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**ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC**  
**SCIENCES**

**ENGLISH MAJOR**

**RESEARCH PROJECT**

**“LEXICAL APPROACH ACTIVITIES TO INCREASE STUDENTS BASIC  
VOCABULARY”**

Project presented previous to obtain the Sciences of Education Degree with major in  
the English Language.

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Latacunga- Ecuador

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## AUTHORSHIP

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Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.

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As a tutor of the research work titled: “LEXICAL APPROACH ACTIVITIES TO INCREASE STUDENTS BASIC VOCABULARY” presented by Molina Ayala Elvia Teresa and Padilla Chicaiza Verónica Alexandra, of English major, I certify this research report meet the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, July 2016

Sincerely,

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## COMMITTEE APPROVAL

As members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researchers: Molina Ayala Elvia Teresa and Padilla Chicaiza Verónica Alexandra with the research project title: “LEXICAL APPROACH ACTIVITIES TO INCREASE STUDENTS BASIC VOCABULARY” have considered the recommendations presented and the work has all the requirements to be deserted

Therefore, it is authorized to lath the project, according to the institutional regulations.

Latacunga, July 2016

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## GRATEFULNESS

To God and our parents for give us: love, comprehension and the opportunity to study and complete the English major at our dear University. In addition, to our English teachers for all their teaching and advice during these years.

Elvia & Verónica

## DEDICATION

Firstly, to God also we dedicate this project to our parents and family for all their love and understanding in difficult moments specially to achieve this important goal in our life.

Elvia & Veronica

**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y**  
**HUMANÍSTICAS**

**TITULO : "ACTIVIDADES BASADAS EN EL ENFOQUE LÉXICO PARA  
INCREMENTAR EL VOCABULARIO BÁSICO"**

**Autor/es:** Molina Ayala Elvia Teresa  
Padilla Chicaiza Verónica Alexandra

**RESUMEN**

El enfoque léxico juega un papel clave en el incremento del vocabulario así estudiantes pueden combinar diferentes palabras con el fin de desarrollar la habilidad del habla mediante el uso de colocaciones. El objetivo principal de esta investigación es determinar la influencia de la aplicación del enfoque léxico en los estudiantes de octavo grado de la Unidad educativa Lenin School para mejorar el aprendizaje del vocabulario. El instrumento usado in esta investigación fue un cuestionario usado como pre y post test, consistió en veinte colocaciones seleccionadas del libro de los estudiantes "Our Little world". El pre test se aplicó con el objetivo de medir el nivel de vocabulario en los estudiantes. Los resultados mostraron de que tan solo un promedio del 9% conocían unas pocas colocaciones, los estudiantes no pudieron recordar especialmente: verbos, sustantivos y adjetivos. Después se seleccionó doce lecturas sobre diferentes temas del libro: Our Little World con el fin de diseñar aplicar las actividades léxicas durante seis semanas (treinta horas clase). El post test se aplicó después de la implementación de las actividades léxicas con el objetivo de identificar los la influencia del enfoque léxico en el vocabulario. Los resultados mostraron que un promedio del 79 % conocían las colocaciones con un mejoramiento significativo del 70%. Se concluye que la aplicación de las actividades léxicas resultó muy productiva para los estudiantes de Octavo grado tanto en el conocimiento del vocabulario también para motivar a los estudiantes a usar las colocaciones y generar el idioma inglés.

**Palabras clave:** enfoque léxico, colocaciones léxicas, vocabulario.

**TECHNICAL UNIVERSITY OF COTOPAXI**  
**ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE**  
**RESEARCH TOPIC: "LEXICAL APPROACH ACTIVITIES TO INCREASE**  
**STUDENTS BASIC VOCABULARY"**

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**ABSTRACT**

Lexical approach plays a key role in vocabulary increase because students can combine different words in order to develop speaking skill by using collocations. The main objective of this investigation is to determine the influence of applying lexical approach in 8<sup>th</sup> graders at "Lenin School" Educative Unit to improve vocabulary learning. The instrument used in this investigation was a questionnaire used as pre-test and post-test. It consisted on twenty collocation items chose from students' book "Our Little world". Pre- test was applied to measure students' level of knowledge vocabulary. The results showed an overage 9% of students who knew only few collocations because students could not remember mainly: verbs, nouns and adjectives. After that, twelve passages about different topics were selected from students' book "Our Little world" to apply lexical approach activities for six weeks (thirty hours). Post-test was applied after lexical approach activities implementation in order to identify what the results were. The results showed that an overage of 79% of students knew the collocations with a relevant significance improvement of 70 %. In conclusion, lexical approach activities application resulted so productive to eight graders into vocabulary knowledge as well as to motivate students to use lexical collocations and produce English language.

**Key words:** lexical approach, lexical collocations, vocabulary



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## 1. GENERAL DATA

**Research title:** "LEXICAL APPROACH ACTIVITIES TO INCREASE STUDENTS BASIC VOCABULARY"

**Starting date:** 04<sup>th</sup>, November 2015.

**Completion date:** 15<sup>th</sup>, July 2016.

**Site:** "Lenin School" Educative Unit Pastocalle and Moraspungo, *Latacunga* – Cotopaxi - Ecuador.

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**Knowledge area:** Lexical approach learning.

**Investigation line:** Development of didactical and pedagogical strategies.

**Sub research career:** General methodologies for teaching English language

## **2. PROJECT DESCRIPTION**

The main objective of this research is to determine the influence of applying lexical approach in 8<sup>th</sup> graders at “Lenin School” Educative Unit to improve vocabulary learning. It is because many students have lack of vocabulary and they can learn new words easily. The instruments used in this investigation were 12 passages about different topics that students had learned during classes selected from students’ book “Our Little world”. The application of lexical activities lasted 6 weeks 30 hours. Another instrument was a collocation test which consisted on 20 collocation items chose from the 12 passages chosen to apply the pedagogical implementation finally data collection lasted 2 days 2 hours (pre and post-test).

This research work has been divided in two main parts: the first part refers to: the lexical competence, lexical approach, vocabulary and vocabulary by using lexical approach which allow to familiarize with each of the categories in order to understand what involves lexical knowledge role and principles and design lexical approach vocabulary activities to apply the pedagogical implementation. The second part refers to the application of lexical approach activities with the application of: Pre-test, lexical approach activities and post-test. The analysis of students’ pre and post-test allowed knowing learners’ started and final vocabulary knowledge based in lexical collocations. Pre-test results showed that students knew a few lexical collocations from their books whereas on the post-test students increase the collocations knowledge with a relevant significance.

It is concluded that lexical approach activities application resulted so productive to eight graders into vocabulary knowledge through use lexical collocations to produce English language. Clearly, this research work contributed in student’s vocabulary increase as well as in the way to teach vocabulary through words combination.

## **3. PROJECT RATIONAL**

Nowadays, the investigation of teaching learning process about vocabulary as second language has had more influence into the acquisition of English vocabulary.

This investigation has significant importance into improving the quality of learning English language. Through the investigation of this problem we could know more about students' deficiency or lack of vocabulary knowledge in 8th year GBE at Lenin School. Moreover, the implementations of activities based in lexical approach (collocations) allow students acquire more vocabulary which is the base to improve communicative competence. Teacher can show students how lexical units or basic vocabulary that they know can be combined to form phrases that can be used to make sentences and produce speaking language.

In addition, it will be useful to the teachers so that increase the quality of teaching-learning process in the institution. In this context the role of vocabulary is essential because "without grammar we can communicate but without vocabulary nothing" (Lessard-Clouston, 1994, p. 1). Clearly, it involves that with the appropriate vocabulary knowledge students will be able to learn vocabulary and improve the speaking skill in the best way.

In this search project we had applied the lexical collocation activities which basically were based in the use of base vocabulary that students had acquired as long of their academic studies also how to combine words into phrases to communicate a message effectively. That's why improving vocabulary is important into learning English language. The application of this activities are fairly beneficial for students because with this useful and newfangled. Overall, students learn and are able to use the combination of words that they find on their books and use them to speak with classmates and English teacher.

#### **4. BENEFICIARIES OF THE PROJECT:**

This Project benefits to the students of 8<sup>th</sup> year GBE "A" at "Lenin School" Educative Unit. The direct beneficiaries were 8 grade students and their English teacher (9 beneficiaries). There are 8 Students in this group, 4 women included the teacher and 5 men. Therefore, we estimate that the indirect beneficiaries will be the future students in 8<sup>th</sup> grade.

## **5. RESEARCH PROBLEM:**

Students at Lenin School Educative Unit in 8th grade face a serious problem that is lack of vocabulary because the teacher doesn't use an adequate material in the classroom. Therefore, children don't learn new words or phrases. Consequently, in the future students will not be able to express their ideas at the same time students aren't able to communicate in English. Other cause is that teacher doesn't use good strategies to increase vocabulary in English learners. This is so difficult because students cannot communicate with classmates and they cannot understand when teachers explain their class. Another cause is that the students are not interested in learning new words. This situation is important because students don't pay attention to the words and they cannot recognize the lexical words meaning. There are researchers that have worked on this problem. As the references to solve the problem we have taken these researchers' work: The first one is:

(Çakır, 2012), carried out a research whose main aim was to find out whether teaching vocabulary through collocations will result in better vocabulary learning than teaching vocabulary. In this investigation he used the following research questions: Does presenting new words through collocations result in a better learning of the words than presenting them using classical techniques? Do presenting new words through collocations enhance retention of new vocabulary items? He applied a qualitative methodology because he used Pre-test/Post-test. At the end, the researcher found that learning vocabulary through collocations is an effective strategy which positively contributes to the development of vocabulary learning and retention of vocabulary in English learners in their minds longer.

(Ajmal & Sita , (2015), carried out a research whose main aim was to study the effect of teaching vocabulary through collocations on grade 6 learners' vocabulary improvement. In this investigation they used the following research questions: What would be the effects of teaching vocabulary through collocation in students? They applied a qualitative methodology because they used Pre-test/Post-test. They used as a sample of the study 36 grade 6 learners. The research instrument consisted of 12



reading passages that emphasized word collocations. Each lesson consisted of the contents for two 60 minutes teaching sessions. Each session consisted of three steps: presentation, practice and application. Finally, the results showed that students scored an average of 11.47 points on the pretest and an average of 16.17 points on the posttest in the vocabulary retention.

## 6. OBJECTIVES:

### General Objective:

- To determine the influence of applying lexical approach (collocation) in 8<sup>th</sup> graders at “Lenin School” Educative Unit to improve vocabulary learning.

### Specific Objectives:

- To analyze the role and principles of lexical approach in vocabulary learning through the literature review to select the activities.
- To apply language activities based in lexical collocation in the class to motivate students learn more vocabulary.
- To contrast language activities based on lexical collocation in order to identify what the results of the implemented activities were.

<b>7. - ACTIVITIES AND TASKS SYSTEM REGARDING THE OBJECTIVES RAISED</b>			
<b>Objectives</b>	<b>Activity</b>	<b>Result</b>	<b>Methodology</b>
To analyze the role and principles of lexical approach in vocabulary learning through the literature review to select the activities.	Literature review	Knowledge about the role of lexical approach.	Analytical method.

To apply language activities based in lexical collocation in the class to motivate students learn more vocabulary.	Apply pre-test and lexical activities.	Diagnostic. Students' vocabulary knowledge.	Pre-test
To contrast language activities based on lexical collocation in order to identify what the results of the implemented activities were.	Apply post-test	Students' vocabulary increase.	Post-test

## 8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

In order to, understand how to increase students' basic vocabulary through lexical approach. It is necessary to get familiarize with the following research categories; lexical competence, lexical approach, vocabulary and vocabulary by using lexical approach.

### **Lexical competence:**

Lexical competence is one element about teacher need to pay attention in learning process specially to teach vocabulary. Due to students need to know and use vocabulary effectively so that with the practice they will be able dominate plenty of words and meaning. Lexical competence involves the acquisition and use the vocabulary in an organized and natural way. When, we talk about lexical competence. It refers to some metacognition process into learner's mind it refers to: the amount of words they know, the way they learn vocabulary, how they retain new words and how they can use this rang of words in practical situation.

Dik (1997) cited by Velasco (2007) says that it seems natural to suppose that lexical competence, which could accordingly be defined as the ability to use words in appropriate and effective ways in verbal interaction. Moreover, Hymes (1972) He explicitly states that communicative competence comprises “not only the ability to construe and interpret linguistic expressions, but also the ability to use these expressions in appropriate and effective ways. (Velasco, 2007, p. 2)

Lexical competence allows students develop the ability of use words, phrases and ideas in the communicative competence in an effective way. Into lexical competence there are three important dimensions:

### **Vocabulary size**

The first one is: Vocabulary size this is a basic dimension. Learners need to know a good deal of words students’ knowledge can vary mainly according to the age.

Meara (1996) cited by Echeveria defined it as precise comprehension, that is to say, to know the meaning of a word implies the capacity to, for example, translate it into the L1, to identify its appropriate definition, or to paraphrase it in the target language. (Echeveria, et al., 2007, p. 25)

It involves that vocabulary size refers to the fact of students find unknown words and check the meaning but it is not enough use the first meaning that they find in dictionaries. It is necessary that students can choose the correct meaning according to the words context. In this way students can comprehend and use effectively vocabulary. This is a complex first step because not every student can do this analysis or choose the right word meaning so teachers need to be patient and try to help students select the correct translation to increase vocabulary. Through this procedure student build their own hedges in mind. Consequently, they can use words in an appropriate lexical way.

### **Knowledge of word characteristics**

The second dimension, Depth of Knowledge, is the quality of the learner's lexical competence (Read 1993), or as Henriksen (1999) cited by Valeria & Echeverría defined it, "the knowledge of a word's different sense relations to other words in the lexicon, e.g., paradigmatic (antonymy, synonymy, hyponymy, gradation) and syntagmatic (collocational restrictions)". (Valeria Echeverría, et al., 2007, p. 26)

Lexical competence means more than know words meaning it regards to know deeply words and the aspect of how well students know words. In two aspects: one is in the way which words can be related according to the meaning and relate words with its corresponding synonyms or antonyms. Otherwise, syntagmatic possible words connection. It involves collocational connections as well as restrictions. The capacity to associate words involves paradigmatic and syntagmatic judge.

### **Receptive productive**

The third dimension is: Receptive productive. Melka (1997) cited by Echeverría attempted to clarify this difference under the concept of 'word familiarity', by means of which it could be established at what point the existing knowledge of a word becomes productive. In turn, Meara (1996) thought that attention should focus on the hidden lexical competence of 'automaticity' as this serves to develop both receptive and productive skills. (Echeverría, et al., 2007, p. 27)

When, students are able to find unknown words on dictionaries and select its close translation to mother language as well as to identify some Synonyms antonyms form their mind. It means that learners can organize vocabulary size and words characteristics knowledge into related blocks of words so that Learners remember

some possible combination of words to express ideas or being able to organize their ideas and select the right words category to produce English language effectively.

### **Lexical approach**

Lexical approach principles can help students to learn combine and use phrases to convey a message in the classroom. For this reason, it is considered a useful tool so that solve lack of vocabulary problem in students. Michael Lewis argues that:

The lexical approach makes a distinction between vocabulary--traditionally understood as a stock of individual words with fixed meanings--and lexis, which includes not only the single words but also the word combinations that we store in our mental lexicons. Lexical approach advocates argue that language consists of meaningful chunks that, when combined, produce continuous coherent text, and only a minority of spoken sentences are entirely novel creations. (Moudraia, Lexical Approach to Second Language Teaching. ERIC Digest., 2001, p. 2).

Lexical approach proposes a way to teach vocabulary by the combination of words rather that learn they one by one. In this way learning vocabulary will turn into a meaningful learning experience. Every language consists in grammaticalized lexis.

### **Types of lexis**

There are two types of lexis.

**Lexical chunk.** - They are groups of words that can be found together in language.

Example: "in my opinion," "to make a long story short," "by the way," "at the end of the day," "Do you mind if I..." "That will never happen to me" (Park, 2003, p. 7)

Lexical chunks are meaning prefabricated phrases used to introduce and link ideas.

Lexical collocations set an important role in order to increase the vocabulary in English learners in a bit time using this approach. A lexical collocation can be defined as the words which are written strategically together so that they express an idea or phrase.

**Lexical collocation.** - Collocation refers to the regular occurrence together of words. Moreover, according to Benson (1986) cited by (Park 2003) says that there exist seven structural types of lexical collocations: verb + noun; adjective + noun; noun + verb; noun + of + noun; adverb + adjective; verb + adverb. Example: collocations of verbs with nouns. *Do my hair/ the cooking/ the laundry*

*Make my bed/ a promise/ coffee/ a meal.*

*Go out/ bad/ home/ crazy.* (Park, 2003, p. 7)

According to lexical approach words combinations also have to include coherence. It involves that we need to organize in the correct way to form lexical collocation so that they have sense and meaning.

### **Vocabulary**

It refers to the variety and number of words which students have learned into the class and with classroom exercise activities.

According to Nation (2005) cited by (Balçı 2012), states that although deliberate vocabulary teaching is only one of the least efficient ways of developing vocabulary knowledge, it is also significantly required for a well-balanced vocabulary program. Vocabulary teaching helps learners when they feel it is most needed especially for the message-focused activities involving listening, speaking, reading and writing. (Balçı, 2012)

Learning vocabulary is not only helps to know the words pronunciation and meaning. Vocabulary is the base to develop the four Language skills. Listening: to recognize words pronunciation, writing and meanings so that understand the listening message. Speaking: If students have stored plenty of words in mind. It would be easy to express ideas and communicate with others. Reading: vocabulary helps students to understand sentence by sentence so that give sense to paragraphs and finally to catch the main idea or look for key information. Writing: To perform a writing task vocabulary knowledge will allow students to complement grammatical rules with a variety of words. Vocabulary is important to every language skill.

### **Vocabulary development**

Vocabulary development is important so that students can store meaning and pronunciation words. English teacher should be careful and help students to keep in mind vocabulary by performing activities which allow students use a variety of words in different contexts as well as promote English language development in order to students get a fluent communication.

### **Vocabulary development components:**

#### **Definitional and contextual information about a word**

To know a word, students need to see it in context and learn how its meaning relates to the words around it. An approach that includes definitions and shows how words are used in various contexts can generate a full and flexible knowledge of word meanings. (Vocabulary, 2007, p. 1)

#### **Multiple exposures to a word in different contexts**

A word that is encountered once has about a 10 percent chance of being learned from context. When students see a word repeatedly, they gather more and more information about it until they get an idea of what it means. (Vocabulary, 2007, p. 1)

### **Encouragement of students' active participation in their word learning**

Students remember words better when they relate new meanings to knowledge they already have. Group discussion of word meanings also helps students learn new vocabulary by having to actively participate in their own learning. (Vocabulary, 2007, p. 1)

### **Lexis**

Lexis can be defined as the way to combine different words in sets of meaningful phrases.

Lexis is a more general word than common vocabulary. Vocabulary is often used to talk of the individual words of language; lexis covers single words and multi-word objects which have the same status in the language as simple words, the items we store in our mental lexicons ready for use. (chapter-1 the lexical approach, 2013, p. 11)

It involves a deep knowledge about words: relate words with possible synonyms, antonyms and the most common combinations. Lexis includes vocabulary storing at learners mind so that they can use single words or phrases whenever they need.

### **Vocabulary vs. Lexis**

Lexis goes beyond the fact of know what is the translation of words. The acquisition of lexis means that the set of word or phrases will be keep on the student's mind so that use them to form or complement ideas and make sentences in an easier way.

Vocabulary it refers a word alone, but when is in combination with lexis is a set the sounds plus words so forming some sentences because lexis is related with morphemes and syntax. Second, the lexical approach aim is to develop the language skills of the learner through the teaching of prefabricated blocks of words. It involves learner to memorize word blocks without analyzing. Apart from increased vocabulary, knowledge of said blocks involves a series benefits. (Moudraia, Vocabulary versus Lexis, 2001, p. 1).



Clearly, we can establish that vocabulary and lexis are two concepts closely related but there is one difference: vocabulary is the set of words that students have learned during class or activities one by one while lexis means learn vocabulary based on words combination and memorize vocabulary in sets of phrases to complete sentences faster.

### **Vocabulary by using lexical approach**

Teaching vocabulary through this approach permits the students increase of the vocabulary in order to students can convey their ideas in L2 so teacher should be able to use lexical approach in an effective way and analyze the right activities to increase students vocabulary proficiency as well as motivate students to practice with classmates improving speaking skill.

According Nattinger (1980) cited by Moudraia (2011) suggests that teaching should be based on the idea that language production is the piecing together of ready-made units appropriate for a particular situation. Comprehension of such units is dependent on knowing the patterns to predict in different situations. Therefore, should center on these patterns and the ways they can be pieced together, along with the ways they vary and the situations in which they occur. (Moudraia, *Lexical Approach to Second Language Teaching*, 2011, pp. 1-2)

Learning English should be based in fist in learn the way to combine words and form phrases. Then teacher should help students to select and combine different collocations so that be able to select and use collocation according to students task needs

### **Lexical approach activities**

Lexical approach activities should be prepared by taking in count activities used to develop learners' knowledge of lexical chains include the following:

- Intensive and extensive listening and reading in the target language.

- First and second language comparisons and translation - carried out chunk-for-chunk, rather than word-for-word - aimed at raising language awareness.
- Repetition and recycling of activities, such as summarizing a text orally one day and again a few days later to keep words and expressions that have been learned active.
- Guessing the meaning of vocabulary items from context.
- Noticing and recording language patterns and collocations.
- Working with dictionaries and other reference tools.
- Working with language corpuses created by the teacher for use in the classroom (Moudraia, *Lexical Approach to Second Language Teaching*, 2011, pp. 1-2)

Some suggested activities can be: to begin underlining the collocation in this way student can find collocations in each reading activity so that recognize the word combination included in the texts and understand that lexical collocations are always present in all languages. Nithida Adinpataranan (1997) cited by Richards & Rodgers (2001) argued that teaching by emphasizing vocabulary collocation was the technique aimed to teach word meaning.

Willis (1990) cited by Richards & Rodgers (2001) proposes that teachers need to understand manage a classroom methodology based on stages composed on task, planning and report in general terms Willis views the teacher's role as one of creating and environment in which learners can operate effectively and then helping learners manage their own learning. This requires the teachers abandon the idea of the teacher as 'knower' and concentrate instead on the ideas of the learners as 'discoverer'" (Richards & Rodgers, *Approaches and Methods in Language Teaching*, 2001, pp. 135-136)

During, each lesson students should practice through some exercises to help them remember and use collocations in class exercise like: filling the blanks, match words to form collocations and practice speaking by the use of collocations.

Boonyasanguan (2006) cited by Usen (2015) argued that “having learners do different types of exercises help them learn the coexistence of each word”. (Usen, Effectiveness to teaching collocation to primary school students, 2015, p. 8)

Then students can be assigned by the teachers to copy collocations at their notebooks in this way they can learn and keep in mind collocations so they can learn collocation in sequence and order. This activity is supported by (Hill 2000) and cited by Usen (2015) “who stated that a notebook for systematically recording is essential for every learner”. (Usen, Effectiveness of Teaching Collocations Primary School Students, 2015, pág. 8) Teaching vocabulary through collocations allowed students to learn more vocabulary and use word combinations to form sentences effectively and use them to express general ideas

Lexical approach classrooms should be designed carefully. The first step should be presenting collocations one by one so that students do not get confused. The second step is to show learners how to combine a word can be noun with corresponding adjectives. The third step can be extending teacher’s explanation. A good strategy can be some practice exercises so those students memorize collocations. Finally, the last step should be the way to store collocation learned information a good strategy is to copy the main activities in a notebook so that students can see and review learned collocation.

Hill (2000) cited by Richards & Rodgers (2001) suggests that classroom procedures involves a) teaching individual collocations b) making students aware of collocation c) extending what students already know by adding knowledge of collocation restrictions to know vocabulary, and d) storing collocation through encouraging students to keep a lexical notebook.

Lewis gives the following example of how teacher extends learners knowledge of collocation while giving feedback on a learner’s error.

S: I have to make an exam in this summer.

(T indicates mistake by facial expressions)

S: I have to make an exam.

T: (writes “exam” on the board)

What verb do we usually use with “exam”?

S2: Take

T: Yes that’s right (writes “take” on the board)

What other verbs do we use with “exam”?

S2: Pass.

T: Yes and the opposite?

S: Fail.

(Writes “pass” and “fail” on the board.)

And if you fail an exam, sometimes you can do it again.

What’s the verb for that? (Waits for response)

No? Ok, “retake” You can retake an exam.

(Writes “retake” on the board.)

If you pass an exam with no problems, what can you say? I ..... passed.

S2: Easily.

T: Yes or we often say “comfortably.” I passed comfortably.

What about if you get 51 and the pass mark is 50?

What can you say? I... (Waits for response.)

No? I just passed. You can also just fail. (Richards & Rodgers, *Approaches and Methods in Language Teaching in Language Teaching*, 2001, pág. 138)

Finally, Vocabulary learning depends of a series of steps so that students can remember meaning and uses of words. In addition work with lexical collocation in the ELF classroom, involves that teachers need to provide students appropriate strategies in order to learn vocabulary. Clearly, this literature review allows examining the theories that highlight the importance of lexical competence, lexical approach, vocabulary and how to teach by the use of lexical collocation in this case with the use of lexical collocations.

### 9. RESEARCH QUESTIONS:

How to select the best lexical activities to apply in students?

Do lexical collocation activities help to motivate students to learn more vocabulary?

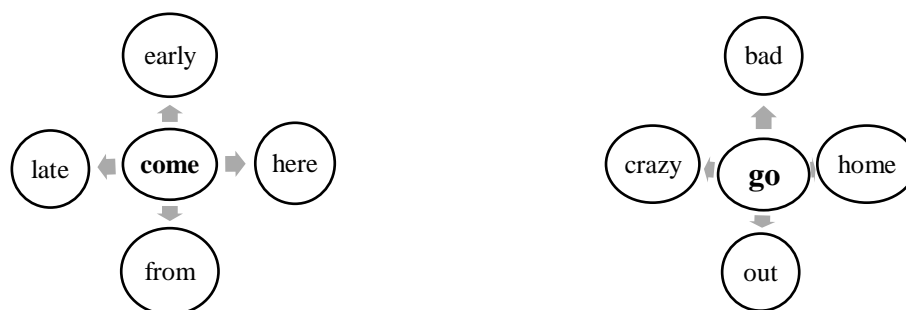
Do pre and post-test application show the results of lexical activities implementation?

### 10. METHODOLOGIES AND EXPERIMENTAL DESIGN:

In this investigation project was used the descriptive method because it allowed researchers collect and analyze pre- test and post – test data to compare results. The investigation was developed in "Lenin school" Educative Unit which is located in Cotopaxi – Latacunga. The participants were 8 students of 8 grade of General Basic Education aged from 11 to 13 years old.

A questionnaire was prepared in order to use it as pre- test and post – test. It was based on the collocation found on students' book "our little world" and adapted from: Nation's Vocabulary Levels Test. It consisted in 20 collocation items. Before the application two English teachers: one teacher from Technical University of Cotopaxi and one teacher from Lenin School Educative Unit checked the 20 items about the lexical collocations corresponding the Pre- Test and Post-Test.

The implementation instruments consisted of 12 reading passages selected from students' book and combine with some activities prepared so that students can identify and learn vocabulary thought collocations. Lexical approach activities implementation lasted 6 weeks. Two passages per week with the corresponding activities were applied. At the beginning of the class students need to read the passage and underline collocations that they could find at text. Then, an unknown word was written in a circle in the center of the board. To continue, the most frequent words were written around the word to form different collocations like these:



Another activity was: filling the blanks. Students needed to complete sentences by using one word to form the correct collocation and give sense to sentences. At this point the use of dictionaries was useful because students could find the words to complete this and the rest of activities.

Another activity was: filling the blanks. Students needed to complete sentences by using one word to form the correct collocation and give sense to sentences. At this point the use of dictionaries was useful because students could find the words to complete this and the rest of activities

1. - Complete the following sentences with the appropriate verb.

**a.** -I ..... from new China.

**b.** - I ..... with my family in a big house.

play   come   live   do
-------------------------

In addition, students were asked to copy the collocations on their notebooks so that they remember them. Finally, learners wrote and talk about the corresponding passage so that the lesson will keep in students' mind as significant knowledge.

## 11. ANALYSIS AND INTERPRETATION OF THE PRE- TEST APPLIED TO STUDENTS AT “LENIN SCHOOL” EDUCATIVE UNIT.

Before, lexical approach activities implementation. Pre-test was applied on 05<sup>th</sup> may 2016 to 8 graders of Lenin School Educative Unit in order to get a diagnostic about how many collocations students knew as well as to know the starting point. The results showed that students have poor vocabulary proficiency. Only few students could identify some verbs, adjectives and nouns but the majority of them did not remember any word although every word was taken from their book.

**The instruction:** You must choose between these two phrases: “I know the phrase” or “I don’t know the phrase” and write the meaning if you know the phrase.

### 1. - Come from

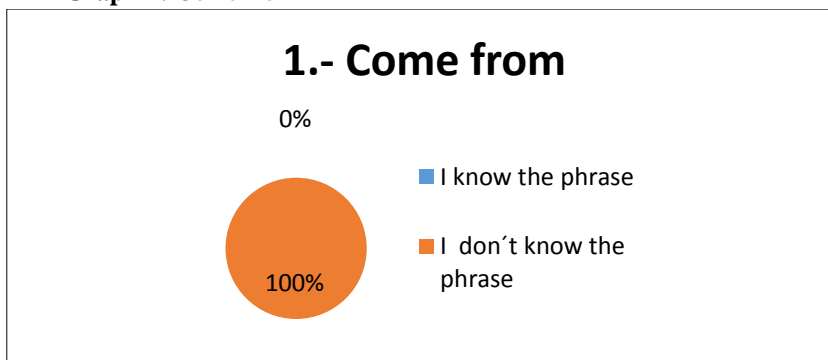
**Table1:** Come from

Options	Total answers	%
<b>I know the phrase</b>	0	0%
<b>I don’t know the phrase</b>	8	100%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 1:** Come from



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 8 students said that they did not know the collocation **come from** corresponding to 100% of the sample. It proves students lack of vocabulary. They did not know the meaning the verb **come** and the preposition **from**.

## 2. - Live with

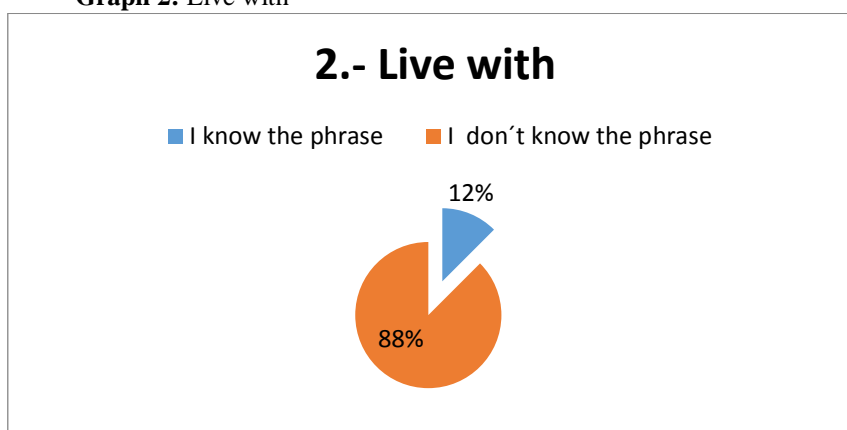
**Table2:** Live with

Options	Total answers	%
<b>I know the phrase</b>	1	12%
<b>I don't know the phrase</b>	7	88%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 2:** Live with



Source: 8 Graders from "Lenin School" Educative Unit

### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students at pre-test, 7 students say that they did not know the collocation **live with** corresponding to 88% and 1 student says that know the collocation corresponding to 12% of the sample. Some of learners knew the verb **live** but most of them did not know the meaning of the preposition **with**.



### 3. - shake hands

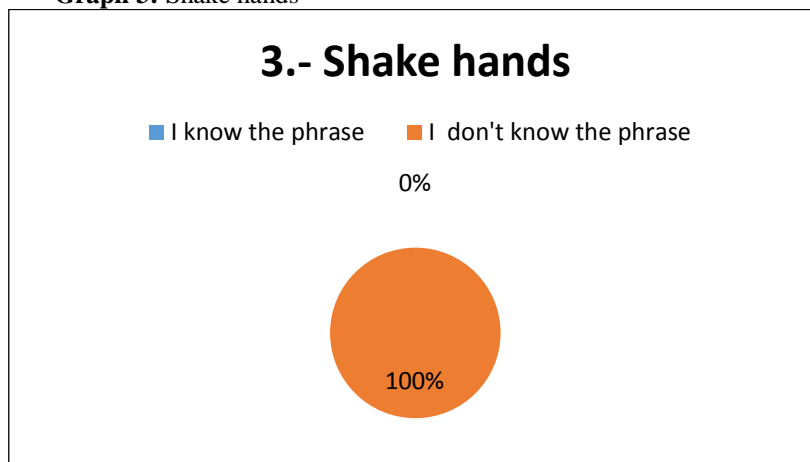
**Table3:** Shake hands

Options	Total answers	%
I know the phrase	0	0%
I don't know the phrase	8	100%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 3:** Shake hands



Source: 8 Graders from "Lenin School" Educative Unit

#### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students at pre-test, 8 students say that they do not know the collocation **shake hands** corresponding to 100% of the sample. Learners were not familiarizing with this kind of combination especially with the verb **shake** because nobody recognized it whereas some students wrote the meaning of the word **hands**.

#### 4. - New home

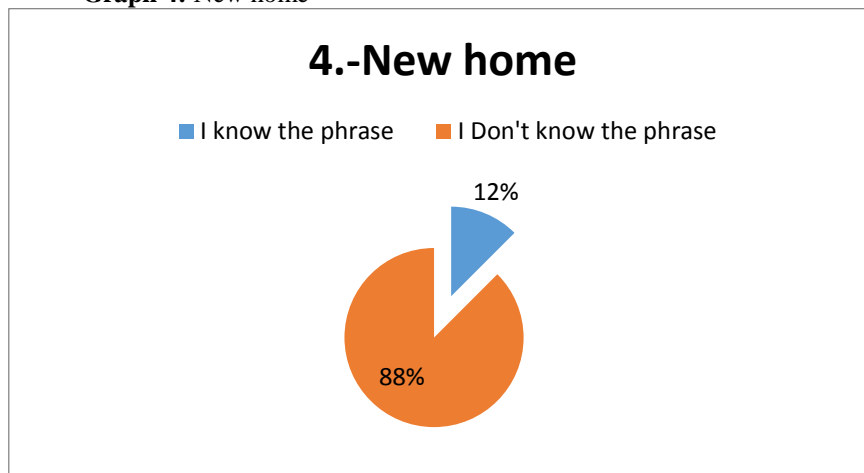
**Table4:** New home

Options	Total answers	%
I know the phrase	1	12%
I don't know the phrase	7	88%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 4:** New home



Source: 8 Graders from "Lenin School" Educative Unit

#### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students at pre- test, 7 students say that they did not know the collocation **new home** corresponding to 88% and 1 student says that know the collocation corresponding to 12% of the sample. Although this seems be an easy collocation students did not know the meaning of the adjective **new** or the noun **home**.

## 5. - Go out

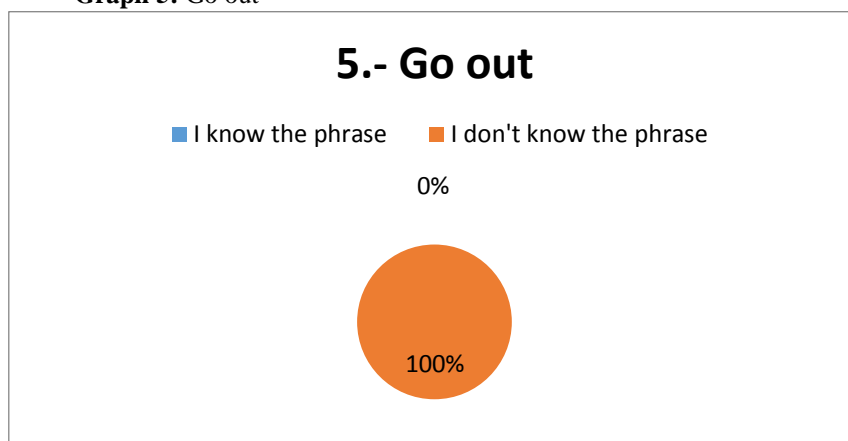
Table5: Go out

Options	Total answers	%
I know the phrase	0	0%
I don't know the phrase	8	100%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

Graph 5: Go out



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 8 students say that they did not know the collocation **go out** corresponding to 100% of the sample. Some learners knew the meaning of the verb **go** but the majority of them did not know the adverb **out**. Clearly, students do not recognize words categories.

## 6. - Take a shower

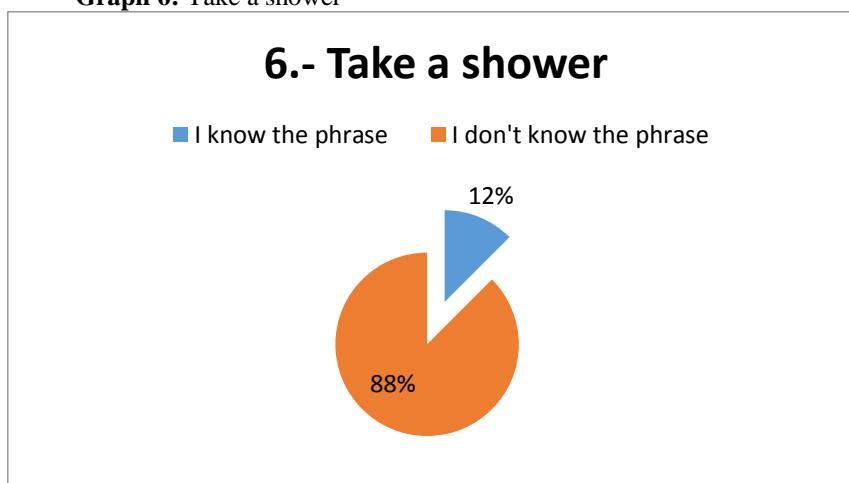
**Table6:** Take a shower

Options	Total answers	%
<b>I know the phrase</b>	1	12%
<b>I don't know the phrase</b>	7	88%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 6:** Take a shower



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 7 students say that they did not know the collocation **take a shower** corresponding to 88% and 1 student says that know the collocation corresponding to 12% of the sample. Lack of vocabulary is evident. The verb **take** is identified like the verb drink by learners while some of students know the common noun **shower**. They can use it on daily routines.

## 7. - On time

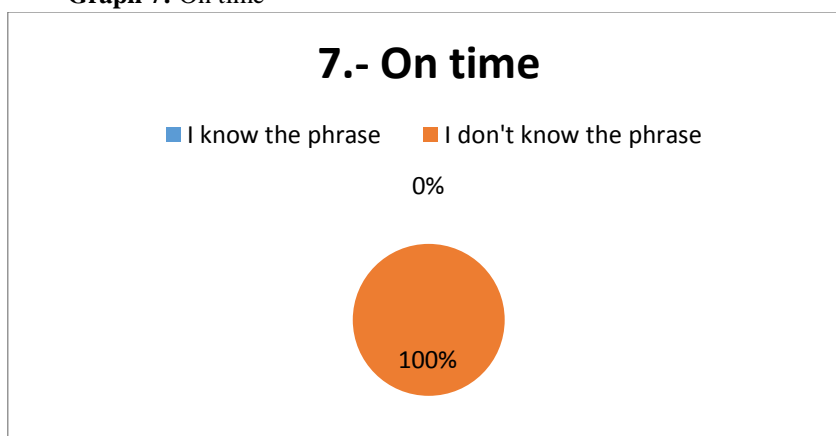
**Table7:** On time

Options	Total answers	%
I know the phrase	0	0%
I don't know the phrase	8	100%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 7:** On time



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 8 students say that they did not know the collocation **on time** corresponding to 100% of the sample. It is evident that students have not learned prepositions or they have forgotten them.

## 8. - Noisy neighborhood

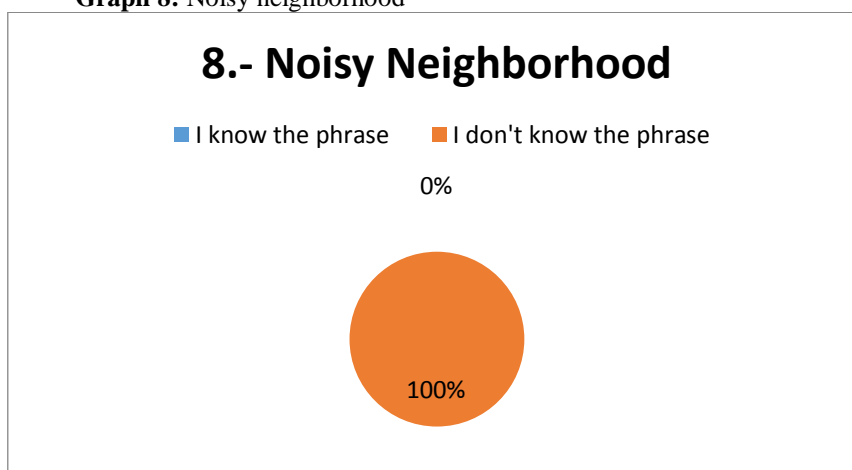
**Table8:** Noisy neighborhood

Options	Total answers	%
<b>I know the phrase</b>	0	0%
<b>I don't know the phrase</b>	8	100%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 8:** Noisy neighborhood



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 8 students say that they did not know the collocation **noisy neighborhood** corresponding to 100% of the sample. Learners could not identify adjectives or nouns. The noun **neighborhood** was so difficult to recognize because of its long extension.

## 9. - Tourist town

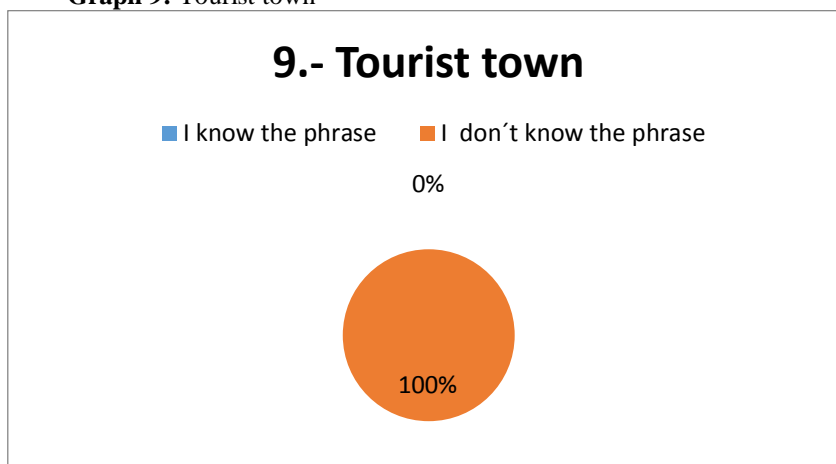
**Table9:** Tourist town

Options	Total answers	%
I know the phrase	0	0%
I don't know the phrase	8	100%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 9:** Tourist town



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 8 students say that they did not know the collocation **tourist town** corresponding to 100% of the sample. It means that the majority of them did not know the meaning and the use of collocation. They have forgotten the adjective **tourist** because they did not have taken a significant lesson to remember it.

## 10. - Strong bones

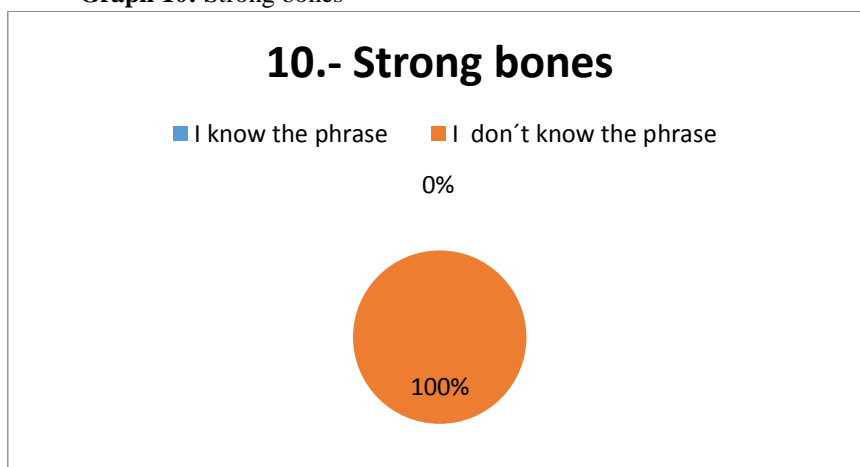
**Table10:** Strong bones

Options	Total answers	%
<b>I know the phrase</b>	0	0%
<b>I don't know the phrase</b>	8	100%
<b>TOTAL</b>	8	100%

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 10:** Strong bones



**Source:** 8 Graders from "Lenin School" Educative Unit

### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students at pre-test, 8 students say that they did not know the collocation **strong bones** corresponding to 100% of the sample. Learners have a limited range of vocabulary the cause is that they cannot identify adjectives from nouns.



## 11. - Eat too

**Table11:** Eat too

Options	Total answers	%
<b>I know the phrase</b>	0	0%
<b>I don't know the phrase</b>	8	100%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 11:** Eat too



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 8 students say that they did not know the collocation **eat too** corresponding to 100% of the sample. The adverb **too** is difficult to remember for this reason student could not remember the meaning. In addition, it is clear lack of students' knowledge about verbs.

## 12. - Nice trip

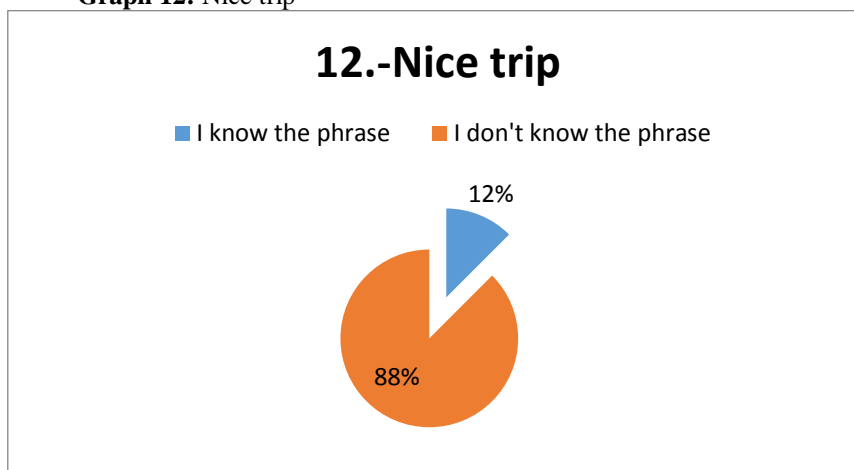
**Table12:** Nice trip

Options	Total answers	%
I know the phrase	1	12%
I don't know the phrase	7	88%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 12:** Nice trip



Source: 8 Graders from "Lenin School" Educative Unit

### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students at pre-test, 7 students say that they did not know the collocation **nice trip** corresponding to 88% and 1 student says that know the collocation corresponding to 12% of the sample. It means that the majority of them did not know the meaning and the use of collocation because of learner lack of knowledge of adjectives and common nouns.

### 13. - Come here

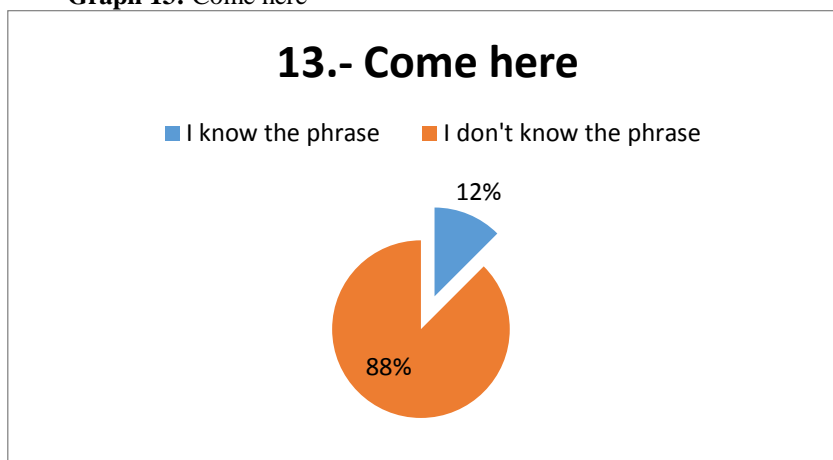
**Table13:** Come here

Options	Total answers	%
I know the phrase	1	12%
I don't know the phrase	7	88%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 13:** Come here



Source: 8 Graders from "Lenin School" Educative Unit

#### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students at pre-test, 7 students say that they did not know the collocation **come here** corresponding to 88% while 1 student says that know the collocation corresponding to 12% of the sample. It means that the majority of them did not know the meaning and the use of collocation they can not identify verbs and they get confuse if words are combined.

## 14.-Warm clothes

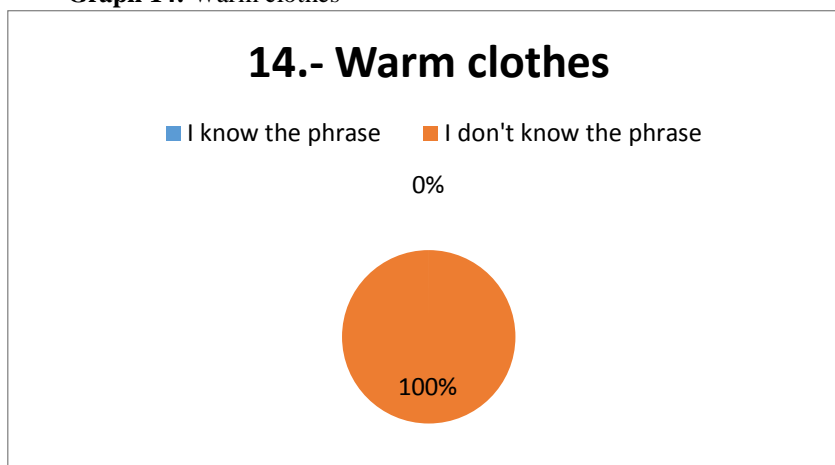
**Table14:** Warm clothes

Options	Total answers	%
I know the phrase	0	0%
I don't know the phrase	8	100%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 14:** Warm clothes



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 8 students say that they did not know the collocation **warm clothes** corresponding to 100% of the sample. Learners were not familiarizing with this kind of combination especially with the context of the adjective **warm** so nobody recognized it whereas some students wrote the meaning of the word hands

## 15. - Christmas present

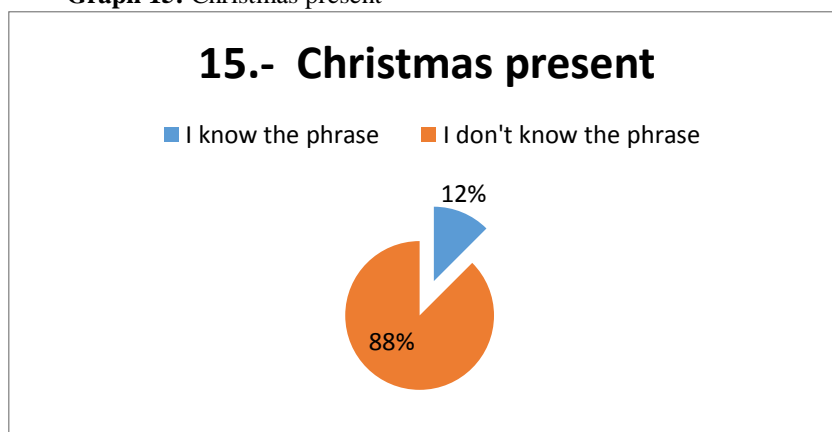
**Table15:** Christmas present

Options	Total answers	%
<b>I know the phrase</b>	1	12%
<b>I don't know the phrase</b>	7	88%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 15:** Christmas present



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 7 students say that they did not know the collocation **christmas present** corresponding to 88% while 1 student says that know the collocation corresponding to 12% of the sample. It means that the majority of them did not know the meaning and the use of collocation. Probably, they did not study well this celebration at classes. They have confused the noun present and they translate it like: present refers to time.

## 16. - Exchange presents

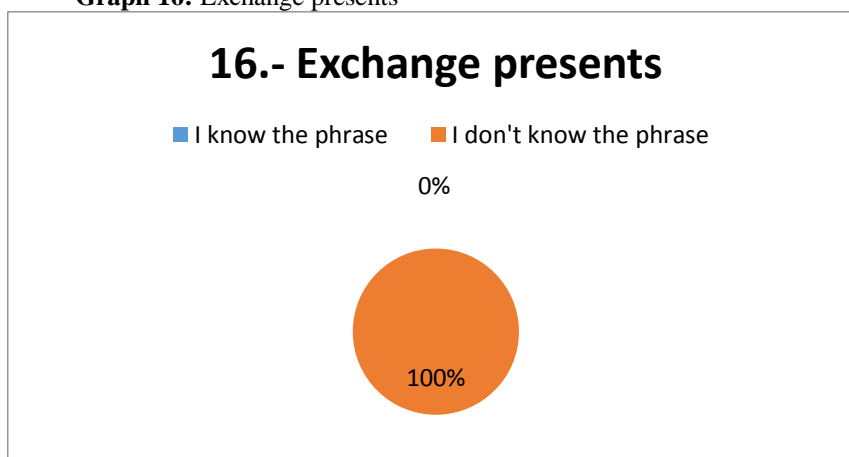
**Table16:** Exchange presents

Options	Total answers	%
I know the phrase	0	0%
I don't know the phrase	8	100%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 16:** Exchange presents



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 8 students say that they did not know the collocation **exchange presents** corresponding to 100% of the sample. It means that the majority of them did not know the meaning and the use of collocation because they did not study this unit at book and they have confused the noun present and they translate it like: present refers to time.

## 17. - Free time

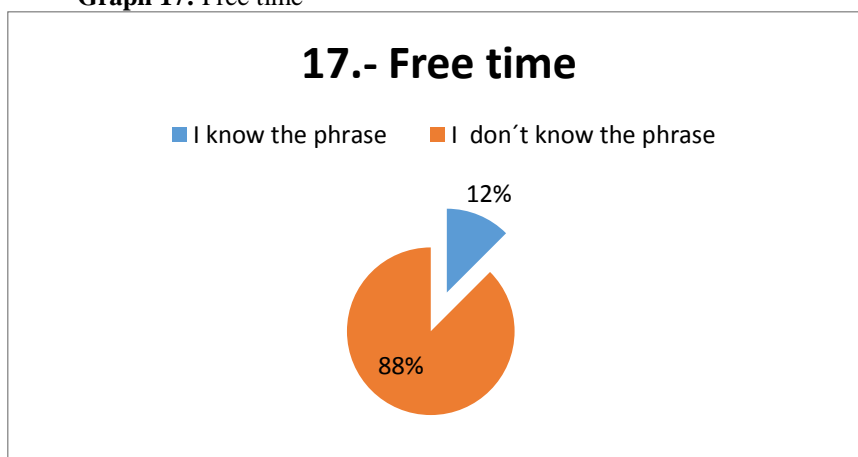
**Table17:** Free time

Options	Total answers	%
I know the phrase	1	12%
I don't know the phrase	7	88%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 17:** Free time



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 7 students say that they did not know the collocation **free time** corresponding to 88% and 1 student says that know the collocation corresponding to 12% of the sample. Although, this collocation was the topic unit students did not remember its meaning.

## 18. - Under water

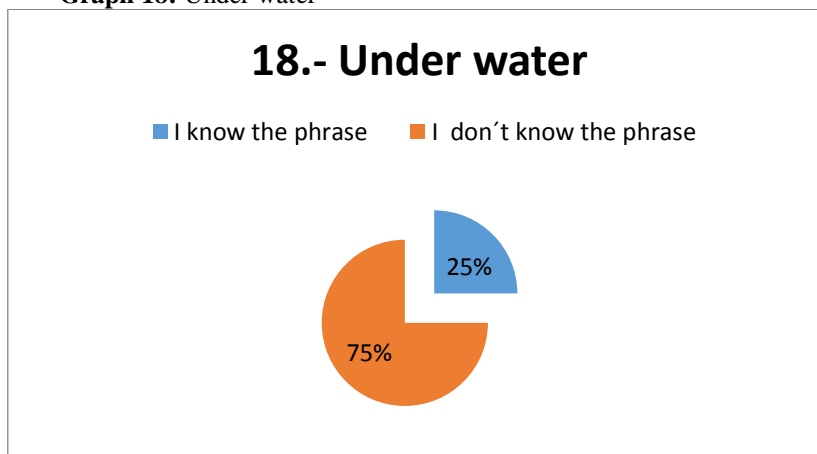
**Table18:** Under water

Options	Total answers	%
I know the phrase	2	25%
I don't know the phrase	6	75%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 18:** Under water



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 6 students say that they did not know the collocation **under water** corresponding to 75% and 2 students say that know the collocation corresponding to 25% of the sample. It means that the majority of them did not know the meaning and the use of collocation. They did understand the meaning of the preposition **under** because it is a complex word for them.



## 19. - True friend

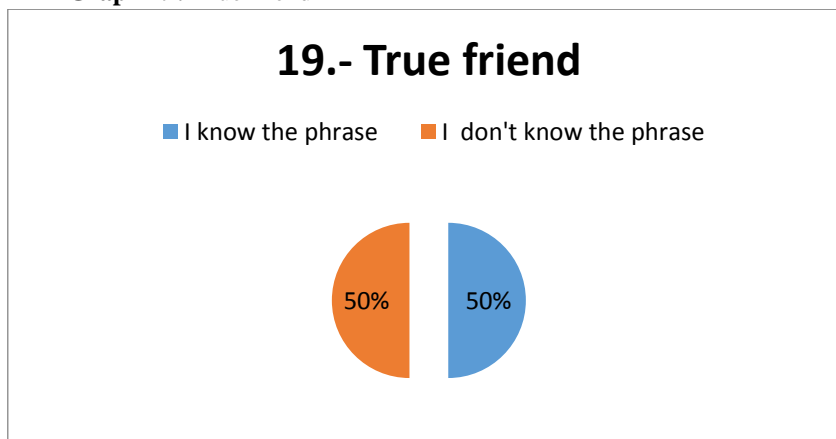
Table19: True friend

Options	Total answers	%
I know the phrase	4	50%
I don't know the phrase	4	50%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

Graph 19: True friend



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 4 students say that they did not know the collocation **true friend** corresponding to 50% and 4 students say that know the collocation corresponding to 50% of the sample. It means that some of them did not know the meaning and the use of collocation because it was the last topic unit on their book so they still remember the meaning.

## 20. - Human voice

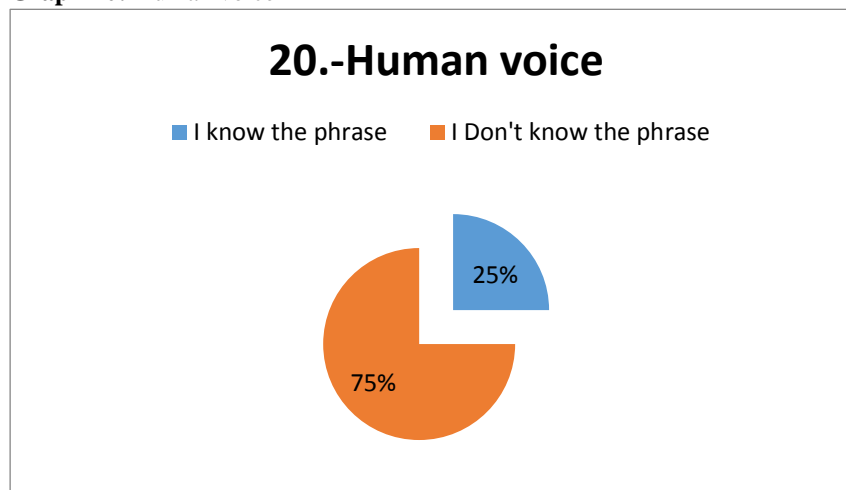
**Table20:** Human voice

Options	Total answers	%
<b>I know the phrase</b>	2	25%
<b>I don't know the phrase</b>	6	75%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 20:** Human voice



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students at pre-test, 6 students say that they did not know the collocation **human voice** corresponding to 75% and 2 students says that know the collocation corresponding to 25% of the sample. It means that the majority of them did not know the meaning and the use of collocation. Two students could remember the meaning because this collocation is similar in Spanish and students guessed meaning.

## ANALYSIS AND DISCUSSION OF THE POST- TEST APPLIED TO STUDENTS AT “LENIN SCHOOL” EDUCATIVE UNIT

After, 6 weeks of lexical approach activities implementation. Post-test was applied on 16<sup>th</sup> June 2016 so that what are the results and if the implementation benefited or not student’s vocabulary learning. The results showed higher scores than at pre-test. Students have answered the majority of collocation items. It proves student’s improvement in vocabulary knowledge especially in: verbs, noun, prepositions and some adverbs. Finally, there were some collocations in which students had not improved in the case of the collocations: shake hands, noisy neighborhood and warm clothes. These collocations resulted hard to remember to students.

### 1. - Come from

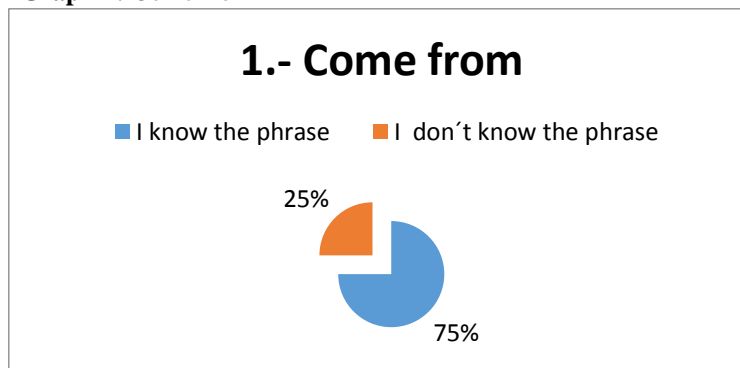
**Table1:** Come from

Options	Total answers	%
<b>I know the phrase</b>	6	75%
<b>I don’t know the phrase</b>	2	25%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 1:** Come from



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test, 2 students say that they do not know the collocation **come from** corresponding to 25% and 6 students say that know the collocation corresponding to 75% of the sample. After the lexical implementation the

majority of students know the meaning of the verb **come** and use this collocation in sentences.

## 2. - Live with

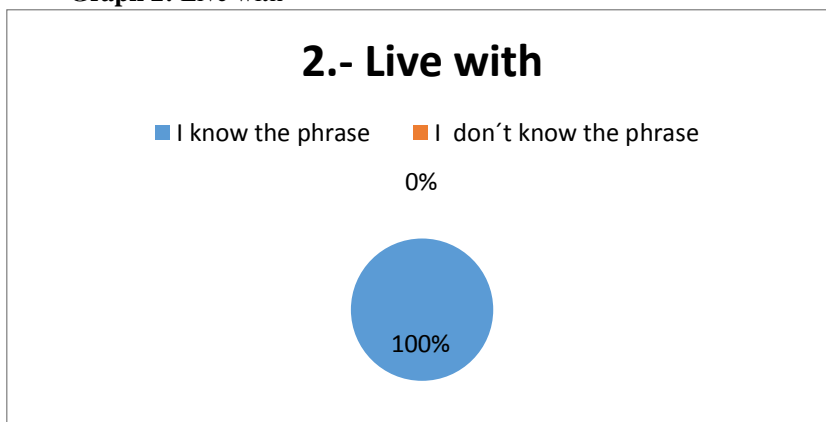
**Table2:** Live with

Options	Total answers	%
<b>I know the phrase</b>	8	100%
<b>I don't know the phrase</b>	0	0%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 2:** Live with



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test 8 students say that know the collocation **live with** corresponding to 100% of the sample. Lexical implementation helped all of the students to know the meaning of verbs and propositions.

### 3. - Shake hands

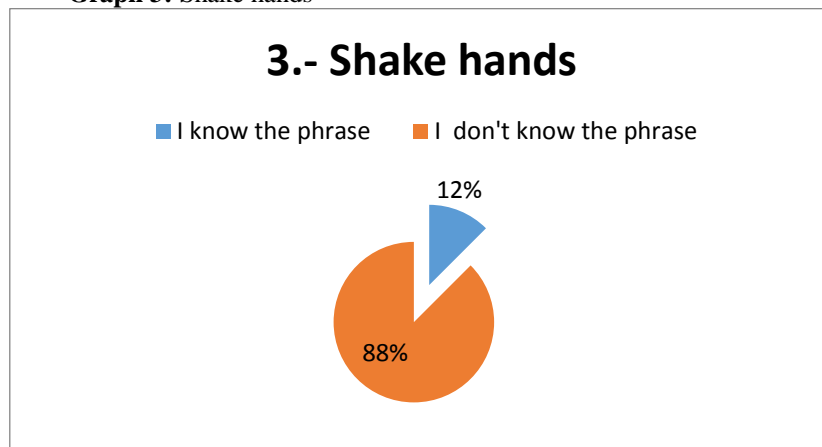
**Table3:** Shake hands

Options	Total answers	%
I know the phrase	1	12%
I don't know the phrase	7	88%
<b>TOTAL</b>	<b>8</b>	<b>100</b>

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 3:** Shake hands



Source: 8 Graders from "Lenin School" Educative Unit

#### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students in the post-test 7 students say that they do not know the collocation **shake hands** corresponding to 88% and 1 student says that know the collocation corresponding to 12% of the sample. Although, the lexical implementation students do not know the meaning of this particular collocation because it can be so complex to learn.

#### 4. - New home

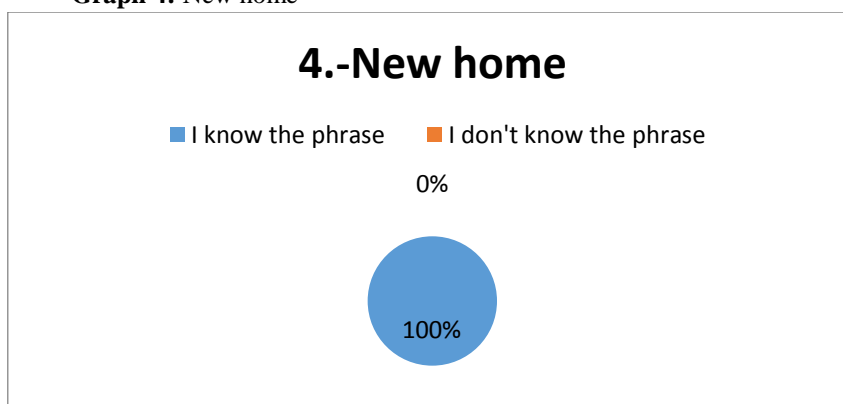
**Table4:** New home

Options	Total answers	%
<b>I know the phrase</b>	8	100%
<b>I don't know the phrase</b>	0	0%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 4:** New home



Source: 8 Graders from "Lenin School" Educative Unit

#### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students in the post-test 8 students say that they know the collocation **new home** corresponding to 100% of the sample. It means that with the lexical implementation all of the students understood this adjective as well as the noun.

## 5. - Go out

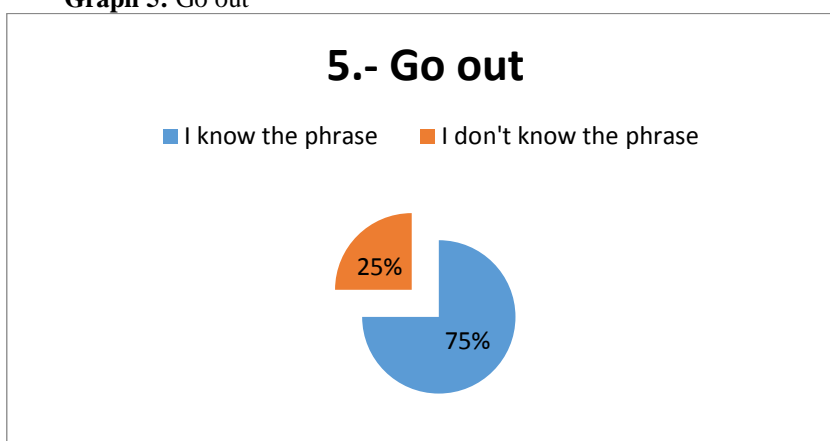
**Table5:** Go out

Options	Total answers	%
<b>I know the phrase</b>	6	75%
<b>I don't know the phrase</b>	2	25%
<b>TOTAL</b>	8	100%

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 5:** Go out



**Source:** 8 Graders from "Lenin School" Educative Unit

### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students in the post-test 2 students say that they do not know the collocation **go out** corresponding to 25% and 6 students say that know the collocation corresponding to 75% of the sample. Most of the students learned this collocation they understand the collocations form by: verb + prepositions.

## 6. - Take a shower

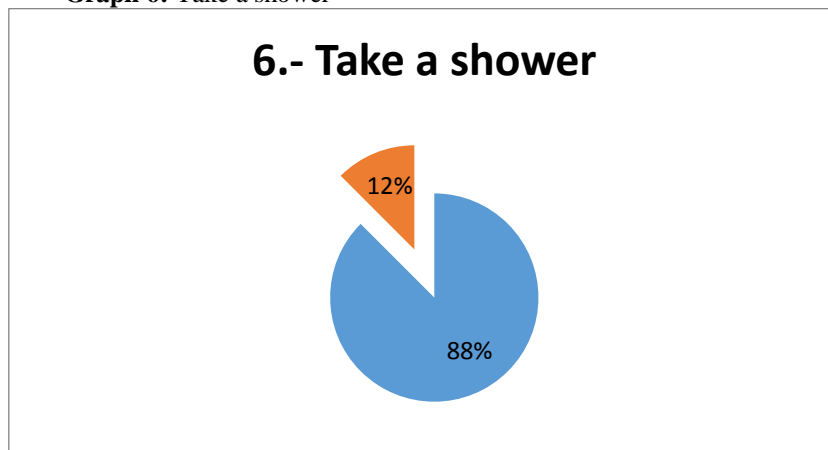
**Table6:** Take a shower

Options	Total answers	%
<b>I know the phrase</b>	7	88%
<b>I don't know the phrase</b>	1	12%
<b>TOTAL</b>	8	100%

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 6:** Take a shower



**Source:** 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test 1 student says that he/she does not know the collocation **take a shower** corresponding to 12% and 7 students say that know the collocation corresponding to 88% of the sample. With the lexical implementation the majority of students know the meaning of the verb and nouns meaning.



## 7. - On time

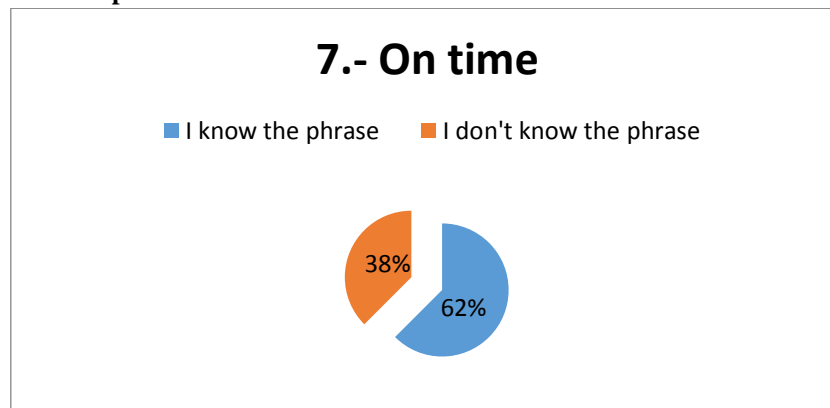
**Table7:** On time

Options	Total answers	%
<b>I know the phrase</b>	5	62%
<b>I don't know the phrase</b>	3	38%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 7:** On time



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test 3 students say that they do not know the collocation **on time** corresponding to 38% and 5 students say that know the collocation corresponding to 62% of the sample. It means that with the lexical implementation the majority of students know the meaning and the use of this collocation so they are able to understand collocations composed by: preposition + noun.

## 8. - Noisy neighborhood

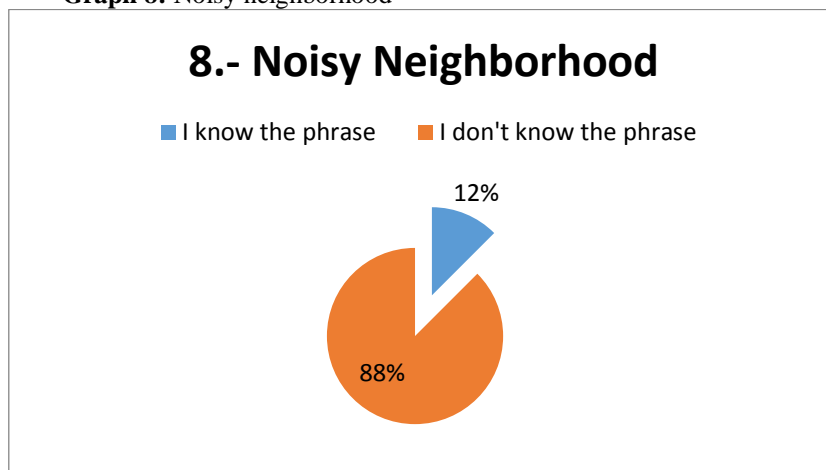
**Table8:** Noisy neighborhood

Options	Total answers	%
I know the phrase	1	12%
I don't know the phrase	7	88%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 8:** Noisy neighborhood



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test 7 students say that they do not know the collocation **noisy neighborhood** corresponding to 88% and 1 student says that know the collocation corresponding to 12% of the sample. This collocation resulted so complex to remember so students could not remember its meaning.

## 9. - Tourist town

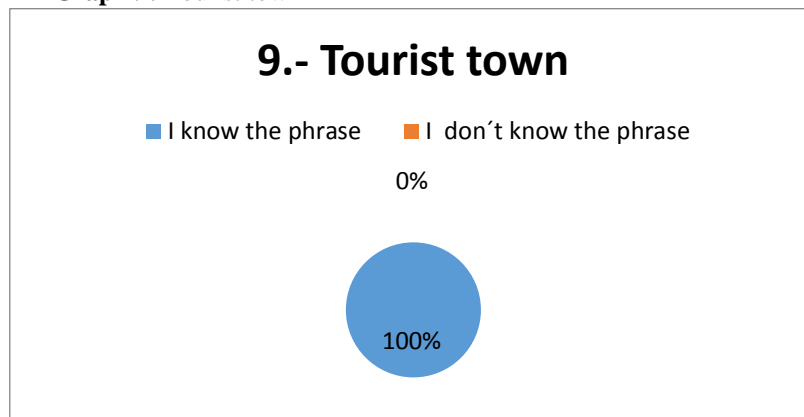
**Table9:** Tourist town

Options	Total answers	%
<b>I know the phrase</b>	8	100%
<b>I don't know the phrase</b>	0	0%
<b>TOTAL</b>	8	100%

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 9:** Tourist town



**Source:** 8 Graders from "Lenin School" Educative Unit

### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students in the post- test 8 students say that know the collocation **tourist town** corresponding to 100% of the sample. It means that with the lexical implementation all of the students know the meaning and the use of collocations formed by; adjective+ noun.

## 10. - Strong bones

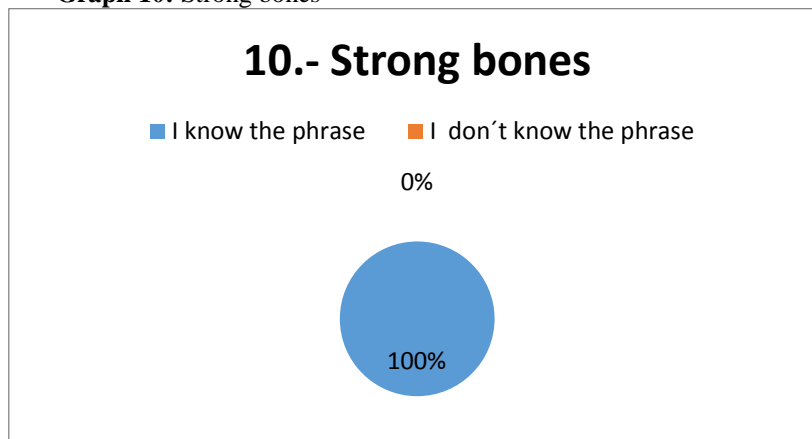
**Table10:** Strong bones

Options	Total answers	%
<b>I know the phrase</b>	8	100%
<b>I don't know the phrase</b>	0	0%
<b>TOTAL</b>	8	100%

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 10:** Strong bones



**Source:** 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test 8 students say that know the collocation **strong bones** corresponding to 100% of the sample. It means that with the lexical implementation all of the students know the meaning and the use of collocations formed by; adjective+ noun.

## 11. - Eat too

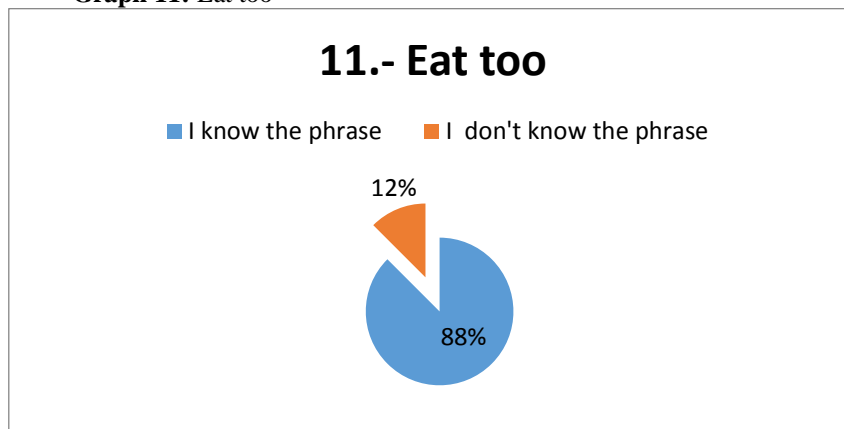
**Table11:** Eat too

Options	Total answers	%
<b>I know the phrase</b>	7	88%
<b>I don't know the phrase</b>	1	12%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 11:** Eat too



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test 1 student says that they do not know the collocation **eat too** corresponding to 12% and 7 students say that know the collocation corresponding to 88% of the sample. It means that with the lexical implementation the majority of students know the meaning and the use of this collocation. They are able to understand the collocations formed by: verb + adverb.

## 12. - Nice trip

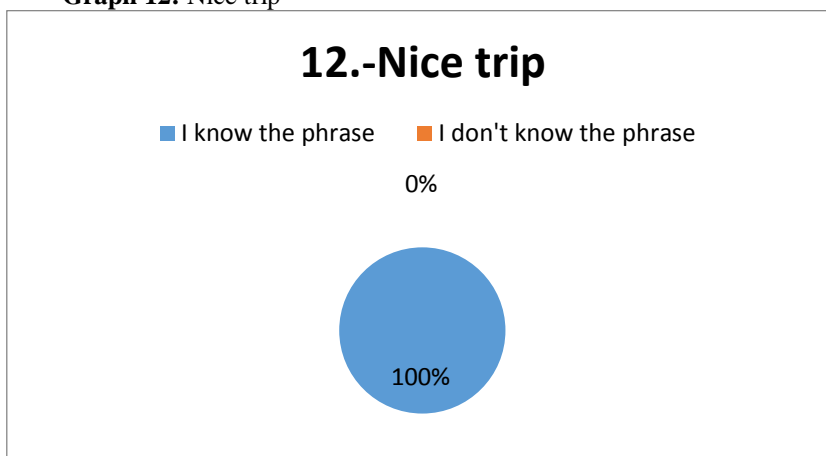
**Table12:** Nice trip

Options	Total answers	%
<b>I know the phrase</b>	8	100%
<b>I don't know the phrase</b>	0	0%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 12:** Nice trip



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post- test 8 students say that know the collocation **nice trip** corresponding to 100% of the sample. It means that with the lexical implementation all of the students know the meaning and the use of this collocation. Collocations consisted in adjective+ nouns were easier learned by students.

### 13. - Come here

**Table13:** Come here

Options	Total answers	%
<b>I know the phrase</b>	8	100%
<b>I don't know the phrase</b>	0	0%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 13:** Come here



Source: 8 Graders from "Lenin School" Educative Unit

#### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students in the post- test 8 students say that know the collocation **come here** corresponding to 100% of the sample. Students understood most of collocations specially this because it is used always to talk about personal presentations.

## 14. - Warm clothes

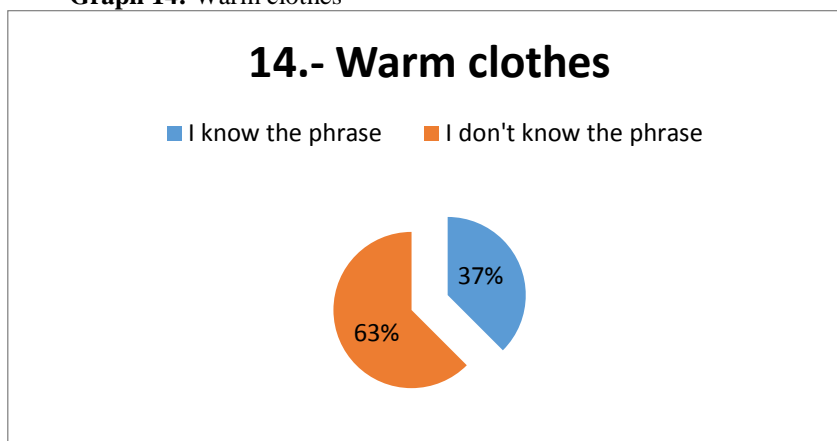
**Table14:** Warm clothes

Options	Total answers	%
<b>I know the phrase</b>	3	37%
<b>I don't know the phrase</b>	5	63%
<b>TOTAL</b>	8	100%

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 14:** Warm clothes



**Source:** 8 Graders from "Lenin School" Educative Unit

### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students in the post-test 5 students say that they do not know the collocation **warm clothes** corresponding to 63% and 3 students say that know the collocation corresponding to 37% of the sample. This collocation was a bit odd to students for this reason they could not remember it.



## 15. - Christmas present

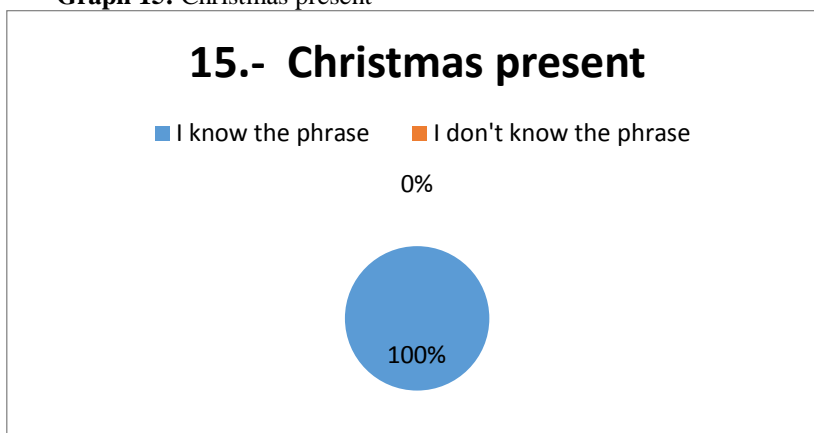
**Table15:** Christmas present

Options	Total answers	%
I know the phrase	8	100%
I don't know the phrase	0	0%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 15:** Christmas present



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test 8 students say that know the collocation **christmas present** corresponding to 100% of the sample. It means that with the lexical implementation all of the students know the meaning and the use the collocation consisted in: adjective+ noun.

## 16. - Exchange presents

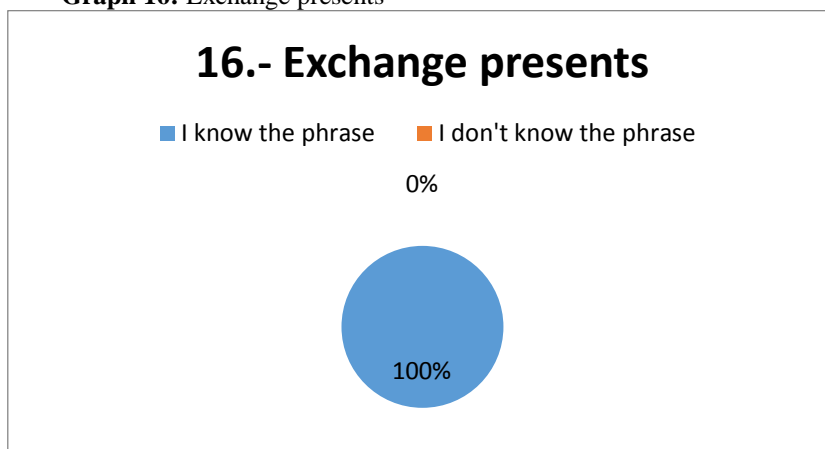
**Table16:** Exchange presents

Options	Total answers	%
<b>I know the phrase</b>	8	100%
<b>I don't know the phrase</b>	0	0%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 16:** Exchange presents



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test 8 students say that know the collocation **exchange presents** corresponding to 100% of the sample. It means that with the lexical implementation all of the students know the meaning and the use the collocation formed by: verb+ noun.

## 17. - Free time

**Table17:** Free time

Options	Total answers	%
<b>I know the phrase</b>	8	100%
<b>I don't know the phrase</b>	0	0%
<b>TOTAL</b>	8	100%

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 17:** Free time



**Source:** 8 Graders from "Lenin School" Educative Unit

### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students in the post- test 8 students say that know the collocation **free time** corresponding to 100% of the sample. The use of passages to remember students' collocations helped to memorize collocations.

## 18. - Under water

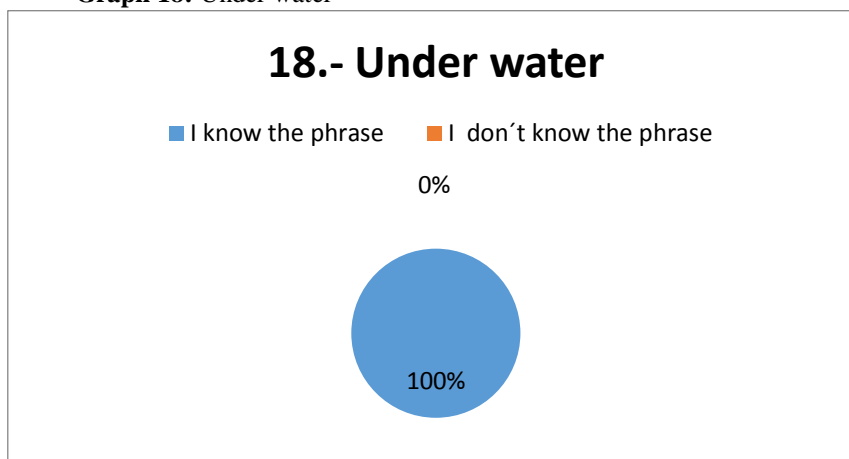
**Table18:** Under water

Options	Total answers	%
<b>I know the phrase</b>	8	100%
<b>I don't know the phrase</b>	0	0%
<b>TOTAL</b>	8	100%

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

**Graph 18:** Under water



Source: 8 Graders from "Lenin School" Educative Unit

### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students in the post- test 8 students say that know the collocation **under water** corresponding to 100% of the sample. It means that with the lexical implementation all of the students know the meaning and the use of this collocation. It proves that students can understand collocations based on: preposition+ noun.

## 19. - True friend

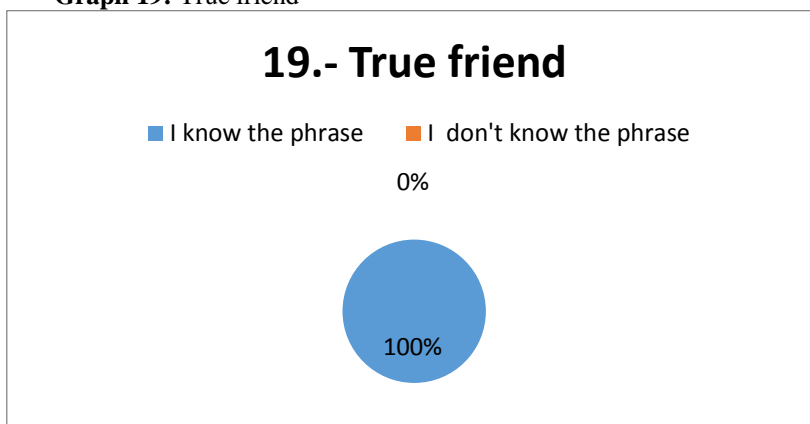
Table19: True friend

Options	Total answers	%
I know the phrase	8	100%
I don't know the phrase	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

Source: 8 Graders from "Lenin School" Educative Unit

Elaborated by: Researchers

Graph 19: True friend



Source: 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test 8 students say that know the collocation **true friend** corresponding to 100% of the sample. It means that with the lexical implementation all of the students know the meaning and the use of this collocation. Adjective+ noun collocations were the most learned by students.

## 20. - Human voice

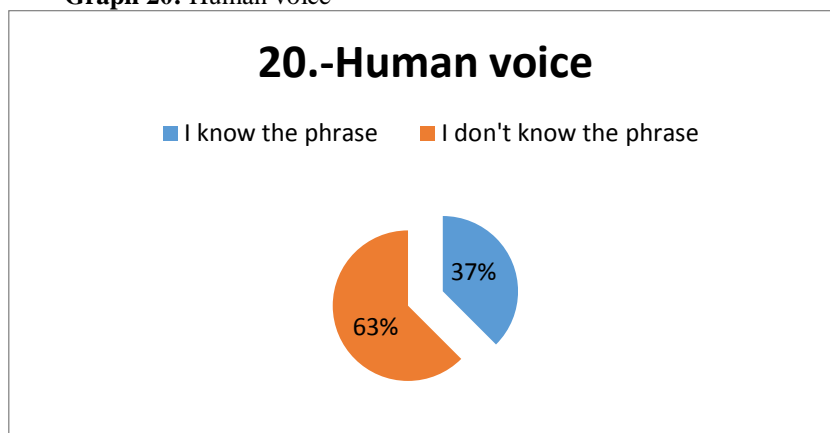
**Table20:** Human voice

Options	Total answers	%
I know the phrase	3	37%
I don't know the phrase	5	63%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 20:** Human voice



**Source:** 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students in the post-test 5 students say that they do not know the collocation **human voice** corresponding to 63% and 3 students say that know the collocation corresponding to 37% of the sample. It means that with the lexical implementation some of students know the meaning and the use of this collocation. Students did not pay attention to it so the results at post-test were almost the same like in pre-test.

Here you can see the students punctuation in pre-test and post test.

PRE TEST																					
SS'	COME FROM	LIVE WITH	SHAKE HANDS	NEW HOME	GO UOT	TAKE A SHOWER	ON TIME	NOISY N.	TOURIST TOWN	STRONG BONES	EAT TOO	NICE TRIP	COME HERE	WARM CLOTHES	CHRISTMAS PRESENT	EXCHANGE PRESENTS	FREE TIME	UNDER WATER	TRUE FRIEND	HUMAN VOICE	TOTAL
St 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
St2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
St3	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	
St4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
St5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	
St6	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	1	
St7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
St8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	0	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	1	2	4	2	15
POST TEST																					
SS'	COME FROM	LIVE WITH	SHAKE HANDS	NEW HOME	GO UOT	TAKE A SHOWER	ON TIME	NOISY N.	TOURIST TOWN	STRONG BONES	EAT TOO	NICE TRIP	COME HERE	WARM CLOTHES	CHRISTMAS PRESENT	EXCHANGE PRESENTS	FREE TIME	UNDER WATER	TRUE FRIEND	HUMAN VOICE	TOTAL
St 1	1	1	0	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	
St2	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	
St3	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	
St4	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	
St5	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	
St6	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	
St7	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	
St8	0	1	0	1	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	0	
Total	6	8	1	8	6	7	5	1	8	8	7	8	8	3	8	8	8	8	8	3	127

### Pre-test results

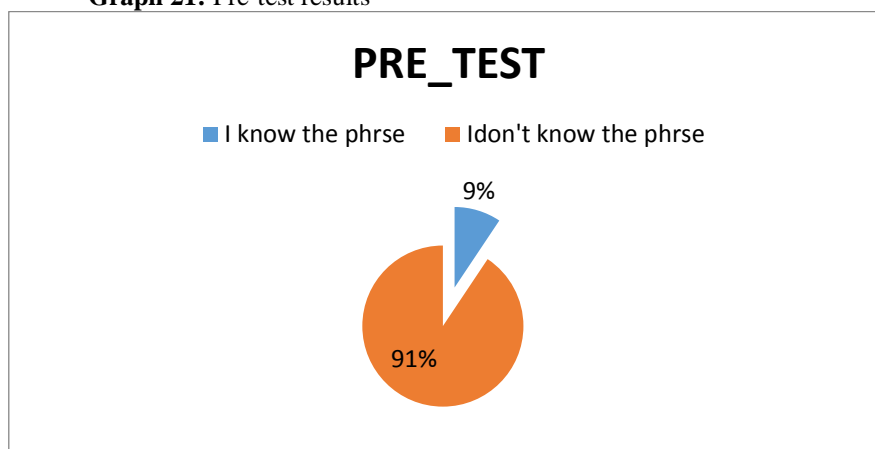
**Table21:** Pre-test results

Options	Total answers	%
I know the phrase	15	9%
I don't know the phrase	145	91%

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 21:** Pre-test results



**Source:** 8 Graders from "Lenin School" Educative Unit

### ANALYSIS AND INTERPRETATION:

From eight evaluated students, 4 students answer correctly the collocation corresponding to 9 % while 4 students did not answer any collocation corresponding to 91% pre-test. Some students knew only a few words. They wrote the meaning some nouns and verbs but they could not write the complete meaning of collocations because they have never seen combined words to translate the meaning.



### Post test results

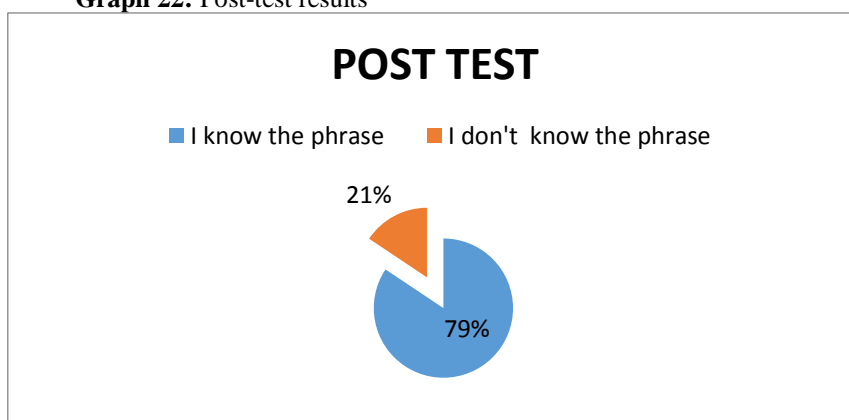
**Table22:** Post-test results

Options	Total answers	%
<b>I know the phrase</b>	127	79%
<b>I don't know the phrase</b>	33	21%

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 22:** Post-test results



**Source:** 8 Graders from "Lenin School" Educative Unit

#### **ANALYSIS AND INTERPRETATION:**

From eight evaluated students, 8 students answer correctly the majority of collocation corresponding to 79 % while a few collocations did not right corresponding to 21% in post-test. After, lexical activities implementation students were get familiarized with words combination. For this reason at this point students could be able to answer the majority of post-test items.

### Difference between pre-test and post-test

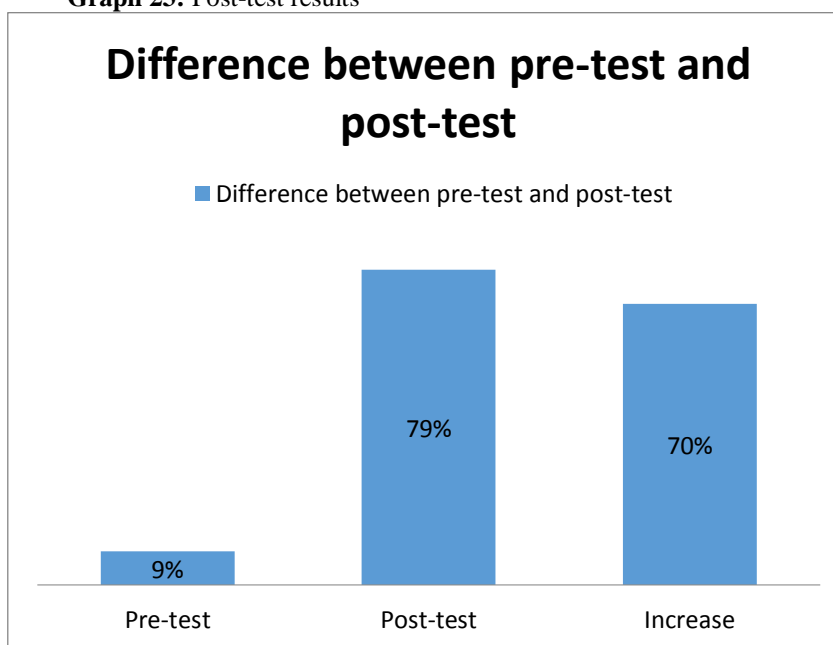
**Table23:** Post-test results

<b>Difference</b>	<b>%</b>
<b>Pre-test</b>	9%
<b>Post-test</b>	79%
<b>Increase</b>	70%

**Source:** 8 Graders from "Lenin School" Educative Unit

**Elaborated by:** Researchers

**Graph 23:** Post-test results



**Source:** 8 Graders from "Lenin School" Educative Unit

### **ANALYSIS AND INTERPRETATION:**

As a result, we can see that in pre-test the result was 9% of positive answers but in post-test we can notice good results corresponding to 79%. Clearly, we can analyze that the lexical collocation application had had the 70% of increase in English learners at 8<sup>th</sup> grade in "Lenin School" Educative Unit

## **12. IMPACTS:**

The present investigation has a strong influence in 8<sup>th</sup> graders at Lenin School Educative Unit specially in teaching English language with the application of lexical collocation activities the results were so beneficial because with the use of this new way to teach combination words. It is possible to maximize vocabulary learning. Moreover, teachers have the opportunity to use a new trend into teaching-learning process so that improve in didactic and methodological application with this new approach as well as it tries to detect students' needs to develop vocabulary acquisition so that students can improve in speaking skill. Finally, they can use their basic vocabulary and combines words so that use them into sentences easier and at the same time students practice speaking according the topic in their books. As a result, after lexical collocation implementation students are able to have a good communication in a fluent way. On the other hand, this research includes a social impact because though the increase of vocabulary student has the possibility to communicate better so it increase their opportunities in the future: to apply for a scholarship, to study abroad, to any university and to get mastery. Clearly, the approach based of collocations contributed as in learning as increase of vocabulary after the application. Post test showed the 70 % of increase. (See the table # 23).

**13. PROJECT BUDGET:**

<b>Activities</b>	<b>Results</b>	<b>First Year</b>				
		<b>1st Trimester</b>	<b>2nd Trimester</b>	<b>3rd Trimester</b>	<b>4th Trimester</b>	
- Internet - Impressions - Copies - Calls - Scanner	<b>Technology.</b>	200	200	200	200	
- printer ink - reams of paper - markers	<b>Materials</b>	25	25	25	25	
- Bus to University - Bus to Lenin School - Taxi to home.	<b>Transportation.</b>	100	100	100	100	
- Breakfast - Lunch - Dinner.	<b>Feeding.</b>	100	100	100	100	
<b>Total:</b>		425	425	425	425	<b>\$1,300</b>

## **14. CONCLUSIONS AND RECOMMENDATIONS:**

### **Conclusions:**

Lexical approach activities application resulted so productive to eight graders so that improve vocabulary knowledge as well as to motivate students to use lexical collocations and produce English language.

Vocabulary pre-test results showed us student's poor vocabulary and lack of collocational knowledge while the results of post-test showed the improvements: increase vocabulary, collocational knowledge and more fluency in speaking activities.

Teaching collocations with the application of some exercises to use and remember vocabulary helped students to improve vocabulary retention and turn lexical collocations into lexical knowledge.

### **Recommendations:**

It is recommended that teaching vocabulary by the use of words collocation and adequate material like: dictionaries flash cards and work sheets to increase student's vocabulary retention and increase vocabulary knowledge.

The cooperation between teacher and students should be mutual so that teacher establishes activities to learn and practice collocations and students practice to learn vocabulary. A few teachers know and use lexical collocations to teach vocabulary.

Future studies should be performed in larger groups of students to see if the results are the same or if because of the sampling the results are different due to this project was applied in a small students group.

## 15. REFERENCES:

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## 16. ANNEXES:

## Annexe #1

Nation's Vocabulary Levels Test (Nation, 2009)

Table 2: A standard format Checklist test

## Level 2 Test 202

## what you have to do

Read through the list of words carefully; for each word:

if you know what it means, make a mark in the box beside the word.


If you don't know what it means, or if you aren't sure, then leave the box empty.

1 <input type="checkbox"/> regard	2 <input type="checkbox"/> invention	3 <input type="checkbox"/> calendar
4 <input type="checkbox"/> guest	5 <input type="checkbox"/> communist	6 <input type="checkbox"/> amagan
7 <input type="checkbox"/> galpin	8 <input type="checkbox"/> hudd	9 <input type="checkbox"/> construct
10 <input type="checkbox"/> disturb	11 <input type="checkbox"/> astin	12 <input type="checkbox"/> cylinder
13 <input type="checkbox"/> able to	14 <input type="checkbox"/> influence	15 <input type="checkbox"/> nowadays
16 <input type="checkbox"/> sacrifice	17 <input type="checkbox"/> burse	18 <input type="checkbox"/> contemporize
19 <input type="checkbox"/> perrin	20 <input type="checkbox"/> temporary	21 <input type="checkbox"/> view
22 <input type="checkbox"/> prelatoriat	23 <input type="checkbox"/> concerned	24 <input type="checkbox"/> angle
25 <input type="checkbox"/> hermantic	26 <input type="checkbox"/> failure	27 <input type="checkbox"/> lecture
28 <input type="checkbox"/> mine	29 <input type="checkbox"/> disportal	30 <input type="checkbox"/> ashill
31 <input type="checkbox"/> however	32 <input type="checkbox"/> bowring	33 <input type="checkbox"/> spring
34 <input type="checkbox"/> mynott	35 <input type="checkbox"/> sensation	36 <input type="checkbox"/> percentage
37 <input type="checkbox"/> sedgebeer	38 <input type="checkbox"/> essential	39 <input type="checkbox"/> funny
40 <input type="checkbox"/> plenty	41 <input type="checkbox"/> flamboyment	42 <input type="checkbox"/> uniform
43 <input type="checkbox"/> hyde	44 <input type="checkbox"/> obtain	45 <input type="checkbox"/> rare
46 <input type="checkbox"/> abrogative	47 <input type="checkbox"/> substance	48 <input type="checkbox"/> property
49 <input type="checkbox"/> swithin	50 <input type="checkbox"/> ahead	51 <input type="checkbox"/> cheatle
52 <input type="checkbox"/> specialise	53 <input type="checkbox"/> case	54 <input type="checkbox"/> ensure
55 <input type="checkbox"/> nichee	56 <input type="checkbox"/> being	57 <input type="checkbox"/> delay
58 <input type="checkbox"/> request	59 <input type="checkbox"/> assume	60 <input type="checkbox"/> friction




Annexe #2

VALIDATIONS



**COTOPAXI TECHNICAL UNIVERSITY**  
**INSTRUMENT OF VALIDATION OF QUESTIONARY**

**Background:** This questionnaire will be applied to get a diagnostic with the principal objective: To identify the knowledge level about Basic English collocations that students have at 8th grade of Lenin School Educative Unit in order to implement pedagogical lexical approach activities. This questionnaire was adapted from: Teaching vocabulary through collocations in EFL Classes and based on the Students book passages OUR LITTLE WORD. There are 20 chosen lexical collocations. The time established to solve this questionnaire is (40 minutes) Read each question and mark an option as appropriate.

Questions:	Criteria		Observation
	Appropriate	Inappropriate	
1. The number of items is appropriate for the application?	✓		
2. The phrases used in this questionnaire correspond to lexical collocations?	✓		
3. Do you consider that the test time is sufficient for its development?	✓		
4. The types of lexical collocations are appropriate for student's level?	✓		
5. The proposed instrument corresponds to the research objective?	✓		
6. Lexical collocations are part of the book used by students?	✓		
<b>Name validator:</b> Marcia Chilibisa			<b>Firm:</b> 
<b>Workplace:</b> UTC			
<b>Job that performs:</b> English Teacher			
<b>Place and date of validation:</b> Babuwaga 04-05-2016			<b>CC:</b> 030221430-1

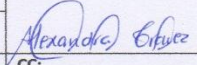


**COTOPAXI TECHNICAL UNIVERSITY  
INSTRUMENT OF VALIDATION OF QUESTIONARY**

COTOPAXI TECHNICAL UNIVERSITY

**Background:** This questionnaire will be applied to get a diagnostic with the principal objective: To identify the knowledge level about Basic English collocations that students have at 8th grade of Lenin School Educative Unit in order to implement pedagogical lexical approach activities. This questionnaire was adapted from: Teaching vocabulary through collocations in EFL Classes and based on the Students book passages OUR LITTLE WORD. There are 20 chosen lexical collocations. The time established to solve this questionnaire is (40 minutes) Read each question and mark an option as appropriate.

- I know the phrase
- I don't know the phrase

Questions:	Criteria		Observation
	Appropriate	Inappropriate	
1. The number of items is appropriate for the application?	✓		
2. The phrases used in this questionnaire correspond to lexical collocations?	✓		
3. Do you consider that the test time is sufficient for its development?	✓		
4. The types of lexical collocations are appropriate for student's level?	✓		
5. The proposed instrument corresponds to the research objective?	✓		
6. Lexical collocations are part of the book used by students?	✓		
Name validator: ALEXANDRA TRAVEZ			Firm:  CC: 0502182488.
Workplace: LENIN SCHOOL			
Job that performs: ENGLISH TEACHER			
Place and date of validation: Jatacunga, May 4th 2016			

## COTOPAXI TECHNICAL UNIVERSITY

You must choose between these two phrases: **'I know the phrase'**; **'I don't know the phrase'** and write the meaning if you know the phrase.

Eg: **Get up**= levantarse  
 'I know the phrase  
 'I don't know the phrase

- 1. Come from=** **page: 11**
- I know the phrase
  - I don't know the phrase

- 2. Live with=** **page: 11**
- I know the phrase
  - I don't know the phrase

- 3. Shake hands=** **page: 12**
- I know the phrase
  - I don't know the phrase

- 4. New home=** **page: 18**
- I know the phrase
  - I don't know the phrase

- 5. Go out=** **page: 23**
- I know the phrase
  - I don't know the phrase

- 6. Take a shower=** **page: 29**
- I know the phrase
  - I don't know the phrase

- 7. On time =** **page:29**
- I know the phrase
  - I don't know the phrase

- 8. Noisy neighborhood=** **page: 41**
- I know the word
  - I don't know the word

- 9. Tourist town=** **page: 42**
- I know the phrase
  - I don't know the phrase

- 10. Strong bones=** **page: 48**
- I know the phrase
  - I don't know the phrase

- 11. Eat too=** **page: 50**
- I know the phrase
  - I don't know the phrase
- 12. Nice trip=** **page: 66**
- I know the phrase
  - I don't know the phrase
- 13. Come here=** **page: 66**
- I know the phrase
  - I don't know the phrase
- 14. Warm clothes=** **page: 68**
- I know the phrase
  - I don't know the phrase
- 15. Christmas present =** **page: 78**
- I know the phrase
  - I don't know the phrase
- 16. Exchange presents=** **page: 78**
- I know the phrase
  - I don't know the phrase
- 17. Free time=** **page: 86**
- I know the phrase
  - I don't know the phrase
- 18. Under water=** **page: 91**
- I know the phrase
  - I don't know the phrase
- 19. True friend=** **page: 103**
- I know the phrase
  - I don't know the phrase
- 20. Human voice=** **page: 101**
- I know the phrase
  - I don't know the phrase

**Annexe # 3: Pictures**





