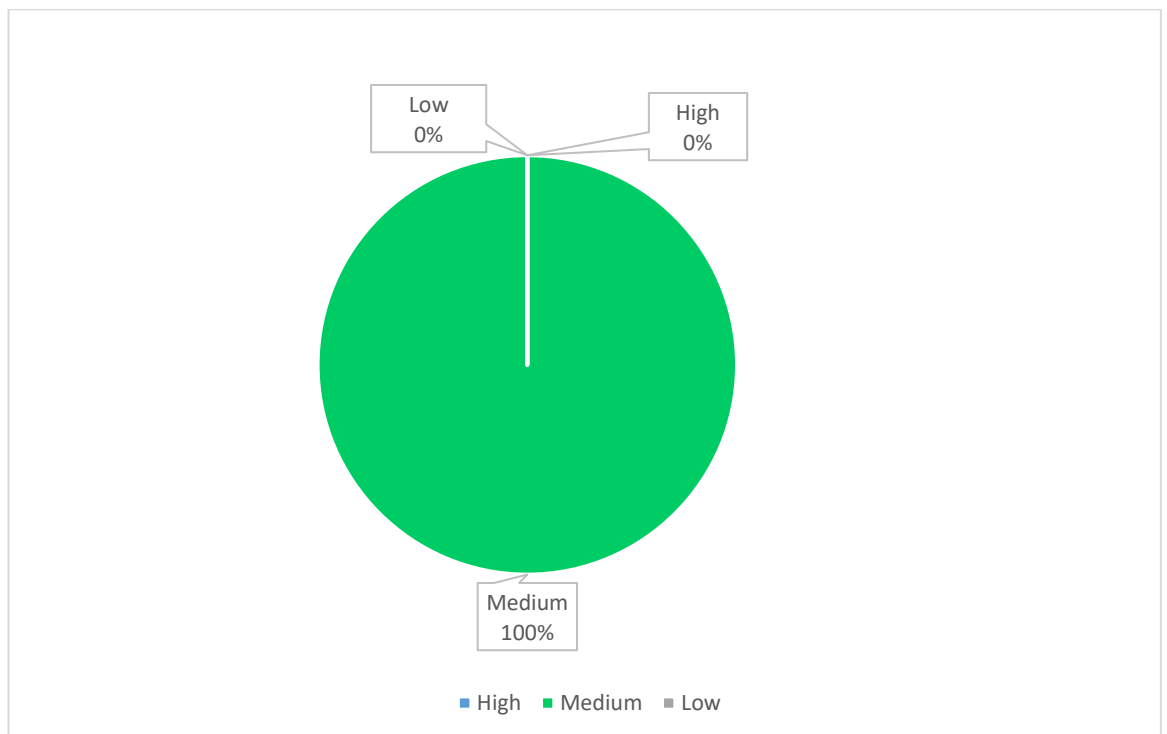
TABLE AND GRAPHIC OF QUESTION N° 2

2. **Which are the benefits that the extensive Reading have in the vocabulary acquisition have during learning process?**

Table 8: Benefits of the extensive Reading

CHART # 8

VARIABLE	FREQUENCY	PERCENTAGE
Reading for pleasure	39	22%
Motivation	27	18%
Vocabulary acquisition	51	34%
Comprehension	33	26%
Total	150	100%

GRAPHIC # 8

Source: Students of Sucre Public High School

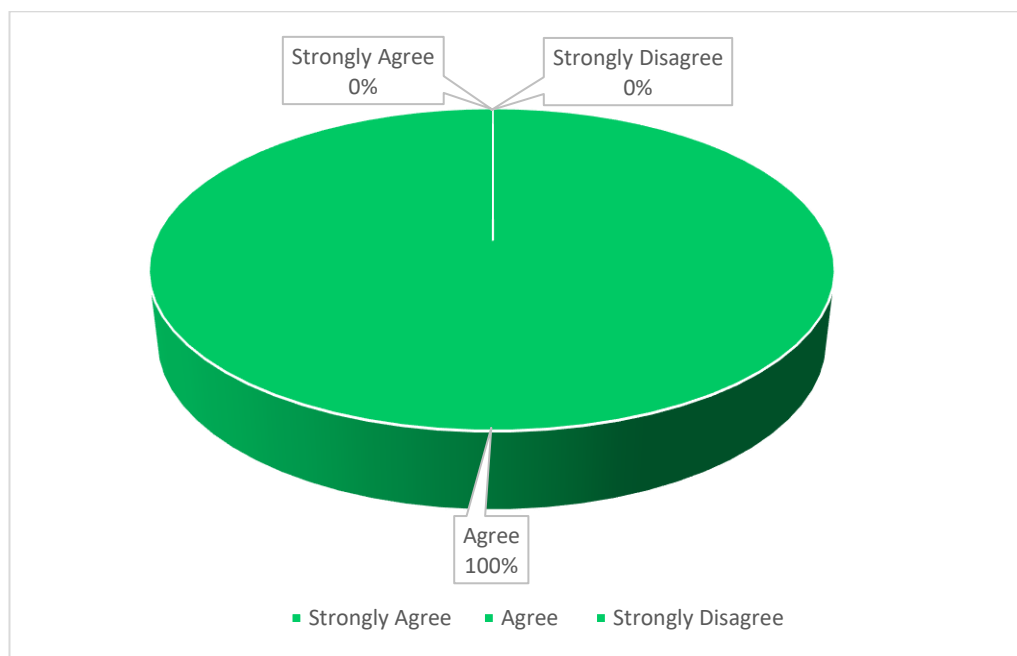**Authors:** Intriago Palacios, Katherine; Zambrano Pico, Vicente.

TABLE AND GRAPHIC OF QUESTION N° 3

3. What kind of reading do you prefer during the extensive reading?

Table 9: Preferences of students during extensive reading

CHART #9

VARIABLE	FREQUENCY	PERCENTAGE
Literature topics	39	26%
Tales	65	41%
General knowledge	45	32%
Entertainment	1	1%
Total	150	100%

GRAPHIC # 9

Source: Students of Sucre Public High School

Authors: Intriago Palacios, Katherine; Zambrano Pico, Vicente

TABLE AND GRAPHIC OF QUESTION N° 4

4. How often do you practice the extensive reading?

Table 10: Frequency of extensive reading's practice

CHART #10

VARIABLE	FREQUENCY	PERCENTAGE
Each class	6	4%
At the end of the unit	18	12%
Rarely	44	29%
Never	82	55%
TOTAL	150	100%

GRAPHIC # 9

Source: Students of "Sucre" Public High School

Authors: Intriago Palacios, Katherine; Zambrano Pico, Vicente
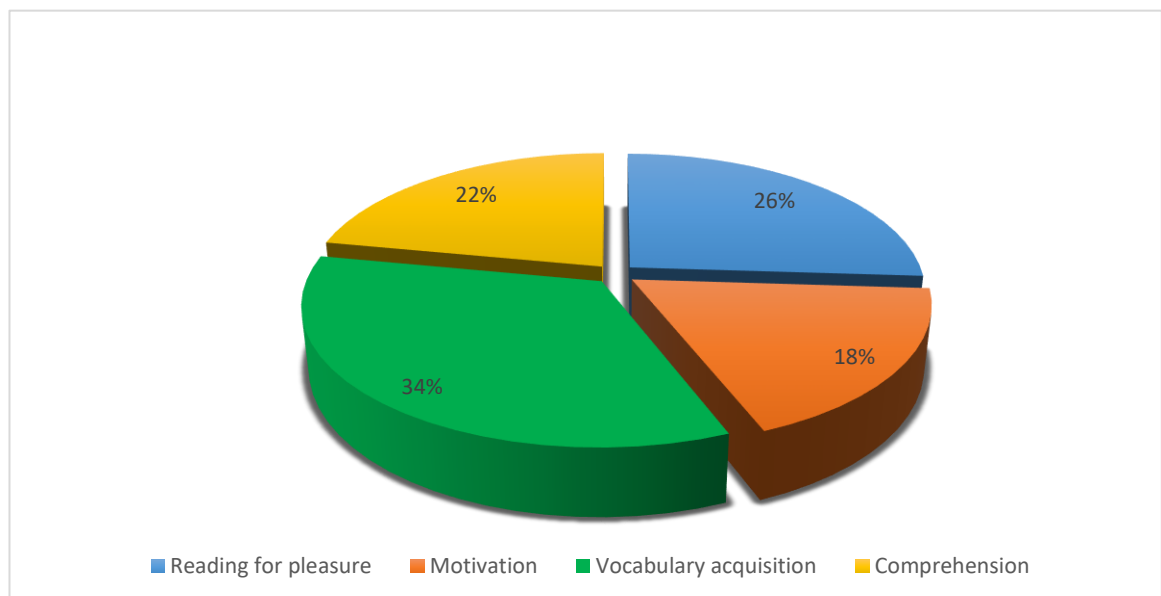
TABLE AND GRAPHIC OF QUESTION N° 5

5. **According to you. What is your level of vocabulary acquisition during the extensive reading?**

Table 11: Level of vocabulary acquisition during the extensive reading

CHART #11

VARIABLE	FREQUENCY	PERCENTAGE
High	23	15%
Medium	115	77%
Low	12	8%

77

GRAPH #11
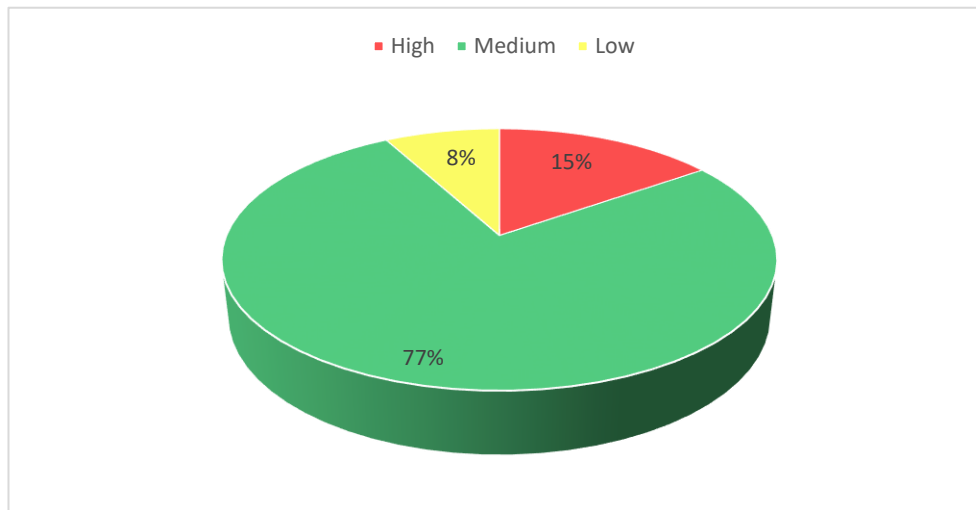
Source: Students of "Sucre" Public High School

Authors: Intriago Palacios, Katherine; Zambrano Pico, Vicente

6. **Do you consider that is necessary to know some dynamics activities for increasing the vocabulary acquisition by using extensive reading?**

Table 12: Level of vocabulary acquisition during the extensive reading

CHART #12

VARIABLE	FREQUENCY	PERCENTAGE
Definitely	121	80%
Maybe	27	19%
Definitely not	2	1%

GRAPHIC #12
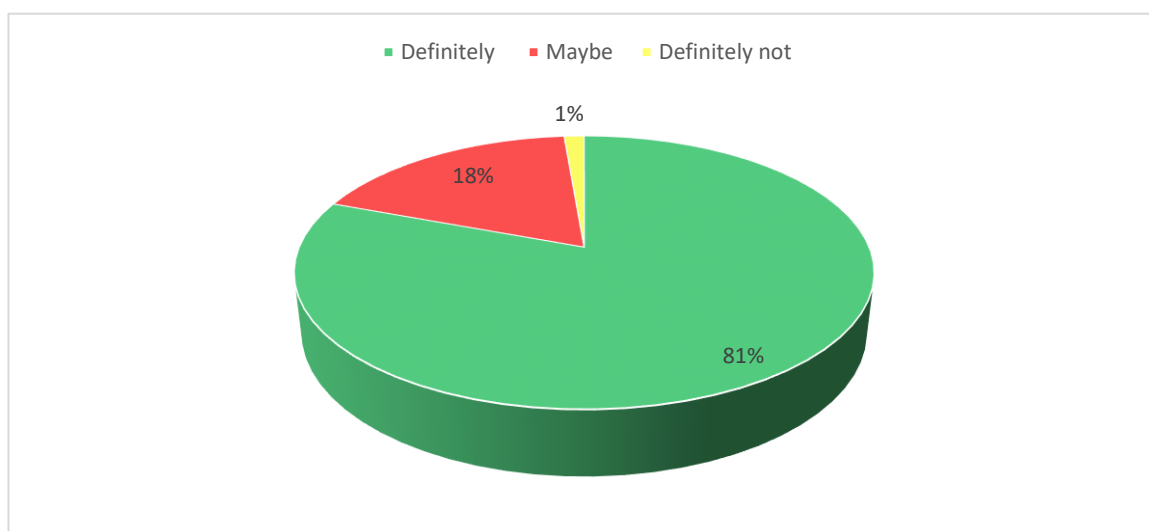
Source: Students of Sucre Public High School

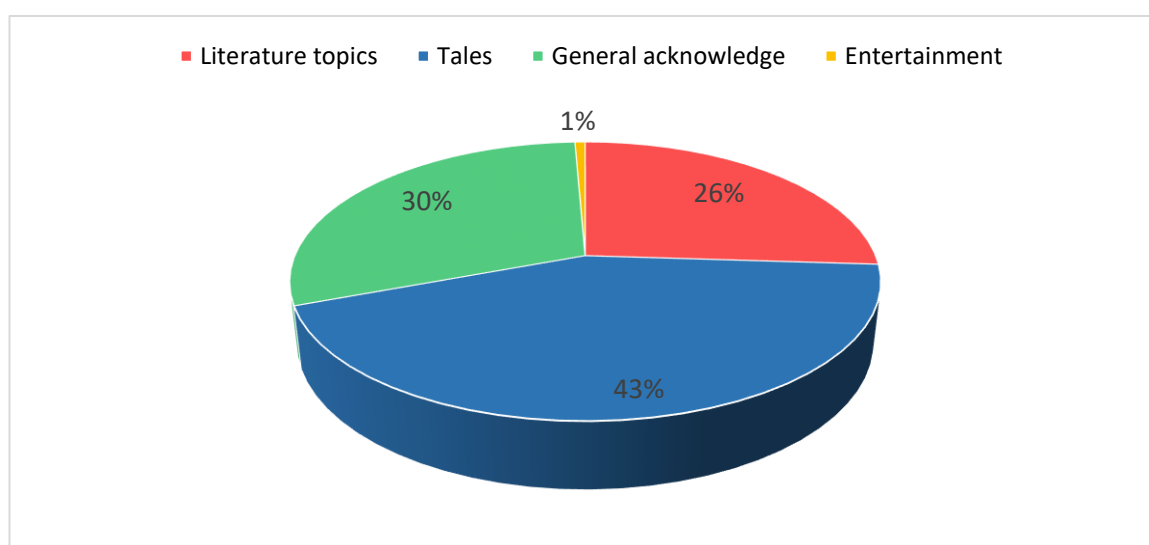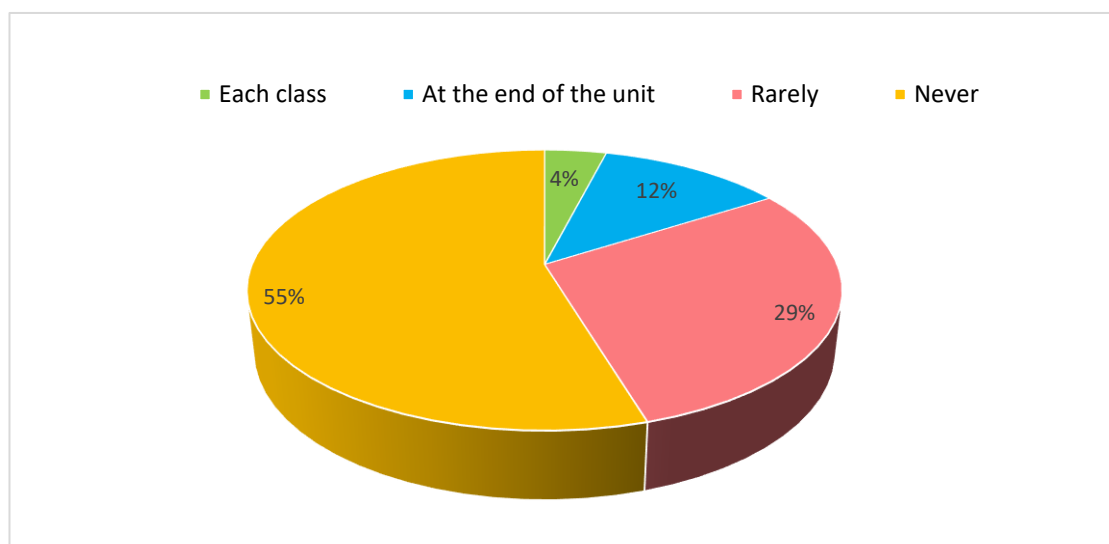**Authors**: Intriago Palacios, Katherine; Zambrano Pico, Vicente

9   DATA ANALISYS

ANALISYS OF TABLE AND FIGURE 1

1) How important do you consider extensive reading in the vocabulary acquisition of English Language during the teaching-learning process?

According to the result obtained in the survey applied to the English teachers of "Sucre" Public High School about the question 1, the 86% of the population chose the option "A LOT" for indicate that extensive Reading it is important on the vocabulary acquisition of English Language during the teaching – learning process, the 14% of them considered that it is "A LITTLE BIT", and none chose the option "NOTHING".

By using these result it is necessary to indicate that a lot of teachers think that extensive reading is really important for vocabulary acquisition of English Language during the teaching – learning the process. It is something positive because of it demonstrate that teacher knows the effect of this strategy. However, there is a short percent that needs to be trained in this topic.

One research made by Krishnan et al. (2009) demonstrated that students who practiced Extensive Reading in a class show and an increase in the vocabulary acquisition, especially at the moment to identify the meaning of the words. At the same time, It was observed that these students have a better comprehension of the words by using the context; this information reinforces the importance of Extensive Reading in the vocabulary acquisition.

ANALISYS OF TABLE AND FIGURE 2

2)   Which are the benefits of extensive Reading during the teaching-learning process?

In order to identify the benefits of extensive reading during the teaching-learning process, the survey applied to English teacher, specifically question number 2 revealed that: the 57% of them considered that **VOCABULARY ACQUISITION** is a benefit, then the 29% indicated that is **MOTIVATION**, the 14% chose **READING FOR PLEASURE** and no one chose **COMPREHENSION**.

According to this results, it can be showed that more than half of teachers know that the benefits of extensive reading are vocabulary acquisition and more than a quarter part said motivation, and only a few select reading for pleasure, however, the comprehension was omitted by all of them. It permits establish that teacher must pay attention to the comprehension part because it is and important sub-skill from reading.

The benefits of extensive Reading are numerous but in some studies have identified that the most important are: Gain in Vocabulary, Gain in reading Comprehension and Gain in writing. (Khiang, 2009). At the same time for another investigation, reading is a useful means of language teaching and the extensive reading has potential benefits : promoting learning vocabulary ; reading comprehension, reading speed, grammar competition, writing proficiency and reading motivation (Wang, 2013). The result of these studies demonstrates that the most important benefits are related to increasing vocabulary and improve comprehension.

ANALISYS OF TABLE AND FIGURE 3

3) **What kind of reading do students prefer during the extensive reading?**

Analyzing the answers from question number three about the preferences of students during extensive reading. It can be identified that the 57% of them have a preference for **LITERATURE TOPICS**; the 29% have the tendency to select **GENERAL ACKNOWLEDGE** topics , 14% of teacher believe that students prefer **TALES** and **ENTERTAINMENT** were the unique options that were not taken by the survived population.

These answers give that chance to realize that in the moment to apply for the ER program the use of the literature topics are really necessary, it is because the purpose of this programs is working with topics that call attention to students. On the contrary, the entertainment topics can be avoided according to the teacher answers.

Students have preferences for different genres of literature is a theory that has been verified by some studies, one of which was performed in 2015, Nişancı, Saadi, and Said indicate that participants prefer detective stories, biographies, stories of fear and particularly short stories. Besides they indicate that students avoid topics about animals, however, they prefer those ones which are about people.

ANALISYS OF TABLE AND FIGURE 4

4)   How often do your students practice the extensive reading?

In order to establish the frequency of extensive reading practiced in class; the English teachers of Sucre Public High School gave the following answers to the question number 4 about this topic: the 57% of population said that students practiced AT THE END OF THE UNIT, the 14% put that they did it RARELY and 29% chose the option NEVER.

This result show that the extensive reading program is not practiced in each class by any teacher, some of them practice it at the end of the unit and another one does it rarely; but there is an important percent that never uses it in class. This situation verifies the need of reinforcement the frequency of this reading process.

According to the Extensive Reading Foundation (2011), this kind of reading should be applied during free time, however, it must be adapted to the curriculum and practiced at least one hour per week and also teachers have to motivate students in order to expand this process at home for being practiced in their free time.

ANALISYS OF TABLE AND GRAPH 5

5)   What is the level of vocabulary acquisition that your students have during the extensive reading?

According to the results obtained in the fifth question about applied survey to teachers of Sucre Public High School, it was verified that 100% teachers consider that the level of vocabulary acquisition during extensive reading is MEDIUM.

After analyzing the results, it is important to indicate that extensive reading allows to learners improving vocabulary in a huge way, so it is recommendable to strength the use of extensive reading with this purpose.

The teacher realizes that student do not like read too much and so it is fundamental to start working with books with their right level according to every student level. In 2003, Coady and Huckin found that the L2 learners who practice and achieve the maximum levels in reading will acquire a large vocabulary and knowledge list through extensive reading.

ANALISYS OF TABLE AND FIGURE 6

6)   Do you consider that it is necessary to establish a methodology for increasing the vocabulary acquisition by using extensive reading?

Into the surveys applied to the teacher of Sucre Public High School. The table about question number 6 showed that the 100% of them are AGREE that is necessary to establish a methodology for increasing the vocabulary acquisition by using extensive reading.

In this question have been showed that teachers consider that establishing a methodology related to extensive reading their classes can help to the student in the moment to acquire vocabulary in an effective way.

According to the result it is necessary that teachers use a right methodology for increase vocabulary acquisition using extensive reading in English to create one enjoyable environment and can motivate to development reading skills in comprehension, acquisition, and knowledge new words and of course achieving goals into the classroom and also this is can be achieved following and applied activities that encourage students to keep reading.

SURVEYS APPLIED TO STUDENTS OF THIRD YEAR OF BACCALAUREATE IN SUCRE PUBLIC HIGH SCHOOL

ANALISYS OF TABLE AND GRAPHIC N° 7

1. How important do you consider extensive reading in the vocabulary acquisition of English Language?

According to surveys applied to students of Sucre Public High School. The first question about the importance of extensive reading showed that: 31% answered A LOT and the 67% chose LITTLE BIT and just the 2% selected NOTHING.

These results show a notable percent of students give little importance to the vocabulary acquisition through extensive reading, however, some students consider that it has a lot of importance but there is a short quantity of students who think that ER does not have.

In 2006, Pigada and Schmitt found that a number of studies have shown that learners acquire Vocabulary in a second language through reading, but only in small amounts. However, most of these studies used short texts. Extensive reading can develop language knowledge focusing first at all in vocabulary acquisition and if it is applied in a good way using the right activities, at the end of the process students may achieve their goals.

ANALISYS OF TABLE AND GRAPHIC N° 8

2. Which are the benefits that the extensive Reading have in the vocabulary acquisition have during learning process?

In order to identify which are the advantages of extensive reading have in the vocabulary acquisition have during learning process the student´s survey showed that the more advantages selected were VOCABULARY ACQUISITION with 34% for another hand the 26% COMPREHENSION, some students took the 22% READING FOR PLEASURE and the rests of the students the 18% MOTIVATION.

After to analyzing the results, it showed that the students see the more extensive reading advantage in Vocabulary acquisition that making a good reading program they are going to a learns more new words and putting in the second place the comprehension.

There are many types of research that indicate that Extensive Reading is a successful method to learn English as a second language. One of this was made by Shang, Briody, & Lin (2007) who specify that through it students can develop their interest and raise their motivation in learning English. Besides, extensive reading helps students to remember words so that it can improve their vocabulary recognition and also encourage their reading comprehension.

ANALISYS OF TABLE AND FIGURE N°9

3. What kind of reading do you prefer during the extensive reading?

In the third question about what kind of reading do you prefer during the extensive reading made it the 41% prefer TALES others the 32% GENERAL KNOWLEDGE and the 26% LITERATURE TOPICS at the end with 1% ENTERTAINMENT.

The students showed a notable preference about Tales during extensive reading and the others students choose in second place general acknowledge like a preference besides literature topics are not too much far into student´s preferences and entertainment topics are at the end of the table.

According to a study made at Malaysia University by Subbarau and Mustafa (2013) about student preferences in reading materials, the results show that learners prefer entertainment topic and they avoid academic topics, besides student, most of the time are looking for a text which is easier to comprehend. On the other hand, they used to choose fictional genre, especially ghost stories.

ANALISYS OF TABLE AND FIGURE N°10

4. How often do you practice the extensive reading?

Analyzing the answers surveys applied to students of Sucre Public High School about how often students practice extensive reading obtaining NEVER 55% in the first variable and RARELY with the 44% and also AT THE END OF THE UNIT the 12% and last percentage stay EACH CLASS the 4%.

In this questions have been showed that more than a half students do not practice extensive reading because never was 55% and they must need an ER program to encourages students, that is one of the goals of this research, others are reading rarely and a few do this at the end of the unit.

In 2015, Wilbur found that one free hour per day, trying to read at least 25 pages per day. If there's only half an hour to spend on reading, then read at least 10 pages. This may seem like a lot and, for students who are reading normal paperback books with few pictures.

ANALISYS OF TABLE AND FIGURE N°11

5.   According to you, what is your level of vocabulary acquisition during the extensive reading?

Into the survey's results applied to the students of Sucre Public High School about their level vocabulary acquisition during the extensive reading obtaining the 77% in Medium variable and others the 15% in High and the rests with 8% in Low level in vocabulary acquisition.

Analyzing these the students' percentages, have been showed that their vocabulary acquisition level is not too low in this is great, and for another hand, the most part are at the medium level, this is according to them.

In a recent study Wilbur (2015) found that it is better for a student to learn 20 new words while reading 20 pages of a fairly easy and interesting text, than it is to spend 20 minutes memorizing the same words and then struggle through a few difficult, boring paragraphs followed by grammar and translation drills.

ANALISYS OF TABLE AND FIGURE N°12

6.   Do you consider that is necessary to know some dynamics activities for increasing the vocabulary acquisition by using extensive reading?

According to surveys applied to students of Sucre Public High School about if considering that is necessary to know some dynamics activities for increasing the vocabulary acquisition by using extensive reading, the variable more chosen was DEFINITELY with 80% , followed by MAYBE with 19% and finally DEFINITELY NOT was selected by the 1%.

These results demonstrate that the students survived are interested in that teachers apply dynamics activities for increasing the vocabulary acquisition by using extensive reading, this is something positive because they show willingness for improving their language skills. But there is a short quantity of students that need to be encouraged by teachers.

According to Schmidt (n.d.) Materials selected for extensive reading must also be interesting and enjoyable. One reason is motivational; the more students are interested in and enjoy the reading they do, the less it seems like work and the more reading they are likely to do.

10 ELABORATION OF RESULTS REPORT

10.1 ACHIEVEMENT OF OBJECTIVES

Once examined and demonstrated the results of the surveys through the tables and figures with their respective frequencies and percentages, the proposed objectives have been reasoned in the following way:

GENERAL OBJECTIVE:

In regard to the general objective: **To determine the incidence of extensive reading in English in the vocabulary acquisition of the students of Third Bachelor of Sucre Public High School, during the 2016 school year.**

This objective is absolutely demonstrated in the first question of the surveys addressed to teachers and students, represented in tables and figures: **How important do you consider extensive reading in the vocabulary acquisition of English Language during the teaching- learning process?** In which 86% of teachers answered to the alternative a lot and the 67% of the students chosen the littler bit alternative.

In conclusion, this research is feasible since extensive reading in English incidences in the vocabulary acquisition of the students and the main point here is that teachers and students realize that ER is important during the teaching- learning process.

SPECIFIC OBJECTIVES # 1

In regard to the second specific objective:

To investigate the benefits provided by extensive reading in the teaching and learning process of English.

This first specific objective is totally demonstrated in the second and the fifth question of the surveys addressed to teachers and students, which are represented in tables and figures. The second question was: **Which are the benefits that the extensive Reading has during teaching-learning process?**, the students' results demonstrated that the major benefit of extensive reading was vocabulary acquisition with 34%, followed by comprehension with 26% and reading for pleasure with a 22%, on the other hand the teachers' answers demonstrated that 57% of them considers vocabulary acquisition as a benefit, followed by motivation with 29% and reading for pleasure with 14%.

The fifth question: **What is your level of vocabulary acquisition during the extensive reading?** The 100 % of teacher chose the option medium and the 77% of students chose the same option. It can be deduced that vocabulary acquisition through ER is medium.

These results coincide with the opinion of Anderson (2013) who indicates that ER has multiple benefits between them the most important are: improve comprehension, develop the love of reading and build vocabulary. Therefore, this research is feasible since, the benefits of extensive reading have been identified.

SPECIFIC OBJECTIVES # 2

In regard to the second specific objective:

To identify the preferences of students regarding reading material in the English language during the development of extensive reading.

This objective is corroborated with the third and fourth question of the surveys addressed to teachers and students, which are represented in tables and figures: **What kind of reading do students prefer during the extensive reading?** In which, the responses show that according to the teacher the material preferred by students are literature topics with 57% and generally acknowledge with 29%, however the responses of students are opposed to teachers, for them the material to be used for extensive reading are those associated with stories (41%), generally acknowledge topics (32%) and literature topics (26%) .

In the fourth question: **How often do you practice the extensive reading?** The 55% of students indicate that they never practice extensive reading, but a 29% selected rarely; on the other hand, teachers indicated that it is practice at the end of the unit (57%).

According to this results, it is necessary that teacher recognizes the preferences of students in order to get a successful reading program, this theory has basis on a research work develop by Rodrigo et al. (2007) who indicate that interest of learners for reading increase when materials are interesting, the important in this program that they feel comfortable with material chosen, in some they can decide for graded reader which allow reading according to their levels. Also, it is necessary to increase the

practice of extensive reading during English since it will develop the vocabulary skills. This present research is feasible since, the preferences of students regarding reading material in the English language during the development of extensive reading.

SPECIFIC OBJECTIVE #3:

• **To design a proposal for a solution to the problems found in the investigation**.

This objective is corroborated with the sixth question, in which the results of each alternative were the following: 100 % of teachers manifested that it is necessary to establish a methodology for increasing the vocabulary by using extensive reading and 80% students consider necessary to know some dynamics activities for increasing the vocabulary acquisition by using extensive reading.

Therefore, this research is absolutely feasible since the proposal of the solution was designed through a methodological guide to motivate students to acquire vocabulary through extensive reading.

10.2 CONCLUSIONS

During the period of execution of the investigation, applying the knowledge acquired in the process of instruction in the Languages and Linguistics Major, we have come to the following conclusions

- Extensive reading has a big incidence in the vocabulary acquisition in the students of Sucre Public high school. For this reason, the habit reading is essential in the learning of a second language.

- The ER has multiple benefits between them the most important are: improve comprehension, develop the love of reading and build vocabulary.

- Teachers consider that the level of vocabulary acquisition through extensive reading is medium according to the results. It implicates that it necessary to reinforce this kind of activity

- The frequency of extensive reading practice is little because there is not a encourage reading program that helps students to develop these skills.

- Students prefer tales as reading materials, so at the moment to choose them, it is necessary to take into account them because of the objective of this program it that learners read any resource that they prefer.

10.3 RECOMMENDATIONS

- It is important to know the incidence of extensive Reading during the vocabulary acquisition in order to reinforce the habit reading in a second language.

- It is recommended that teachers socialize with students the benefit that can be achieved if they practice the Extensive Reading in a right way.

- It is necessary that teachers apply some reading techniques in order to increase the level of vocabulary acquisition in English and made this process more effective.

- It is recommended to increase the extensive reading practice in the classroom, through a program that motivates them to keep focus on the class activity.

- The book's preferences must be related to the student because they have to enjoy the reading time, it achieves results more effective but always following teacher's drills.

- The methodological guide as a proposal should be used by students to intensify the vocabulary acquisition of English language and produce a culture of readers in the Sucre Public High School

11. THE PROPOSAL

2016

METHODOLOGICAL GUIDE

VOCABULARY ACQUISITION TROUHG EXTENSIVE READING

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INTRODUCTION

Language learning process as a second language implicates to dominate several aspects that allow to the learners communicate without any difficulties. One of this aspect is the vocabulary knowledge, it has a great influence on the four language skill (listening, speaking, reading and writing). But it is the reading, especially the extensive, which according to several authors facilitates the acquisition of vocabulary.

The extensive reading program has been widely investigated especially in the United States and other countries around the world. In Ecuador, there have been few studies concerning to its application, which justifies the need for this research in an Ecuadorian educational institution. One of the biggest problem in the teaching process of a second language it is the difficulties that students have at the moment to increase vocabulary, it is because of schools do not have a reading program which allow them develop this skill, besides in order to improve this aspect it is necessary to apply activities which motivate this kind of strategy.

Consequently, this methodological guide was designed as part of the proposal of solution based on the results of the research "The Extensive Reading in English and its incidence in the Vocabulary Acquisition of the students of Third Baccalaureate of "Sucre" Public High School during the school term 2016.", to engage and motivate teachers to apply for an extensive reading program in order to reinforce the acquired vocabulary in English as a second language. This guide consists of activities for increasing the level of English vocabulary through reading, strategies to motivate reading in students and reading strategies for improving comprehension.

JUSTIFICATION

The extensive reading, according to Day (2004), is a program that has been carried out by great success in the world, this one consists in that the students select long texts and of general knowledge with the intention of enjoying the same ones. On the other hand, the benefits are multiple between them it manages better readers, writers, also it promotes the skills of listening and speaking, enriches vocabulary and increases the motivation to read. The importance of Extensive reading in English for the vocabulary acquisition in students radiates on the fact that students are exposed to a major quantity of reading material this situation helps to increase their vocabulary.
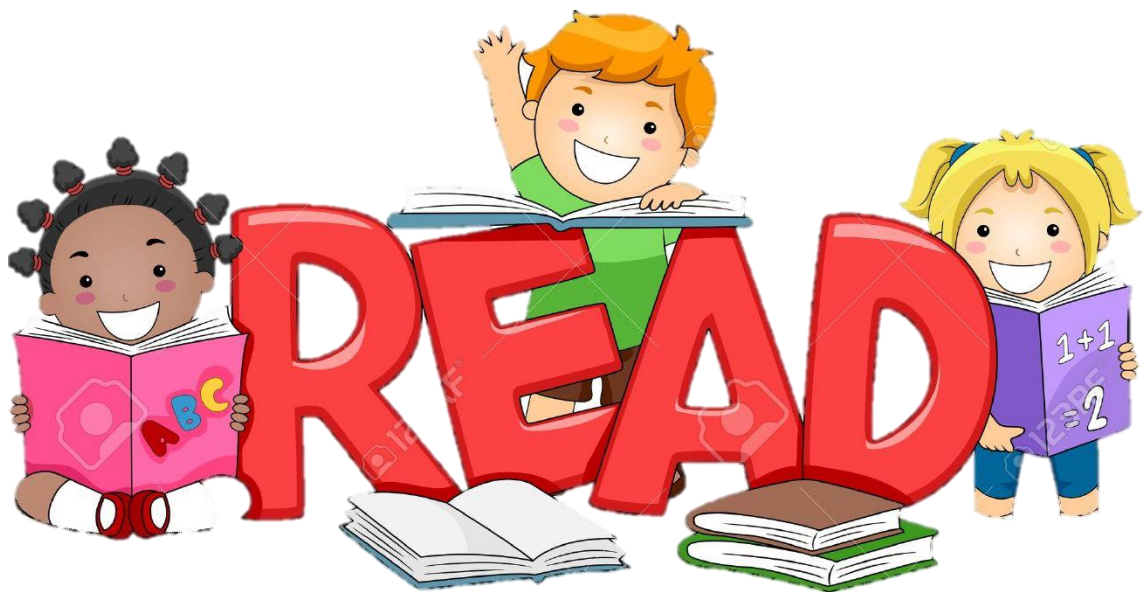
OBJECTIVE OF THE PROPOSAL

To improve vocabulary acquisition through the implementation of a methodological guide of extensive reading activities in students of "Sucre" Public High School.

BACKGROUND

The lack of reading and vocabulary acquisition is one of the most common difficulties that appears in the teaching - learning the process of the second language. Because of this situation, every day around the world students have problems to execute basic tasks: from understanding instructions for running activities in classes to perform autonomous tasks done at home.

If the reading is practiced in English is better to improve your English level and there are different books for different student's English levels that students can apply for communicating for placer and more also this material in most cases is not in the interest of the student, which in effect produces a complete lack of reading interest. All of these affect the purpose of government which is to guarantee that students who are part of the Ecuadorian education system achieve a B1 level in proficiency of English language

Manabí is not an exception, in Sucre Public High School, there is not an extensive Reading program focused on reinforcing the vocabulary acquisition of English as a second language.

This guide is based on Reading skill and develop three Reading components and these are; motivation, vocabulary, and comprehension and all that teachers and students must be developed in a good way following steps through; methods, activities, examples, games and more that always find a good learning and teaching process.

This guide gives a good chance to help teachers and students in the moment that they will be working with extensive reading program into the classroom

FOUNDATION

It is necessary to recognize that the term "extensive reading" was first used by one of the pioneers of teaching foreign languages. Harold Palmer who used the term to describe the rapid reading; it means the fact agile and read books without interruption. Later, in the 90s, Richards and Platt described the purposes of implementing a program of extensive reading in the foreign language teaching program comprising developing good reading habits, the construction of knowledge about vocabulary and structures, and motivation taste for reading (Suescún, 2015).

So extensive reading not only aims to help create better attitudes about the habit itself but to strengthen linguistic processes of our students.

But it was only until the late 90s when he began to discuss how to implement these programs, particularly with contributions from Richard Julian Day and Bamford.

EXTENSIVE READING COMPONENTS
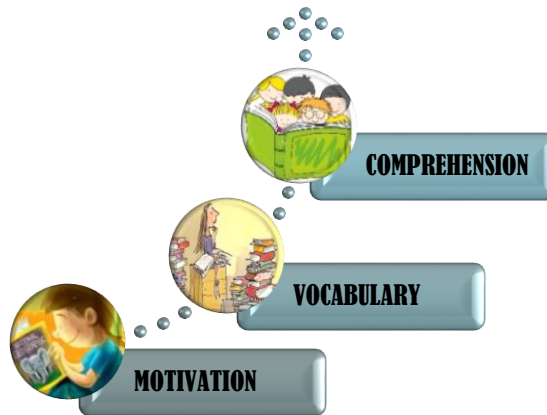
MOTIVATION

Research confirms that motivation is a key factor in successful reading and that it is linked to four important elements in a child's life: access to books, choice of books, familiarity with words, books, and reading, and exposure to others who exhibit a love of reading. When children are motivated, they will read frequently, which in turn helps them become skillful readers. (Learning Press, Inc., n.d.) .

COMPREHENSION

It is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.(K12 Reader Reading Instruction Resources, n.d.)

VOCABULARY

Vocabulary plays an important part in learning to read, as well as in understanding what is read. As students learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. For ELLs, vocabulary development is especially important as students' develop academic language (Robertson, 2015).

IDEAS FOR MOTIVATING STUDENTS
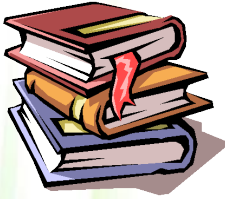
READING TIME
Establish a time for independent reading and be a role model for students by sharing your enthusiasm for reading. Share with pupils which reading material they enjoy

FILMS AND TV
Provide opportunities for students to explore reading material related to appropriate films/TV programmes

SHARING
After independent reading sessions, allow time for students to share what they have just read with partner/group/class

CLASS-CREATED BOOKS
Make a class book with sections dedicated to favorite jokes, riddles or songs, etc. If your school has been involved in the "Write a Book" competition, display books from the competition .

READING TIMELINE
Get students to produce a timeline of their lives naming their favourite texts at different stages throughout their years.

READ WITH A FRIEND
Have multiple copies of a text available so friends can read it simultaneously and discuss.

THIS IS YOUR LIFE
Student groups who have read the same text can create a 'This Is Your Life' programme based on a central character. Introduced guests can be other characters from text

PUBLICITY CAMPAIGN
Have students create a publicity campaign for a text /author, using posters, written advertisements etc.

WHERE IN THE WORLD
Give each student a copy of a world map. Every time they read a text that relates to a country in some way, have students color in the country. Provide incentives for reaching specified goals, e.g. a reward for every five countries coloured, etc

COMPREHENSION ACTIVITIES:

DETERMINING IMPORTANCE
Prioritizing most important information from phrase, sentence, paragraph, chapter or whole text

SELF-QUESTIONING
Providing a framework for active learning as students engage with the text to find answers

COMPARING
Thinking more specifically about connections they are making, e.g. How is this different to….?

SYNTHESISING
Piecing information together as students read a text, to keep track of what is happening

PREDICTING
Helps activate prior knowledge
Based on clues in text (pictures, subtitles, etc.)

CONNECTING
Connecting prior knowledge to new information

INFERRING
Taking information from a text and creating their own interpretations beyond the literal level.
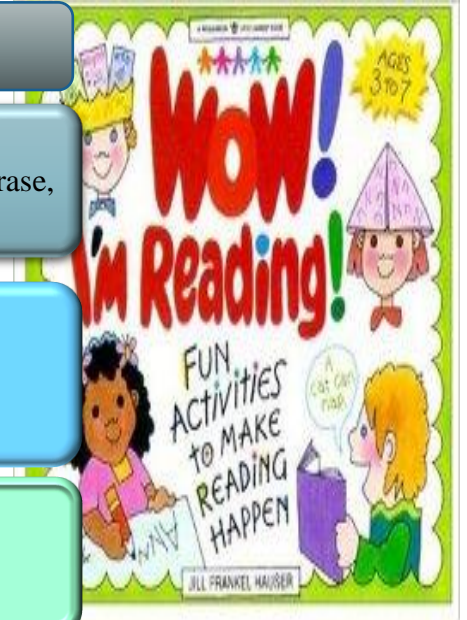
CREATING IMAGES
Creating sensory images to assist with overall comprehension of a text

SKIMMING
Glancing quickly through material to gain an overall view of text

SCANNING
Glancing through a text to locate specific details, e.g. names, dates etc.

ACTIVITIES FOR
DEVELOPING VOCABULARY

WORD WALL

- It is an interactive and unique tool for vocabulary instruction. The wall organizes and displays advanced vocabulary to access for reading and writing purposes. New vocabulary words are recorded on the wall matched with synonyms, icons, or definitions to maintain meaning.

  Can be used to display high frequency words, word families, names and other vocabulary
- https://www.nancyfetzer.com/vocab-details.html

WORD TAXONOMY
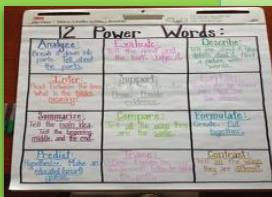
- A system for naming and organizing things, especially plants and animals, into groups that share similar qualities

  This is a list of words arranged in alphabetical order pertaining to a particular topic or subject area.
- http://www.lessoncorner.com/puzzles/wordsearch/24176

MULTIPLE MEANINGS

To draw learner's attention to the multiple meaning of words

- Multiple meaning words worksheets introduce students to homonyms. Many words in English, such as bank and plane, have different meanings, and understanding those meanings is an important reading and writing skill. I
- https://freelanguagestuff.com/multiple-meaning-words/

COMPOUND WORDS

- A compound word is made up of two words that come together to make one new word. Compound words are used to simplify, shorten and clarify writing. They offer a more precise option for writers to shorten sentences and words. Compound words are an important part of the English language because they provide a more sophisticated option for writers to express themselves.
- https://www.superteacherworksheets.com/compound.html

USEFUL READING PAGES

The following pages contain a large amount of articles about different topics. They give the opportunity to teachers and students to choose those one according their preferences:

http://spotlightenglish.com/listen
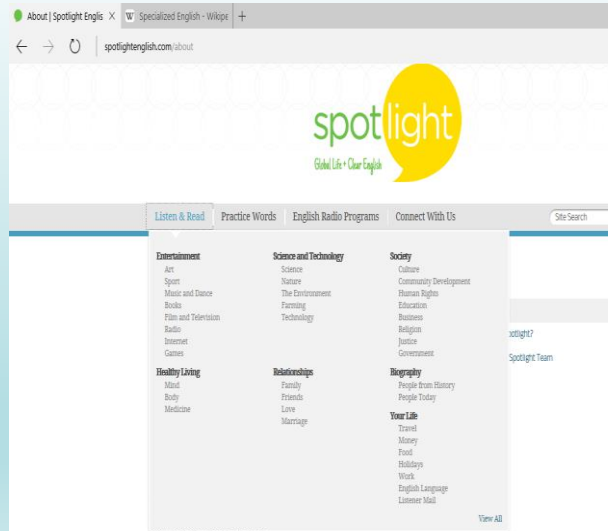
WHAT IS SPOTLIGHT?

Spotlight is a group of Christian broadcasters. Spotlight makes English programs to serve people learning English everywhere in the world. Our programs serve learners in two ways.

- They help people develop their English.
- They talk about subjects that can improve the lives of listeners and their communities.

Spotlight is part of a not-for-profit organization. They receive support from individuals who want to help English learners

Link: http://www.lemauff.fr/short_stories/

SHORT STORIES & FAIRY TALES

This website provides a lot of reading materials related stories. These have different extensions (short and long), also it has audio material that improves the pronunciation of words

ENGLISH E-BOOKS

This site has been created to help people learn English language. Adapted books – one of the best and interesting way to increase your vocabulary. Here learners find English ebooks of different levels in epub, mobi, fb2, rtf and txt formats

http://english-e-books.net/
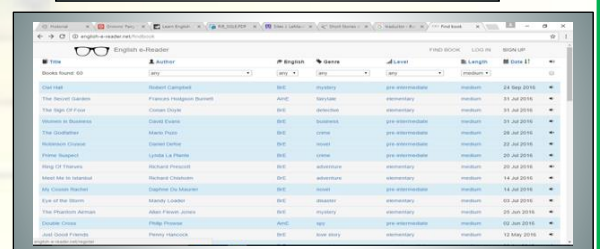
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(Rev. ed.). New York, United States: Cambridge Press University.

http://www.education.com/activity/building-vocabulary/

http://www.colorincolorado.org/article/vocabulary-development

http://spotlightenglish.com/listen

11. BUDGET

The expenses have been calculated for the execution and completion of the project are as follows:

Table 13 *Research paper budget*

AMOUNT	DESCRIPTION	UNIT PRICE	TOTAL VALUE
100 hours	Use of internet	$ 0,60	$ 60,00
5 texts	Book Rental	$ 1,00	$ 5,00
60 sheets of paper	Printing color	$ 0,25	$ 15,00
200 sheets of paper	Printing White and Black	$ 0,05	$ 10,00
100 sheets of paper	Copies	$ 0,03	$ 3,00
5 CDs	CD recording	$ 1,50	$ 15,00
1	Research paper binding	$ 20,00	$ 20,00
	Transport		$ 60,00
3	Manuals	$ 20,00	$ 60,00
10	Folders	$ 0,50	$ 5,00
2	Plagiarism control of the research paper	$ 10,00	$ 20,00
		TOTAL	**$ 273,00**

Note: prepared by the author

12. CHRONOGRAM 2016

Table 14 *Activities Schedule and Budget*

ACTIVITIES	MAY 1	2	3	4	JUNE 1	2	3	4	JULY 1	2	3	4	AUGUST 1	2	3	4	SEPTEMBER 1	2	3	4	OCTOBER 1	2	3	4	NOVEMBER 1	2	3	4	HUMANS	MATERIALS	COSTS
Topic selection and elaboration of the project	■	■	■																										Research paper authors	Use of internet, printing white/ black and copies	$ 26.50
Review and approval of the project					■	■	■	■	■	■																			Research paper authors and authorities	Transport and folders	$ 12.50
Selection of bibliographical sources and development of the theoretical framework					■	■	■	■	■	■																			Research paper authors	Use of internet	$ 20.00
Implementation of the survey and interview and preparation of statistical tables with their analysis											■	■	■	■	■	■													Research paper authors, students and English teacher of SucrePublic High School	Copies, transport and printing white/ black and color	$ 31.50
Preparation of the proposal																	■	■	■										Research paper authors	Use of internet	$ 20.00
Review and correction of the research paper																					■	■	■						Research paper authors, advisor and reviser	Transport, folders and plagiarism control	$ 32.50
Approval and presentation																									■	■	■	■	Research paper authors, advisor and reviser	Research paper binding, CD recording and manuals	$ 95.00
TOTAL																															**$ 238.00**

INTRIAGO PALACIOS KATHERINE ELIZABETH   ZAMBRANO PICO VICENTE RAFAEL

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14. ANNEXES

14.1 CERTIFICATE OF THE INSTITUTION WHERE THE RESEARCH WAS PERFORMED:

UNIDAD EDUCATIVA FISCAL SUCRE
SUCRE-24 DE MAYO-MANABI
CODIGO AMIE: 13H03685

Oficio No.040-UEF-S-JVSP

Sucre, 9 de marzo 2016

Señores
Katherine Elizabeth Intriago Palacios
Vicente Rafael Zambrano Pico
ESTUDIANTES DE LA UNIVERSIDAD TECNICA DE MANABI
Portoviejo,

De mi consideración:

Este Rectorado autoriza a ustedes para que realicen su trabajo denominado: "LA LECTURA EXTENSIVA EN INGLES Y SU INCIDENCIA EN LA ADQUISICION DE VOCABULARIO EN LOS Y LAS ESTUDIANTES DEL TERCERO DE BACHILLERATO DE LA UNIDAD EDUCATIVA FISCAL SUCRE DEL CANTON 24 DE MAYO, DURANTE EL AÑO 2016".

Atentamente,

Lic. Jéssica Verónica Soledispa Pazmiño, Mg.Ge.
Rectora
JVSP/zrl

14.2 SURVEYS

UNIVERSIDAD TÉCNICA DE MANABÍ
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE IDIOMAS Y LINGÜÍSTICA

ENCUESTA DIRIGIDA A DOCENTES.

La presente encuesta tiene como objetivo determinar la incidencia de la lectura extensiva en la adquisición de vocabulario de los estudiantes de Bachillerato de la Unidad Educativa Fiscal Sucre del cantón 24 de Mayo y persigue fines estrictamente investigativos. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo.

1. ¿ Cuál es su criterio sobre la lectura extensiva en la adquisición de vocabulario durante el proceso enseñanza aprendizaje del idioma inglés?
   a) Mucho ( )
   b) Poco ( )
   c) Nada ( )

2. ¿Cuáles son las ventajas de la lectura extensiva en la adquisición de vocabulario durante el proceso enseñanza aprendizaje?
   a) Leer por placer ( )
   b) Motivación intrínseca ( )
   c) Adquisición de vocabulario ( )
   d) Comprensión ( )
   e) Otras (especifique) _____

3. ¿Qué tipo de lectura prefieren los estudiantes durante el proceso académico?
   a) Literatura ( )4
   b) Cuentos ( )1
   c) Cultura general ( )2
   d) Entretenimiento ( )
   e) Otras (especifique) _____

4. ¿Con qué frecuencia los estudiantes realizan lectura extensiva?
   a) Cada clase ( )1
   b) Al final de cada unidad ( ) 6
   c) Nunca ( )
   d) Otra ( ) especifique _____

5. ¿Cuál cree que el nivel de adquisición de vocabulario de sus alumnos durante la lectura extensiva?
   a) Alto ( )
   b) Medio ( ) 7
   c) Bajo ( )

6. ¿Considera necesario establecer una metodología que permite aumentar la adquisición de vocabulario durante la lectura extensiva?
   a) Muy necesario ( )
   b) Poco necesario ( ) 7
   c) innecesario ( )

Muchas gracias

UNIVERSIDAD TÉCNICA DE MANABÍ
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE IDIOMAS Y LINGÜÍSTICA

Resultados ENCUESTA DIRIGIDA A ESTUDIANTES.

La presente encuesta tiene como objetivo determinar la incidencia de la lectura extensiva en la adquisición de vocabulario de los estudiantes de Bachillerato de la Unidad Educativa Fiscal Sucre del cantón 24 de Mayo y persigue fines estrictamente investigativos. Por favor, sírvase contestar de la manera más honesta y veraz. d

1. ¿ Cuál es su criterio sobre la lectura por placer en la adquisición de vocabulario durante el proceso aprendizaje del idioma inglés?
   a) Mucho ( )
   b) Poco ( )
   c) Nada ( )

2. ¿Cuáles son las ventajas de la lectura extensiva o voluntaria en la adquisición de vocabulario durante el proceso aprendizaje?
   a) Leer por placer ( )
   b) Motivación intrínseca ( )
   c) Adquisición de vocabulario ( )
   d) Comprensión ( )
   e) Otras (especifique) _____

3. ¿Qué tipo de lectura prefiere usted durante el proceso académico?
   a) Literatura ( )
   b) Cuentos ( )
   c) Cultura general ( )
   d) Entretenimiento ( )
   e) Otras (especifique) _____

4. ¿Con qué frecuencia usted realiza lectura extensiva?
   a) Cada clase ( )
   b) Al final de cada unidad ( )
   c) Nunca ( )
   d) Otra ( ) especifique _____

5. ¿Cuál cree que es su nivel de adquisición de vocabulario durante la lectura extensiva?
   a) Alto ( )
   b) Medio ( )
   c) Bajo ( )

6. ¿Le gustaría conocer actividades dinámicas para aumentar la adquisición de vocabulario a partir de la lectura extensiva?
   a) Muy necesario ( )
   b) Poco necesario ( )
   c) innecesario ( )

Muchas gracias

Annex 1: *Giving instructions about the surveys*

Annex 2 : *Students completing the surveys*

Annex 3: *English teachers completing the surveys*