

MASTERS DEGREE OFFICE

Topic:

**EXTENSIVE READING FOR THE DEVELOPMENT OF INCIDENTAL
VOCABULARY**

**Research Project prior to obtaining the title of Master's in Pedagogy of
English as a Foreign Language**

Line of research:

INNOVATE PEDAGOGIES, TEACHING METHODS

Author:

Lcda. Valeria Cristina Mayorga Villacis

Director:

Lcda. Wilma Guadalupe Villacís Villacís, Mg.

Ambato – Ecuador

October 2021

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE EN AMBATO
APPROVAL SHEET

Topic:

**EXTENSIVE READING FOR THE DEVELOPMENT OF INCIDENTAL
VOCABULARY**

Line of research:

INNOVATIVE PEDAGOGIES, TEACHING METHODS

Author:

Lcda. Valeria Cristina Mayorga Villacis

María Augusta Villacrés Camino; Mg.

CALIFICADOR

f. 

Luis Antonio Paredes Rodriguez; Mg.

CALIFICADOR

f. 

Wilma Guadalupe Villacís Villacís; Mg.

CALIFICADOR

f. 

Juan Carlos Acosta Teneda; Mg.

COORDINADOR OFINICA DE POSGRADOS

f. 

Hugo Rogelio Altamirano Villaroel; Dr.

SECRETARIO GENERAL PUCESA

f. 

Ambato-Ecuador

October 2021

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY

Yo: **VALERIA CRISTINA MAYORGA VILLACIS**, con **CC. 180354692-6**, autora del trabajo de graduación intitulado: **“EXTENSIVE READING FOR THE DEVELOPMENT OF INCIDENTAL VOCABULARY.”** previa a la obtención del título profesional de **Magíster en Pedagogía del Inglés como Lengua Extranjera**, en el programa de **Posgrado de Maestría en Pedagogía en Inglés como Lengua Extranjera**.

1. Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador, de conformidad con el artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.
2. Autorizo a la Pontificia Universidad Católica del Ecuador a difundir a través del sitio web de la Biblioteca de la PUCE Ambato, el referido trabajo de graduación, respetando las políticas de propiedad intelectual de Universidad.

Ambato, October 2021



Valeria Cristina Mayorga Villacis

CC. 180354692-6

ACKNOWLEDGEMENT

To God for giving me wisdom and strength to follow my dreams and for his infinite blessings.

To “Pontificia Universidad Catolica del Ecuador Sede Ambato” for the opportunity to continue my studies and to all the professors who shared their knowledge and made this experience unique and unforgettable.

Finally, to my tutor Wilma Villacis, who has guided me with her professional experience to complete this research work.

DEDICATION

This research project is dedicated to my family. To my parents Edison and Rosita, for believing in me and supporting me during this challenge that I set out to accomplish, for always encouraging me to reach my most desired goal. To my sister Fernanda, my best friend and confidant, for her advise and unconditional company, and to my sisters at heart, Dianita and Gaby, for their loyal friendship throughout our different stages in life.

RESUMEN

El presente trabajo de investigación tiene como objetivo principal analizar los beneficios de la lectura extensiva en el desarrollo del vocabulario incidental en las clases de Inglés como lengua extranjera EFL (English as a Foreign Language). Para el desarrollo de esta investigación se propuso el uso de un enfoque de tipo mixto. Este enfoque fue elegido debido a que combina las principales ventajas de los enfoques cuantitativo y cualitativo para crear un análisis más amplio de las variables que se han presentado. Además, en esta investigación se consideró una población de 11 profesores que fueron evaluados a través de una encuesta en un formulario de Google como instrumento de evaluación. Los resultados obtenidos fueron analizados y evaluados. Los resultados analizados concluyeron que la elaboración del taller "Lectura Extensiva para el Desarrollo del Vocabulario Incidental" fue adecuado. Luego se evaluó los beneficiarios con el fin de mostrar los conocimientos adquiridos durante el taller, así como el impacto positivo obtenido a través de la presentación del mismo. Finalmente, se recomienda mejorar los materiales de lectura existentes en la institución para motivar a los docentes a aplicar la lectura extensiva en sus aulas.

Palabras claves: lectura extensiva, vocabulario incidental, idioma Inglés, taller.

ABSTRACT

This study is aimed to analyze the benefits of extensive reading in the development of incidental vocabulary in EFL (English as a Foreign Language) classes. For the development of this study, the use of a mixed-type approach was proposed. This approach was chosen due to the fact that it combines the main advantages of the quantitative and qualitative approaches in order to create a broader analysis of the variables that have been presented. Moreover, this research was conducted with the participation of a population of 11 teachers who were evaluated with a survey in Google Forms as an evaluation instrument. The obtained results were then analyzed and evaluated. The analyzed results concluded that the elaboration of the workshop “Extensive Reading for the Development of Incidental Vocabulary” was suitable. After which beneficiaries were evaluated in order to assess the knowledge acquired during the workshop, as well as if the workshop had a positive impact on the attendees. Finally, it is recommended to improve the existing reading materials available at the institution to motivate teachers to apply extensive reading in their classrooms.

Keywords: extensive reading, incidental vocabulary, English language, workshop.

INDEX

PRELIMINARIES

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
RESUMEN	vi
ABSTRACT	vii
INTRODUCTION	1
CHAPTER I: STATE OF THE ART AND PRACTICE	6
1.1 Extensive reading	6
1.2 Incidental vocabulary	17
CHAPTER II: METHODOLOGY	28
2.1 Research and Research Approach	28
2.2 Data Collection and Interpretation	31
2.3 Characterization of the Institution	37
2.4 Research proposal	39
CHAPTER III: ANALYSIS OF THE RESULTS	55
CONCLUSIONS AND RECOMMENDATIONS.....	63
Conclusions	63
Recommendations	64
Bibliography	65
ANNEXES.....	73

INTRODUCTION

In the new era of globalization, learning a new language is considered a gateway to a new world of opportunities within different countries. Among the different languages existing worldwide, English has become by excellence the language when talking about a foreign language. This language began a process of expansion worldwide a few decades ago, hand in hand with the aforementioned globalization. In this context, many people around the world have begun to depend on the language to get better job or business opportunities.

Regarding this issue, Chávez, Saltos and Saltos (2017) point out that the use of a foreign language, with greater emphasis on the use of the English language, has turned from being a privilege to being a necessity within the different productive sectors. This is due, in large part, to the global expansion that different fields such as science and business have presented. By having a global expansion, these fields have required the establishment of a universal language in which the new achievements and progress made in these fields can be communicated, being the English language the one selected for this purpose.

Within learning and teaching the English language, different types of learning methodologies are used. Each of these methodologies has advantages and disadvantages at the moment of its application. The success of the application of the different methodologies will depend exclusively on the level of motivation that the students present when learning the new language.

Several research projects have shown that one of the most efficient ways to acquire language is through "input" which refers to all the information the learner receives, which will later be transformed into "output", everything the learner will be able to produce, both written and oral. Understanding how humans process language is one of the most frequently asked questions for linguists and educators. One of the first things to point out is the difference between learning and acquisition. Learning is a conscious process that takes place with formal instruction, but acquisition is unconscious and can take place outside the

classroom through conversations, listening to movies or music, and, most importantly, through reading.

For that reason, Krashen (2013) mentions five theories that explain how the process of language acquisition can occur in a human being. One of the theories he explains is the comprehensible theory, which mentions that language acquisition occurs through "input." With this in mind, many preconceived ideas that: the more one speaks the better, have therefore been discarded. According to Krashen, in 2013 language production is the result of acquisition and not the cause of acquisition; to apply theories of language acquisition, Krashen (2013) refers to two types of reading: self-selected and recreational reading, both of which involve a key element: the learner's natural and voluntary interest.

However, students have shown a lack of interest regarding reading, so they have not developed incidental vocabulary. Incidental vocabulary is the lexicon acquired through reading, which will be developed with the application of extensive reading. Many students have difficulty grasping texts and finding useful vocabulary. In addition, Los Andes CTT students have considerable reliance on dictionaries and translators, which does not improve incidental vocabulary. In addition, there is a lack of awareness of the benefits that arise from the application of extensive reading, as well as guidelines for doing so in an EFL classroom.

In a macro research context, extensive reading as such has had an important development and application within English language teaching processes. It is possible to mention different investigations that validate the application of this method; however, this methodology is still not very representative in the educational aspects in the region. As an example, we can mention the work done by Nieves and Mayora (2012), which analyzes the reality of extensive reading in English language teaching in Venezuela.

The research work mentions that extensive reading has been studied over the years, achieving successful results in different aspects; however, and despite the fact that there are different studies that support the application of this methodology within traditional teaching processes, the extensive reading methodology has not been applied in many countries of the region. Among the main factors that influence the non-application of this methodology, there is the

lack of information regarding the method, as well as different points of view from one teacher to another.

The authors mentioned that the lack of knowledge and the lack of familiarity that teachers have with the method mean that it is not valued for application in the classroom. The researchers conclude their study by mentioning that a world with a wide level of globalization requires professionals which are capable of facing any type of problem, which makes it necessary to apply and search for new methodologies that allow improving the quality of teaching in educational centers.

In the Ecuadorian context, The English Proficiency Index (EPI) developed by EF in 2020, mention that the level of English in the country is very low, compared to other countries in the region. Some indicators show that this is due to the lack of interest in learning the language on the part of the students and to the scarce teacher training to improve methodologies that stimulate the development of communicative skills.

Within this context, Tibanlombo (2017) mentions that in Ecuador, until 2015, an adequate English curriculum model for basic education students was had not been implemented, which causes the potential of learning a new language at an early age to be wasted. This situation has motivated control agencies to seek a change in the educational processes in order to improve the strategies and methodologies used.

Analyzing the context of the province, in Tungurahua, the different universities and training centers make different methodologies that focus on teaching and developing vocabulary readily available; however, these methodologies do not contemplate the use of extensive reading. That is to say, language education centers at the local level do not apply the extensive reading methodology within their progress of incidental vocabulary acquisition, a situation that is reflected during the beginning of the language learning process.

In this sense, the present research work will focus on the main advantages of the use of extensive reading within the processes of incidental vocabulary acquisition. The results obtained will be shown and socialized to both teachers and students of the CTT of the Andes in the city of Ambato.

Based on the aforementioned ideas, the following question is posed in this research: How does the use of extensive reading influence students' incidental vocabulary? The idea to be defended in this research work is: Extensive reading develops incidental vocabulary in students.

The general objective of the present research paper is as follows:

To analyze the benefits of extensive reading in the development of incidental vocabulary in EFL (English as a Foreign Language) classes.

On the other hand, the specific objectives of the research work are the following:

- To support the theoretical basis of extensive reading and its influence on vocabulary development.
- To identify appropriate guidelines for the application of Extensive Reading in the classroom.
- To evaluate the relevance of a workshop through a research instrument.
- To present a workshop to the EFL (English as a Foreign Language) community about the benefits of Extensive Reading in vocabulary development.

The methodology for conducting this research consists of the analysis of theories that support the two research variables: extensive reading and incidental vocabulary. First, the theoretical information necessary to support the two research variables (extensive reading and incidental vocabulary) will be collected. A bibliographic and documentary review of previous research that is adapted to the research topic will be made.

After this, information was collected directly from the staff of the CTT of Los Andes in the city of Ambato with the purpose of knowing the main problems they present in relation to incidental vocabulary with their students and the relevance and feasibility of applying a workshop that allows the socialization of the benefits of extensive reading in the development of vocabulary. A structured survey was used to collect this data and it will be carried out in a digital form, using Google Forms.

After obtaining the results of the survey, the next step was to proceed to their respective tabulation and analysis by means of a spreadsheet, this with the purpose of knowing the problems teachers have detected in the students. Based on these results, a workshop proposal will be developed to socialize with the EFL (English as a Foreign Language) community of CTT de Los Andes, indicating the benefits that the incidental methodology has in the learning of new vocabulary, leaving the possibility open for the implementation of this methodology in the usual teaching processes. To conclude, the final research report was written, where the main findings obtained during the whole research process will be collected.

This research is justified by the fact that many people do not know the main benefits of extensive reading in the development of vocabulary in EFL learning. Many students only do normal reading, where they only review the main idea of the text, without analyzing the new vocabulary that may be presented in the text.

That being said, the main benefits of extensive reading are the comprehension and assimilation of a greater amount of vocabulary, allowing the student to enrich his or her knowledge of the English language. This makes the development of the present research work feasible. On the other hand, the use of incidental approach is not used methodologically in the EFL teaching processes in the educational system in the country, because the methodology used is that of induced learning, therefore, the student is told what to learn.

For this reason, the advantage of the incidental methodology in relation to a traditional method is the participation of the students in the learning of incidental vocabulary, which will be directly related to the level of motivation of the student. For that matter, it is necessary to analyze the factors that influence both extensive reading and incidental vocabulary learning, relating both variables with the purpose of knowing the incidence of the process in the students' vocabulary learning level.

CHAPTER I: STATE OF THE ART AND PRACTICE

1.1 Extensive reading

Definition

As mentioned by Shelly (2015), there are different approaches to extensive reading. These approaches agree that extensive reading has a large and powerful impact within the process of learning a new language. This definition has also changed over the years. Day and Bamford (2004), cited by Shelly, (2015) define extensive reading as an approach to language teaching in which learners read, easy to understand material, in another language. These authors also mention that students who employ this type of reading can choose their own reading materials according to their interests, thus allowing reading to be enjoyable for them.

Within this definition of extensive reading, in a broad reading environment, students are encouraged to be able to read in a general way and to understand the meaning of the text they are reading, also in a general way. As a complement to this, students are suggested to read in a leisurely manner, this in order for them to obtain the information they are looking for through the analysis of the text read, thus developing the habit of reading in each student (Day and Bamford, 2004, cited by Shelly, 2015).

In addition, Dao (2014) defines extensive reading as a foreign language teaching procedure in which students must read a large number of materials or long texts that allow them to have a comprehensive understanding of the information contained in the text. It also refers to the fact that students can choose their reading material according to their interests or the guidance received from teachers. They are also not obliged to perform any task after finishing reading the text and can stop reading if there is no longer the initial interest in the chosen reading.

This type of reading can be used in any EFL class regardless of the content of the reading, the age of the students, or the level of language learning for each student. The main condition presented to apply this methodology is that students have a basic knowledge of the target language of the reading (Shelly, 2015).

Characteristics of extensive reading

In order to have a better understanding of the extensive reading approach, it is first necessary to know the main characteristics of extensive reading. In this regard, Alsaif (2019) mentions that extensive reading is an approach where students read a large number of books and other reading materials that are adapted to their current language level. In this approach, students are allowed to choose the material to read based on their reading interests, being able to read it at their own pace and speed (Alsaif & Masrai, 2019).

This type of methodology allows the student to have a better approach that provides greater flexibility when reading a book, which will adapt to the different needs and interests of the students, allowing them to develop their EFL proficiency at each student's own pace. This methodology, in addition to having an impact on the development of students' reading skills, also helps students develop a taste for reading in foreign languages. In this regard, Day and Bamford (2002, cited by Shelly, 2015) mention ten basic principles of extensive reading that enable the effectiveness of extensive reading. These basic principles are as follows:

Read materials commensurate with the learner's knowledge.

The materials used for reading must necessarily be within the language level that the student has. This material should contain little or no unfamiliar material in terms of vocabulary and grammar. In addition, this method will differ from other existing language teaching approaches. In this sense, Day and Bamford (2004) point out that extensive reading will only be possible if the texts used by the learner are related to his or her reading level of another language. These materials should also contain no more than one unknown vocabulary item per page for novice learners and no more than four to five items for intermediate learners.

On the other hand, reading easy materials allows the development of the affective dimension of the student, therefore motivating the development of reading habits in another language. Students realize that they are fully capable of reading texts

in another language and begin to read more material. This enables students to become proficient readers in another language (Alsaif & Masrai, 2019).

There should be a wide variety of reading materials with a wide range of subject matters

Having a variety of materials allows students to find the material they want to read. Different topics and types of reading encourage the development of a flexible approach to reading, an approach that allows and facilitates students to read in different ways (speed reading, comprehensive reading, etc.) and for different reasons (information seeking, entertainment, etc.). The success of extensive reading depends, to a large extent, on the interest in reading that the teacher can generate in students. To meet this objective, the text made available must be varied (Shelly, 2015).

Complementing the previous idea, there must necessarily be a variety of materials available in the library of the educational institution, this in order for students to have a wide range of reading options. These materials should include books, magazines, newspapers, comics, etc. It is also suggested that a field research be conducted with the main objective of knowing the tastes of the students, in order to implement reading material according to the topics preferred by the students.

Students choose what they want to read

At this point, student self-selection of reading material is the fundamental key to the proper functioning of the extensive reading methodology. Self-selection of material allows students to play a very different role than in a traditional classroom, where reading materials are chosen by teachers according to the methodology selected for the class. In this context, students prefer the extensive reading method because they find it more interesting than traditional methods (Al-Homoud & Schmitt, 2009).

Students read to the best of their ability.

The benefit of extensive reading in language learning comes from the amount of reading, the more one reads, the greater the benefits. The most significant element in learning to read is the amount of time spent reading, although in some

cases students do not have the opportunity to read as much as they can. For that reason, it is recommended to read one book per week so that the effects of reading can become present, and a reading habit can be established in students. This is considered a realistic and achievable goal for all EFL learners regardless of their proficiency level (Al-Homoud & Schmitt, 2009).

The purpose of reading is usually related to pleasure, information, and comprehension.

In an extensive reading approach, students are encouraged to read for the same purpose as the general population of native language readers. In this approach, the learner reads for his or her own reasons, from entertainment to gathering specific information. Also, reading comprehension does not need to be perfect for the use of this approach, requiring only sufficient and necessary comprehension to achieve the learner's own stated goal (Al-Homoud & Schmitt, 2009).

With this in mind, Shelly (2015) mentions that the main goal of a learner within extensive reading is to have sufficient comprehension to be able to fulfill the reading purpose set before reading, such as gathering information, enjoying a book, and so on. This is a distinguishing factor between extensive reading and traditional reading.

Reading is its own reward.

As explained in the previous point, extensive reading does not require perfect reading comprehension; on the contrary, the main objective of the student within this methodology is to experience a reading where he/she is not required to demonstrate the level of comprehension he/she has through comprehension questions. In this sense, the teacher should implement activities that encourage this type of reading, mainly for these reasons:

- Help students understand what they have just read.
- Maintain the information of what the students read.
- Review the attitudes that students show when reading.
- Relate extensive reading to other aspects of the curriculum proposed for the class.

This type of activities allows the development in a broader way, allowing to improve the reading experience for each of them (Al-Homoud & Schmitt, 2009).

Reading speed is faster than in traditional reading.

In this methodology, students read material that is easy for them to understand. As a result of this reading, students can read faster. As time goes by, students improve their reading skills, becoming fluent readers, because they have developed their word-by-word decoding ability. In this sense, Hitosugi and Day (2004) suggest that students should not use dictionaries or any other source of vocabulary information when reading because their use interrupts the reading process, preventing it from being fluent.

Since extensive reading discourages students from using dictionaries when unfamiliar words are encountered, it gives students the opportunity to practice strategies such as guessing or ignoring unfamiliar words or paragraphs, thus aiding comprehension of the text read. This also makes students feel comfortable when practicing reading (Al-Homoud & Schmitt, 2009).

The reading process is individual and silent.

In this perspective, reading individually and silently allows extensive reading to be different from traditional reading. With that in mind, (Shelly, 2015) mentions that the individual and silent reading process allows students to discover the existing interaction between reading and themselves. This type of reading allows students to read according to their own pace and speed, being able to read anywhere and whenever the student considers it pertinent.

Teachers must orient and guide students during the reading process.

The application of traditional reading methods has made students unaccustomed to having to read without any guidance from a teacher or any other authority. For this reason, students must be oriented to the idea that they can read on their own, without any guidance. For such a reason, the presence of a teacher at the beginning of the extensive reading process is necessary (Shelly, 2015).

Therefore, students need to be carefully trained about extensive reading and all the benefits it brings to students. Teachers can explain to students that extensive

reading not only seeks to improve reading skills, but is also concerned with improving all skills concerning the foreign language. It is explained to the students that they have the freedom to choose the topic they want to read, mentioning that this is a fundamental part for the method to be 100% fulfilled (Al-Homoud and Schmitt, 2009).

The teacher becomes a reader's role model.

Teachers are always going to be a role model for their students regardless of the subject taught. In this regard, teachers must realize and take full advantage of this situation. Students do not learn only from what they can read or hear from their teachers, but they also learn from the attitudes of their teachers. In summary, the teachers of extensive reading who will do a more effective job are those who apply this methodology in their daily reading processes, showing students an example to follow, thus motivating them to apply the reading methodology (Al-Homoud and Schmitt, 2009).

If teachers read the same materials their students read and discuss them with the class, students will be more and better motivated to do their reading, thus making the teacher a role model for the students to follow. The teacher will also be able to recommend reading materials to the students, forming a kind of informal reading community that will allow them to experience, together, the extensive reading process and all that it entails.

All the points described above allow to deduce that extensive reading can be used as an effective approach, encouraging students to learn the target language of reading (Shelly, 2015).

The Role of Extensive Reading in Language Learning

As mentioned by Bell (1998), extensive reading methodology has the following roles within the EFL learning process:

- It can provide comprehensible reading
- It improves the learner's overall language proficiency
- Increases learners' exposure to the foreign language
- Increases learners' level of vocabulary knowledge
- Improves EFL writing
- Helps students' motivation towards reading, enabling the formation and development of a reading habit.
- Helps consolidate previously learned language
- Helps build students' confidence
- Encourages exploitation of textual redundancy
- Facilitates the development of reading prediction skills (Bell, 1998).

Benefits of Extensive Reading

The benefits of the use of extensive reading in the English language teaching process can be understood, first of all, with the different definitions that have been given to this type of teaching. Some authors refer to the teaching of English as "English as a Foreign Language (EFL)", while other authors define it as "English as a Second Language (ESL)".

Although they seem to be similar terms, both present marked differences in their basic teaching methodologies. Varona (2012) mentions that in ESL, the non-native student learns English within the culture in which the language is spoken, without applying the language to his or her own culture because the culture does not provide the necessary opportunities for the student to apply his or her knowledge of the language, a situation that results in the student not being able to properly practice the skills of the language he or she has learned.

Another of the main differences between the two concepts mentioned are the teaching objectives of each methodology. In many countries, English is taught solely for educational purposes, that is, only the appropriate teaching and

learning methodologies are used so that students can pass the subject; however, this type of methodology is not concerned with the fact that the student has the need to use the language learned as a means of communication in his or her own context and culture. This situation is due to the fact that, on many occasions, English language learning is mainly focused on the use of books and cultural issues specific to the language, which employ the use of translation tools.

Furthermore, Varona (2012) mentions that the context of English as a foreign language is clearly a major challenge for students and teachers. Consequently, English as foreign language contexts have unique characteristics compared to English as second language.

Within the aforementioned challenges, reading will play an important role in the development of the processes and activities inherent to the language to be taught. Thus, second language reading teachers face many challenges in the classroom, since teaching L2 reading processes is not simply a matter of assigning reading activities and having students answer them in their textbooks. Another challenge that can be mentioned with respect to reading is the support students need in finding texts that are useful to them in their learning.

There is a suggestion that EFL teachers should motivate students to develop their vocabulary skills, improve their reading comprehension and reading speed, their use of reading strategies, and finally, be able to assess their learning. These suggestions are part of the challenges that teachers must foster in the EFL classroom. This is where the use of extensive reading becomes necessary within the learning contexts presented for EFL (Dao, 2014).

Extensive reading materials

When talking about the materials that should be used within the extensive reading methodology, different aspects should be taken into account. First, according to Bamford and Day (2004), the reading materials considered should contain vocabulary and grammar corresponding to the linguistic competence of the students. That is, the materials to be used for teaching and acquiring vocabulary through this methodology should be at the students' learning level.

Within the selection of the appropriate material, the cited authors mention that there are two factors that will negatively affect the students' reading fluency:

- When students do not focus their attention on verifying word by word, it promotes comprehension of the overall meaning of the text.
- By becoming familiar with words and sentence patterns, students begin to read more accurately and quickly with practice.

Both factors lead to the development of confidence in the students because they are not concerned with the meaning of the words, but enjoy the reading they are doing.

On the other hand, the use of authentic and appropriate texts for the student's level makes it possible for them to read with authenticity and fluency. As mentioned above, reading materials should be graded according to the students' level because students will build their vocabulary little by little and will not abuse their dictionaries and practice their inference skills.

Finally, materials used for extensive reading should be engaging, brief, and varied. Material that has these characteristics will present a higher level of interest on the part of the students. When teachers choose the material to be used for language instruction, they should classify the material according to the particular preferences and tastes that a student or group of students may have. In general, the material can be classified according to its content or according to the linguistic level of each material (Varona, 2012).

If the teacher follows the above recommendations when implementing a teaching program based on extensive reading, problems and misunderstandings can be avoided in the future with the way in which the methodology should be applied correctly. The focus that extensive reading will have can be a good way to change the perspective on traditional reading, due to the great variety of elements immersed in this methodology.

Finally, it is important to mention that the motivational component must be immersed in the selection of the appropriate materials for the practice of this methodology. As mentioned in previous points, the motivational factor will greatly influence the reading processes to be followed, because if students do not find

enough motivation to read a text, they will simply leave it in the middle and pass to the background. As a result, it is necessary to know the preferences and literary tastes of each student, in order to establish a standard in the materials used to better apply the extensive reading methodology (Bell, 1998).

Extensive versus intensive reading

Both extensive reading and intensive reading are methodologies used in EFL teaching. Both methodologies are valid for this purpose; however, these present different approaches, the most marked difference being the one mentioned by the Extensive Reading Foundation (2011), highlighting that there is "learning to read" and "reading to learn".

Intensive reading refers to "reading to learn", meaning that students, when reading a text, learn something about the target language (new words, idioms, grammatical rules, etc.). This type of reading is also known as "study reading", being the traditional way of reading applied in most EFL classes worldwide. In this type of reading, didactic materials are used for short periods of time and have a large amount of content that is unfamiliar to the students. This material includes pre-reading and post-reading activities and reading comprehension questions (Extensive Reading Foundation, 2011).

In this sense, Miller (2011) mentions that intensive reading is a methodology that focuses its approach on the teacher, that is, most of the situations that happen in the classroom will be directly directed by the teacher, including the subject of the readings, when to read and the points of grammar, vocabulary, text organization or reading comprehension that are going to be analyzed in class (Miller, 2011).

On the contrary, extensive reading refers to the "learning to read" approach, based on the improvement of reading skills through the practice of reading, but in a way that is pleasant and enjoyable for the reader, thus also allowing the development of reading motivation. The main objective of this reading approach is to improve reading fluency by deepening the knowledge of specific language points familiar to students (Extensive Reading Foundation, 2011).

On this point, Tomkova (2009) mentions that this type of process allows students to process language faster and enjoy reading including the development of these

skills and reading comprehension. Extensive reading helps to increase reading fluency skills and reading confidence in students. This methodology suggests that the student should read a large amount of materials that are tailored to his or her knowledge of the language, with the main objective being a general understanding of the text he or she is reading.

Quite the opposite, intensive reading refers to "careful reading" by the student, reading smaller texts with content of greater difficulty for the student, having as main objective the total comprehension of the text to be read, obtaining the individual meaning of each word or sentence present in the text. In extensive reading, students focus mainly on the meaning of the text, leaving aside the individual meaning of the words or sentences (Tomkova, 2009).

Although both methods present accentuated differences in terms of teaching methods and types of methodology, it is important to mention that both methods have the same level of importance within the English language learning process. With regard to extensive reading, not only can it have a positive effect on the English language learners' ability, but it can also be applied to any student at any level of the language. This methodology also elicits positive feedback from students. In this regard, Muchtar (2019) mentions that students who learn to read through the extensive reading methodology develop positive attitudes, allowing them to have a higher level of motivation to read in the second language.

In other words, extensive reading, as an approach, is a methodology with a high level of compatibility with the affective, emotional, and motivational factors of the student, a situation that allows us to affirm that the success of this methodology is based to a great extent on the characteristics that give a positive impression to the students. This methodology employs different elements of fun within reading, being these elements influential within the student's psychology and the student's success.

Worldwide, there are many educational centers that are implementing educational programs that mix extensive reading with intensive reading. This is because both have unique learning characteristics, but together they greatly improve the quality of learning. According to Bamford and Day (2004) the reading methodology to be used for learning processes must contain certain

characteristics, which have already been developed in previous points. These characteristics are the basis for the design of the reading program to have a better level of success. These characteristics have emerged from several studies that point out the advantages of using these reading program.

1.2 Incidental vocabulary

Definition

Before discussing incidental vocabulary, it is necessary to address information about the general definition of vocabulary. Therefore, vocabulary is defined as one of the basic components of language, being directly related to the activities of speaking, listening, reading, and writing, which are fundamental activities in every language (Webb & Nation, 2017).

For this reason, vocabulary learning is always going to be considered as one of the most important aspects to be addressed when talking about the main activities that should be carried out in relation to learning a new language, being the main teaching objective in the first years of English as a foreign language.

In this regard, Jin (2018) mentions that there are two ways in which a learner acquires new vocabulary. The first is called deliberate or intentional learning, where the focus of teaching is solely on defining new words in the new language. The second is called incidental vocabulary learning, which is born as a by-product of language use in everyday situations, thus replacing the aforementioned approach to intentional learning.

Taking these two approaches to vocabulary learning as a reference, it can be mentioned that incidental vocabulary learning is considered an essential part of the teaching- learning process, mainly focusing on reading. Consequently, incidental vocabulary learning can be defined as acquiring new vocabulary without having the predisposition to acquire it, that is, in an incidental way (Tian & Macaro, 2012).

While several studies mention that, just after a learner acquires his or her first thousand words during the initial stages of learning a new language, the acquisition of new vocabulary occurs mainly through extensive reading, where

the learner tries to guess the meaning of the new words discovered throughout the text. In consequence, Huckin and Coady (1999) mention that a student must learn new words as a result of extensive reading, which is outside the limits of the student's educational approach.

Restrepo (2015), on the other hand, considers that incidental vocabulary learning originates from the application of other cognitive exercises that involve language comprehension, such as reading and listening comprehension. However, the learning process will be directly related to the type of cognitive process in which the students participate when acquiring new vocabulary.

Vocabulary learning

The way in which incidental vocabulary learning occurs has always been a topic of interest for different experts on this subject. For this reason, there are a great number of discussions and positions on the way in which this learning occurs in learners.

In consequence, Huckin and Coady (1999) mention in their study that extensive reading is one of the main tools that help this type of vocabulary learning, because the student, while practicing this type of reading, also focuses on finding meanings to new words that appear as he/she progresses with this activity. However, different variables will affect the success of this tool. These variables may include appropriate contextualization of the word being analyzed. At the moment of encountering a new word, the student, in many occasions, does not possess the appropriate context in which the meaning of the word is written, which produces a lack of understanding in the meaning of the word.

Also the nature of students' attention in relation to the assigned task will allow the student to lose interest in the task assigned to them. Students will not have an accurate understanding of the words they can find in the text, since the topic of the reading will not be of particular interest to them.

With this in mind, students can recognize a large percentage of words that are used in their everyday environment. Some research indicates that this value is close to 95% when a general comprehension of the text is achieved, while it is

98% when the student achieves a total comprehension of the text he/she is reading (Restrepo, 2015).

For a student to have a general comprehension of the text he/she is reading, it is necessary that he/she understands around 3000 words, which are part of his/her vocabulary base, while for the student to have a total comprehension of the text he/she is reading, it is necessary that he/she understands around 5000 words with their respective derivations.

When speaking of incidental vocabulary acquisition, five stages should be taken into consideration, covering the time that elapses between the learner's first encounter with a new word and the learner's total incorporation or assimilation of that word. In this sense, the stages are as follows.

- Stage 1: First approach or perception of the learner with the new vocabulary.
- Stage 2: Assignment of the meaning of the new vocabulary.
- Stage 3: Assimilation of the new vocabulary acquired by the student.
- Stage 4: Integration of the new vocabulary to the vocabulary already known by the learner.
- Stage 5: Active use of the new vocabulary by the learner.

These stages describe the learner's behavior in terms of learning new words for the purpose of lexical enrichment. However, it does not address the importance of incidental learning in learning acquisition. On the other hand, Vila (2018) points out that there are three main reasons to be considered of why different researchers contemplate the incidental approach as the best option in terms of vocabulary acquisition compared to the intentional approach.

The first reason is the contextualized nature of the incidental approach. Several studies mention that learners acquire a richer sense of the use and meaning of new words when the word is presented in a useful context, i.e., one that the learner can use. The second reason refers to the pedagogical efficiency of this approach, since it allows two activities to be carried out at the same time: vocabulary acquisition and reading. Finally, the third reason refers to the fact that the incidental approach focuses on the individuality of the learner, focusing

fundamentally on the fact that the learner chooses what vocabulary to learn and at what pace to learn it (Huckin & Coady, 1999).

For that matter, Hilstijn et al. (1996) mention that the study of incidental learning should be associated with several factors that can promote it. These factors are:

- Deep elaboration of word meaning during the learner's inference with the text.
- Learner's perception of the relevance of words to text comprehension.
- Student's language proficiency.
- Frequency of occurrence of unknown words in the text.
- Use of dictionaries and other material during reading.

Common Problems with Incidental Vocabulary Learning

Although incidental learning is considered a very good tool for learning new vocabulary, on many occasions students fail to incidentally acquire unfamiliar words that they encounter while continuing their reading process. In this case, there are several possible causes for this situation.

Among the main causes are the following:

- Students do not pay due attention to the new words present in the text.
- Students think they know a word and ignore it.
- Students do not properly connect the word with its meaning.
- Students make incorrect inferences based on the context of the reading rather than the context of the word.
- Students do not have a dictionary at hand.

These causes are further elaborated in the research conducted by Huckin and Coady (1999) and Hilstijn et al. (1996). Among the aspects most highlighted by the aforementioned authors are the main shortcomings and common errors that students tend to make when identifying new vocabulary in a text. In the first place, students try to guess the meaning of the word by taking as a reference the context in which the text they are reading is written. This type of inference is usually inaccurate because the context of the word is not analyzed, which means that its meaning is not analyzed in a general way, but as part of the text read.

Another problem is the misleading lexical items that may occur throughout the text, forcing the learner to guess the meaning of the word. In conjunction with this error, the time it takes the learner to guess the meaning of the word in question can be long and, consequently, slows down the reading process. Guessing the meaning of a word can be effective only when the contextual clues provided by the text are the indicated ones, where the prior knowledge acquired by the student takes a relevant role (Vila, 2018).

On the other hand, the process of guessing requires a mastery of some reading strategies in order to speed up the process. In this sense, many students do not have a firm knowledge in this type of strategies, which makes the process slow. Finally, guessing the meaning of a word does not imply that the student will acquire this word for his or her vocabulary base, which makes this strategy inadequate when analyzing a new word.

These problems, together with the small amount of vocabulary assimilated by students, led several researchers to consider incidental learning as an inefficient method. However, the work done by Schmitt (2008) proposes a reason for the low results of the method. From this point of view, the author mentions that the first studies carried out on this approach presented deficiencies at the methodological level, such as inadequate measurement instruments, inadequate control of the difficulty of the text to be read by the students, a reduced number of target words and the lack of a post-test application at the end of the data collection.

Another problem that arises when applying an incidental approach to vocabulary learning is the complexity of new words that appear during reading. Full knowledge of a word includes not only its semantic characteristics, but also its orthographic, phonological, morphological, syntactic and pragmatic characteristics.

Importance of word structure for incidental vocabulary acquisition

The first necessary step in acquiring new vocabulary is to create a link between word structure and word meaning. However, when acquiring the structure and meaning of the new word, the meaning of the word is considered to be the most

important factor, leaving the structure of the word completely aside. This leads to the presence of difficulties in students when acquiring new vocabulary (Vila, 2018).

In light of this, Zahar, Cobb and Spada (2001) mention that the structure of words, on many occasions, tends to create confusion in students. Nonetheless, it is not only the structure of the word itself that generates the aforementioned confusion in students. If the word itself has different structures and conjugations, it can generate confusion in the student, depending on the context in which the word is presented.

Another way to acquire new vocabulary is through exposure to the language, i.e., in everyday conversations. In this sense, it is important to take into consideration the way the learner learns. In his study, Bogaards (2001) mentions that knowing the different structures that a word has facilitates vocabulary learning. Therefore, the structure of the word must necessarily have a direct approach that facilitates its comprehension.

Importance of learner participation in incidental vocabulary acquisition

During the process of incidental vocabulary acquisition, learners decide whether or not to take into consideration a word unknown to them. This leads to the conclusion that factors having to do with the learner play an important role within this vocabulary acquisition methodology. Among the factors that influence the learner's decision to acquire new vocabulary are motivation, anxiety, and the learner's mastery of reading strategies. These factors are part of the student's participation in the learning process, which constitutes a "cognitive-motivational construct" that can explain and predict the success of the application of the methodology in students.

Towards this end, student motivation can be mentioned as a fundamental factor when talking about their active participation in the incidental learning process. This motivation can be divided into intrinsic motivation and extrinsic motivation. Extrinsic motivation refers to participation based on external values and demands, such as the acquisition of new words for the purpose of improving the

student's grade, while intrinsic motivation refers to participation based on the student's personal interest towards the assigned task (Zhao, Guo, & Olszewski, 2016). In light of this, both types of motivation influence the incidental learning process, but that does not result in it playing an important role when talking about this type of learning.

On the other hand, the involvement that students may have with the analyzed text will play an important role in the learning process. In this sense, when students read for other purposes, including language learning, they may be motivated to pay more attention to new words that may appear in the text and that are necessary for the comprehension of the text (Zhao, Guo, & Olszewski, 2016).

Oppositely, Hilstijn et al. (1996) defines two types of motivation: strong motivation and moderate motivation. This classification allows us to know that students who present a self-imposed need to acquire new vocabulary have strong motivation, in contrast to students who present an extrinsically imposed need, those who present moderate motivation.

Motivation can also be related to the conditions of the students' study environment. By virtue of this, three types of factors can be mentioned that have an impact on the final motivation of the student:

- Language level: In this factor, motivation refers to the learner's orientation toward the language and its context (language, speakers, and culture).
- Learner level: In this factor, motivation relates to the learner's need for achievement and self-confidence.
- Learner level: In this factor, motivation is affected by the curriculum and the educational environment.

In this regard, students may feel motivated when reading a text with unfamiliar words, but they may also feel anxious when they encounter words that may make it difficult to understand the text. In these types of situations, it is expected that the learner will develop a picture of anxiety in acquiring new vocabulary. This is mainly due to the fact that students focus with greater interest on text

comprehension than on the comprehension of new vocabulary, which implies that they almost completely ignore unfamiliar words.

In relation to the aforementioned idea, Nassaji (2003) points out that more than 75% of lexical inferences made by learners are partially or completely wrong and this inability to determine the meaning of words can create anxiety that can influence incidental vocabulary acquisition, both negatively and positively. On the other hand, anxiety created by unfamiliar words can capture learners' attention, which is defined as the first step in incidental vocabulary acquisition (Schmidt, 2008).

That is, learners in such situations are primarily concerned with understanding the meaning of the words and, consequently, giving them their full attention, which translates as the first step in incidental vocabulary acquisition, thus achieving a positive effect on the process.

When dealing with new words, learners use lexical inference strategies and contextual cues, and apply semantic, grammatical and syntactic knowledge. But usually learners' linguistic knowledge is not sufficient or contextual cues are too sparse or vague, resulting in a low rate of inference (Zahar, Cobb, & Spada, 2001).

From this perspective, different strategies that students can employ for incidental vocabulary acquisition can be enhanced. First, when students notice unknown words during the reading process selective attention tools are used. Consequently, the decision of whether it is important or not to learn the unknown word is made.

This is followed by the stage of searching for the meaning of the selected words. In this stage different strategies are used, many of them based on lexical inference, which are based on the linguistic and contextual clues that the student may find in the text while reading, as well as on other sources of knowledge previously analyzed by the students. Other strategies frequently employed are the use of dictionaries or collaborative learning among classmates (Restrepo, 2015).

After the search for meanings, the elaboration of connections between the structure of the word and its possible meanings is carried out. Cognitive and memory strategies can be used in this stage. Among the main tools that can be mentioned in this section are the following:

- Word repetition
- Creation of semantic networks
- Creation of associations with known words
- Recalling the context of the word
- Use of words in sample sentences.

While these tools are beneficial for incidental vocabulary acquisition, simply using many strategies frequently is not considered beneficial for vocabulary acquisition. Learners who have mastered the strategies effectively and skillfully are thought to be those who are actively and creatively engaged in the process, which can be beneficial for vocabulary acquisition. This is particularly important as strategy use is context-specific, meaning that learners must know how to adjust their strategy use to specific tasks, different learning contexts, and their perception of appropriate learning behaviors. This will lead to a reduction in the cognitive load of tasks and facilitate vocabulary acquisition (Zhao, Guo, & Olszewski, 2016).

It is worth mentioning the importance of the processing of unknown words by the students. This issue could be deepened through the use of dictionaries and the performance of tasks while the student reads the text in question. For a task to be considered effective in processing new vocabulary, it must have dimensions of need, search, and evaluation. These dimensions will enable learners to be better able to acquire new words (Daskalovska, 2014).

The dimensions are defined as follows: The need dimension refers to the motivational, non-cognitive dimension of learner engagement, itself concerned with the need to achieve something. This need is based on a drive to fulfill task requirements that may be externally imposed or self-imposed. Externally imposed need is categorized as moderate, while self-imposed need is categorized as strong (Daskalovska, 2014).

Next, the search dimension is defined as an attempt to find the meaning of an unknown word by searching for such information in a dictionary or some other reliable means of reference, such as teachers. Finally, the evaluation dimension involves students comparing a given word with other similar words with a specific meaning, comparing that meaning with the meaning of the similar words found. After the comparison, learners choose the appropriate word or word meaning based on whether or not it fits the context.

What various studies suggest in relation to this topic is that greater student engagement with assigned texts and tasks is directly related to vocabulary acquisition and processing. More motivated learners will use dictionaries and perform productive tasks, such as writing sample sentences and retelling texts, which serve to deepen and intensify the whole process. This leads to the conclusion that teachers should implement these elements to increase their students' engagement (Daskalovska, 2014).

Incidental vocabulary vs. intentional vocabulary

It is important to begin this section by mentioning that all vocabulary learning processes are considered to be the most important processes in EFL learning. Within these learning processes, the processes of incidental vocabulary and intentional vocabulary can be highlighted.

Incidental vocabulary, as mentioned in previous sections, focuses on promoting the learner's ability to perform mental processing with greater depth and better retention. This is because learners are better engaged in the process of deciphering the meaning of selected words by means of the available clues found in the text. Incidental vocabulary allows learners to be constantly active in thinking about the new words they encounter throughout the text, thus engaging a cognitive process that allows learners to retain words for a longer period of time than usual (Ahmad, 2012).

In contrast, intentional vocabulary learning is based on searching for synonyms, antonyms, word substitution, multiple choice, mixed words and crossword puzzles, regardless of the context. This type of learning does not have the same effectiveness as incidental vocabulary methodology because learners are more

likely to learn by rote, neglecting the development of the corresponding cognitive processes for that purpose. While reading new words throughout a reading and inferring meaning from the context of the reading is more effective, memorizing words does not help much in obtaining new vocabulary.

For this reason, inferring and guessing the meaning of a word is a useful tool for students, both for those who are high achievers and for those who are low achievers in acquiring new vocabulary. When mentioning the intentional vocabulary methodology, learners should see if unknown words can be parsed into parts. They should check whether the meaning of the parts matches the meaning of the unknown word. Students could easily understand words composed of prefixes and suffixes if they have already been taught the important prefixes and suffixes. Students should also determine the parts of speech by looking up a bilingual electronic dictionary. Once they find the words and their derivatives, they come to know not only so many words and phrases in a split second, but also how to use them correctly in different contexts (Ahmad, 2012).

CHAPTER II: METHODOLOGY

2.1 Research and Research Approach

For the development of this research, the use of a mixed-type approach was proposed. This approach was chosen because it combines the main advantages of the quantitative and qualitative approaches in order to create a broader analysis of the variables that have been presented.

Therefore, Guelmes and Nieto (2015) describe the mixed-type research approach as a paradigm that represents the natural complement between the two types of traditional research (quantitative and qualitative); these methods offer great tools that contribute greatly to research. The present reaserch was benefitted from this type of approach since the pertinence and acceptance of the project was measured through a survey that included quantitative and qualitative elements.

In relation to the qualitative approach, Salgado (2007) mentions that this approach is based on the basic assumption that the social world is composed of meanings and symbols. Qualitative methodology has generated a multidisciplinary space that encompasses different areas of science, which generates a great contribution of knowledge.

For that matter, the qualitative approach, presents the following characteristics stated by (Hernandez, Fernández, & Baptista, 2014):

- The recognition that the researcher needs to frame in the studies, the points of view of the participants.
- The need to inquire into open questions.
- Since the cultural context is critical, data should be collected in the places where people carry out their daily activities.
- Research should be useful in improving the way individuals live.

The present research used this approach to assess the understanding of the benefits that implementing extensive reading will have within the acquisition of new vocabulary in the students of the CTT of the Andes. A review of the literature was conducted, analyzing previous research related to the topic, which in consequence summarized specific attitudes and actions that had the ability of measuring the performance of teachers towards the implementation of Extensive Reading. These elements were later included in the survey that was applied to full-time teachers of CTT de Los Andes, the results of the survey depicted if teachers were aware of the benefits in the application of Extensive Reading and whether they conducted attitudes in their classrooms that led to the application of this methodology.

Regarding the quantitative research approach, Del Canto and Silva (2013) mention that the qualitative approach starts from evidenced data. This approach uses data collection for the purpose of testing the hypothesis raised in a study based on numerical measurement and statistical analysis, in order to establish patterns of behavior that allow the testing of theories.

The main characteristics of the mentioned approach refer to the rigor with which the research process is carried out. The information is collected in a structured and systematic way, using deductive logic to identify causal or universal laws in a reality that is external to the object of study (Hernandez, Fernández, & Baptista, 2014).

The patterns of behavior were measured using frequency adverbs that quantified the regularity in which teachers conducted certain activities and attitudes in their classes. Therefore, defining which behavior was performed the most and the least and in consequence determining the pertinence of a workshop that guided teachers to the implementation of Extensive Reading in their classrooms.

Research instrument

The mixed- method approach was used in this research project to identify the relevance of applying an extensive reading workshop at “CTT de Los Andes”. For that reason, data collection instruments were used. In this specific case, a digital survey was carried out through Google Forms, which was addressed to the

teachers of the institution. Furthermore, before the survey was applied it was validated by three different peers. This process revised different elements of the survey, such as the correspondence of the questions to the objectives of the research, how the questions were represented in terms of reader comprehension, and finally the quality of the language mechanics used in the questions.

The previously mentioned teachers evaluated the relevance of the workshop based on their work experience at “CTT de Los Andes”. The data collection instrument that was used for this project was a survey that consisted of four sections of four questions each. These questions clarified how much was known about extensive reading as well as the attitude teachers have identified in their students in different reading scenarios. Since the survey was digitally carried out using Google Forms, the results were instant and were shown in various representations.

In relation to the type of research that was employed, the use of descriptive and explanatory research was proposed. Explanatory research is frequently used in research related to education and other social sciences. Despite this, many researchers in the mentioned areas do not accept them as easily or as a valid alternative for designing their projects nor tend to consider them with a dismissive attitude and, therefore, justify their implementation in the research they are carrying out (Salas, 2013).

On the other hand, the descriptive-explanatory level of the research refers to the fact that the research exhibits knowledge of reality in the way it is presented in a situation of space and time given by the limitations projected for the study. In this level of research, everything related to the studied phenomenon is observed and registered, describing its situation or behavior without introducing modifications in it (Rojas, 2015).

In other words, this level of research was used to explain the status of the study phenomenon, in this case, the influence that extensive reading has on the development of incidental vocabulary in EFL students. This information will allow the development of a proposal for an extensive reading workshop for its later application in the students of the CTT of Los Andes.

2.2 Data Collection and Interpretation

In order to discern the opinion of each one of the teachers, the use of structured surveys was proposed as an instrument to collect information. This survey assessed the comprehension of the benefits that the application of Extensive Reading has on the development of Incidental Vocabulary, as well as the relevance of the application of a workshop that will guide the aforementioned application. The full-time teachers of CTT de Los Andes were chosen due to their experience with the reality of their students since they spend time with them on a daily basis. This questionnaire had inquiries concerning the students' vocabulary learning level as perceived by the teachers, the main shortcomings found when learning new words and the opening of the implementation of an extensive reading socialization workshop, in order to know its main advantages, which allowed the analysis of its possible implementation in the future.

The process of analyzing the information obtained through the survey consists of the following steps:

- First, the structured questionnaire was applied to the teachers of the educational center, indicating the way in which they must respond the questionnaire.
- After obtaining the results, the data obtained was transcribed into a spreadsheet to give them order and an appropriate segmentation.
- After the tabulation of the results, the statistical analysis of them was carried out. This analysis evaluated the opinions and criteria of the teachers in relation to the pertinence of the implementation of an extensive reading socialization plan. This analysis determined the viability of the implementation of the suggested proposal.
- After the analysis of the results, the proposal for a socialization workshop was made, according to the main findings and results found by the research.

Survey Results

A survey was applied to the eleven full time teachers of CTT of the Andes, in order to know their perspective on extensive reading and whether the applications of a workshop was pertinent. The survey was divided into four different sections. The first section consisted in questions regarding the teachers' knowledge of extensive reading. The second section of the survey included questions about student's reading process. The following section included questions about student's behavior towards reading. Finally, the fourth section of the survey asked about the pertinence of a workshop that would explain the benefits and application of extensive reading for the development of incidental vocabulary. The results of the survey were positive due to the fact that one hundred percent of the teachers answered that they found the implementation of a workshop pertinent, in order to improve students incidental vocabulary acquisition. The aforementioned results are illustrated in the tables below.

Section 1: Extensive Reading Knowledge

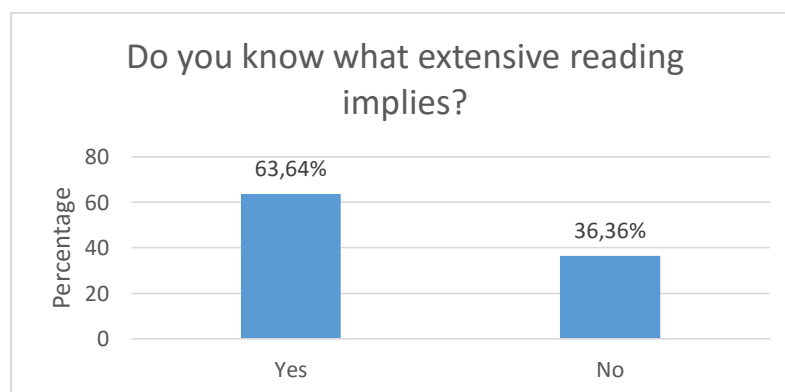


Figure 1. Knowledge of what extensive reading implies by Mayorga, V (2021)

The results show that the majority of professors of the institution know the main implications regarding the use of extensive reading.

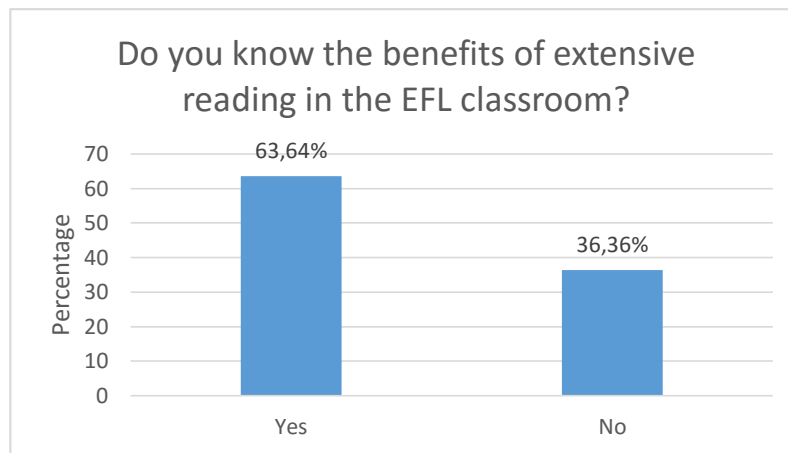


Figure 2. Knowledge of the benefits of extensive reading by Mayorga, V (2021)

As in the previous question, the majority of teachers of the institution know the benefits related to the application of extensive reading within the ordinary classroom processes, which makes the future application of extensive reading more plausible.

Section 2: Extensive Reading Knowledge

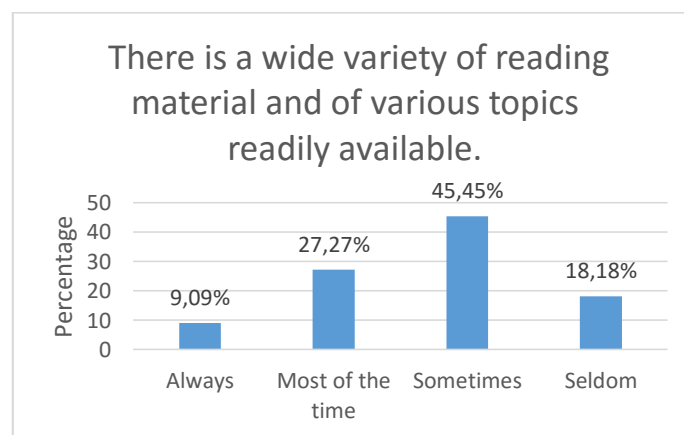


Figure 3. Variety of reading material and various topics by Mayorga, V (2021)

It is evident that there is not a wide variety of topics available to readers, a situation that becomes an important factor in reading motivation and giving students the opportunity to choose what they want to read.

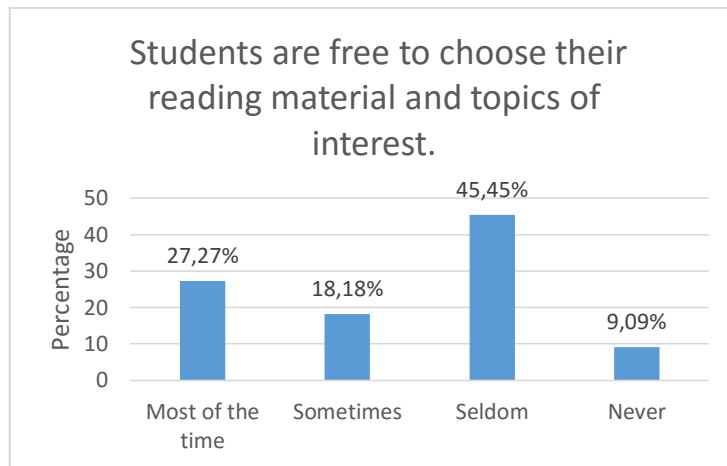


Figure 4. Freedom to choose reading material and topics by Mayorga, V (2021)

From these results, it can be concluded that students do not have the opportunity to choose their own reading topics, which directly affects the students' motivation towards reading.

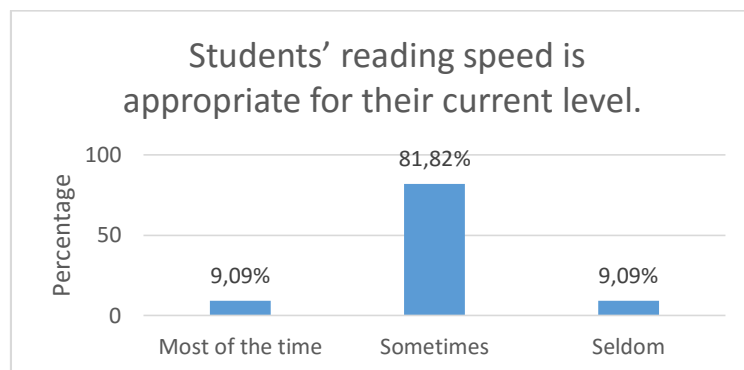


Figure 5. Reading speed appropriate for the level by Mayorga, V (2021)

These results helped to conclude that students have deficiencies in reading speed, thus being a problem for vocabulary acquisition. It is worth noting that reading one level below their current one can be beneficial in order to enhance reading speed.

Section 3: Vocabulary acquisition issues

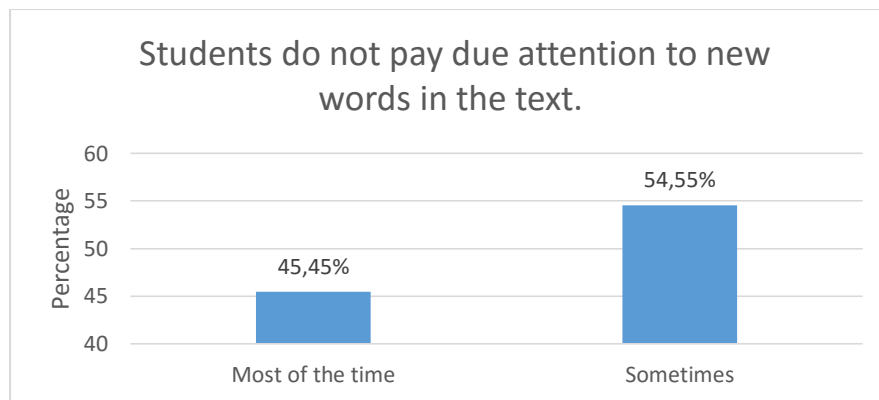


Figure 6. Students' attention to new words in the text by Mayorga, V (2021)

According to the results of this question, it can be said that students present some difficulty when identifying new words in the text they are reading. If students are exposed to the necessary amount of input the ability to infer the meanings of words from context will increase significantly.

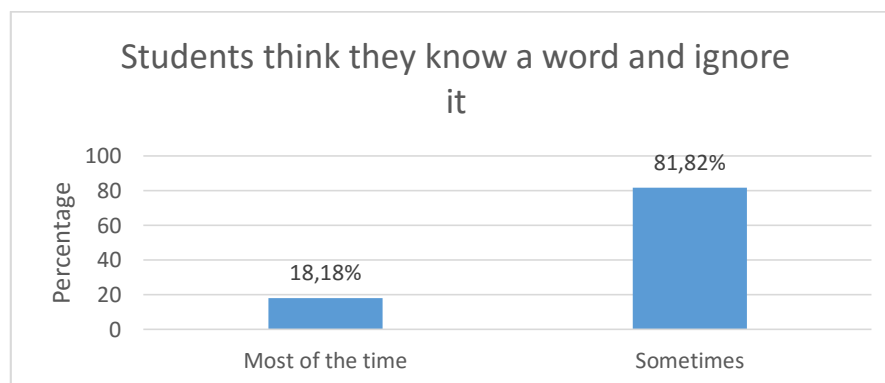


Figure 7. Students think they know a word and ignore it by Mayorga, V (2021)

It can be seen that students, most of the time, think they know the meaning of a word, for that reason, they overlook that word and do not pay attention to the context that surrounds it, focusing only on the word. This can have a negative effect because of the existence of false friends or cognates.

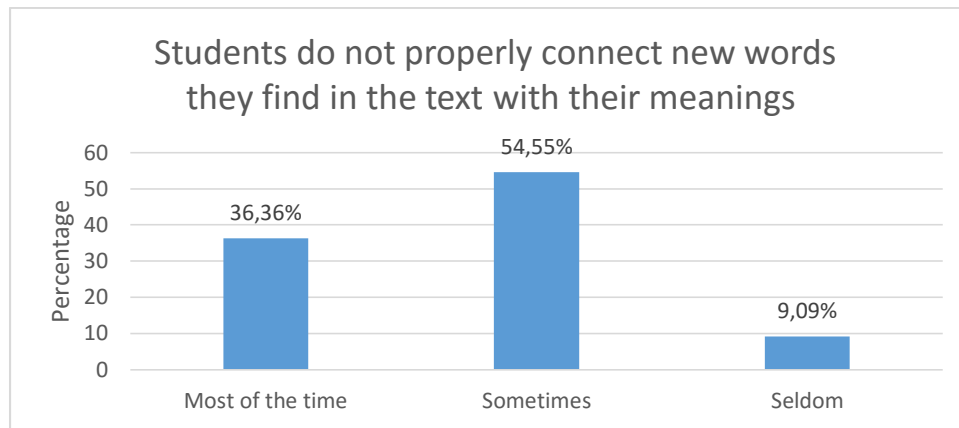


Figure 8. Connecting words with their meanings by Mayorga, V (2021)

In connection to the last question in this section, the results in this question show that students present slight problems regarding the association of new words found in a text with their acquired knowledge. It is worth mentioning that inference from context is an ability that can be developed or increased with the application of extensive reading.

Section 4: Workshop applicability

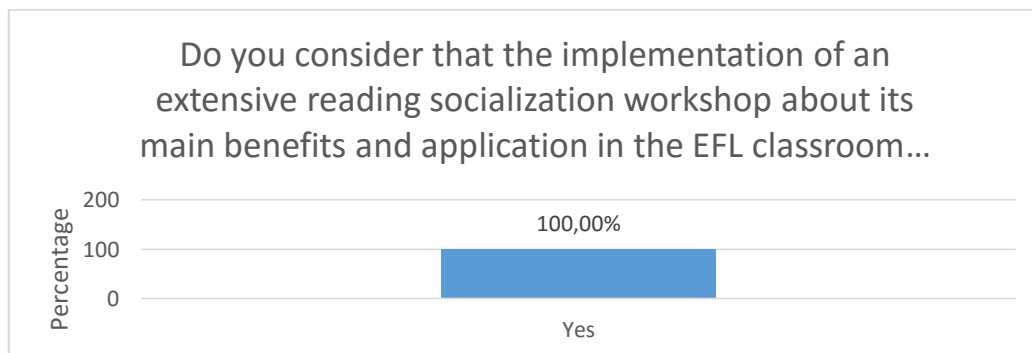


Figure 9. Implementation of workshop by Mayorga, V (2021) Teachers were asked about the relevance of a workshop to socialize the extensive reading methodology, for this question all teachers agreed that a workshop about the implementation of extensive reading is relevant.

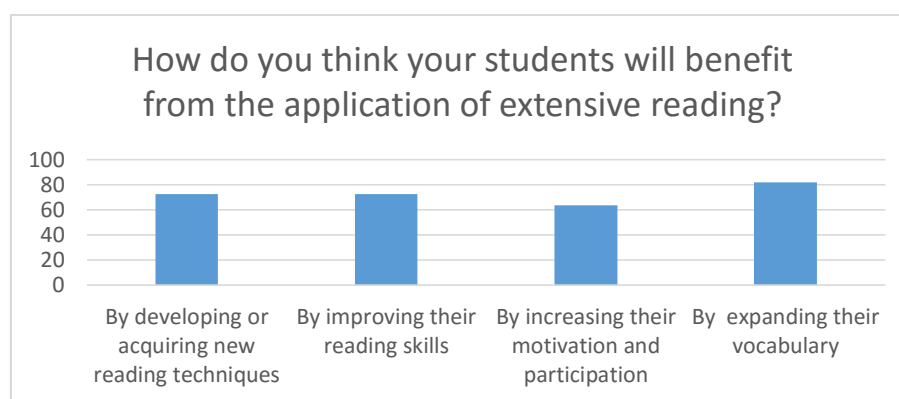


Figure 10. Benefits of extensive reading by Mayorga, V (2021)

Finally, when teachers were asked about the main benefits of extensive reading, 81.8% of teachers mentioned that the main advantage is the expansion of vocabulary; equal parts (72.7%) mentioned the improvement of their reading skills and the development and acquisition of new reading techniques, while 63.6% mentioned the increase of their motivation and participation. It is important to note that teachers were instructed of the option to choose more than one answer.

Survey conclusions

After a broad survey was conducted in order for teachers to evaluate their knowledge of the general concepts of extensive reading, its benefits, and students' attitude towards this process, teachers agreed unanimously that a workshop where the most important aspects of extensive reading are explained and guides are provided regarding its application. Therefore, the proposal will continue to be developed on the design stage.

2.3 Characterization of the Institution

“CTT de Los Andes” language center is located in the city of Ambato. This institution offers courses in different educational areas, having an exclusive department for the teaching of English language (CTT de Los Andes Language Center). It is located at Cevallos Avenue and 5 de Junio Street. However, due to the health emergency that has arisen since March 2020 all academic and administrative activities are developed under the “home office” modality.

CTT de los Andes has implemented the English Language Teaching Program for all students at the “Universidad Autónoma de los Andes” which has been carried out at the English Language Center headquarters located in the city of Ambato, as well as in the Puyo, Riobamba, Quevedo, Babahoyo, Santo Domingo, Ibarra and Tulcán extensions, for face-to-face and blended learning modalities (CTT de Los Andes, 2020).

The study center promotes and motivates the process of teaching and learning foreign languages at the undergraduate, graduate and community levels through quality processes, so that students can take and pass international exams that allow certification in the foreign language of their choice. Therefore, the institution has academic endorsements that are issued by internationally recognized institutions, this in order to achieve a trained community that can perform adequately and optimally in the educational fields (CTT de Los Andes, 2020).

The mission of the study center is to teach foreign languages to students, professionals and the general public through the use of methodologies that are best adapted to the students. The teaching is carried out by highly qualified professionals for the development of the communicative abilities of the foreign languages, this with the purpose of reaching the excellence in the teaching and learning of such languages, which will generate greater opportunities in the professional, labor and cultural field to the students of the institution (CTT de Los Andes, 2020).

The institution has a total of 11 teachers, who are in charge of teaching the English language at different levels. The academic services offered by this training center are the following:

- TOEFL Evaluation Center
- General English courses offered online
- Exam Preparation Course
- Open courses for students from ages of 5 onwards

The institution has 1,743 students, distributed in six levels and three different modalities. The blended learning modality, which has 1,571 students and synchronous and asynchronous activities, is distributed in three schedules:

morning, afternoon and weekend. This modality is constituted by ten hours per unit and it is carried out from Monday to Thursday with two synchronous and two asynchronous classes per week. On weekends each unit is completed in eight hours, four synchronous and four asynchronous hours, at different times: Friday and Saturday, Saturday, and Saturday and Sunday. The semi-attendance modality is distributed in six levels, it is developed in the morning schedule and consists of sixty-eight students. Finally, the virtual modality also distributed in six levels consists of one hundred and four students.

In relation to the population of the study, as mentioned in previous points, the study center has 11 teachers, six of whom are male and 5 female. The staff will evaluate the relevance of the implementation of a socialization workshop on the benefits of Extensive Reading in the development of Vocabulary.

2.4 Research proposal

Table 1

Informative Data

Name of the Institution:	CTT de los Andes
Type of Educational Institution	Language Center
City:	Ambato
Province:	Tungurahua
Number of students	1,743
Number of teachers	11

Elaborated by: Mayorga, V (2021)

Proposal background

At a worldwide level, extensive reading has been thriving in terms of research and works carried out with the purpose of verifying the effectiveness of this methodology. To emphasize these ideas, Nieves and Mayora (2012) conducted

a research, which is taken into account because it was carried out in South America, so it is of great value to the present research.

The authors mention that extensive reading within foreign language teaching is defined as an approach in which students read large amounts of texts in the target language, of their own choice and with emphasis on meaning. The authors also mention that although there are several studies that show that the effectiveness of this methodology is high, in Venezuela (the country where the research was conducted) this methodology has not been implemented.

This research focuses on showing extensive reading as a viable alternative to improve the English reading comprehension skills of high school students. According to this objective, the LE approach is described from theoretical, practical and empirical perspectives. Finally, some of the possible limitations for the implementation of the approach in the country are presented, in order to close with a model that could be implemented overcoming these limitations. The authors mention that there are several studies that point out their regret and concern for the limited implementation of the methodology worldwide, concluding that the implementation of this methodology on a large scale could greatly benefit the English language teaching processes.

Among the main limitations mentioned by the authors with respect to their work, they point out that the processes analyzed for the methodology were scarce in the country, which made it impossible to compare them with other relevant studies. Another limitation presented by the authors is the perspective that teachers have regarding the application of this teaching methodology. That is, training and socialization workshops should be conducted on the main advantages of the method, so that teachers can generate another type of perspective for the extensive reading method (Nieves & Mayora, 2012).

Entering the national context, like the work cited above, there are not many studies or experiences carried out in the country in relation to the application of extensive reading in teaching and learning processes, due to the little diffusion that the mentioned method has had. However, there is a research work that mentions the importance of extensive reading within the processes of incidental vocabulary acquisition. The research conducted by (Tibanlombo, 2017) focuses

on the topic. The author mentions that English language teaching in the country has taken an interest at the governmental level, this due to what was mentioned by the government that pointed out that "Ecuador is among the countries with a low level of English".

Until 2015, Ecuador did not implement an adequate curriculum for the teaching of the language in any of its basic education levels, a situation that caused that students could not take advantage of the new methodologies developed for the teaching of English. In a local context, in the province of Tungurahua, local universities have been greatly concerned about the English learning levels of their students, a situation that is reflected in the effort made by universities to include English language teaching in their academic offerings (Tibanlombo, 2017).

It is also important to highlight the lack of interest in reading on large groups of students, which is a situation influenced by the students' lack of motivation when faced with reading topics that are not of their interest. On the other hand, the limited application of extensive reading influences the acquisition of oral skills in English language learning. In addition, obtaining foreign language books can be difficult and it is even more difficult to select texts according to the level of learning because they are not easily found in local bookstores and the few that exist are technical and specialized books, which is why students do not have texts that allow them to consolidate the knowledge received in the classroom so that they can be analyzed in a real context regarding the use of language.

Another of the main problems presented by the author in relation to extensive reading is the lack of teacher training in the use of this methodology. This situation causes a deficient generation of communicative skills in students, because students are unable to consolidate the knowledge acquired in class, which leads to a decrease in communicative competence.

Among the main factors that involve the failure of extensive reading are the following:

- Infrequency in the practice of extensive reading by students.
- Most English teachers do not always encourage extensive reading.

- Students rarely read a book to consolidate their knowledge, conditioning the transposition of what they have learned to real situations in English language learning, which shows that students do not have reading habits.
- The literary genre of preference of the students greatly influences the reading process. Students will have a preference for the topics that are in trend at the time they are reading.

As conclusions of the work carried out, the author mentions that one of the main elements that intervene in the development of oral skills is class participation through activities that awaken students' interest. All these techniques are reflected in the student's motivation, a situation that is important in the application of extensive reading (Tibanlombo, 2017).

Justification

The present research project focused on showing the main advantages of extensive reading as well as useful guidelines that teachers can follow in order to apply extensive reading in their classroom. Another aim of the workshop is to present teachers with alternatives to traditional evaluation, which help them track students reading and indirectly assess students progress in several language skills, especially the acquisition of vocabulary.

Vocabulary acquisition counts as one of the fundamental pillars of language learning, along with speaking and listening skills. Although there are learning acquisition methods that have been commonly employed in teaching, these methods have not shown complete success in development of certain language skills. This lack of efficiency is the result of not including the emotional and motivational component in the methods used, which is an important point in the educational context.

In this regard, motivation is a key element in extensive reading, This methodology apart from emphasizing the meaning of the text, is primarily oriented to the acquisition of new vocabulary, and is presented as a motivational alternative for the development of reading skills, linguistic competence, vocabulary, spelling and writing, since it involves exposure to an abundant amount of written texts through

which it is intended to stimulate students to interact dynamically using the foreign language appropriately, consolidating the linguistic structures previously learned.

It is important to mention that one of the main reasons for the development of this research project is the noticeable lack of enthusiasm that students have shown towards reading that on many occasions is brought on by the how teachers have conducted the activities that lead to or include reading. For that reason, it is imperative to present teachers with a simple guide to the application of extensive reading, focusing on the benefits that the application of this methodology will have. In addition, it will also be appropriate to provide teachers with examples of activities that can be used in order to evaluate students outside of traditional assessment activities.

Objective of the proposal

The present proposal focused on the development of a workshop to inform teachers of the CTT de los Andes about the extensive reading methodology, which will later directly benefit the students of the before mentioned institution.

Scope of the proposal

This proposal was addressed to teachers of the CTT de los Andes in the city of Ambato.

Development of the proposal

The development of this proposal consisted of 2 stages, which are described below.

Stage 1

This stage took into consideration the teachers of the CTT of the Andes. During this stage, the pertinence of a socialization regarding extensive reading was evaluated. This stage was carried out through a Google Forms survey, which included questions relevant to the advantages of extensive reading in the acquisition of incidental vocabulary.

During the activity, teachers were able to express their opinions and knowledge about extensive reading, in order to better identify the aspects of extensive

reading and incidental vocabulary acquisition that needed to be deepened throughout the training, as well as evaluate the relevance of applying a workshop that guided teachers to the application of extensive reading in their classrooms and explain the benefits of it.

Stage 2

This stage focused on the development of the workshop. The socialization was held through zoom with the full time teachers of CTT of the Andes, so that teachers can learn about the advantages of extensive reading and how it improves student's vocabulary acquisition during their learning process. Moreover, it provided helpful guides on how to apply extensive reading in their classrooms.

The workshop had a duration of ninety minutes. The trainer used didactic material suitable for the appropriate explanation of the topic. It is important to mention that teacher's had the opportunity to ask questions throughout the training. At the end of the workshop teachers were asked to complete a survey using google forms which measured the success of the workshop in addition to the understanding of the most important concepts.

The process to be followed for the development of this proposal was based on the ADDIE methodology (Analysis, Design, Development, Implementation and Evaluation). The use of this methodology allowed a better execution of the proposal. The development of each of the sections of the methodology is detailed in the following tables.

Table 2

Development of phase 1

Phase 1: Analysis	
Information	Course name: Socialization of the advantages of extensive reading in the acquisition of incidental vocabulary.
Profile of attendees	Gender: Male and Female

	Attendees: 11
	Institution: "CTT de los Andes" Language Center
Resources	Google Forms Survey, Excel Spreadsheet
Contents	Questions regarding students' performance the level of vocabulary, the main shortcomings found at the time of learning new words and the openness of the implementation of a workshop for the socialization of extensive reading, in order to distinguish its main advantages.
Trainer	Valeria Mayorga
Time	Digital survey will be available to teachers for twenty four hours

Elaborated by: Mayorga, V (2021)

Table 3:

Development of stage 2

Stage 2: Design	
Objective	Develop a presentation which communicates the benefits of Extensive Reading, as well as the procedure for the implementation of this methodology in the classroom.
Evaluation	Trainee question round, final evaluation and survey.
Ways to share information	NearPod Power Point Presentations Question Round
Planning	Part 1: Introduction (15 minutes) Greetings and welcome Agenda

Stage 2: Design

Part 2: Presentation of the methodology (25 minutes)

- Definition of extensive reading
- Research on extensive Reading
- Definition of Incidental Vocabulary

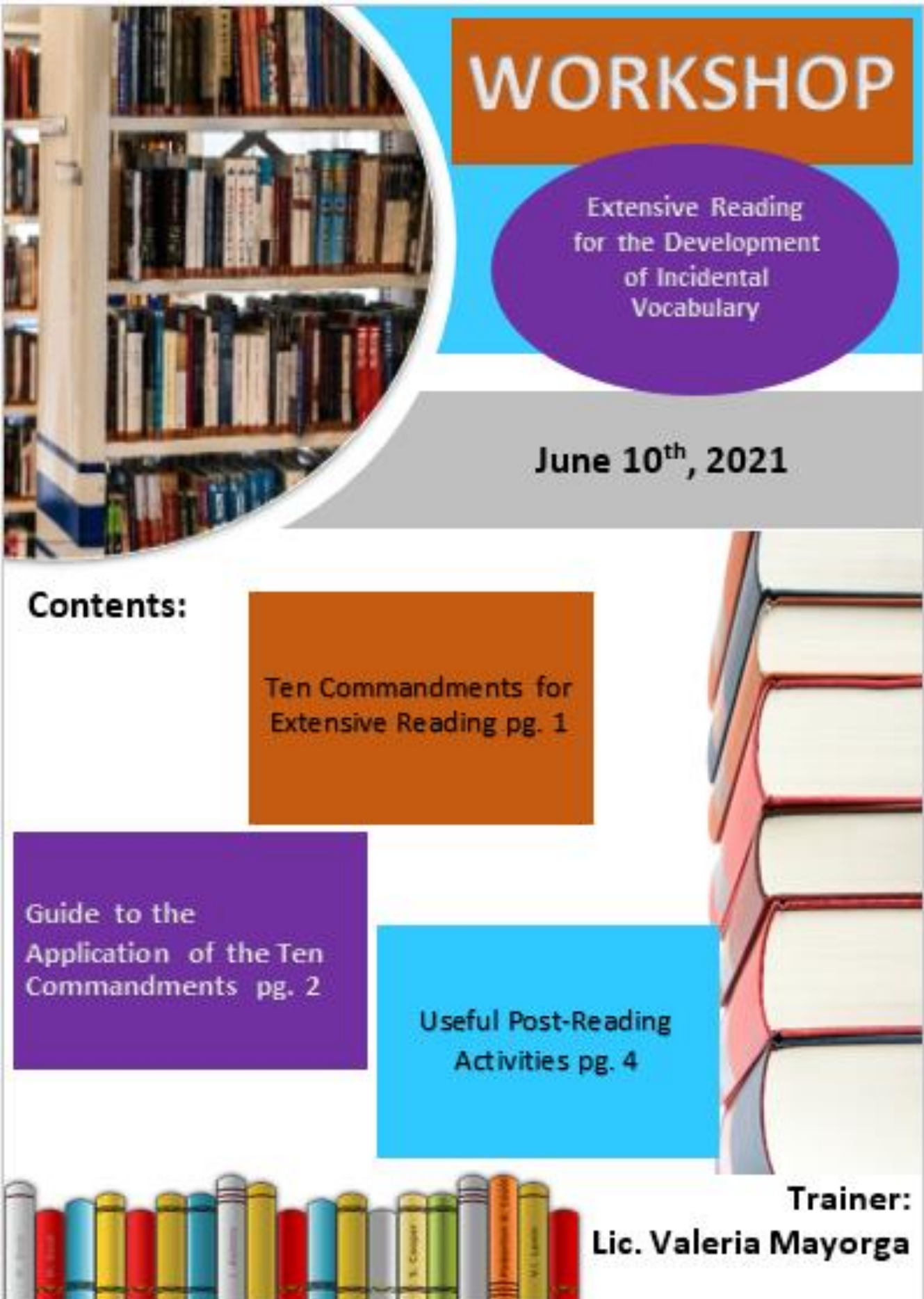
Part 3: Benefits and application of extensive reading (25 minutes)

- Advantages of using extensive reading in the acquisition of incidental vocabulary.
- Advantages of extensive reading over other methodologies.
- Ten commandments for Extensive Reading
- Useful post reading activities.

Part 4: Discussion and Evaluation (25 minutes)

- Reception of questions and answers
- Evaluation through Google Forms survey
- Farewell

Elaborated by: Mayorga, V (2021)



WORKSHOP

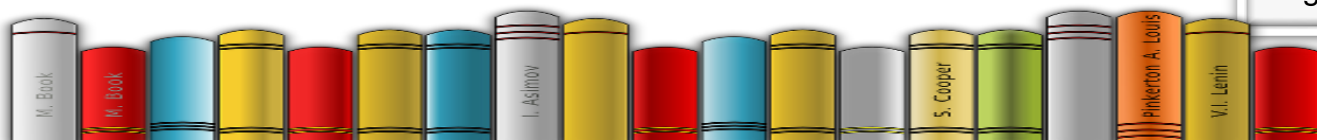
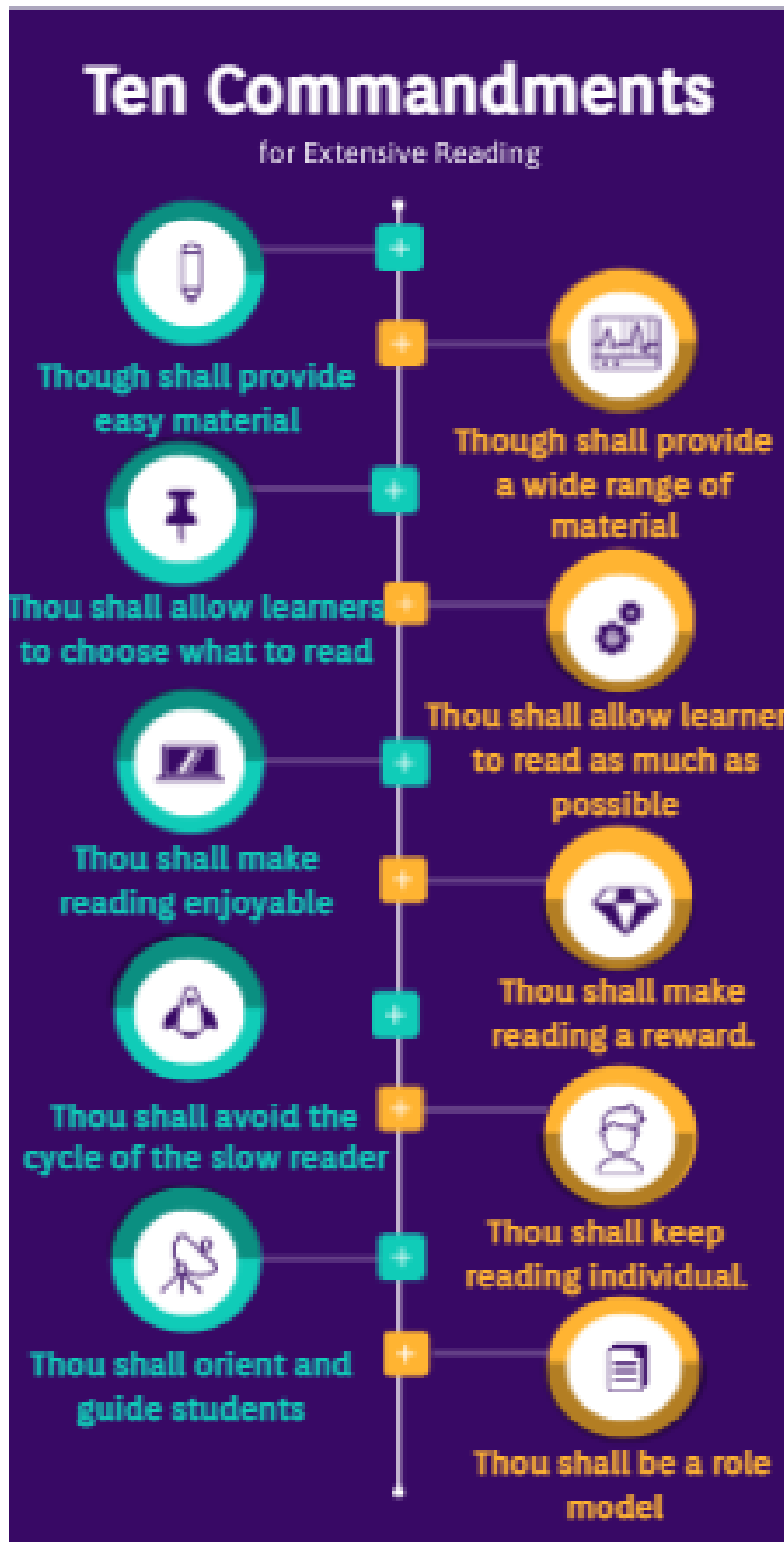
Extensive Reading
for the Development
of Incidental
Vocabulary

June 10th, 2021

Contents:

- Ten Commandments for Extensive Reading pg. 1
- Guide to the Application of the Ten Commandments pg. 2
- Useful Post-Reading Activities pg. 4

Trainer:
Lic. Valeria Mayorga



Guide to the Application of the Ten Commandments

Thou Shall Provide Easy Material

- According to Grabe (1995) to obtain minimal comprehension of a text and the appropriate reading fluency students must understand ninety- five percent of what they are reading. That is to say, if students are in a B1 (CEF) class, they should be presented with material at an A2 (CEF) level, in order to avoid making the reading activity daunting, frustrating or tedious.

Thou Shall Provide a Wide Range of Material

- In most classrooms the material that students use the most is their course book. It is essential that students be exposed to different types of materials and of different genres as well. Just the texts found in their course books will not be enough to carry out extensive reading, Unfortunately, many institutions where a language is learnt do not have access to this type of material, which causes some limitation. However, there are some options available online.

Thou shall allow learners to choose what they want to read

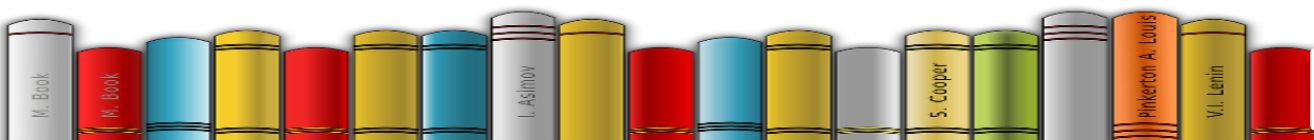
- As teachers and in order to fulfill the syllabus to which most classes are attached to, have the need to assign what students will do at all times. This process will not be beneficial to the implementation of Extensive Reading since students need to be motivated in order to read and choosing what they want to read will provide that. In order to keep certain control, teachers can present some options for them to choose from.

Thou shall allow learners to read as much as possible

- It is very important to remember the name of this methodology: extensive reading. This means that students will have to read for long periods of time, preferably in the classroom itself in sequence teachers will verify the completion of the activity. Also, readings should never be sent as homework, keeping in mind that reading is a reward and never a punishment.

Thou shall make Reading enjoyable

- The main aim of reading should be reading itself, not answering comprehension questions or writing summaries. Extensive reading should always focus on the general understanding of the text rather than specific information found inside of the text. Therefore, teachers should remember that reading is invisible and traditional assessment is not constructive, and can also cause stress and anxiety in students.



Thou shall make reading a reward.

- Going back to commandment number four reading should never be punishment. Reading should be viewed as an enjoyable experience. For that matter it should not be followed by intricate comprehension questions. If there is a need to evaluate, or obtain a grade post-reading activities are highly suggested.

Thou shall avoid the cycle of the slow reader

- In connection to the first commandment, the level of the text is of great relevance when it comes to the application of Extensive Reading. The cycle of the slow reader precisely begins with the student's lack of ability to understand a significant amount of the words in the text. Consequently, reading does not become an enjoyable activity, which leads to the student not reading in large quantities and as a result does not develop important language skills.

Thou shall keep reading individual.

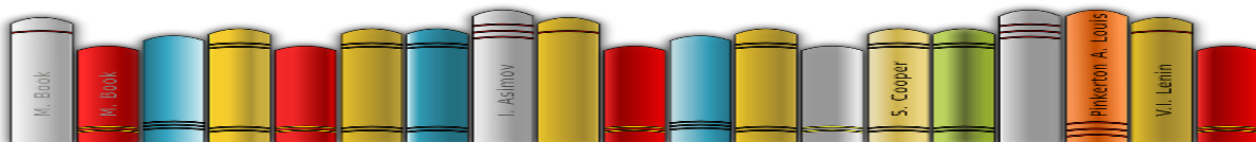
- Reading individually will enhance the reading experience and the personal interaction each student has with the book. Consequently, each student can read at their own pace, without worrying about keeping up with their classmates. Nevertheless, reading at their own pace also involves a great responsibility due to the fact that they will have to complete the activity by a specific deadline.

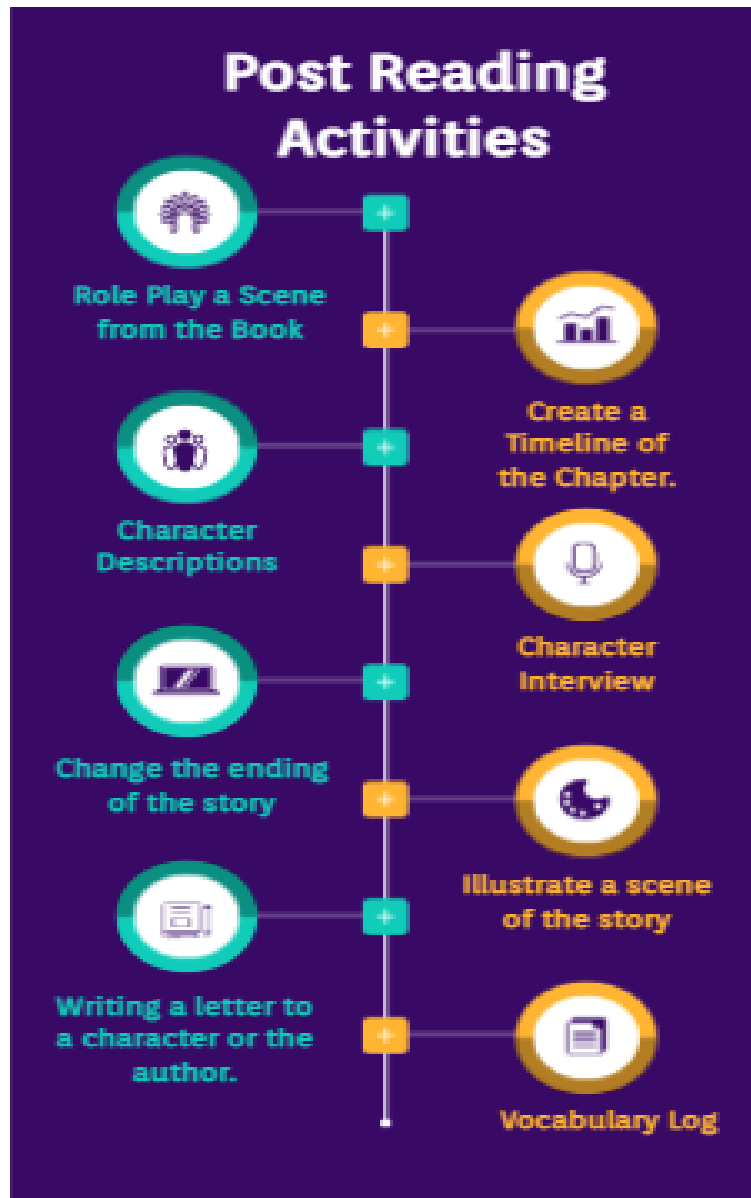
Thou shall orient and guide students

- Since most students are used to intensive reading, it is of great importance to explain the approach beforehand, as well as what the goals of the implementation of extensive reading are. In addition, it is very useful to share previous experiences with extensive reading, in order to provide examples of what is expected of them.

Thou shall be a role model

- Finally, teachers should be both guides and role models, getting involved in the process will allow for learning to be developed through example. Teachers can also be part of the post-reading activities, which will also be beneficial in rapport.





The post reading activities illustrated in the previous figure show examples of what should be done in order to consolidate learning. Each post-reading activity provides students the opportunity to show what they each have comprehended from the text, therefore keeping learning personalized and individual. In addition, most of the presented activities can be very versatile, being that they could be done in a written or spoken manner. Therefore, teachers can evaluate students progress in different language areas without incurring in traditional evaluation.

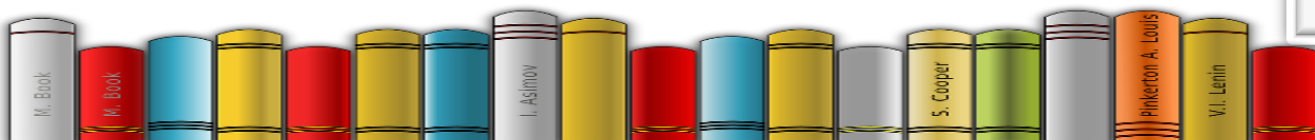


Table 4:*Development of stage 3*

Stage 3: Development	
Content Development	The workshop was developed using technological tools. It was developed with the attendance of the eleven full time staff members of CTT de los Andes, as well as the coordinator of the Ambato extension. The date of the workshop was determined by the coordinator
Trainer's Materials	<ul style="list-style-type: none"> • Power Point Slides • Nearpod • Zoom
Trainees Activities	<ul style="list-style-type: none"> • Brainstorming • Survey
Purpose	The main objective of this proposal was to provide teachers with the necessary information that provides the benefits of extensive reading and the development of Incidental Vocabulary in order to facilitate its implementation in their classes

*Elaborated by: Mayorga, V (2021)***Table 5:***Development of stage 4*

Stage 4: Implementation	
Published Material	Power Point Presentation Slides
Revision	Valeria Mayorga
Administration	CTT de los Andes
Approval for development	Mg. Cristina Salazar- CTT de los Andes Ambato Extension Coordinator.

Elaborated by: Mayorga, V (2021)

Table 6:
Development of stage 5

Stage 5: Evaluation	
Workshop Evaluation	Final evaluation through Google Forms.
Economic Resources	Office Supplies \$40 Travel expenses \$60 Material Development \$100 Total: \$200
Cost of the course for trainees	None

Elaborated by: Mayorga, V (2021)

The teachers of the educational institution will be in charge of planning and executing the proposal under the direction of the person in charge of the research if they decide to apply this methodology in the future.

On the other hand, the following tables show the human, material and economic resources available for the correct development of the socialization proposal.

Table 7:
Human resources available for the proposal

Human Resources	
1	Teacher Trainer
2	“CTT de los Andes” Language Center staff
3	Institution Coordinator

Elaborated by: Mayorga, V (2021)

Table 8:
Material resources available for the proposal

Material Resources	
1	Power Point Slides
2	Internet

3 Office Supplies

4 Audio and video resources

Elaborated by: Mayorga, V (2021)

Table 9:

Financial resources available for the proposal

	Financial Resources	Budget	Total
1	Office Supplies	\$ 40	\$ 40
2	Travel Expenses	\$ 60	\$ 60
3	Material Development	\$ 100	\$ 100
4	Paperwork	\$ 80	\$ 80

Elaborated by: Mayorga, V (2021)

CHAPTER III: ANALYSIS OF THE RESULTS

Workshop Presentation

An EFL online workshop was carried out on June 10th, 2021 with full-time teachers of CTT de los Andes Language Center. It lasted ninety minutes and was presented to teachers as a professional development course.

At the beginning of the presentation, teachers were asked to open a link where they were directed to a website called Nearpod. In this website they were able to follow the activities in order to actively participate during the workshop. Attendees also followed a power point presentation where they found information related to Extensive Reading and Incidental vocabulary and how they could implement this methodology in their classrooms.

To begin the workshop and as it was previously mentioned, teachers were asked to open a link to Nearpod. This link contained an interactive activity in which they had to define using their own words what they thought Extensive Reading was. The answers were shared with all attendees and discussed among everyone present. Afterwards, the same dynamic was conducted but in this occasion the topic was Incidental Vocabulary.

Second, teachers were presented with definitions for both Extensive Reading and Incidental Vocabulary along with three research papers. These research papers contained findings that showed that through different experiments, Extensive Reading had many benefits in students' incidental vocabulary acquisition, as well as other language skills.

After having defined the base topics for the workshop and the scientific background behind Extensive Reading, a summarized methodological approach was presented in the form of Ten Commandments. These commandments resumed the basic, but most important implications that entail in the application of Extensive Reading in the class room. They explained what the teacher should do, but most importantly what the teacher should not do when applying Extensive Reading in the classroom, as well as the differences between intensive and Extensive Reading.

Third, when the implications of extensive reading were explained the next step was to give some examples of resources that can be used to apply Extensive Reading. In addition, details about what to do to consolidate learning after Extensive Reading were also detailed, keeping in mind that many traditional activities like quizzes or summaries are not allowed in Extensive Reading. Different options of post reading activities were presented in order to give teachers helpful options that will allow for learning to be tracked, since in many of our workplaces grades are required.

Finally, after all the information was presented, teachers had to complete an evaluation that measured their knowledge on the most important aspects of the presentation as well as determined whether the workshop was helpful and if they had the intentions of applying Extensive Reading in the future.

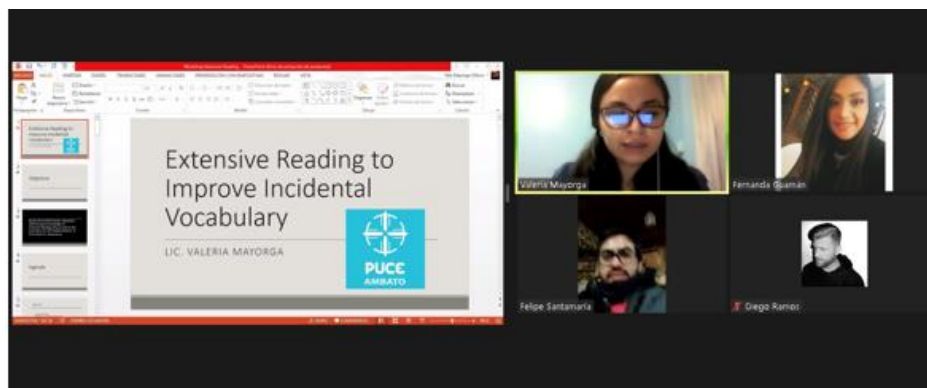


Figure 11. Workshop on Extensive Reading by Mayorga, V (2021)

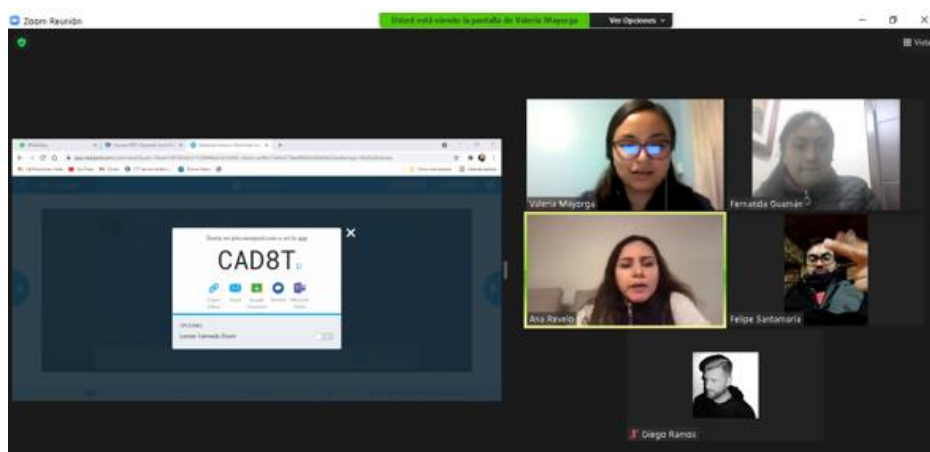


Figure 12. Nearpod brainstorming activity by Mayorga, V (2021)

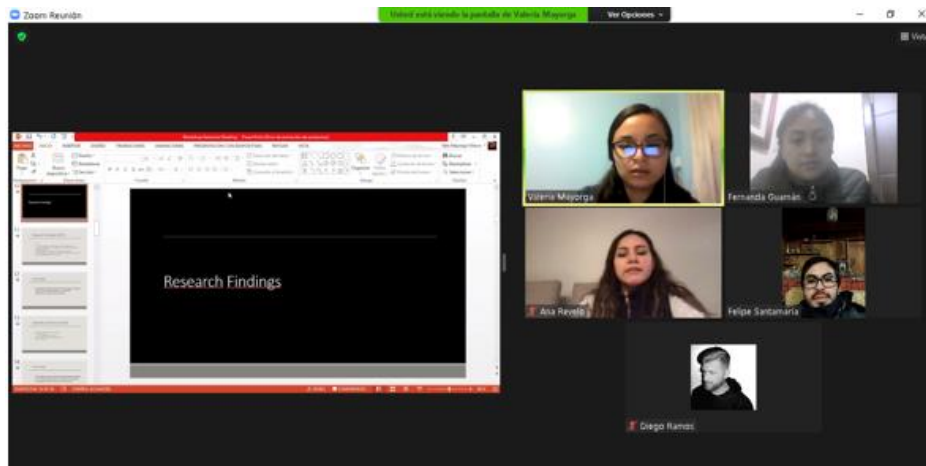


Figure 13. Presentation of research findings by Mayorga, V (2021)

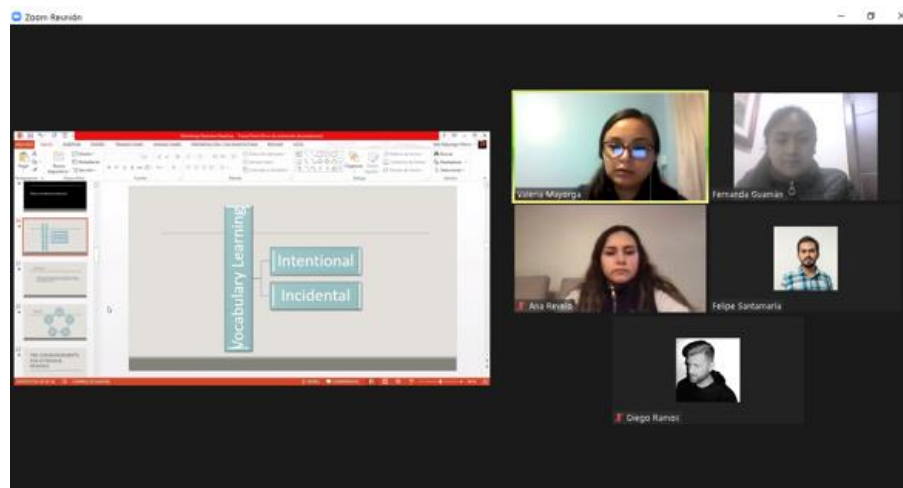


Figure 14. Definitions by Mayorga, V (2021)

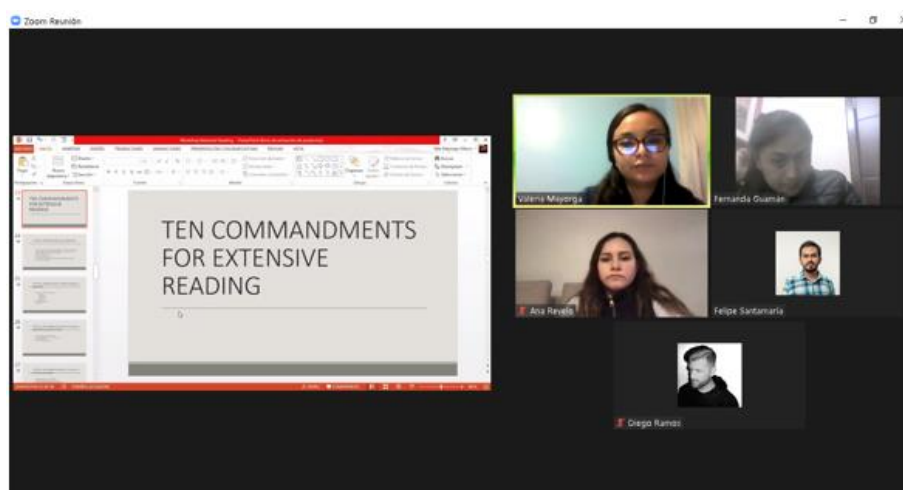


Figure 15. Ten Commandments of Extensive Reading by Mayorga, V (2021)

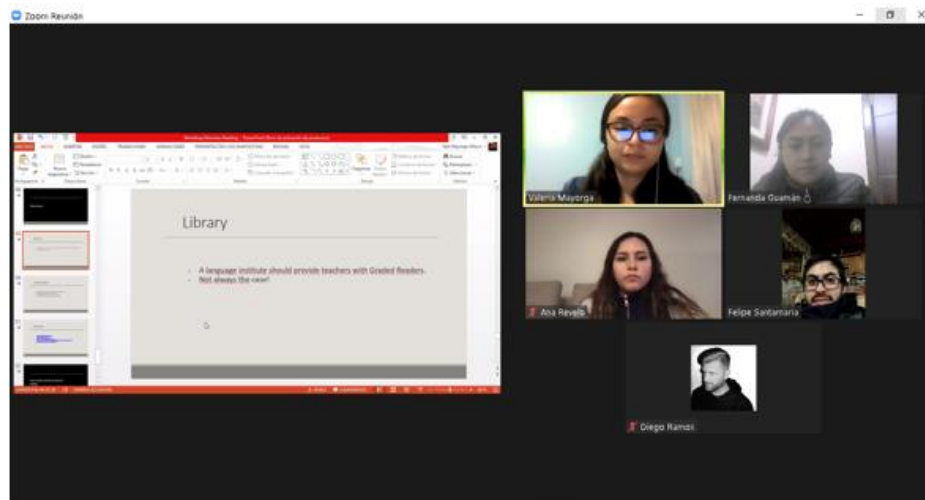


Figure 16. Resources by Mayorga, V (2021)

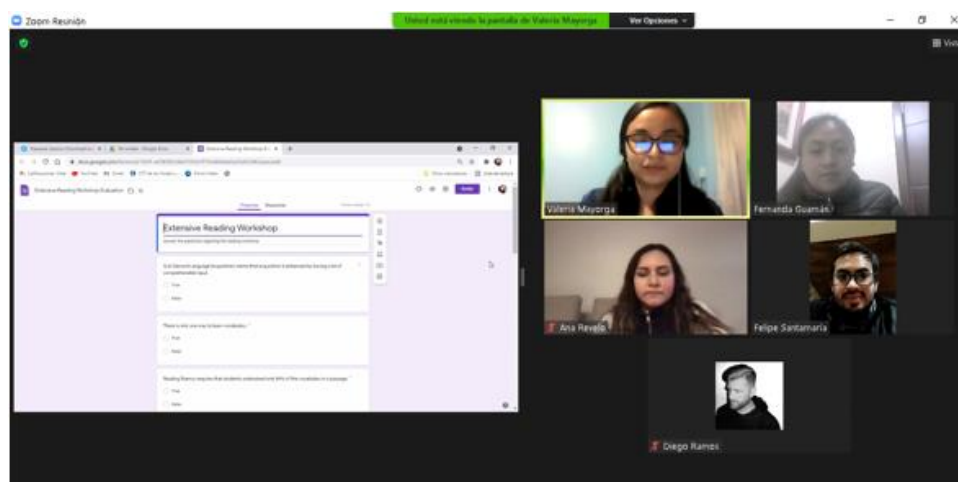


Figure 17. Final Evaluation by Mayorga, V (2021)

Workshop Evaluation

At the end of the workshop, attendees were presented with an evaluation on Google Forms. This evaluation consisted on ten true or false questions about the general understanding of the contents of the workshop and two questions about the usefulness of the workshop. The most significant questions are detailed below.

SLA (Second Language Acquisition) claims that acquisition is enhanced by having a lot of comprehensible input.

10 de 11 respuestas correctas

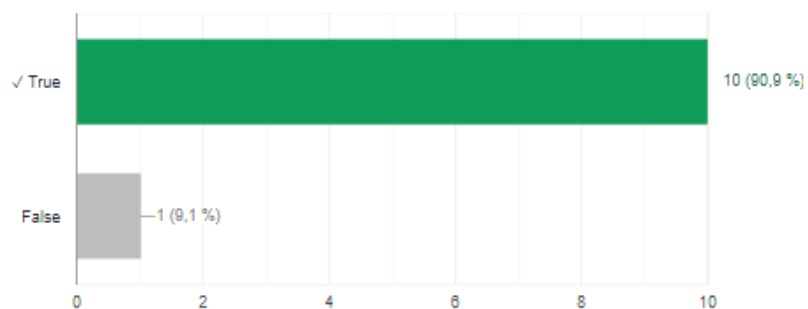


Figure 18. SLA and comprehensible input by Mayorga, V (2021)

Teachers were asked about SLA (Second Language Acquisition) and its enhancement by intense exposure to comprehensible input, a significant amount of teachers answered correctly. Therefore, the concept of enhancing SLA with comprehensible input was correctly understood.

There is only one way to learn vocabulary.

9 de 11 respuestas correctas

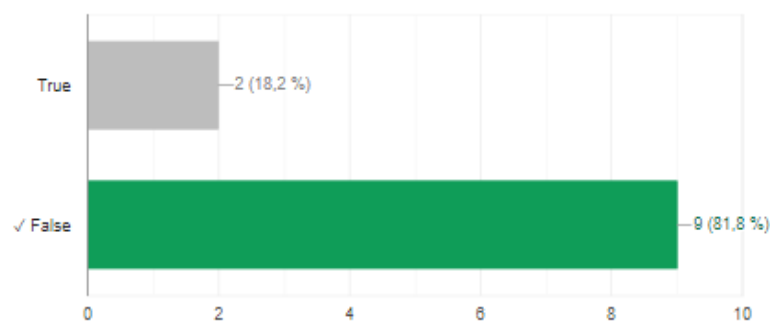


Figure 19. Ways to learn vocabulary by Mayorga, V (2021)

Teachers were asked about the numbers of ways there is to learn vocabulary. In this case, there were nine teachers out of eleven that answered correctly. Noting that it was clear that there is more than one way to learn vocabulary.

Reading fluency requires that students understand only 85% of the vocabulary in a passage.

7 de 11 respuestas correctas

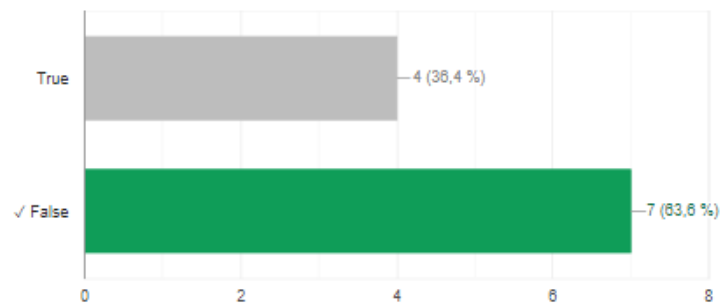


Figure 20. Reading fluency by Mayorga, V (2021)

In this question, teachers had to determine whether reading fluency requires an understanding of only 85% of the vocabulary in a passage. The graphic shows that 63, 6% of teachers chose the correct answer and only 18, 2% did not. It is important to mention that the correct answer was that reading fluency requires an understanding of only 95%.

When students read extensively, it is likely that they will implicitly learn several aspects of language like the use of prepositions, vocabulary usage, writing and even speaking.

10 de 11 respuestas correctas

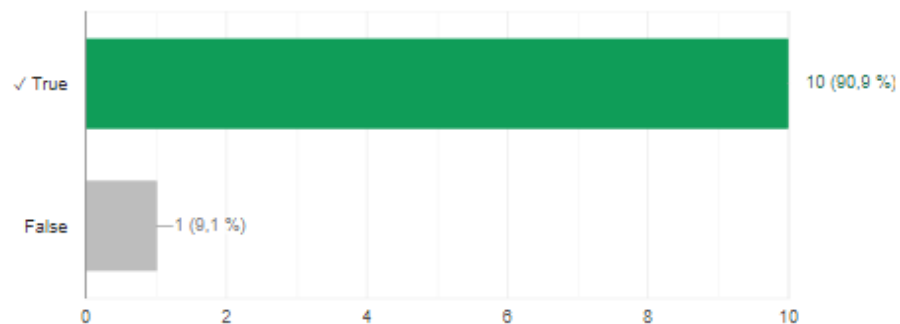


Figure 21. Implicit vocabulary acquisition and extensive reading by Mayorga, V (2021)

Teachers were asked whether students will likely learn several aspects of language implicitly, most teachers answered correctly while only one teacher chose false. Therefore, it was clear to teachers that through the application of extensive reading, vocabulary will be learned implicitly.

Post reading activities consist on vocabulary and comprehension tests.

5 de 11 respuestas correctas

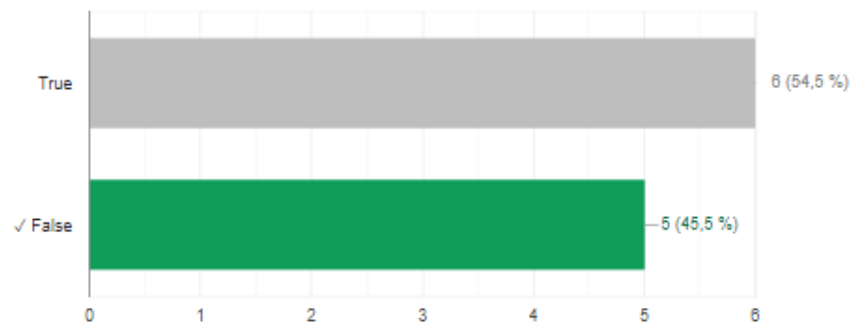


Figure 22. Post reading activities by Mayorga, V (2021)

In the question above, teachers were asked about the activities that can be done after the reading process in order to consolidate students learning. The results of this question show that more than half of the surveyed teachers had some trouble with the evaluation concept of extensive reading. Taking into account that it was mentioned in the workshop that teachers should not use traditional materials to evaluate the reading process when applying extensive reading.

Did this workshop help you understand the implications and benefits of applying Extensive Reading in the classroom?

11 respuestas

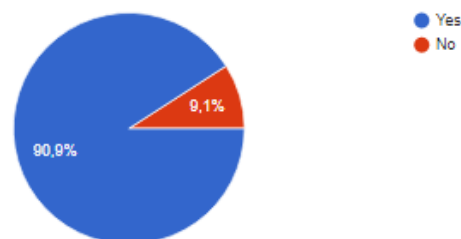


Figure 23. Implications and benefits of Extensive Reading by Mayorga, V (2021)

According to the survey, 90, 9% of teachers comprehended the implications and benefits of applying extensive reading in their classrooms. in contrast, 9,1% did not fully comprehend the previously mentioned aspects of extensive reading. These results conclude that an important number of teachers understand the implications and benefits of extensive reading.

Do you plan on applying Extensive Reading to improve incidental vocabulary acquisition in the future?

11 respuestas

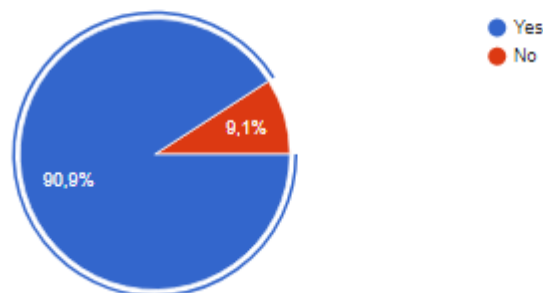


Figure 24. Extensive reading in incidental vocabulary acquisition by Mayorga, V (2021)

Finally, in the last question of the survey, teachers were asked about their intentions to apply extensive reading in the future. as stated by the survey 90, 9% of teachers responded positively to the intention of applying extensive reading in their classrooms. Oppositely, 9, 1% do not have the intention of doing so. Therefore, the workshop reached its goal of communicating the guidelines to the application of extensive reading for the improvement of incidental vocabulary acquisition.

Workshop Conclusions

CTT de los Andes Language Center full time teachers from the Ambato extension attended the workshop “Extensive Reading to Improve Incidental Vocabulary”. In that workshop, teachers were able to learn about research findings that showed the benefits of extensive reading in language acquisition, along with useful tips on how to implement this methodology in their classrooms. The workshop can be considered useful since in the final evaluation most of the teachers agreed on implementing the methodology explained in the workshop to improve their student’s incidental vocabulary acquisition. It is important to mention that teachers’ opinions towards the workshop were mostly positive.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Having analyzed the theoretical background and previous research of Extensive Reading implications, it can be determined that extensive reading highly benefits the development of incidental vocabulary. Due to the fact that extensive reading provides the necessary input and conditions for the incidental vocabulary acquisition process to be carried out successfully.

Once the theoretical basis of extensive reading was investigated, comparing intensive and extensive reading concluded that the latter focuses on the holistic and individual improvement of vocabulary rather than pre-specified and out of context vocabulary words.

Bases on the final results of survey applied to teachers, the implementation of a workshop that guides teachers to the correct application of extensive reading will be beneficial in order to improve students motivation towards reading, which will increase the amount of reading students are exposed to, therefore enhancing the incidental vocabulary acquisition process.

The workshop “Extensive Reading for the development of Incidental Vocabulary” resulted in teachers stating that they will apply extensive reading in the future as teachers noticed how the exposure to reading input reinforces student’s incidental vocabulary acquisition.

Recommendations

Comprehensible input is necessary when it comes to language acquisition, therefore the implementation of extensive reading would greatly benefit the exposure that students have to the target language. Consequently, the acquisition of incidental vocabulary will be one of the benefits of the implementation of extensive reading.

Teachers should choose a reading method that focuses on the thorough development of vocabulary in an individual manner rather than imposed groups of words pre selected, in many cases, by the course book or the teachers.

It is recommended to improve and enhance the reading materials that are currently available to teachers in order to supply them with meaningful and interesting texts that will help the application of Extensive Reading in the classrooms at CTT de Los Andes.

Motivation is a key element in the application of Extensive Reading. Therefore, it is vital for teachers to promote reading in their own classrooms and encourage students to begin their own reading habits, through exposing the different benefits that reading will have in their EFL learning process.

It is suggested that there be a follow up panel discussion activity at the end of the semester to investigate whether teachers have applied extensive reading and how their experience was with this methodology.

Bibliography

- Ahmad, J. (2012). Intentional vs. incidental vocabulary learning. *ELT Research Journal*, 71-79. Retrieved from https://www.kau.edu.sa/Files/0053226/Researches/65160_36507.pdf
- Albidali, W., & Alshareef, K. (2019). Blended Learning in English Teaching and Learning: A Review of the Current Literature. *Journal of Language Teaching and Research*, 10 (2), 237. doi:<http://dx.doi.org/10.17507/jltr.1002.03>
- Al-Homoud, F., & Schmitt, N. (2009). Extensive reading in a challenging environment: a comparison of extensive and intensive reading approaches in Saudi Arabia. *Languaje Teaching Research*, 383-401. Retrieved from <http://www.norbertschmitt.co.uk/uploads/al-homoud-f-and-schmitt-n-%282009%29-extensive-reading-in-a-challenging-environment-a-comparison-of-extensive-andintensive-reading-approaches-in-saudi-arabia-language-teaching-research-13-383-401.pdf>
- Alsaif, A., & Masrai, A. (2019).
- Argandoña, M., García, R., Ayón, E., & Zambrano, Y. (2020). Investigación e innovación educativa: Reto escolar por COVID-19 en el Ecuador. *EPISTEME KOINONIA* 3(5), 10. doi:10.35381/e.k.v3i5.726
- Aycart, F. (2019). Inverted Learning as an approach for university educational quality in Ecuador. *Conrado* 15 (68), 14-21. Retrieved from <http://conrado.ucf.edu.cu/index.php/conrado>
- Bamford, J., & Day, R. (2004). *Extensive reading activities for teaching language*. Nueva York: Cambridge University Press.
- Barrera, R., Montaña, R., & Marín, P. (2017). Una intervención interactiva por medio de foros en el aprendizaje colaborativo. *EduTec Revista Electrónica de Tecnología Educativa* (62), 79-82. doi:<https://doi.org/10.21556/edutec.2017.62.1013>
- Basantes, A., Naranjo, M., Gallegos, M., & Benitez, N. (2017). Los Dispositivos Móviles en el Proceso de Aprendizaje de la Facultad de Educación Ciencia y Tecnología de la Universidad Técnica del Norte de Ecuador. *Formación universitaria*, 10 (2), 79-88. doi:<http://dx.doi.org/10.4067/S0718-50062017000200009>
- Bell, T. (1998). Extensive Reading: Why? And how? *The Internet TESL Journal*. Retrieved from <http://iteslj.org/Articles/Bell-Reading.html>
- Bogaards, P. (2001). Lexical units and the learning of foreign language vocabulary. *Studies in Second Language Acquisition*, 14-31.

- Bryan, A., & Volchenkova, K. (2016). Blended Learning: Definition, Models, Implications for higher education. *Educational Sciences* 6 (8), 24-30. doi:10.14529/ped160204
- Burgos, J., Alvarado, L., & Valdez, R. (2019). Student-centered school approach. *CIENCIAMATRIA* 5 (1). doi:10.35381/cm.v5i1.240
- Cabezas, N., Paredes, A., Quispe, E., & Camacho, P. (2020). Analysis of the critical factors of success of the flipped classroom for the achievement of significant learning in university students. *Dilemas Contemporáneos: Educación, Política y Valores* 1 (30). doi:10.46377/dilemas.v8i1.2419
- Cain, C. (2020). *Understanding the Use of Learner-Centered Teaching Strategies by Secondary Educators*. Minneapolis: Walden University Scholar Works. Retrieved from <https://scholarworks.waldenu.edu/dissertations>
- Cango, A., & Bravo, M. (2020). Teaching English in Ecuador's public educational institutions in the digital age. *Polo del Conocimiento* 5 (43), 51-68. doi:10.23857/pc.v5i3.1322
- Cedeño, R. (2019). Herramientas tecnológicas colaborativas como medio de aprensizaje en la Educación Superior del Ecuador. *RES NON VERBA Revista Científica* 9 (2), 2-10. Retrieved from <http://3.14.189.95/index.php/rnv/article/view/212>
- Chacha, E. (2017). Las herramientas tecnológicas y su relación con el aprendizaje colaborativo de los estudiantes de la Unidad Educativa Quisapincha, del cantón Ambato, provincia de Tungurahua. *Universidad Técnica de Ambato.Facultad de Ciencias Humanas y de la Educación.Carrera de Informática y Computación* (1), 58-59. Retrieved from <https://repositorio.uta.edu.ec/jspui/handle/123456789/26773>
- Chamorro, C., Bejarano, S., & Colcha, E. (2021). SOCRATIVE, interactive application to evaluate the learning results of English as a Foreign Language students. *Revista Científica Dominio de las Ciencias* 7 (1), 849-873. doi:<http://dx.doi.org/10.23857/dc.v7i1.1681>
- Chávez, M., Saltos, M., & Saltos, C. (2017). The importance of learning and knowledge of the English language in higher education. *Dominio de las Ciencias*, 759-771. Retrieved from <https://dominiodelasciencias.com/ojs/index.php/es/article/view/707/787>
- Dao, T. (2014). Using Internet Resouce for Extensive Reading in an EFL Context. *Working Paper Series*, 72-95. Retrieved from http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/2014_TWP12/TESOL_WPS2014_TrungDaoCALL.pdf

- Darsih, E. (2018). Learner-Centered Teaching: What makes it effective. *Indonesian EFL, Journal 4 (1)*, 33-37. doi:10.25134/ieflij.v4i1.796
- Daskalovska, N. (2014). Incidental vocabulary acquisition from reading an authentic text. *The Reading Matrix*, 201-216.
- Del Canto, E., & Silva, A. (2013). Metodología cuantitativa: Abordaje desde la complementariedad en ciencias sociales. *Revista de Ciencias Sociales*, 25-34. Retrieved from <https://www.redalyc.org/pdf/153/15329875002.pdf>
- Dziuban, C., Graham, C., Moskal, P., Norberg, A., & Sicilia, N. (2018). Blended learning: the new normal and emerging technologies. *International Journal of Educational Technology in Higher Education 15 (3)*, 1-16. doi:10.1186/s41239-017-0087-5
- El Hammoiuni, M., Bakkali, S., & El Youssfi, S. (2020). Learner-Centered Teaching: A Case Study of its Implementation in Physics and Chemistry Classes in Moroccan High schools. *European Scientific Journal 16 (22)*, 271-284. doi:10.19044/esj.2020.v16n22p271
- Extensive Reading Foundation. (2011). Guide to extensive reading. The Extensive Reading Foundation. Retrieved from <http://erfoundation.org/wordpress/>
- Freire, M. (2018). *The b-learning as a methodological strategy to develop the writing skill in basic education students*. Ambato: Universidad Técnica de Ambato. Retrieved from <https://repositorio.uta.edu.ec/jspui/handle/123456789/28348>
- Gavilanes, W., & Chango, S. (2019). *Metodología de Aprendizaje Combinado: El uso de las Redes Sociales en el aula*. Ambato: Universidad Técnica de Ambato. Retrieved from <https://repositorio.uta.edu.ec/jspui/handle/123456789/29985>
- Godwa, R., & Suma, V. (2017). A comparative analysis of traditional education system vs. e-Learning. *IEEXplore (2)*, 567-571. doi:10.1109/ICIMIA.2017.7975524
- Grabe, W. (1995). *Dilemmas for the development of second language reading abilities*.
- Guelmes, E., & Nieto, L. (2015). Algunas reflexiones sobre el enfoque mixto de la investigación pedagógica en el contexto cubano. *Universidad y Sociedad*, 23-29. Retrieved from http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2218-36202015000100004#:~:text=Luego%20de%20declarar%20las%20bondades,un%20planteamiento%2C%20y%20justifica%20la

- Guerrero, M., & Beltrán, M. (2020). *Social Media and technology in the university learning: Politecnica Salesiana University Cuenca- Ecuador*. Cuenca: Universidad Politécnica Salesiana Sede Cuenca. Retrieved from <https://dspace.ups.edu.ec/handle/123456789/18548>
- Gutiérrez, A., Herrera, L., de Jesús Bernabe, M., & Hernández, J. (2016). Problemas de contexto: Un camino al cambio educativo. *Ra Xiamhai* 12 (6), 227-239. Retrieved from <https://www.redalyc.org/articulo.oa?id=461/46148194015>
- Hamila, A., & Amin, M. (2016). Implementation of Blended Learning in higher Learning Institutions: A Review of the Literature. *International Education Studies* 9 (3), 41-52. doi:10.5539/ies.v9n3p41
- Hernández, N., & Pérez, M. (2016). Students' Satisfaction with a Blended Instructional Design: The Potential of "Flipped Classroom" in Higher Education. *Journal of Intercative Media in Education* (1), 1-12. doi: <http://dx.doi.org/10.5334/jime.397>
- Hernandez, R., Fernández, C., & Baptista, M. (2014). *Metodología de la investigación*. México: McGraw-Hill.
- Hernández, R., Fernández, C., & Baptista, P. (2010). *Metodología de la investigación. Enfoque cuantitativo*. México D. F: McGraw Hill Companies, Inc.
- Herranen, J., Verterinen, V., & Aksela, M. (2018). From Learner-Centered to Learner-Driven Sustainability Education. *MDPI* 10 (7), 2190. doi:10.3390/su10072190
- Herranen, J., Vesterinen, V., & Aksela, M. (2018). From Learner-Centered to Learner-Driven Sustainability Education. *Sustainability* 10 (7), 1-14. doi:10.3390/su10072190
- Hrastinski, S. (2019). What do we mean by blended learning? *TechTrends* 63 (1), 564-568. doi:10.1007/s11528-019-00375-5
- Huckin, T., & Coady, J. (1999). Incidental vocabulary acquisition in a second language: A review. *Studies in Second Language Acquisition*, 181-193. doi:<http://dx.doi.org/10.1017/S0272263199002028>
- Hulstijn, J., Hollander, M., & Greidanus, T. (1996). Incidental vocabulary learning by advanced foreign language students: The influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *The Modern Language Journal*, 327-339.
- Jin, Z. (2018). Incidental Vocabulary Learning through Listening to Teacher Talk. *Western University*.

- Krashen, S. (2013). *Principles and practice in second language acquisition*. Southern California: Pergamon Press Inc.
- Lagos, G., Benavides, L., Troya, I., & Jácome, S. (2018). El b-learning, una alternativa innovadora en la educación superior del Ecuador. *Revista Universidad, Ciencia y Tecnología* 4 (1), 151-155. Retrieved from <https://uctunexpo.autanabooks.com/index.php/uct/article/view/20>
- Lagos, G., Cevallos, A., Espinosa, J., & Nivelá, A. (2020). El B-learning y su aplicación en la enseñanza universitaria del Ecuador. *Sinergias Educativas* 5 (2), 227- 232. doi:10.37954/se.v5i2.146
- Limachi, Y. (2018). *Entorno Virtual Modelo Blended Learning y su Impacto en el Redimiento Académico de los Estudiantes de Inglés del Centro de Idiomas de la Universidad Nacional José María Arguedas Andahuaylas*. Andahuaylas: Universidad Nacional José María Arguedas. Retrieved from <http://repositorio.unajma.edu.pe/handle/123456789/434>
- Llerena, E., & Rodríguez, C. (2017). Kahoot! A Digital Tool for Learning Vocabulary in a language classroom. *Revista Publicando* 4 (12), 441-449. Retrieved from <https://revistapublicando.org/revista/index.php/crv/article/view/673>
- López, P. (2004). Población muestra y muestreo. *Punto Cero*, 69-74.
- Mara, L. (2017). New perspective of learner-centered education in nowadays didactics. *MATEC Web of Conferences* 121 (12013), 4. doi:10.1051/matecconf/201712112013
- Marwan, A. (2017). Implementing Learner-Centered Teaching in an English as a Foreign Language (EFL) Classroom. *Celt A journal of Culture, English Language, Teaching & Literature* 17 (1), 45-59. doi:10.24167/celt.v17i1
- Medina, R., & Gonzalez, W. (2019). Methodology for the development of virtual courses to support learning combined in the unified baccalaureate of Ecuador. *Revista Ingeniería, Matemáticas y Ciencias de la Información* 6 (12), 13- 24. doi:10.21017/rimci.2019.v6.n12.a63
- Mendoza, M., & Rodríguez, M. (2019). Aprendizaje centrado en el estudiante desde la planificación en investigación. *CIENCIAMATRIA* 6 (10), 13. doi: 10.35381/cm.v6i10.232
- Miller, K. (2011). Intensive reading, extensive reading and the English Reader Marathon at Tsurumi University. Retrieved from http://library.tsurumiu.ac.jp/metadb/up/admin/50_2_03_Miller.pdf
- Muchtar, N. (2019). Intensive and extensive reading in improving teaching reading comprehension. *Lingua Pedagogia. Journal of English Teaching*

- Studies*, 1-13. Retrieved from https://www.researchgate.net/publication/342162329_INTENSIVE_AND_EXTENSIVE_READING_IN_IMPROVING_TEACHING_READING_COMPREHENSION
- Namyssova, G., Tussupbekova, G., Helmer, J., Malone, K., Afzal, M., & Jonbekova, D. (2019). Challenges and benefits of blended learning in higher education. *IJTE International Journal of Technology in Education 2* (1), 22-31. Retrieved from <http://nur.nu.edu.kz/handle/123456789/4494>
- Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical inferencing. *TESOL Quarterly*, 645-670.
- Nieves, I., & Mayora, C. (2012). La lectura extensiva en inglés: Una propuesta teórica para mejorar la comprensión de lectura en estudiantes de secundaria en Venezuela. *Letras*, 76-98. Retrieved from http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S0459-12832012000100004
- Peche, H., & Giraldo, V. (2019). Flip Learning Learning Learned in the student as a generator of educational quality. *Revista Arbitrada Interdisciplinaria KOINONIA 4* (8), 427- 444. doi:10.35381/r.k.v4i8.293
- Pérez, M., Rojas, R., Quinatoa, E., & Moya, J. (2017). Las tecnologías en el mejoramiento de los procesos educativos en la Educación Superior en América Latina. *Revista Publicando 4* (11), 704-718. Retrieved from <https://revistapublicando.org/revista/index.php/crv/article/view/613>
- Pilco, E., & Salazar, J. (2020). *La tecnología multimedia y su relación con el desarrollo psicomotriz de niños de educación inicial de la unidad educativa "Luis A. Martíñez" del cantón Ambato*. Ambato: Universidad Técnica de Ambato. Retrieved from <https://repositorio.uta.edu.ec/jspui/handle/123456789/30896>
- Restrepo, F. (2015). Incidental Vocabulary Learning in Second Language Acquisition: A Literature Review. *PROFILE*, 157-166.
- Reyes, Y., Villafuerte, J., & Zambrano, D. (2020). Aula invertida en la educación básica rural. *REFCaIE 8* (1), 116-132. Retrieved from <http://orcid.org/0000-0001-6053-6307>
- Rojas, M. (2015). Tipos de Investigación científica: Una simplificación de la complicada incoherente nomenclatura y clasificación. *REDVET. Revista Electrónica de Veterinaria*, 1-14. Retrieved from <https://www.redalyc.org/pdf/636/63638739004.pdf>

- Roldán, R. (2018). B-English programme, based on blended lessons, for the mastery of the communicative skills of the English language. *Revista Ciencia y Tecnología* 14 (3), 99-106. Retrieved from <https://revistas.unitru.edu.pe/index.php/PGM/article/view/2110>
- Salas, E. (2013). Diseños preexperimentales en psicología y educación: una revisión conceptual. *Liberabit*, 133-141. Retrieved from http://www.scielo.org.pe/scielo.php?script=sci_arttext&pid=S1729-48272013000100013
- Salgado, A. (2007). Investigación cualitativa: diseños, evaluación del rigor metodológico y retos. *Liberabit. Revista de Psicología*, 71-78. Retrieved from <https://www.redalyc.org/pdf/686/68601309.pdf>
- Schmidt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 329-363.
- Shelly, S. (2015, Diciembre). Effectiveness of extensive reading in Second Language learning: a study on the development of linguistic skills in reference to reading. Dhaka, Bangladesh: BRAC University.
- Sosa, A., & León, E. (2020). *Moodle and its influence in virtual learning in Philosophy school students, Guayaquil-Ecuador*. Guayaquil: Universidad César Vallejo. Retrieved from <https://hdl.handle.net/20.500.12692/48857>
- Soya, N. (2018). Blended-learning: Uses and role play of mobile technology to the benefits of blended-learning. In O. Festus, & H. Olalekan, *In for Innovative Technology Integration in Education Conference: Blended Learning: Integrating Technology into Instruction* (pp. 227-228).
- Sun, Z., & Qiu, X. (2017). Developing a blended learning model in an EFL class. *International Journal of Continuing Engineering Education and Life Long Learning* 27 (1), 4-20. doi:10.1504/IJCEELL.2017.080998
- Tian, L., & Macaro, E. (2012). Comparing the effect of teacher codeswitching with English only explanations on the vocabulary acquisition of Chinese university students: A lexical focus-on-form study. *Language Teaching Research*, 367-391.
- Tibanlombo, S. (2017). La lectura extensiva y su influencia en la destreza oral del idioma inglés en los estudiantes del nivel B1 de la modalidad abierta del Centro Especializado de Idiomas de la Universidad Técnica de Ambato del cantón Ambato, provincia de Tungurahua. Ambato, Ecuador: Universidad Técnica de Ambato. Tesis de Grado. Retrieved from <https://repositorio.uta.edu.ec/bitstream/123456789/26520/1/Sandra%20Lucila%20Tibanlombo%20Collay%201804458659.pdf>

- Tomkova, Z. (2009). Using literature in ELT in the Secondary School: Extensive Reading. Retrieved from https://is.muni.cz/th/104366/pedf_m/DIPLOMA_THESIS_2008_-_text.pdf
- Torres, A., Romero, L., & Pérez, A. (2018). Gamification and its possibilities in the blended learning environment: literature review. *RIED* 21 (1), 95-111. doi:10.5944/ried.21.1.18792
- Varona, A. (2012). Analyzing the Extensive Reading Approach: Benefits and Challenges in the Mexican Context. *HOW*, 169-184. Retrieved from <https://www.redalyc.org/pdf/4994/499450718011.pdf>
- Vila, T. (2018). The effects of reading on incidental vocabulary acquisition in EFL. Croacia: Repository of the Faculty of Humanities and Social Sciences Osijek.
- Webb, S., & Nation, P. (2017). *How Vocabulary is Learned*. Oxford: Oxford University Press.
- Wichadee, S. (2017). A Development of Blended Learning Model Using Edmodo for Maximizing Students' Oral Proficiency and Motivation. *International Journal of Emerging Technologies in Learning* 12 (2), 137- 153. doi:10.3991/ijet.v12i02.6324
- Yugcha, P., & Ordoñez, W. (2020). *Kahoot in the Biology learning process with first bach from Bicentenario high school, academic period 2019-2020*. Quito: Universidad Central del Ecuador, Facultad de Filosofía, Letras y Ciencias de la Eduación. Retrieved from <http://www.dspace.uce.edu.ec/handle/25000/21395>
- Yusoff, S., Yusoff, R., & Md Noh, N. (2017). Blended Learning Approach for Less Proficient Students. *SAGE Open* 1, 1-8. doi:10.1177/2158244017723051
- Zabeli, N., Anderson, J., & Saqipi, B. (2018). Towards the Development and Implementation of Learner-centered Education in Kosovo. *JSSER Journal of Social Studies Education Research* 9 (4), 49-64. Retrieved from <https://jsser.org/index.php/jsser/article/view/354>
- Zahar, R., Cobb, T., & Spada, N. (2001). Acquiring vocabulary through reading: Effects of frequency and contextual richness. *Canadian Modern Language Review*, 541-572.
- Zhao, A., Guo, Y., & Olszewski, A. (2016). Exploring learner factors in a second language (L2) incidental vocabulary acquisition through reading. *Reading in a Foreign Language*, 224-245.

ANNEXES

Annex 1: Survey Before Workshop

SURVEY TO BE APPLIED

Dear teacher, we kindly request your help in answering this survey, which will serve as a support for the research entitled "**EXTENSIVE READING FOR THE DEVELOPMENT OF THE INCIDENTAL VOCABULARY**". In this regard, please read the questions carefully and mark with an X the answer you consider appropriate.

1. Do you know the benefits of extensive reading in EFL?

YES

NO

2. Do you apply extensive reading in your EFL teaching methodology?

YES

NO

3. Mark with an X the answer you consider convenient for each item in the following Table

Question	Always	Most of the time	Sometimes	Seldom	Never
Students read materials according to their knowledge.					
There is a wide variety of reading materials with various topics at your disposal.					
Students choose what they want to read.					
Students read as much as they can.					
Students read for pleasure, information and reading comprehension.					

Question	Always	Most of the time	Sometimes	Seldom	Never
Students' reading speed can be considered fast					
Students consider reading a reward.					
Students have an individual and silent reading process.					
The teacher directs and guides students through the reading process.					
The teacher is a role model for students.					

4. Do your students acquire vocabulary incidentally?

YES

NO

5. Mark with an X to how often the following vocabulary acquisition problems occur in your students

Question	Always	Most of the time	Sometimes	Seldom	Never
Students do not pay due attention to new words in the text.					
Students think they know a word and ignore it					
Students do not properly connect the word with its meaning					
Students make incorrect inferences based on the context of the reading, not the word					
Students do not have a dictionary on hand					

6. Mark with an X the frequency of your students' participation in class

Always	Most of the time	Sometimes	Seldom	Never

7. Do you consider that your students are motivated?

Always	Most of the time	Sometimes	Seldom	Never

8. Do you consider the implementation of an extensive reading socialization workshop and its main benefits timely?

YES

NO

9. How do you think the inclusion of an extensive reading workshop will benefit your students? (you can select more than one option)

Acquisition of new reading techniques

Improvement in reading skills known to the student

Increased motivation and participation in classes

Increase in vocabulary known to the student

Other (please specify)

THANK YOU FOR YOUR COLLABORATION!

Annex 2: Survey Validation

Survey Validation

Postgraduate student: Valeria Mayorga Villacis

Instructions for validation on research instrument on the topic "Extensive Reading for the Development of Incidental Vocabulary."

In order to verify and validate the content in the following questionnaire, please read these instructions:

1. Read carefully the research topic, main and specific objectives, and the questions found in the survey.
2. Assess the correlation between objectives, variables and indicators shown in the six questions.
3. Determine the technical quality of each item as well as the how valid this instrument is, in order to obtain meaningful information.
4. Write down the observations.

Research topic:

"Extensive Reading for the Development of Incidental Vocabulary."

General objective:

To analyze the benefits of extensive reading in the development of incidental vocabulary in EFL (English as a Foreign Language) classes.

Specific objectives:

1. Investigate the theoretical basis of extensive reading and its influence on vocabulary development.
2. Identify appropriate guidelines for the application of Extensive Reading in the classroom.
3. Evaluate the relevance of a workshop through a research instrument.

4. Create a presentation of the workshop with the projection of a socialization to the EFL (English as a Foreign Language) community about the benefits of Extensive Reading in vocabulary development.

CRITERIA

(A) Instrument Questions correspond to the objectives and variables.

Answer with an **X**:

A Adaptation

NC Nonconformity

If your answer was NC, please justify your answer.

(B) Technique quality and representability

Answer with an X:

O Optimum

G Good

F Fair

I Inefficient

(C) Language

Answer with an X:

A Adequate

I Inadequate

If your answer was I, please explain your answer.



Pontificia Universidad Católica del Ecuador
Sede Ambato
Maestría en Pedagogía del Idioma Inglés como Lengua Extranjera
Validity Instrument (**Teachers' survey**: Attached in e-mail)

Item	A. Instrument Questions correspond to the objectives and variables.		Observation	B. Technique quality and <u>representability</u>			Observation	C. Language		Observation
	A (Adaptation)	NC (Nonconformity)		O (Optimum)	G (Good)	F (Fair)		I (Insufficient)	A (Adequate)	
1	X			X				X		
2	X			X					X	in the EFL classroom
3	X					X	consider "the most appropriate"		X	"convenient" "does not"

							answer according to your experience in the EFL classroom.			apply in this context
4		X				X		X		
5	X			X					X	Do you think acquire...
6	X					X			X	Mark with an X to show how often... "issues (instead of problems) arise
7	X				X				X	"timely" do you mean appropriate?
8										




9										
10	X				X		Review and remembering of vocab known by	X		
Validator Data	Ana Revelo		1802385052				Ana Revelo			
	Full name		ID number				Signature			
	Teacher		English Teacher				01/05/21		099-711-4082	
	Profession		Position				Date		Telephone	





Pontificia Universidad Católica del Ecuador
Sede Ambato
Maestría en Pedagogía del Idioma Inglés como Lengua Extranjera
Validity Instrument (**Teachers' survey**: Attached in e-mail)

Item	A. Instrument Questions correspond to the objectives and variables.		Observation	B. Technique quality and representability				Observation	C. Language		Observation
	A (Adaptation)	NC (Nonconformity)		O (Optimum)	G (Good)	F (Fair)	I (Inefficient)		A (Adequate)	I (Inadequate)	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		
7	X			X					X		
8	X			X					X		

9	X			X					X		
Validator Data	Carlos Felipe Santamaría Velasco		1804878849								
	Full name		ID number				Signature				
	English Teacher		English Teacher at CTT de los Andes				30/04/2021 0995443513				
Profession		Position				Date		Telephone			

Annex 3: After Workshop Evaluation

Extensive Reading Workshop

Answer the questions regarding the reading workshop

***Obligatorio**

1. Correo *

2. SLA (Second Language Acquisition) claims that acquisition is enhanced by having a lot of comprehensible input. * 1 punto

Marca solo un óvalo.

True

False

3. There is only one way to learn vocabulary. * 1 punto

Marca solo un óvalo.

True

False

4. Reading fluency requires that students understand only 85% of the vocabulary in a passage. * 1 punto

Marca solo un óvalo.

True

False

5. There are two ways in which we can read: Extensively and Intensively. * 1 punto

Marca solo un óvalo.

True

False

6. When we read intensively, we do it just for pleasure and enjoyment. * 1 punto

Marca solo un óvalo.

True

False

7. When we read extensively, we read academic texts to get specific information. * 1 punto

Marca solo un óvalo.

True

False

8. When students read extensively, it is likely that they will implicitly learn several aspects of language like the use of prepositions, vocabulary usage, writing and even speaking. * 1 punto

Marca solo un óvalo.

True

False

9. When students read extensively, they only need to read stories and novels because this type of texts use all grammar tenses. * 1 punto

Marca solo un óvalo.

- True
 False

10. Post reading activities consist on vocabulary and comprehension tests. * 1 punto

Marca solo un óvalo.

- True
 False

11. Extensive reading should be done in class. * 1 punto

Marca solo un óvalo.

- True
 False

12. Did this workshop help you understand the implications and benefits of applying Extensive Reading in the classroom? *

Marca solo un óvalo.

- Yes
 No

13. Do you plan on applying Extensive Reading to improve incidental vocabulary acquisition in the future? *

Marca solo un óvalo.

- Yes
 No