



TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACH ENGLISH AS A FOREIGN LANGUAGE.

MODALITY: RESEARCH REPORT

Theme:

**“Lexical Approach Method to improve the Speaking skill of 7th year students
at Isidro Ayora Elementary School in Latacunga- Cotopaxi Province during
the school year 2020-2021“.**

Research dissertation before obtaining the degree of Master in Applied Linguistics
to Teaching English as a Foreign Language.

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**LATACUNGA –ECUADOR
2021**

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation “**LEXICAL APPROACH METHOD TO IMPROVE THE SPEAKING SKILL OF 7TH YEAR STUDENTS AT ISIDRO AYORA ELEMENTARY SCHOOL IN LATACUNGA- COTOPAXI PROVINCE DURING THE SCHOOL YEAR 2020-2021**“. Investigated by Lcda. Guanoluisa Toapanta Lourdes Carmen, for obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, June 3rd, 2021



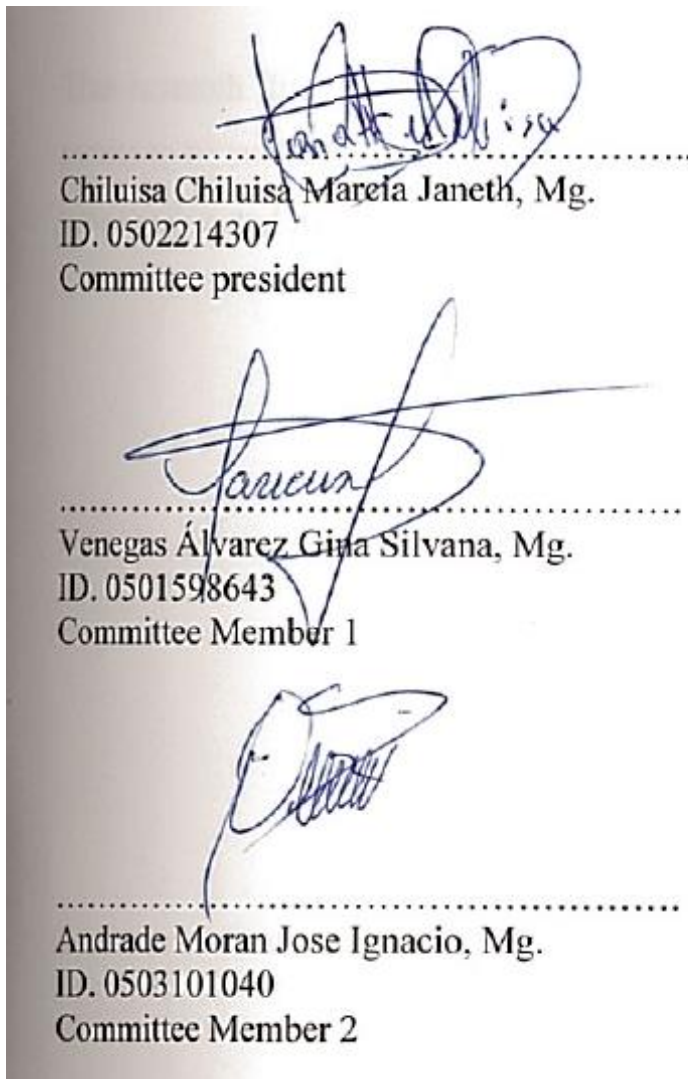
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COMMITTEE APPROVAL

This research dissertation: Lexical Approach to improve the speaking skill, has been revised, approved, and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

Latacunga, June 23rd, 2021



DEDICATION

This research work is dedicated to my parents due to they have always been a constant source of encouragement, demonstrating care and love for me and being such great support for achieving my goals.

Lourdes

ACKNOWLEDGEMENT

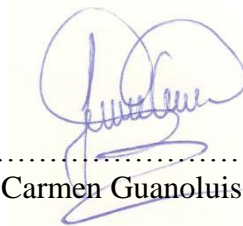
Thanks to God for giving me the wisdom to end up this process and for being guidance to overcome all the trials. I would like to extend my deepest gratitude to my thesis adviser, Lcdo. Jorge Luis Rosero, Mg. for the support during the development of this research.

Lourdes Carmen

AUTHORSHIP

I, Guanoluisa Toapanta Lourdes Carmen declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, July 6th, 2021



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**COTOPAXI TECHNICAL UNIVERSITY
DIRECCIÓN DE POSGRADO**

**MAESTRIA EN LINGUISTICA APLICADA A LA ENSEÑANZA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS**

Título: “**LEXICAL APPROACH METHOD TO IMPROVE THE SPEAKING SKILL OF 7TH YEAR STUDENTS AT ISIDRO AYORA ELEMENTARY SCHOOL IN LATACUNGA- COTOPAXI PROVINCE DURING THE SCHOOL YEAR 2020-2021**”.

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RESUMEN

El proyecto de investigación “MÉTODO DE ENFOQUE LÉXICO PARA MEJORAR LA HABILIDAD DE HABLAR DE LOS ALUMNOS DE 7º AÑO DE LA ESCUELA PRIMARIA ISIDRO AYORA DE LATACUNGA- PROVINCIA DE COTOPAXI DURANTE EL CURSO ESCOLAR 2020-2021”. El objetivo principal fue evaluar la eficacia de las estrategias del enfoque léxico en la mejora de las habilidades de habla inglesa. Esta investigación aplicó un enfoque cuali-cuantitativo ya que los resultados se midieron cualitativa y cuantitativamente obteniendo los resultados numéricos finales estadísticamente. El tipo de investigación se considera cuasi-experimental ya que se aplicó una prueba previa y una prueba posterior para determinar la efectividad del proyecto. La prueba previa y posterior son los instrumentos que se utilizaron para medir el progreso del aprendizaje. El pre-test se realizó al inicio del proyecto y el post-test al final, después de aplicar la propuesta. Para implementar el proyecto se eligieron dos grupos de 40 estudiantes, el primer grupo denominado grupo de control y el segundo grupo experimental. Ambos grupos pertenecen al séptimo año de Educación Básica de la escuela Isidro Ayora. Para verificar la hipótesis se aplicó el T-test Student que concluye que el uso de Estrategias de Enfoque Léxico mejora con éxito la habilidad de hablar inglés.

PALABRA CLAVE: Enfoque léxico, habilidad para hablar, léxico, fragmentos léxicos, conjunto léxico.

**COTOPAXI TECHNICAL UNIVERSITY
GRADUATE DIRECTION**

**MASTER IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A
FOREIGN LANGUAGE**

**THEME: “LEXICAL APPROACH METHOD TO IMPROVE THE
SPEAKING SKILL OF 7TH YEAR STUDENTS AT ISIDRO AYORA
ELEMENTARY SCHOOL IN LATACUNGA- COTOPAXI PROVINCE
DURING THE SCHOOL YEAR 2020-2021“.**

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ABSTRACT

The research project “LEXICAL APPROACH METHOD TO IMPROVE THE SPEAKING SKILL OF 7TH YEAR STUDENTS AT ISIDRO AYORA ELEMENTARY SCHOOL IN LATACUNGA- COTOPAXI PROVINCE DURING THE SCHOOL YEAR 2020-2021“. Which Main objective was to evaluate the effectiveness of Lexical Approach strategies in English-speaking skill improvement. This research applied a quali-quantitative approach since the results were measured qualitative and quantitative obtaining the final numeric results statistically. The type of research is considered quasi-experimental since the pre-test and post-test were applied to determine the effectiveness of the project. The pre-test and post-test are the instruments that were used to measure the learning progress. The pre-test was taken at the beginning of the project and the post-test was taken at the end, after applying the proposal. To implement the project two groups of 40 students were chosen, the first group called the control group and the second the experimental group. Both groups belong to the seventh year at Isidro Ayora Elementary School. To verify the hypothesis, the T-test Students was applied which concludes that the use of Lexical Approach Strategies improve English Speaking skill successfully.

KEYWORD: Lexical Approach, Speaking Skill, lexis, lexical chunks, lexical set.

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INTRODUCTION

English is one of the languages that have spread worldwide; the phenomenon of globalization has facilitated its expansion, turning it into a communication tool. Not only for professional development, and is for uses in some aspects of daily life so far. The importance of learning English is indisputable today, so that, its learning process is a priority from the elementary levels of education, where essential aspects such as productive skills are not well cultivated. Unfortunately, the development of these basic skills is deficient in most cases.

Concerning teaching English as a foreign language, deficiencies have been identified to achieve the students' oral production or motivate them to learn the language. The lack of an adequate methodology to enhance these deficiencies is one of many factors. This project's research line is in education and communication for human and social development, oriented towards applied linguistics. The Lexical Approach method is proposed as a valid alternative to pedagogical innovation to help teachers solve the mentioned problems.

Speaking is one of the basic skills related to the English learning process. This skill refers to oral expression and oral comprehension as relevant parts of communication. To fluidly transmit a message with clear ideas is one of the most difficult English training skills in educational institutions. David Numan (1995), cited in (Mendoza, 2017), underlines the importance of communication skills in language teaching.

Oral comprehension in the classroom is a crucial aspect that should come together with a constant motivation to students to fulfill their need to understand what is being said. An authentic spoken language represents a challenge for students willing to improve their understanding of the language. Oral comprehension exercises facilitate teachers to catch their students' attention through new forms and patterns of interaction.

According to Kuśnierek (2015), speaking may be considered one of the most challenging skills for students, possibly because of a great deal of practice and

exposure it requires. When using traditional methods for teaching English, the classroom becomes boring and demotivating. Thus, the application of student-centered English teaching methodological strategies generates feasible alternatives to establish and motivate the development of skills in students learning process; simultaneously, it is essential to apply an inclusive system where every student can confidently learn this foreign language.

It is essential to consider the human group's characteristics in the classroom to decide what and how it should be taught. Students in primary, middle education go through a transition stage between childhood and pre-adolescence and therefore have different learning ways than younger students. On this matter, this research project proposed to implement the Lexical Approach as a methodology to improve speaking skills considering a group of students from the seventh year of the Isidro Ayora Elementary School, in Latacunga, Cotopaxi province, during the 2020 – 2021 academic year, as a case of study.

In Ecuador, the teaching of English as a foreign language must follow the guidelines set forth by the Ministry of Education in 2016

The basic principles of the curricular proposal can be summarized as follows:

The communicative language approach: Language is best learned when used to interact and communicate and not as a memorized set of knowledge.

Student-centered approach: teaching methodologies that reflect and respond to learners' strengths and challenges, facilitating their learning process.

Thinking skills: learning a foreign language fosters thinking and the social and creative skills necessary for lifelong learning and the exercise of citizenship.

Content Integrated Learning for Foreign Languages (CLIL): a model used to integrate language learning with cultural and cognitive aspects so that the acquisition of this language serves as an engine for student development.

International standards: the curriculum is based on the standards approved by the Common European Framework of Reference for Languages and internationally recognized teaching processes for language learning. (CEFR)

The main objectives of the English as a Foreign Language curriculum are:

To develop students' understanding of the world, other cultures, and their own. Also, their ability to communicate their views through a foreign language.

To develop the personal, social, and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world that operates in other languages.

Creating a love for language learning from an early age through engaging and positive learning experiences fosters students' motivation to continue learning.

To reach the exit profile proposed in the national curriculum for EGB and BGU. A1+ for the fifth graders. (Ministerio de Educación del Ecuador, 2016)

In such context, the implementation of the lexical approach focused on developing English speaking skills as an improvement method will foster students learning and comprehension; while, at the same time, will become a tool for supporting teachers in this area. The **problem**, however, among other matters, lies in the shortcomings of the current educational system. In Ecuador, foreign language learning has not been considered a critical element in the educational curriculum, making the English language level low.

At the end of 2019, results of the English Proficiency Index 2019, an index for grading English level, portrayed Ecuador as a country with a “highly low English competency.” The country got punctuation of 46.57 over 100, placing it in 81st place among 100 participating countries (Observatorio UNAE, 2019). This study shows that those results are the teachers' lack of expertise and insufficient language knowledge from students. This problem could be caused because students do not have the opportunity to practice the target language outside the classroom as

frequently as they should; because native English speakers to practice speaking with; or lack qualified, teachers do not surround them.

English as a school subject is similar on a national scale. For instance, in Cotopaxi province, students learn English as a foreign language in private and public schools at all levels; they start at elementary school up to the third year of high school. Students are required to achieve a B1 English proficiency level during that period, according to the Common European Framework of References. However, very few students achieve the desired English level, been the speaking skills the weakest one. This shortcoming is evident in the lack of lexical phrases to communicate ideas.

The scarce linguistic competencies among teachers are undoubtedly a factor that influences the students' learning. Because of it, students are miss-learning English as a foreign language, with grammar or pronunciation fossilized mistakes adopted during their student lives, and become difficult to correct. (Souriyavongsa, Rany, Jafre, & Lay Mei, 2013) Pointed out that "The English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native speakers, and the class environment is crowded and noisy, which is not fulfilled with teaching pedagogy."

(House & et al., 2011) Argue that students should start learning English from the first years of elementary school. Teaching should be carried out with adequate methodologies so that students would handle the language in the university phase. The first basic cycle is thus the ideal space for them to learn and develop language skills. What most of the methodologies place the lexical focus on is a teaching-learning process. According to Lewis (1990), Lexical Approach Methods make it possible for students to practice real-life language situations. They concentrate on developing learners' proficiency through "lexis."

This approach supposes a challenge for those teachers who have to conceptualize and redefine the role of grammar and vocabulary in language teaching, and, consequently, provide students with the tools they need to recognize and

successfully store determined lexical sequences valuable for improving the ability for English speaking.

From the previous analysis, the following questions arise as a **formulation of the problem**.

- How does the Lexical Approach Methodology improve the low level of speaking skills in the Seventh year students of the “Isidro Ayora” Elementary School?
- Do students in the Seventh year Room of the “Isidro Ayora” Elementary School get better learning results after applying the Lexical Approach in their English classes?
- How does the lexical competence develop and improve in students in the Seventh year Room of the “Isidro Ayora” Elementary School?

The **current research's general objective** is to analyze the influence of the Lexical Approach Methodology in the English teaching-learning process to improve the speaking skills in students of the Seventh year of the “Isidro Ayora” Elementary School. To fulfill this objective, information about teaching English as a second language was compiled, analyzed, and organized. Furthermore, a critical and comprehensive study about the "Isidro Ayora” School's pedagogical proposal was done.

The following **specific objectives** are formulated to achieve the general objective:

- To establish the theoretical foundations that allow the lexical approach to be considered an innovative methodology in English language teaching.
- To propose the application of the Lexical Approach to improve speaking Skill.
- To diagnose the actual state of the English-speaking skills in students of the Seventh year Room of the “Isidro Ayora” Elementary School.

Consequently, to achieve the specific objectives, the following tasks were taken:

Table 1: Task system concerning the specific objective

Objective	Activity
To establish the theoretical foundations that allow the lexical approach to be considered an innovative methodology in English language teaching.	To compile bibliographic information about the Lexical Approach method and its application to improve speaking skills.
To propose the application of the Lexical Approach in order to improve speaking ability.	<p>To analyze the current state of the students' speaking skill.</p> <p>To design a set of lesson plans and activities applying the Lexical Approach method to solve the problem.</p> <p>To introduce the proposal to the institution.</p>
To diagnose the actual state of the English-speaking skill in students of the Seventh year Room “C” of the “Isidro Ayora” Elementary School.	To test students to get information about the current state of the English-speaking skill proficiency level among students.

Elaborated by: Guanoluisa, L (2020)

Table 2. Stages of the research problem

Stage	Description
Stage 1	Traditional English teaching techniques like translating texts word by word, practicing vocabulary through repetition, or writing the same word more than once on the notebook had proved to be no useful techniques to teaching this language; their practice is the cause for the low level of knowledge, therefore the low development of speaking skills as a consequence. The students do not develop this important skill; consequently, they cannot express ideas. All the desired

	objectives would be possibly reached by including lexical approach activities and other student-centered techniques to improve students' lexicon.
Stage 2	<p>The Communicative Approach is currently the most recognized, accepted norm in language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and language learning and teaching.</p> <p>Furthermore, and in agreement with Richards and Rodgers (2001), the MinEduc recognizes that the main objective of the present English curriculum design is to help students with the development of their communicative language skills.</p>
Stage 3	<p>It is necessary to include new methods and strategies to change the English language's traditional teaching to reach significant knowledge. Thus, the interest is to enhance students' speaking ability because the aim of teaching and learning a language is to have the ability to communicate or share information easily, and that will be possible by using lexical approach activities when teaching.</p>

Elaborated by: Guanoluisa, L (2020)

As **justification**, this research aims to analyze how the lexical approach can help teachers enhance students' speaking skills during the English language teaching-learning process. It is innovative and useful since students will acquire abilities to communicate with them through lexical chunks without considering language patterns like those that are done with a Grammar approach.

Furthermore, lexical approach activities are closely related to everyday situations such as talking about family, meeting people, favorite places, and activities. Students can orally interact as if they were found in a real situation in all its complexity. At the same time, this research will allow understanding of the influence of lexical phrases in speaking skill development of 40 elementary students of the seventh year at the already mentioned institution. Such a task will benefit the

students at these schools and English language learners in general. This research project aims to reach an excellent speaking level, considering that English is the most spoken language worldwide; approximately a quarter of the world's population is already fluent or competent in this language. (Crystal, 2003)

Thus, reaching a high speaking level is imperative when communicating with foreign people. Not only because Ecuador is frequently visited by English-speaking tourists from all around the world, but because of the cultural, economic, and technological globalization. Taking these facts into account, the aim of this study, teaching through this method will foster a more fluid interaction among children and other English speakers.

Furthermore, this research project is feasible since it would not imply economic expenses to develop the Lexical Approach activities. The human resources needed are the students (learners) and the teacher (knower). The investigation is thus adaptable and easy to fulfill and implement in other alternatives (if necessary). Furthermore, it could have positive impacts, like enhancing vocabulary and interactive communication.

Finally, being Isidro Ayora Elementary School students, the older ones in the institution, should reach a B1 CFRL level according to what is established by the (Ministerio de Educación del Ecuador, 2016) through the improvement of the speaking skills. Similarly, the institution and the English teachers are beneficiaries as well.

This project is quasi-experimental research since the data is being collected through a pre-test and a post-test; its approach is quali-quantitative. Qualitative because of the close relationship between the teacher and the students who are the study subjects and quantitative because statistical data were used to establish the situation before and after applying the proposed teaching method. At the same time, it is also descriptive, in the sense that it aims to systematically describe situations, components, and characteristics of a specific group of people associated with applying the lexical approach to the teaching of English.

The data collection was carried out in two periods of time, before and after applying the lexical approach in the English classes, on a predefined sample of the population, through Pre-test and a Post - Test which are standardized tests belonging to Cambridge University Press; to understand how the English teachers promote the speaking skills in English through the lexical approach.

The **inductive-deductive method** was used, where induction and deduction complement each other: through induction, generalizations are established from what is common in several cases. From that generalization, some logical conclusions are deduced and translated into enriched generalizations, forming a dialectical unit through induction. In this way, the inductive-deductive method has many potentialities as a knowledge construction method on a first level, related to the investigation object's external regularities. (Rodríguez & Pérez, 2017)

The study participants were 40 students in the seventh year Room “C” of the “Isidro Ayora” Elementary School. Their ages ranged between 11 and 12 years, all learn English at the school as part of the educational curriculum, and their only contact with that language learning has been in primary school. The study was performed during the first five months of the 2020 – 2021 academic year, Sierra regime.

For information, processing, descriptive statistics were used, defined as “the collection of data that describe, organize, tabulate and then represent events.” (Glass & Hopkins, 1984), cited in (Abreu, 2012). Visual aids such as graphs and tables were used to facilitate the understanding and distribution of data to achieve these objectives. Once the questionnaires were implemented, the information was organized for later comparison and analysis of the data obtained in both study periods.

CAPITULO I

THEORETICAL FRAMEWORK

1.1 Research Background

Andonayre (2019) conducted a study called “English for Fun based on the lexical approach to improve the learning of English language among the level I students of the language center of Cesar Vallejo -2015”. The researcher used the Lexical approach to promote English language learning and enhance English vocabulary to maintain a basic conversation, the main objective was to design and implement didactic material applying a lexical approach in “English for Fun”. The beneficiaries were 30 students from the language center; a quasi-experimental method was used since a pretest and posttest were applied. This application of this research reveals that the use of the Lexical Approach to enhance the English language was successfully applied and the results and improvement were as the researcher expected.

A similar analysis was carried out by Tuan & Nguyen (2014) entitled “The Use of Lexical Approach in Enhancing Learners Oral Communication Performance at Nguyen Hue University” the objectives of the research were to find out the impact of the Lexical Approach on Learner’s Oral Communication performance and the learner’s attitude towards the application of this approach. 45 students studying English as a foreign language at Hue University participated in this study, two groups were formed: 22 participants in the experimental group and 23 participants in the controlled group. The triangulation method was used; this method is used to collect data from pretest, posttest, audio recordings, questionnaire, and observation. The results showed

that there is a strong relationship between the Lexical Approach and the improvement of learner's oral communication performance, and the learner's attitude toward this approach is positive.

Attya et al (2018) conducted research called "Using the Lexical Approach – Based Activities to Enhance EFL Preparatory Stage Students' Vocabulary Learning" the main objective of this research was to design activities based on Lexical Approach for enhancing vocabulary learning in students. The sample of the study was 50 students who were distributed randomly in two groups, the first one belongs to the experimental group and the second one belongs to the control group. The design used in this research was quasi-experimental because a pretest and a posttest were applied. Both groups were tested before and after the experiment. The experiment reveals the effectiveness of using the Lexical Approach in developing and enhancing vocabulary learning.

Allami & Attar (2013) investigated "The Effects of Teaching Lexical Approach Collocations on Speaking Ability of Iranian EFL Learners" this research aimed to identify how teaching collocations influence speaking ability enhancement in Iranian students and what is students attitude towards the application of the experiment. 80 Iranian Intermediate students participated in this study; they form two groups, the control group with 40 students and the experimental group with 40 as well. A collocation test and a collocation interview were applied as the pretest. The study reveals that the experimental group showed collocations improvement in speaking skill and it increased every time.

Similarly, Dorkchandra (2016) studied The Lexical Approach as Known and Utilized by Thai EFL Teachers. This is exploratory research, which explored the utilization of the Lexical Approach by teachers from higher education institutes in Thailand. The samples were 140 EFL professors selected from different universities. A closed-ended questionnaire based on Lexical Approach

principles was used to collect the information. The data were analyzed using descriptive statistics. The survey showed that Lexical Approach was not popular among teachers.

Mohammadi & Enayaty (2018) researched “The Effects of Lexical Chunks Teaching on ELF International Learners’ Speaking Fluency” whose main aim is to investigate the effects of lexical chunk and how it influenced speaking ability. A study sample is a group of 60 students aged 13 and 17 from EFL Iranian students. This group of students was divided into two groups 30 in the experimental group and 30 in the control group. Control and experimental students took a questionnaire from 10 items as a pretest, and after applying lexical chunk activities, a posttest was taken. It reveals that students enhance their speaking skill after the application of the proposal. In addition, they had a good attitude through learning.

1.2 Epistemological Foundation

1.2.1 COMMUNICATIVE COMPETENCE

To define Communicative Competence, it is necessary to understand what the purpose of each one is. Communicative is to exchange or interact, whilst, Competence is the ability, knowledge, or capability for doing something. Linking both words, it is said that Communicative Competence is to have the ability to communicate in a verbal, nonverbal, oral, or written language to fulfill communication needs. This term was first used in 1966 by Hymes in his lecture “Developing the Language of the Disadvantage Children”; and “On Communicative Competence ” published in 2001 where Hymes introduced his notion about Communicative Competence capered with the one stated by Noam Chomsky. For Chomsky (1965) competence is the ability of the listener or the speaker to performed fluently language using grammatically correct sentences. Nevertheless, Hymes advocated that competence does not only focus on grammatical issues, it also implies

sociolinguistic competence. For Hymes Communicative Competence is defined as "the Tacit Knowledge" of the language and the ability to use it in communication (Ahmed 2018).

Additionally, Hymes proposed three categories, which foster speakers' competence knowledge of language rules. Moreover, their ability to use rules to interact and actual language use during events involving others. Hymes focused on the development of oral interaction.

Graphic 1: Dimensions of Communicative Competence (Hymes, 1972)

COMMUNICATIVE COMPETENCE		PERFORMANCE
Knowledge	Ability for use	Actual use & events
1 <i>What is possible</i> Systemic possibility "Grammaticality" (in terms of syntax but also culture, communication)	<ul style="list-style-type: none"> • Motivation • Affective & volitive factors • Capacities in interaction (e.g., composure, presence of mind, stage confidence) 	<ul style="list-style-type: none"> • Behavioural record • Imperfect or partial realization of individual competence • Interaction between individual competence, competence of others, and properties of events
2 <i>What is feasible</i> Psycholinguistic reality Constraints on memory, perception		
3 <i>What is appropriate</i> Situational judgement Acceptability in context		
4 <i>What is performed</i> Actual occurrences		

Source: Revisiting Communicative Competence in the Teaching and Assessment of Language for Specific Purpose (2019).

By the same token, Savignon (1972) has defined Communicative Competence, as the ability to communicate efficiently, this meaning is closer to Hymes' hypothesis. To sum up for Savignon communicative competence is what people know and what people do with what they know (p, 8). For Terrel (1983) communicative competence is the use of language in social communication without focusing on grammatical analysis. Terrel states that language's main aim must focus on the development of communicative competencies first. The paramount factor stated by Swain (1980) indicates that communicative competence has to be with several aspects of knowledge of language and language use, while skill refers to how knowledge is used in communication (p, 303).

Graphic 2: Canale & Swain Model (1980)

COMMUNICATIVE COMPETENCE		
Compensatory strategies	Knowledge <i>Grammatical competence</i> Knowledge of <ul style="list-style-type: none"> • lexical items • rules of <ul style="list-style-type: none"> ○ morphology ○ syntax ○ sentence-grammar ○ semantics ○ phonology 	Use <i>Sociolinguistic competence</i> <ul style="list-style-type: none"> • sociocultural rules • rules of discourse <i>Sociocultural rules of use</i> will specify the ways in which utterances are produced and understood appropriately with respect to components of communicative events <i>Rules of discourse.</i> The focus is the combination of utterances and communicative functions (not grammatical well-formedness nor sociocultural appropriateness)
Strategic competence <ul style="list-style-type: none"> • verbal and non-verbal communication strategies • for communication breakdowns (due to performance variables, insufficient competence) 	Strategies that relate primarily to <i>grammatical competence</i> (e.g., how to paraphrase grammatical forms that one has not mastered or cannot recall momentarily)	Strategies that relate more to <i>sociolinguistic competence</i> (e.g., various role-playing strategies, how to address strangers when unsure of their social status)

Source: Revisiting Communicative Competence in the Teaching and Assessment of Language for Specific Purpose (2019).

1.2.2 LINGUISTIC COMPETENCE

Nordquist (2020) claims that linguistic competence is the unconscious knowledge of grammar that helps the speaker to use and understand the language. Similarly, Chomsky (1965) refers that linguistic competence is innate since a person associate sounds with symbols. This is an unconscious process where rules and principles are not used properly. Since knowledge is tacit, implicit. Bearing the above in mind, linguistic competence is identified as an internalized process of production or recognition of the language (1-2).

“Linguistic theory is a concern primarily with an ideal speaker and listener, in a completely homogenous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors in applying

his knowledge of the language in actual performance” (Chomsky, 1965 as cited by Popescu 2011).

Martinez (2016) states that linguistic competence is the knowledge and the execution of the knowledge in two levels: performance and competence. Wales and Marshall (1966 as cited by Nouar) claim that linguistic competence is the theory of how, how things are said, how people express themselves, and how they put words together, it is also known as a theory of limitations since people are enabled to express themselves using their linguistic competence.

1.2.3 LEXICAL COMPETENCE

According to Choudhury (2015), lexical competence includes three types of knowledge. 1. Knowledge of form (spoken form, written form, and word parts); 2. Knowledge of meaning (form and meaning, concept, and referents, and associations); 3. Knowledge of use (grammatical, functions, collocations, and constraints on use).

Velázquez (2016) states that the first appearance of lexical competence was in 1976 by Richards, however, instead of using the word lexical competence, the phrase knowing a word would be defined.

- a. Vocabulary knowledge of native speakers increases through the years, in contrast to the relative stability of their grammatical competence.
- b. Knowing a word means the possibility that a user has to find the word in speech or print. Sort of words most likely to be found associated with the root word. In addition, it means to know the syntactic associated with the behavior of the word.
- c. Knowing a word implies knowing the limitations of the use of the word according to the function.
- d. Knowing the word entails information of the network connotation between the word and other words in the language.

- e. Knowing a word means knowing the semantic value of the word.
- f. Knowing a word means knowing many different meanings related to the word (p, 59).

1.2.4 LEXICAL APPROACH

Lexical Approach began in the early 1990s by Lewis (1993) and Willis (1990) as a reaction to traditional structural syllabuses, which focus on grammar or other new forms of the syllabus. The most engaging principle in this approach is that grammar takes a subordinated role from lexis. In the Lexical approach, language is not studied in sentences or individual vocabulary words; it is studied in lexical units or chunks. In a nutshell, the Lexical Approach focuses on lexis rather than on grammar (Wiley, 2018).

Bearing in mind the above, Xu et al (2012) state that the Lexical Approach by Lewis is the most evocative alternative to teach and acquire a second language. Lexical activities are used to foster second language proficiency. It has been a successful approach used by teachers who apply lexical teaching strategies over grammatical drilling in class. Lewis maintains that the approach intention is not to replace grammar for the vocabulary part, which means, “Language consists not of traditional grammar or vocabulary, but often multiword prefabricated chunks” (1997).

Similarly, Harvey (2015) emphasizes that the Lexical Approach focuses on the role of the lexis in English Language learning instead of concentrating on grammar. Therefore, the use of chunking and collocations is essential when this approach is applied. Overriding, the Lexical Approach gives importance to the learners' needs, which are exposed, and experiment with the language instead of following traditional methodologies. When students

are exposed to the target language by using lexical items. The results are enrichment (p, 4).

By the same token, Parish (2011) advocates that spoken and written discourse is formed by multi-word groupings such as collocations, similes, idioms, compounds, discourse markers, proverbs, and social routine expressions. Overlooked, the classroom activities must contain any of these features hence students can learn to identify language chunks in a written text, highlighting in the fixed forms. To make the target language more enriching, the author mentions a BBC radio program activity that serves as a model to students. By using this method, students are encouraged to consider pronunciation, word families, spelling, and even visual images, which help learners in the learning process.

Principals of the Lexical Approach

Inspired by the Lexical Approach, Harvey (2015) mentions that there are some principal keys for applying The Lexical Approach in the development of speaking proficiency.

Table 3: Lexical Approach Principles and Aspects of Speaking.

Key Principle (Lewis, 1993)	Speaking Factor	Analysis
“A recent element of language teaching is raising students’ awareness of, and developing their ability to chunk language successfully”	Cultural Factor - classroom / institutional level.	Students need to learn strategies to enable them to practice speaking inside and outside the classroom. Culture is fostered in the classroom to assist students in “noticing” and using certain strategies to help improve their active vocabulary.
“Language is recognized as a personal resource, not an abstract idealization	Cultural Factor- preferences in communication type and motivation to communicate effectively.	A student may have a preference in ways of learning and using new vocabulary. In addition, they may not see speaking, as a vital skill

		and so do not take ownership of new words as their own words.
“Successful language is a wider concept than accurate language”	Cultural factor-student beliefs towards clear communication.	The student may have been subject to only accurately producing the language rather than trying to communicate automatically which could have production errors but no loss of meaning.
“The Central metaphor of language is holistic – an organism; not atomistic- a machine ”	Cultural factor- attitude and belief.	Most students create a habit of trying to understand every new word. This could be caused due to a cultural factor. However, regardless of source, the student's attitude and belief in their communication is key to increasing fluency through a Lexical Approach.
“The primacy of speech over writing is recognized; writing is acknowledged as a secondary encodement, with a radically different grammar from that of spoken language”	Cultural factor – sociocultural knowledge.	A student may be fully aware of the difference between written and spoken English, however, understanding the different forms of encodement, whether consciously or not, will enable the student to better adapt chunks when speaking.
“It is co- textual rather than situational elements of context which are of primary importance for language teaching”	L1 factor – cross-linguistic influences of lexis.	This is a useful tool for students to use when speaking in the target language. A student may not be able to understand words within the communication. However, the words surrounding it will offer to mean. A student could be aided further if there are cross-linguistic influences.
“Sociolinguistic competence – communicative power – precedes and is the basis, not product, of grammatical competence.”	Learning factor – performance, sociocultural knowledge, and experiential knowledge.	If a student understands the social context of the conversation, then that will form a platform for them to develop grammatical competence by noticing the different linguistic requirements.

“Grammatical errors are recognized as intrinsic to the learning process”	Cultural factor-institutional level	The institution and classroom the student has previously learn in may have developed a positive or negative association to making errors when speaking.
“Task and process, rather than exercise and product are emphasized”	Cultural Factor-institutional level.	At an institutional level, the student may have become focused on the product and type of exercise. The majority of EFL exam bodies require students to study types of exercise and examine exemplary production. This can be harmful to a student’s development as they move away from analyzing authentic communication.
“Receptive skills particularly listening, are given the enhanced status”	Learning Factor – lack of opportunity	Students may not receive sufficient practice in listening to authentic communication. The EFL course materials are often contrived and do not give students authentic opportunities to develop the receptive skills require to hold a conversation.
“The Present-practice-produce paradigm is rejected, in favor of a paradigm based on the Observe- Hypothesize – Experiment cycle.”	Cultural Factor – institutional level.	Trainee teachers are taught the PPP and it is a common procedure in many materials. As a result, the student may have been subjected to the PPP more than OHE, which promotes a more investigative style of learning.

Source: Using Lexical Approach Speaking Fluency. Harvey (2015)

Types of Lexical Units

Collocations

Dervic (2020) mentions that collocations refer to a combination of words that naturally occur with a vast random frequency (p, 4).

Fixed expressions

Lewis (1993 as cited by Dervic 2020) states that fixed expressions are the most important part of the language; hence, they appear in the majority of textbooks. For example:

Table 4: Fixed Expressions

FIXED EXPRESSION	EXAMPLE
Social Greetings	<ul style="list-style-type: none">• Good morning, good afternoon, good evening.• Nice day, isn't it?• How are you?
Politeness Phrases	<ul style="list-style-type: none">• Yes, please!• No, thank you!• I'm fine, thanks!
Phrasebook Language	<ul style="list-style-type: none">• Can you tell me the way to , please?• I'd like a double room, please?
Idioms	<ul style="list-style-type: none">• You are making a mountain out of the molehill.• Don't shut the stable door after the horse has bolted.

Source: European Journey of Education Studies (2020)

Semi-fixed expressions

Semi-fixed expressions are huge in several sections of language, they are found in academic writing and formal letters. The teacher must focus on what is more useful for the learner. Semi-fixed expressions sometimes have gaps that have to be filled in only a limited way.

Types of Lexical Chunks

Graphic 3: Nattinger & DeCarrico classification of lexical chunks

Type of lexical chunks	Examples
Poly words: short, fixed lexical phrases with no variability, and they are associated with a wide variety of functions.	idioms: kick the bucket topic shifter: by the way summarizer: all in all, above all
Institutional expression: lexical phrases of sentence length, and allowing little variability. They provide the framework for particular social conversation.	leaving: I'm afraid I have to be going now accepting suggestions: that's a good idea greeting: how do you do, long time no see inviting: would you like to ...?
Sentence builders: lexical phrases that provide the framework for whole sentences, containing slots for parameters or arguments for the expression of entire ideas, and allowing considerable variation	adding: not only..., but also... comparator: the ...er the ...er suggesting: my point is that... topic marker: let me start by/with...
Phrasal constraints: short to medium length phrases, allowing variation of lexical and phrasal categories, and associated with many functions	timing: a...ago apologizing: sorry about... partings: see you then/see you later relator: __as well as__

Source: Nattinger J. R. & DeCarrico J. S. (1992) Lexical Phrases and Language Teaching.

The function of Lexical Chunks.

According to, Nguyen (2014) lexical chunks help students to enhance communicative competence: language fluency, accuracy, creativeness, and cohesion. In other words, lexical chunks help to speak fluently. Since it helps to pay attention to what the speaker says, the hearer organizes a larger structure of the discourse to interact. Leveraging the impact of the use of lexical chunks in accuracy pushes the users' select idiomatic words that convey ideas such as native speakers.

Hakuta (1974) points out that the use of lexical chunks in the development of creative language production is seen as a segment of sentences for example a noun phrase or a verb phrase that operate in concordance with a

transferrable component. Meanwhile, to acquire cohesion the discourse needs an evaluator to make the sentence more cohesive. Otherwise, Lexical Chunks help to develop students' motivation. That means that when students learn to form utterances easily, they are enhancing motivation and self-confidence.

According to Lewis (1997 as cited Tuan 2014), there are 6 principles of Lexical Chunks Instruction to L2 Teaching.

- **Topic:** It requires that the teacher has to be aware of some kind of lexical chunks that may be linked to the topic framework.
- **Colocation:** It is a central pedagogical activity.
- **Notion:** Description of an event that has a psychological unit.
- **Metaphor:** It is a creative form of identifying lexical chunks.
- **Phonological chunking:** Teachers take advantage of intonation, so it is easier to remember the tune.
- **Keywords:** It emphasizes the importance of common words of the language (p, 75).

Advantages of Lexical Approach

Martinez (2018) suggests that lexical chunks play an important role in foreign or second language acquisition. It is also said that acquiring a huge set of lexical chunks fosters communicative aspects such as fluency, accuracy, cohesion, and motivation. Motivation is best seen when lexical chunks are well used. Four advantages are laid out to comprehend the Lexical Approach.

- **Promoting Language Fluency**
- To promote language fluency Pawley & Syder (1983:191) mention that fluency is the ability to create fluent speeches of spontaneous discourse. Furthermore, Lewis (1997: 15) states that fluency is focused on large chunks of utterances or large storage of fixed and

semi-fixed created utterances. It is also mentioned that Lexical chunks are well stored in the mind.

- **Enhancing Language Accuracy**

To Master language, it is said that speakers must combine prefabricated chunks of language and meaningful chunks to enhance language fluency and accuracy.

- **Guiding Language Production**

- Lexical Chunks determine the role of language in language production; they are markers that help to fill in the gap, to give meaning. They help to connect the meaning and the structure of the discourse.

- **Increasing Learners motivation**

Motivation is a positive influence when learning a second language. Moreover, it plays an important role in the use of language, sometimes learners could experiment with depression with the use of the new language, to overcome this issue, students must feel confident and engage with the target language (p, 16-17).

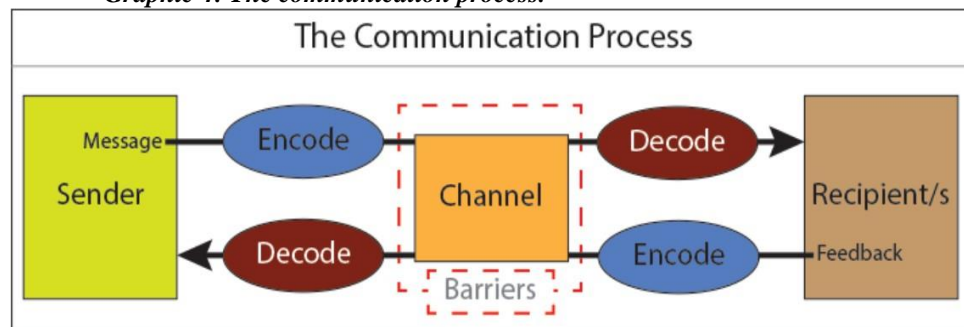
Limitations of Lexical Approach.

Thornbury (1998 as cited by Demis 2019) evocates that the Lexical Approach must not be known as an approach, due to its lack of sense and coherence learning theory, it is not fully elaborated to be implemented in a syllabus. On the other hand, Lewis (1993) focuses on the memorization of chunks of language; however, there is an unclear guideline that could not show how to grade the chunks. Lewis assures that students acquire the language through exposure, and it is not considered formal teaching or learning.

1.2.5 COMMUNICATION

Communication is the process of sending and receiving messages. It can be verbal or non-verbal, it can include speech or oral communication; writing or graphical; signs, signals, and behavior. In short, communication is best known as the creation and exchange of meaning (Nordquist 2019). For Carey (1992), communication is a symbolic process whereby authenticity is produced, maintained, repaired, and transformed.

Graphic 4: The communication process.



Source: Skills you Know 2016

Communication builds upon transferring information from one place, person, or group to another. Communication involves (at least) one sender, a message, and a recipient. It sounds simple; however, communication is a complex subject. The transmission of the message from sender to recipient can be affected by a huge range of things, which can include emotions, the cultural situation, the medium used to communicate, and even the location. Communication has to be accurate, effective, and unambiguous.

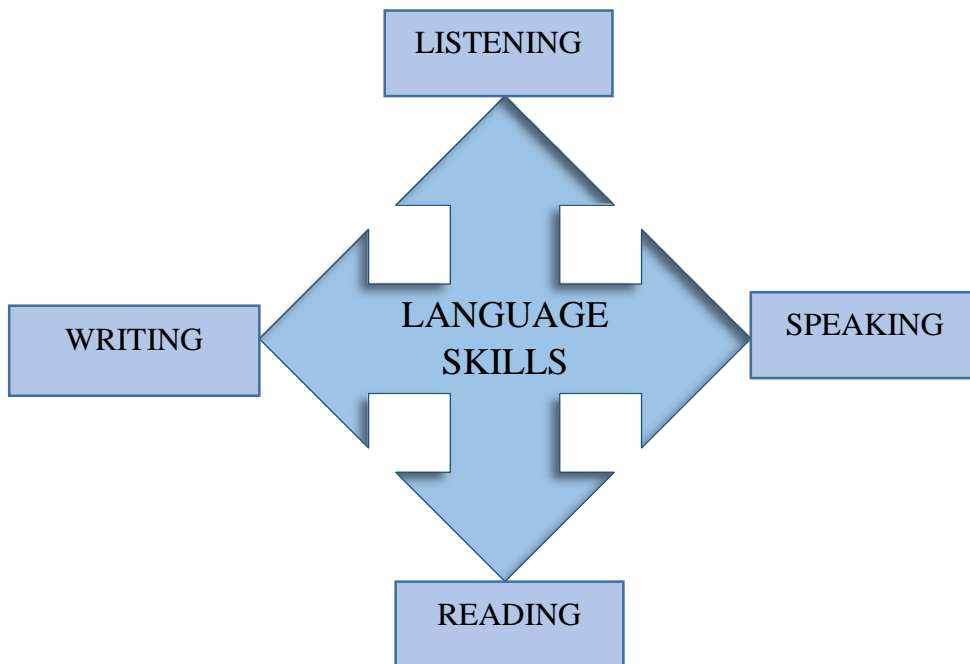
Similarly, Giffin & Patten (1976, as cited by Fatimayin 2018) emphasize that communication is a process of expressing ideas, feelings, or distributing information to a group of people from one place to another. On the other hand, Awoniyi (1982) affirms that the world would be chaos without communication so that human existence and civilization would disappear without communication. There are five elements to consider in the process

of communication: sender (encoder); message; a medium of transmission; the medium of receipt; receiver (decoder).

1.2.6 LANGUAGE SKILLS

Husain (2015) defines language as a “Divine Gift of God”, it is what makes human beings different from animals. He also states that it is a collection of words or chunks of words together in special ways to communicate a message, bearing above in mind; language is used to give expressions to thoughts and feelings of a social group. Moreover, Language is fundamentally a skill, however, it is not considered a content-based- subject since its purpose is fulfilling the human mind with knowledge, but language skill comes naturally to improve the psychomotor domain. Language is a complex skill containing four sub-skills (p, 1 -2).

Graphic 5: Language Skills.



Source: Language and Language Skills (2015)

Sapir (1921 as cited in Guamani 2019) advocates that language is a non-instinctive method that helps human beings to communicate ideas, emotions, and desires employing a set of symbols called phonemes. Furthermore, it is also mentioned that the human brain can form finite and infinite different sentences using a finite group of symbols depending on the language (p, 38).

1.2.7 PRODUCTIVE SKILLS

According to Telmex (2015), Speaking and writing are defined as productive skills; these are very relevant in the teaching and learning process that helps to express what has been learned part of the student. In many of the learners, these are the most arduous of development since many of the times are those that show the level of an individual in the course of the learning process. Productive skills are used to convey a message. This means that not only is information received but also produces intending to communicate. So to hold a conversation with another individual (oral) or by writing a letter (written) are the best examples of productive skills, in English, they are known as "writing and speaking". Every time an individual prepares to learn a foreign language, it is expected that this person acquires the knowledge of the language together with the development of skills to use them correctly.

In the field of English, technological applications have been incorporated that allow the student to develop productive skills in the language (writing and speaking) because they will allow him to communicate in English; these applications are used as part of their duties outside the classroom and should reflect evidence of their learning "(Telmex, 2015)

Writing Skill

The written expression has also received a deep interest from researchers; it is evident that written expression has never reached the levels of importance

that have reached oral expression and reading comprehension. Many researchers see this skill as the fundamental instrument to support the rest of the skills (oral, listening, and reading).

Although it is true, the written expression has reached an important space within the communicative approach, since nowadays there are more means of communication focused on writing, such as the example of newspapers, post office electronic text messages, etc. To develop this skill it is necessary to use written symbols. For this process, you must correctly apply the spelling, punctuation marks the cohesion rules to achieve clear and concise communication.

Speaking Skill

Soler (2002), states, "The nature of oral communication encompasses comprehension skills and production of oral discourse. The study of oral expression involves considering the mechanisms used by the speaker in the oral interaction "On the other hand, taking as a reference the criterion of Álvarez (2004), the oral skill "is the interaction, the dialogue exchange, the broadcast and the understanding of statements"

The development of oral expression is limited by the context in which one learns since in the learning of a foreign language (L2) the user will always predominate the native language (L1) so it becomes even more difficult. In addition, the practice of L2 is simply reduced to the classroom.

According to Moreno (2002), in everyday life, listening comprehension is the first skill that occurs in the learning of the mother tongue, while, oral expression is the skill that follows, although not immediately: only after a longer or shorter period of being "exposed", the child can begin to use oral language appropriately.

1.2.8 SPEAKING SKILL

“Speaking is a universal human activity performed individually in situations determined by individual speakers as representative of speech communities with communal traditions in the knowledge of speaking” (Coseriu, 1992).

Speaking is extremely important in second language acquisition, however, most universities and schools do not give it the importance that this skill has, because they focus on grammar and other skills, which harms and limit learners’ fluency while speaking. Furthermore, speaking is not well assessed due to its time-consuming. It is not objectively assessed (Leong & Ahmadi 2017). For Nunam (1995) developing speaking skills in a second or foreign language is the most valuable aspect so that it must be measured based on the ability to communicate fluently and accurately while performing a conversation in the language (p, 34).

By the same token, Bahadorfar & Omidvar (2014) agree that speaking is deemed to be the most important skill of the four in learning a second or a foreign language. It is also mentioned that speaking is the process of building and sharing information using verbal or non-verbal symbols. It is an important skill to be mastered in a language. However, it has been undervalued in traditional teaching. According to Brown (1983), learners' speaking skills must be judge according to their performance and interaction in real-life situations (p, 9).

“Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a mean of communication, especially in the internet world, English speaking skill should be developed along with other skills so that these integrated skills will enhance communication achievement both with

native speakers of English and other members of the international community” (Boonkit 2010, p, 1305).

Along the same lines, Luoma (2004) argues that speaking skill is touted as a difficult skill for been acquired since it is assessed in the face-to-face interaction and real-time between the interlocutor and the candidate. It is also said that it is an important part of the curriculum in language teaching, so it is considered hard to be mastered since it is an interactive activity that needs to be foster every day at every chance the student has, because, one strategy to acquire a language is exposing the learner to the language (p, 8).

Components of Speaking Skill

Muñoz & Ramirez (2018) listed 5 important components of speaking skill to be studied (p, 36-37)

Pronunciation: It is how students produce utterances of words clearly when they speak. It also involves stress; intonation, volume, and speech pace, those aspects allow communication between speakers.

Grammar: Learners need to organize sentences properly to exchange ideas written and orally. It is considered as the study of the structure of the language that describes how words fit together to convey meaning.

Vocabulary: It is defined as the words of the language, it could be chunks of language, single units, or phrases that can be used orally or written.

Fluency: It has to do with how the language flows without interruptions, it does not matter what the student says it has to be with what students can express with the language use.

Interaction: It plays an important role in communication since students have to analyze, dispatch, and interpret verbal and non-verbal messages. It is also said that interaction is a collaborative

exchange of thoughts, ideas, and feelings, between two or more people.

Speaking Skill Types

Rahmawati & Ertin (2014) mention that there are five types of speaking listed as follows (p, 201).

Imitative: (pronunciation) in this kind of speaking, the test taker copies a word, sentence, or phrase and pronounces it since pronunciation is the main aspect of assessment in the imitative process. It is important to highlight that imitative speaking is not important to develop communicative competence. Learners acquire the information and repeat paying attention to the vowel sounds and intonation to imitate correctly.

Intensive: it does not emphasize pronunciation or phonological aspect, the main aim is to understand the meaning and respond to some tasks, it is applied in reading aloud, sentence, and dialogue completion.

Activities: Reading aloud, direct response task, sentence-dialogue competition, translation, and limited picture-cued task.

Responsive: In this part, the speaker is persuading to speak promptly to a short conversation, making a simple request.

Activities: Question and answer, giving instruction and direction, paraphrasing.

Interactive: it requires more than two speakers in a conversation. It is interactive.

Activities: Interview, drama-like task, discussion and conversation, games.

Extensive: (monologue) involves a wide range of speech production, the speaker needs to interact with the counter speaker, answering questions, making discussion. It requires strong language components. It is used with advanced and intermediate students.

Activities: speech, picture-cued storytelling, retelling a story, news event, and translation (extended prose).

Activities to improve speaking skills.

Derakhshan (2016) mentions four activities to enhance speaking skills (p, 180).

Role-play

It is one of the methods that help students to improve a series of the language of real spoken language in the classroom. This method leads students to overcome shyness, fears, and anxiety. It is also said that this activity improves' students comprehension and production of the language.

Videos

This kind of material help students to improve the quality of speaking skill, it also helps developing lexical grammar however the effectiveness depends on the content of the video such as the age and the student interests.

Flashcards

This material has an excellent effect while acquiring a language, it is also useful to form sentences or imagine situations that have to be said afterward.

Graphs

It helps learners to check a huge range of words that come from one root, it helps to determine patterns.

1.3 Foundation of the State of Art.

Chomsky, the father of contemporary studies in syntax, has recently adopted a “lexicon-is-prime” position in his Minimalist Linguistic theory. In the lexical approach, lexis in its various types is thought to play a central role in language teaching and learning. Nattinger (1980) 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. Instruction, 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. According to Lewis (1990), the lexical approach is belonging to the aspect of a deeper approach: the communicative approach. Only here we will give more relevance to the lexicon as an essential element in communicative situations.

During the '90s appeared what later would be one of the most innovative and recognized approaches of these times in the field of teaching and learning foreign languages. Michael Lewis determines the most important guidelines of the Lexical Approach in 1993, under his work titled *The Lexical Approach*. ELT status and a way forward, Lewis defended his thoughts by opening the next sentence “when one travels to a country from which you do not know the language, what do you carry with you? A book of grammar or a phrasebook?” However, some linguistics have questioned the role that lexical components should play in foreign language classes. For instance, the British linguist David Wilkins (1972) stated that “without grammar, little can be transmitted; without vocabulary, nothing can be transmitted”. With the lexical approach, Lewis defends the importance of a lexical vision of language in the teaching of foreign languages. The lexical approach encourages the development of the linguistic capacity of the learner by learning precast word blocks (chunks), (Vidella, 2012).

According to Moudraia (2001), 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. The existence of lexical units in a language such as English serves the needs of both native English speakers and English language learners, who are as predisposed to store and reuse them, as they are to generate them from scratch. The widespread "fusion of such expressions, which tend to satisfy communicative needs of at a given moment and are later reused, is one means by which the public stock of formulae and composites is continuously enriched".

1.4 Chapter I Conclusions

To sum up this chapter; has been shown an overview of the Lexical approach in the development of speaking skills. One of the skills that are difficult to develop in class, since it takes time, learners are not exposed to the language, and teachers are not well trained in new approaches to make learners enhance this complex but useful skill. Otherwise, it has been investigated how to make students improve their speaking skills easily with the lexical approach. This productive skill has been well revised so that teachers give learners better opportunities to speak, by using some important elements and factors, which are applied in activities based on the lexical approach.

CHAPTER II

PROPOSAL

2.1 Proposal Topic

“Lexical Approach Activities and lesson plans Booklet to enhance English Speaking Skill”

2.2 Objectives

- To propose a group of lesson plans and activities which include Lexical Approach Method to improve English Speaking Skill in students of 7th-year students at Isidro Ayora elementary school in Latacunga- Cotopaxi province during the school year 2020-2021“.

2.3 Justification

It had been done an observation during the English language teaching process where it has been noticed some aspects, how much time students need to understand an English message or instruction; How well do they manage while doing a task; how willing students are to volunteer or respond. Basing on the information above, it was decided that a new methodology must be implemented to cover this language acquisition problem.

The research project enlists some linguistic components, which are important to acquire a language. For this study, The Lexical Approach has been analyzed

since it helps the researcher to overcome the students' needs. Therefore, this research project focus on what Lewis and other authors sustain. Who affirms that language is not, learned word-by-word or sound by sound since it is acquired by the use of chunks of words, utterances, fixed phrases, structures, and others. Building upon all studied theories and strategies, a proposal based on Lexical Approach was designed. The purpose of this proposal is to let students improve their English – speaking level proficiency, which is very poor and limit students during linguistic communication and interaction, because of this, teacher talking time (TTT) increases. For that reason, Lexical Approach activities are created to increase students talking time (STT) which is the researcher's aim.

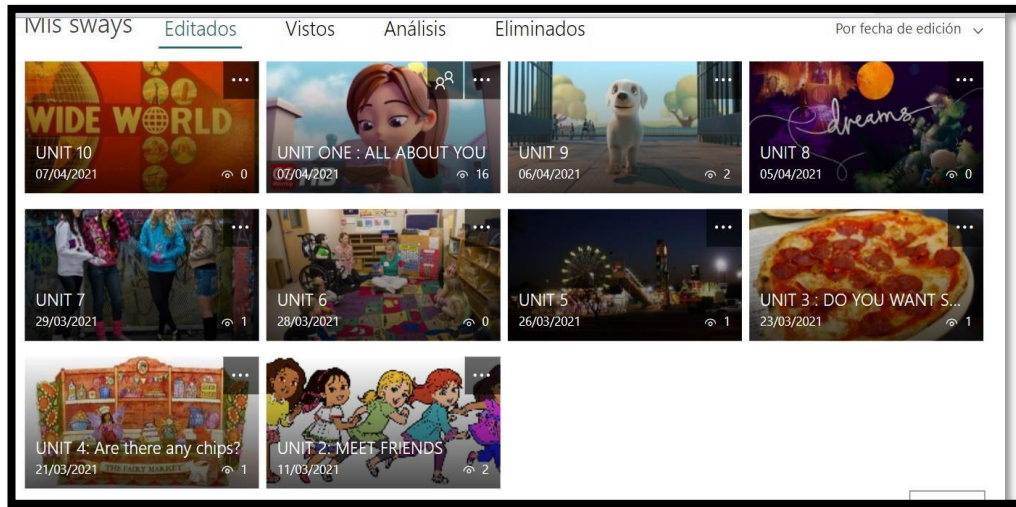
This proposal will benefit teachers and students because Lexical Approach Methodology is considered as Simple, Effective, and Actionable (SEA) to acquire and retain a language. This methodology will be applied in lesson plans and activities booklet to foster students Speaking Skills.

2.4 Proposal Development

2.4.1 PROPOSAL COMPONENTS

This Proposal contains 10 units of English course full of speaking activities based on lexical approach strategies. These units are designed in SWAY, which is an App that is part of Microsoft Outlook. This is one alternative to cover all students' expectations and attention about the content of this proposal, otherwise, the pandemic COVID-19 increases the use of technology to overcome the lack of face-to-face classes. For that reason, it is necessary to use an app to reach the goal in a better way.

Graphic 6: Lexical Approach Method Activity Contents Uploaded in Sway



Author: Guanoluisa, L. (2021).

The lexical Approach Method is applied in each Unit.

Table 5: Lexical Approach Method Booklet Contents to enhance English Speaking Skill.

UNIT N°	TOPIC	AIM-SWBAT	TIME	MATERIALS	TEACHER'S ROLE	LEARNERS' ROLE
1	All about you	<ul style="list-style-type: none"> To provide students ideal phrases with vocabulary about feelings to enhance speaking skills. To focus on vocabulary: adjectives, verbs, nouns, etc. To write and perform a short dialogue between two Ss. 	8 HOURS	Computer Cellphone Internet Students' and teacher's book	Facilitator – Guide	Student-centered
2	Meet Friends	<ul style="list-style-type: none"> To use different phrases to say hello and goodbye in a conversation to improve their speaking skill. 	8 HOURS	Computer Cellphone Internet Students and teacher's book	Facilitator – Guide	Student-centered
3	Do you have any Pizza?	<ul style="list-style-type: none"> To talk about food preferences to improve their speaking skill. 	8 HOURS	Computer Cellphone Internet Students and teacher's book	Facilitator – Guide	Student-centered
4	Are there any chips?	<ul style="list-style-type: none"> To identify and talk about places in the city. Encourage students to describe each one using the appropriate lexical phrases. 	8 HOURS	Computer Cellphone Internet Students and teacher's book	Facilitator – Guide	Student-centered

5	How often do you go to the amusement park?	<ul style="list-style-type: none"> To activate students' previous vocabulary knowledge about "Amusement Park" ask them questions related to the topic and share their experiences. 	8 HOURS	Computer Cellphone Internet Students and teacher's book	Facilitator – Guide	Student-centered
6	What are you doing?	<ul style="list-style-type: none"> To use present progressive correctly To talk about actions happening at the moment. 	8 HOURS	Computer Cellphone Internet Students and teacher's book	Facilitator – Guide	Student-centered
7	What are you going to wear?	<ul style="list-style-type: none"> To share orally, information about clothing. 	8 HOURS	Computer Cellphone Internet Students and teacher's book	Facilitator – Guide	Student-centered
8	I used to dream of?	<ul style="list-style-type: none"> To develop students speaking skills through questioning and answering about past events and feelings. 	8 HOURS	Computer Cellphone Internet Students and teacher's book	Facilitator – Guide	Student-centered
9	You are the best in the group.	<ul style="list-style-type: none"> To compare cities, places, things, or people using adjectives correctly 	8 HOURS	Computer Cellphone Internet Students and teacher's book	Facilitator – Guide	Student-centered
10	A wide world	<ul style="list-style-type: none"> To talk about abilities To talk about countries and languages 	8 HOURS	Computer Cellphone Internet Students and teacher's book	Facilitator – Guide	Student-centered

Author: Guanoluisa, L. (2021).

2.4.2 PROPOSAL EXPLANATION

Lexical Approach Method Booklet Contents to enhance English Speaking Skill Proposal contains a set of ten lesson plans with their activities, activities that help the researcher to get the goal.

Lexical Approach Method (Online) Lesson Plan Unit 1:

ALL ABOUT YOU. The lexical Method and strategies that have been used in this unit to reach the main goal are displayed in each unit. Which is to enhance English-speaking skills with the Lexical Approach Method. Since all the activities displayed in this lesson plan are adapted to the Lexical Approach Method and Online Learning due to pandemics, the teacher and students have access to SWAY units where they can find the videos, links, and activities. Additionally, students enjoy learning a language while they are acquiring it. The students can also overlook the pandemic situation and the lack of face-to-face classes, due to the activities are ready to overcome that issue. Consequently, students take just a token of what technology and applying the best strategies can do for them to learn a language. Through these activities, students develop critical thinking, self-confidence, peer work, and group work (collaborative activities). The activities have a self-assessment and the educator's rubric (displayed in Annex 6).

Lexical Approach Method (Online) Lesson Plan Unit 2

MEET FRIENDS. The lexical Method and strategies that have been used in this unit to reach the main goal are displayed in each unit. Which is to enhance English Speaking Skill with Lexical Approach Method. Since all the activities displayed in this lesson plan are adapted to the Lexical Approach Method and Online Learning due to pandemics, the teacher and students have access to SWAY units where they can find the videos, links, and activities. Additionally, students enjoy learning a language while they are acquiring it. The students can also overlook the pandemic situation and

the lack of face-to-face classes, due to the activities are ready to overcome that issue. Consequently, students take just a token of what technology and applying the best strategies can do for them to learn a language. Through these activities, students develop critical thinking, self-confidence, peer work, and group work (collaborative activities). The activities have a self-assessment and the educator's rubric (displayed in Annex 6).

Lexical Approach Method (Online) Lesson Plan Unit 3

DO YOU HAVE ANY PIZZA? The lexical Method and strategies that have been used in this unit to reach the main goal are displayed in each unit. Which is to enhance English Speaking Skill with Lexical Approach Method. Since all the activities displayed in this lesson plan are adapted to the Lexical Approach Method and Online Learning due to pandemics, the teacher and students have access to SWAY units where they can find the videos, links, and activities. Additionally, students enjoy learning a language while they are acquiring it. The students can also overlook the pandemic situation and the lack of face-to-face classes, due to the activities are ready to overcome that issue. Consequently, students take just a token of what technology and applying the best strategies can do for them to learn a language. Through these activities, students develop critical thinking, self-confidence, peer work, and group work (collaborative activities). The activities have a self-assessment and the educator's rubric (displayed in Annex 6).

Lexical Approach Method (Online) Lesson Plan Unit 4

ARE THERE ANY CHIPS? The lexical Method and strategies that have been used in this unit in order to reach the main goal are displayed in each unit. Which is to enhance English Speaking Skill with Lexical Approach Method. Since all the activities displayed in this lesson plan are adapted to the Lexical Approach Method and Online Learning due to pandemics, the teacher and students have access to SWAY units where they can find the videos, links, and activities. Additionally, students enjoy learning a language while they are acquiring it. The students can also overlook the pandemic situation and the lack of face-to-face classes, due to the activities

are ready to overcome that issue. Consequently, students take just a token of what technology and applying the best strategies can do for them to learn a language. Through these activities, students develop critical thinking, self-confidence, peer work, and group work (collaborative activities). The activities have a self-assessment and the educator's rubric (displayed in Annex 6).

Lexical Approach Method (Online) Lesson Plan Unit 5

HOW OFTEN DO YOU GO TO THE AMUSEMENT PARK? The lexical Method and strategies that have been used in this unit to reach the main goal are displayed in each unit. Which is to enhance English Speaking Skill with Lexical Approach Method. Since all the activities displayed in this lesson plan are adapted to the Lexical Approach Method and Online Learning due to pandemics, the teacher and students have access to SWAY units where they can find the videos, links, and activities. Additionally, students enjoy learning a language while they are acquiring it. The students can also overlook the pandemic situation and the lack of face-to-face classes, due to the activities are ready to overcome that issue. Consequently, students take just a token of what technology and applying the best strategies can do for them to learn a language. Through these activities, students develop critical thinking, self-confidence, peer work, and group work (collaborative activities). The activities have a self-assessment and the educator's rubric (displayed in Annex 6).

Lexical Approach Method (Online) Lesson Plan Unit 6

WHAT ARE YOU DOING? The lexical Method and strategies that have been used in this unit in order to reach the main goal are displayed in each unit. Which is to enhance English Speaking Skill with Lexical Approach Method. Since all the activities displayed in this lesson plan are adapted to the Lexical Approach Method and Online Learning due to pandemics, the teacher and students have access to SWAY units where they can find the videos, links, and activities. Additionally, students enjoy learning a language while they are acquiring it. The students can also overlook the

pandemic situation and the lack of face-to-face classes, due to the activities are ready to overcome that issue. Consequently, students take just a token of what technology and applying the best strategies can do for them to learn a language. Through these activities, students develop critical thinking, self-confidence, peer work, and group work (collaborative activities). The activities have a self-assessment and the educator's rubric (displayed in Annex 6).

Lexical Approach Method (Online) Lesson Plan Unit 7

WHAT ARE YOU GOING TO WEAR? The lexical Method and strategies that have been used in this unit in order to reach the main goal are displayed in each unit. Which is to enhance English Speaking Skill with Lexical Approach Method. Since all the activities displayed in this lesson plan are adapted to the Lexical Approach Method and Online Learning due to pandemics, the teacher and students have access to SWAY units where they can find the videos, links, and activities. Additionally, students enjoy learning a language while they are acquiring it. The students can also overlook the pandemic situation and the lack of face-to-face classes, due to the activities are ready to overcome that issue. Consequently, students take just a token of what technology and applying the best strategies can do for them to learn a language. Through these activities, students develop critical thinking, self-confidence, peer work, and group work (collaborative activities). The activities have a self-assessment and the educator's rubric (displayed in Annex 6).

Lexical Approach Method (Online) Lesson Plan Unit 8

I USED TO DREAM OF. The lexical Method and strategies that have been used in this unit in order to reach the main goal are displayed in each unit. Which is to enhance English Speaking Skill with Lexical Approach Method. Since all the activities displayed in this lesson plan are adapted to the Lexical Approach Method and Online Learning due to pandemics, the teacher and students have access to SWAY units where they can find the videos, links, and activities. Additionally, students enjoy learning a language while they

are acquiring it. The students can also overlook the pandemic situation and the lack of face-to-face classes, due to the activities are ready to overcome that issue. Consequently, students take just a token of what technology and applying the best strategies can do for them to learn a language. Through these activities, students develop critical thinking, self-confidence, peer work, and group work (collaborative activities). The activities have a self-assessment and the educator's rubric (displayed in Annex 6).

Lexical Approach Method (Online) Lesson Plan Unit 9

YOU ARE THE BEST IN THE GROUP. The lexical Method and strategies that have been used in this unit in order to reach the main goal are displayed in each unit. Which is to enhance English Speaking Skill with Lexical Approach Method. Since all the activities displayed in this lesson plan are adapted to the Lexical Approach Method and Online Learning due to pandemics, the teacher and students have access to SWAY units where they can find the videos, links, and activities. Additionally, students enjoy learning a language while they are acquiring it. The students can also overlook the pandemic situation and the lack of face-to-face classes, due to the activities are ready to overcome that issue. Consequently, students take just a token of what technology and applying the best strategies can do for them to learn a language. Through these activities, students develop critical thinking, self-confidence, peer work, and group work (collaborative activities). The activities have a self-assessment and the educator's rubric (displayed in Annex 6).

Lexical Approach Method (Online) Lesson Plan Unit 10

A WIDE WORLD. The lexical Method and strategies that have been used in this unit in order to reach the main goal are displayed in each unit. Which is to enhance English Speaking Skill with Lexical Approach Method. Since all the activities displayed in this lesson plan are adapted to the Lexical Approach Method and Online Learning due to pandemics, the teacher and students have access to SWAY units where they can find the videos, links, and activities. Additionally, students enjoy learning a language while they

are acquiring it. The students can also overlook the pandemic situation and the lack of face-to-face classes, due to the activities are ready to overcome that issue. Consequently, students take just a token of what technology and applying the best strategies can do for them to learn a language. Through these activities, students develop critical thinking, self-confidence, peer work, and group work (collaborative activities). The activities have a self-assessment and the educator's rubric (displayed in Annex 6).

PREMISES FOR ITS IMPLEMENTATION

Table 6: Proposal Implementation.

Phase	Objectives	Activities	Resources	Responsible	Time
Socialization	Socialize and Regulate all documents so the Principal from the school accepts the development of the research project in the institution. Search the material to include in the proposal.	Adapt the material to use in the proposal.	Computer Cellphone Internet Students and teacher's book	Lourdes Guanoluisa	One Week
Planning	Define the best workshop activities and Lexical Approach strategies to enhance English Speaking Skill	Create lesson plans and activities based on the Lexical Approach Method.	Computer Cellphone Internet Students and teacher's book	Lourdes Guanoluisa	One Week
Proposal Implementing	Apply Lexical Approach Method in each lesson plan and activity.	Applying the activities to enhance English Speaking Skill.	Computer Cellphone Internet Students and teacher's book	Lourdes Guanoluisa	Two Months

Evaluation	Evaluate the effectiveness of the Lexical Approach Method.	Pre- Test Post – Test	Computer Cellphone Internet Students and teacher’s book	Lourdes Guanoluisa	One Week
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Author: Guanoluisa, L. (2021).



ESCUELA DE EDUCACIÓN BÁSICA "ISIDRO AYORA"



**LEXICAL APPROACH BOOKLET TO
ENHANCE SPEAKING SKILL**

ICDA. LOURDES GUANOLUISA

Creado con [EDIT.org](https://www.edit.org)

ALL ABOUT YOU



UNIT ONE: ALL ABOUT YOU

Ir a este Sway

LESSON PLAN	One
LEVEL	Starters
AIMS	<ul style="list-style-type: none"> • To provide students ideal phrases with vocabulary about feelings to enhance speaking skill. • To focus on vocabulary: adjectives, verbs, nouns, etc. • To write and perform a short dialogue between two Ss.
LANGUAGE SKILLS & FUNCTIONS	
<p>a) To talk about students' emotions b) To listen and watch for specific information. c) To identify the verb to be and link it with vocabulary related to emotions.</p>	
VOCABULARY	Grouping words into categories/word formation (e.g. adjective, noun, etc) and focus on their meaning.
GRAMMAR	TO BE verb Questions with <i>What's...?</i>
FOCUS- Correct Grammar Lexis Fixed Expressions Semi- fixed Expressions	How to use vocabulary along with form of <i>the verb TO BE</i> I am _____; You are _____; he is _____ She is _____; they are _____;
MATERIALS YOU WILL NEED	
<p>a) Internet Connection b) Teacher's and Student's book c) Optional - blank paper</p>	
TIMING	
150 MIN	

LEAD IN (20min)
<p>Take students attendance</p> <p>Asking students: HOW DO THEY FEEL AT THE MOMENT? The teacher starts making some gestures and encourages students to guess, what do the gestures show? Therefore, the teacher starts telling some sentences about how she feels at the moment, she acts.</p>
ACTIVITY ONE (20 MIN)
<p>PRE WATCHING AND WATCHING</p> <p>Tell the students that they are going to watch the video with no sound and guess what emotions people show in the video</p> <p>WHILE WATCHING THE VIDEO</p> <p>Students watch the video again and check the vocabulary they tell.</p> <p>Ask students to make a list of nouns and adjectives that they can identify in the video.</p> <p>AFTER WATCHING</p> <p>Students check their list along with the teacher.</p>
ACTIVITY TWO (20MIN)
<p>Students look at some cards and form sentences using the VERB TO BE correct; they form sentences using the adjectives and nouns on the table from Activity 1.</p> <p>Rene is <i>sad</i>.</p> <p>The bus is black</p> <p>The monsters are <i>surprised</i></p> <p>The teacher asks students to tell their sentences.</p>
ACTIVITY THREE(30MIN)
<p>Students work in pairs and take turns asking and answering questions about the pictures they have in their hands.</p>
ACTIVITY FOUR(30 MIN)
<p>Students recognize the correct use of the verb to be by letting the teacher some examples and completing one activity uploaded in SWAY.</p>
ACTIVITY FIVE(30 MIN)
<p>Before and during the task</p> <p>Students watch a video and follow the instructions to create their PAPER PLATE EMOJI with the material that was requested a day before.</p> <p>After the task</p> <p>Students show their paper plate emoji and describe why they feel that way.</p> <p>For example</p> <p>I am Thomas and I feel really <i>happy</i> because Today is my birthday.</p>
Asynchronous Activities
<p>https://1drv.ms/b/s!Asnh4P_FE2fObBEKq01L-UHtkK0?e=nuOMVO</p> <p>https://lourdesguanoluisat87.blogspot.com/?zx=c2bbaaa13a0fe776</p>

MEET FRIENDS



UNIT 2: MEET FRIENDS

Ir a este Sway

LESSON PLAN	TWO
LEVEL	Starters
AIMS	<ul style="list-style-type: none"> To use different phrases to say hello and goodbye in a conversation in order to improve their speaking skill.
LANGUAGE SKILLS & FUNCTIONS	
a) To use greetings to start and finish a conversation b) To speak about possessions and ownership	
VOCABULARY	Expressions to say HELLO and GOOD BYE
GRAMMAR	Simple present Possessive Pronouns Whose
FOCUS Lexical Chunks	<p><u>GREETINGS EXAMPLE:</u> A: Hello, I am Sarah, How are you? B: Hey, I am Ronny, I am on my way home A: Good-Bye! B: Keep in Touch.</p> <p><u>POSSESSIVE PRONOUNS.</u> Tom has got a ball. His ball is red Lily has got a blanket. Her blanket is pink</p>
MATERIALS YOU WILL NEED	
a) Internet Connection b) Teacher's and Student's book c) Optional - blank paper	
TIMING	
150 MIN	
LEAD IN (10min)	
Greet students using different forms to say hello, The teacher starts using some masks to say Hello and Good-bye. Students act out and do the same.	

ACTIVITY ONE (20 MIN)

PRE WATCHING AND WATCHING

Tell the students that they are going to watch the video with no sound and guess what greeting could people in the video used to say hello and goodbye.

WHILE WATCHING THE VIDEO

Students watch the video again and check the vocabulary they tell.

Ask students to make a list of greetings that they can listen to in the video.

AFTER WATCHING

Students check their list along with the teacher.

ACTIVITY TWO (30 MIN)

Students look at some pictures where they can find different ways to say hello and Goodbye during a conversation.

The teacher asks students to read them aloud. In addition, she asks students to use a different one to greet each other doing a chain:

Activity 1. (Speaking time)

Hello Danny, Hi David, What's up Nestor, Welcome John, Hey, there Luis.....

The same activity they do with the words to say good-bye.

Students check possessive adjectives to show possession.

This is **my** friend Tanya

Hi, Tannia

ACTIVITY THREE(20MIN)

Students listen to a conversation and repeat it while they listen to line-by-line.

Students are asked to scan a QR code and develop an activity related to the audio.



ACTIVITY FOUR(60MIN)

Before and during the task

Students work in pairs and model the conversation about Nanju. Then

Students use their information to make a role-play.

Students take some minutes to prepare and practice, as the teacher monitors the activity and correct possible spelling mistakes or pronunciation errors.

After the task

Students perform the activity in front of the camera.

EXAMPLE:

Todd: OK, Hello!

Nanju: Hello!

Todd: Hi, what is your name?

Nanju: Yeah, my name is Nanju.

Todd: Nanju. Nanju, how do you spell your name?

Nanju: Yeah, my name is like N-A-N-J-U.

Todd: Oh, OK. That is a nice name. Nanju. In addition, where are you from?

Nanju: I am from Madras.

Todd: Madras!

Nanju: It is in India.

ACTIVITY FIVE(10 MIN)

Students practice filling the gaps using WHOSE by looking at some pictures.

Asynchronous Activities

<https://es.liveworksheets.com/c?a=s&t=24om2eyr6on&mn=tz&m=d&e=n&sr=n&is=y&ia=y&l=es&i=udu&r=dy&db=0>

The teacher tells students that they have 30 minutes to do the activity since they open it.

DO YOU HAVE A PIZZA



UNIT 3: DO YOU WANT SOME PIZZA?

[Ir a este Sway](#)

LESSON PLAN	THREE
LEVEL	Starters
AIMS	<ul style="list-style-type: none"> To talk about food preferences in order to improve their speaking skill.
LANGUAGE SKILLS & FUNCTIONS	
a) To use greetings to start and finish a conversation b) To speak about possessions and ownership	
VOCABULARY	Food- vegetables- drinks and daily products
GRAMMAR	Countable and Uncountable nouns
FOCUS Lexical Chunks Corpora searchers Prefabricated Lexical Phrases.	<u>FOOD EXAMPLE:</u> Vegetables: lettuce, tomatoes, radish, etc. Fruit: apples, bananas, melon..... Drinks: soda, juice..... Dairy products: cheese, ham, sausages..... Meat: pork, chicken..... <u>FOOD DESCRIPTION.</u> The tomatoes are red, round, and big. An orange is small, orange, and round.
MATERIALS YOU WILL NEED	
a) Internet Connection b) Teacher's and Student's book c) Optional - blank paper	
TIMING	
150 MIN	
LEAD IN (10min)	

The teacher use realia to show students Food and vegetables, showing them their favorite ones. In addition, encourage learners to go to their fridge as soon as possible to bring a kind of fruit or vegetable to show her.

ACTIVITY ONE (30 MIN)

PRE WATCHING AND WATCHING

Tell the students that they are going to watch the video and they are going to identify what kind of food they can see.

WHILE WATCHING THE VIDEO

Students watch the video again and make a list of the food they can see dividing them into the categories that the teacher presents in a chart.

AFTER WATCHING

Students share their list with a partner and check which products are missing. Students play a guessing game, where student A describes food and student B guess what food is it.

For example

A: It is round, small, and juicy, however, It is not a fruit.

B: Mmmm... It is a Tomato.

A: Yes, You Got IT.

ACTIVITY TWO (30 MIN)

Students Think about three things that they have for (breakfast, lunch, and dinner).

Activity 1. (Speaking time)

Students work in pairs and talk about food.

A: What do you have for ***breakfast, lunch, or dinner***. ?

B: I have **a sandwich and orange juice** for **breakfast**.

ACTIVITY THREE(20MIN)

The teacher shows students some fruits and she focuses on countable and uncountable nouns when she mentions them.

Students Identify countable and uncountable nouns.

Students open the link and check their understanding of countable and uncountable nouns. (Drag and drop activity).

<https://es.liveworksheets.com/pn215612hr>

ACTIVITY FOUR(50 MIN)

Before and during the task

Students listen to Diana Talking about Food and the students scan a QR code and develop the activity about the audio.



After the task

Students Listen again and use the listening script to talk about Ecuadorian Food.

ACTIVITY FIVE(10 MIN)

Students watch a video and use the video content as the script to talk about their favorite food. <https://youtu.be/oBgIC2q-nE>

Asynchronous Activities:

Students prepare a two minutes video about “My Favorite Food”

ARE THERE ANY CHIPS?



UNIT 4: Are there any chips?

Ir a este Sway

LESSON PLAN	FOUR
LEVEL	Starters
AIMS	<ul style="list-style-type: none"> To identify and talk about places in the city. Encourage students to describe each one using the appropriate lexical phrases.
LANGUAGE SKILLS & FUNCTIONS	
<p>a) To talk about places around the city</p> <p>b) To listen and watch for specific information.</p>	
VOCABULARY	Places in a city or a neighborhood
GRAMMAR	<p>There is</p> <p>There are.....</p> <p>I can see.....</p>
FOCUS- Correct Grammar Lexis Fixed Expressions Semi- fixed Expressions Lexical phrases.	<p>Mention the places that you can see.</p> <ul style="list-style-type: none"> Supermarket..... <p>What can you see in each place?</p> <ul style="list-style-type: none"> I can see the supermarket. I can see _____ <p>What can you do in each place?</p> <ul style="list-style-type: none"> I can buy chips in the supermarket. I can buy _____ in the _____. <p>Describe what can you find in a supermarket?</p> <p>there are bananas</p> <p>there are sodas</p>

	<p>there is a cashier there is a computer. There is _____ There are _____</p>
MATERIALS YOU WILL NEED	
<p>a) Internet Connection b) Teacher's and Student's book c) Optional - blank paper</p>	
TIMING	
150 MIN	
LEAD IN (15 min)	
<p>Take students attendance The teacher shows students picture of a city and she tells students some places that there are in the photo then she encourages students to mention more.</p>	
ACTIVITY ONE (25 MIN)	
<p>The teacher encourages students to look at one picture and identify some places in a city. After that, students mention what they can find and do in each place. EXAMPLE: What can you see in the city?</p> <ul style="list-style-type: none"> • I can see the supermarket. • I can see _____ <p>What can you do in each place?</p> <ul style="list-style-type: none"> • I can buy chips in the supermarket. • I can buy _____ in the _____. <p>Describe what can you find in a supermarket?</p> <ul style="list-style-type: none"> • there are bananas • there are sodas • there is a cashier • there is a computer. • There is _____ • There are _____ 	
ACTIVITY TWO (20MIN)	
<p>The teacher shows students two pictures and asks them to: Work in pairs and spot the differences Example: Student A: In picture A: the girl is having a vanilla ice-cream Student B: In picture B: The girl is having chocolate ice- cream.</p> <p>The teacher asks some pairs to share the differences with the class.</p>	
ACTIVITY THREE(40MIN)	
PRE WATCHING AND WATCHING	
<p>Tell the students that they are going to watch the video until minute 1.54 with sound off.</p>	
WHILE WATCHING THE VIDEO	

The teacher asks follow-up questions about the video.

- What expressions does the salesperson use to offer help?
- What expressions do the woman and the girl use to ask for things?
- What expressions do the woman and the girl ask to know the price?

WATCHING THE VIDEO AGAIN

The teacher asks students to focus on the expressions used

The teacher asks again the questions, so students can answer correctly.

AFTER WATCHING THE VIDEO

Students copy the script and practice in pairs, one of the conversations.

ACTIVITY FOUR(50 MIN)

Students practice the conversation

The teacher monitors the activity

Finally, students perform the activity.

Asynchronous Activities

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&sr=n&is=y&ia=y&l=nk&i=otdt&r=sh&db=0>

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&m=d&sr=n&is=y&ia=y&l=gf&i=sosnot&r=nj&db=0>

HOW OFTEN DO YOU GO TO THE AMUSEMENT PARK?



UNIT 5

Ir a este Sway

LESSON PLAN	FIVE
LEVEL	Starters
AIMS	<ul style="list-style-type: none"> To activate students' previous vocabulary knowledge about "Amusement Park" to ask them questions related to the topic and to share their experiences.
LANGUAGE SKILLS & FUNCTIONS	
<p>a) To talk about things that people can find in an "Amusement Park"</p> <p>b) To talk about things to do in an "Amusement Park"</p> <p>c) To listen and watch for specific information.</p>	
VOCABULARY	Amusement Park vocabulary
GRAMMAR	Simple present verbs Adverbs of frequency Questions
FOCUS Correct Grammar Lexis Fixed Expressions Semi- fixed Expressions Lexical phrases. Translating Collocations	<p>"Amusement Park": An outdoor park with rides, games, shows.....</p> <p>Ticket: A piece of paper that allows a person to enter a place.</p> <p>Ticket Booth: A small room or office where tickets can be purchased.</p> <p>I got a ticket!!</p> <p>I am waiting in the line</p> <p>I just going to get the line over there</p> <p>What do you need?</p> <p>Yep, you bet.</p>
MATERIALS YOU WILL NEED	
a) Internet Connection	

- b) Teacher's and Student's book
- c) Optional - blank paper

TIMING

150 MIN

LEAD IN (15 min)

Take students attendance

The teacher shows to students a picture of an Amusement park and asks them if they have been in a park like this before.

The teacher asks learners the follow-up questions

How often do they go to the amusement park?

Would you like to visit one? Why or why not?

ACTIVITY ONE (25 MIN)

PRE WATCHING AND WATCHING

Tell the students to watch the video carefully.

WHILE WATCHING THE VIDEO

The teacher asks students to identify the vocabulary related to the park.

The teacher makes some pauses to students get the information and have time to take notes.

The teacher asks questions to check comprehension.

WATCHING THE VIDEO AGAIN

Students watch again the video and scan the QR code to develop one activity related to the video (evaluate understanding)



ACTIVITY TWO (20MIN)

The teacher shows students two pictures and asks them to:

Read frequency adverbs aloud and try to guess what their meaning in their mother tongue is.

Example:

Picture A: Sometimes – A veces

After that, the teacher asks students to check their use in sentences.

I **sometimes** read a book

I _____ play video games. Pointing out this example, the teacher asks students to say with their information.

The teacher checks understanding by asking students some questions such as:

How often do you go to the park?

Teacher expectations from students: I **always** go to the park.

ACTIVITY THREE(40MIN)

The teacher tells students what she does in her free time and encourages learners to talk about their free-time activities.

The teacher shows some slides about free-time activities and then she encourages learners to guess the free time activity. Then she focuses on free time activities pronunciation.

Read a book

Play video games

The teacher asks learners to form sentences using the free time activities and frequency adverbs.

Example.

How often do you [read a book/play video games?](#)

I **usually** read a book

I **never** play video games

ACTIVITY FOUR(50 MIN)

Students practice a short speech about the things they do in their free time.

The teacher monitors the activity

Finally, students perform the activity.

Asynchronous Activities

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&mn=xz&m=d&sr=n&is=y&ia=y&l=jz&i=stnzs&r=zy&db=0>

WHAT ARE YOU DOING?



UNIT 6

[Ir a este Sway](#)

LESSON PLAN	SIX
LEVEL	Starters
AIMS	<ul style="list-style-type: none"> To use present progressive correctly to talk about actions happening at the moment.
LANGUAGE SKILLS & FUNCTIONS	
<p>d) To talk about things that people do at the moment of speaking. e) To talk about actions done in a classroom. f) To listen and watch for specific information.</p>	
VOCABULARY	Classroom Activities
GRAMMAR	Simple present verbs Present Progressive
FOCUS Correct Grammar Lexis Fixed Expressions Semi- fixed Expressions Lexical phrases. Translating Collocations	Present progressive structure S+ VTOBE + MV+ing FORM +C General things list/ Actions
MATERIALS YOU WILL NEED	
<p>a) Internet Connection b) Teacher's and Student's book c) Optional - blank paper</p>	
TIMING	
150 MIN	
LEAD IN (15 min)	
<p>Take students attendance The teacher mime some actions and ask students to guess WHAT IS SHE DOING? The teacher says: Am I cooking? Moreover, students answer YES or</p>	

NO. The teacher encourages a pair of students to do actions and ask their partners to guess.

ACTIVITY ONE (30 MIN)

PRE WATCHING AND WATCHING

Tell the students to watch the video carefully, and pay attention to the actions and activities that they can see.

WHILE WATCHING THE VIDEO

The teacher asks students to identify the vocabulary related to classroom activities, and actions in daily educational life.

For example:

GENERAL THINGS

Students **take their backpacks**

Students **take their folders**

ACTIVITIES DONE IN THE CLASSROOM

The teacher **is standing in front of the class.**

The teacher **is talking.**

The teacher asks students to complete a T table about those topics.

The teacher makes some pauses to students get the information and have time to take notes.

The teacher asks students some questions to check their understanding.

WATCHING THE VIDEO AGAIN

Students watch again the video and open the link to develop one activity related to the video (evaluate understanding)

DO THE ACTIVITY ALONG WITH THE TEACHER

<https://en.islcollective.com/video-lessons/present-continuous-11?code=2RJPFDBUDE>

ACTIVITY TWO (15 MIN)

The teacher check Activity one along with the students.

The teacher asks students to scan a Code and complete the extra activity about the video.



ACTIVITY THREE (40 MIN)

The teacher tells students what activities they do in their educational daily life. Students start talking about that.

The teacher forms groups and asks learners to take turns playing the MIMING GAME:

Students performed one action and then the other tries to guess what the action is, the students who say the right answer gets a point, and finally the students who get more points win the game, and get a 10.

The teacher monitors the activity while students have fun learning.

ACTIVITY FOUR (50 MIN)

Students use a video with a sound off to explain to their classmates what people are doing in that video.

The teacher monitors the activity

Finally, students perform the activity for their partners.

Asynchronous Activities

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&mn=fz&m=d&sr=n&is=y&ia=y&l=jk&i=fxfnn&r=dr&db=0>

CLARIFY TO STUDENTS THAT THEY HAVE ONLY 50 MINUTES TO DEVELOP THE ACTIVITY SINCE THEY OPEN THE LINK.

WHAT ARE YOU GOING TO WEAR?



UNIT 7

[Ir a este Sway](#)

LESSON PLAN	SEVEN
LEVEL	Starters
AIMS	<ul style="list-style-type: none"> To share orally, information about clothing.
LANGUAGE SKILLS & FUNCTIONS	
<p>a) To talk about what students and people are wearing. b) To talk about plans</p>	
VOCABULARY	Clothes and accessories.
GRAMMAR	Present Progressive Present Progressive for plans.
FOCUS Correct Grammar Lexis Fixed Expressions Semi- fixed Expressions Lexical phrases. Translating Collocations	Present progressive structure S+ VTOBE + MV+ingFORM +C
MATERIALS YOU WILL NEED	
<p>a) Internet Connection b) Teacher's and Student's book c) Optional - blank paper</p>	
TIMING	
150 MIN	
LEAD IN (15 min)	
<p>Take students attendance The teacher makes a full-body capture of herself and tells learners what is she wearing at the moment. Then She encourages some students to do the same.</p>	

ACTIVITY ONE (50 MIN)**PRE WATCHING AND WATCHING**

Tell the students to watch the 1st video carefully, and pay attention to clothing items that are used for girls.

Tell the students to watch the 2nd video carefully, and pay attention to clothing items that are used for boys.

WHILE WATCHING THE VIDEO

The teacher asks students to identify clothing items and complete a chart.

Boys Clothing Items	Girls' Clothing Items
Pants	Jacket
Suit	Dress
Sneakers	Jeans

WATCHING THE VIDEO AGAIN

Students watch again the video and complete the chart according to the video What the people wear each day of the week.

Boys Clothing Items					Girls' Clothing Items				
M	TUE	W	THR	F	M	TUE	W	THR	F

Make a list of the adjectives that they used to describe the clothing items.

Boys Clothing Items	Girls' Clothing Items
overdressed	cozy

DO THE ACTIVITY ALONG WITH THE TEACHER

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&sr=n&is=y&ia=y&l=no&i=udd&r=vf&db=0>

ACTIVITY TWO (20 MIN)

Students open the link and complete it.

The video is about clothing items description

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&sr=n&is=y&ia=y&l=op&i=uzscnsc&r=fv&db=0>

ACTIVITY THREE(20 MIN)

The teacher asks students to watch a video and pay attention to the details mentioned there.

Take notes about the important phrases.

Prepare a short script using the prompts on the video to create a new video but with their information.

The teacher monitors the activity while students ask questions to clarify their doubts.

ACTIVITY FOUR(45 MIN)

Students write about what their parents are wearing and what they were for a special occasion.

Example:

My Mother is wearing a red dress and black high heels because she goes to work. But for special occasions, she wears a long black dress, golden high heels, and golden jewelry.

My father is wearing _____ because he _____ but for special occasions he wears _____.

The activity they do with 5 family members.

Students prepare a collage and tell the class about their family outfits.

Asynchronous Activities

Students prepare a video about their favorite outfits and upload it to the drive.

https://1drv.ms/u/s!Asnh4P_FE2fOeGwZsseEhewPTAY?e=GncAP4

I USED TO DREAM OF



UNIT 8

Ir a este Sway

LESSON PLAN	EIGHT
LEVEL	Starters
AIMS	<ul style="list-style-type: none"> To develop students speaking skill through questioning and answering about past events and feelings.
LANGUAGE SKILLS & FUNCTIONS	
a) To talk about what childhood memories b) To talk about emotions	
VOCABULARY	Basic emotions
GRAMMAR	Conjunctions: and, but and so Past actions: Used to
FOCUS Correct Grammar Lexis Fixed Expressions Semi- fixed Expressions Lexical phrases. Translating Collocations	USED TO S + USED TO + MV + C. +S,+S= AND +S, -S = BUT +S, RESULT S = SO
MATERIALS YOU WILL NEED	
a) Internet Connection b) Teacher's and Student's book c) Optional - blank paper	
TIMING	
150 MIN	
LEAD IN (15 min)	
Take students attendance The teacher tells the students the things that she used to do as a child.	

For example.

When I was a child, I used to play with my dolls (the teacher shows the dolls).
When I was 5 years old, I used to sing ABC.

The teacher encourages some students to mention what they used to do as a kid.

ACTIVITY ONE (50 MIN)

PRE WATCHING AND WATCHING

Students watch a video and focus on what the girl on the video used to do as a child.

WHILE WATCHING THE VIDEO

Students pay attention to the correct use of the expression **USED TO**
Students take notes about the actions the girl used to do in the past

WATCHING THE VIDEO AGAIN

Students have to mention 5 things that the girl used to do as a child.

ACTIVITY TWO (20 MIN)

Students open the link and complete it.

This is a listening activity where students have to listen to specific information and complete the activity.

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&sr=n&is=y&ia=y&l=ry&i=uofnx&r=av&db=0>

ACTIVITY THREE(20 MIN)

The teacher presents some slides to students and encourages them to complete the sentences with USED TO.

Students take turns doing that.

ACTIVITY FOUR(45 MIN)

Students practice used to with simple present tenses or past tenses using conjunctions

What do you **use to do** as a child?

When I was a child, I used to play with dolls **but** I do not do it anymore.

When I was 5 years old, I used to have short hair, **and** I was happy.

As a child, I used to play with cars, **because** my parents had a lot of money.

I used to have long hair, **when I was 5 years old**, **so** my mother made me a ponytail.

Students develop the activity alone and then share it with their classmates. (pair discussion).

Asynchronous Activities

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&sr=n&is=y&ia=y&l=na&i=utfssf&r=il&db=0>

Listen and complete the activity

<https://es.liveworksheets.com/c?a=s&t=24om2eyr6on&mn=cz&m=d&sr=n&is=y&ia=y&l=ab&i=czuntf&r=pi&db=0>

YOU ARE THE BEST IN THE GROUP



UNIT 9

Ir a este Sway

LESSON PLAN	NINE
LEVEL	Starters
AIMS	<ul style="list-style-type: none"> To compare cities, places, things, or people using adjectives correctly.
LANGUAGE SKILLS & FUNCTIONS	
a) To talk about cities, places, or people. b) To use adjectives	
VOCABULARY	Adjectives
GRAMMAR	Comparative Superlative
FOCUS Correct Grammar Lexis Fixed Expressions Semi- fixed Expressions Lexical phrases. Translating Collocations	<u>Comparative</u> One syllable adjective + -er Big bigger More than two-syllable adjective More + adj + than More interesting than <u>Superlative</u> The + One syllable adjective + -est Big the biggest More than a two-syllable adjective The most + adj The most interesting
MATERIALS YOU WILL NEED	
a) Internet Connection b) Teacher's and Student's book c) Optional - blank paper	

TIMING

150 MIN

LEAD IN (15 min)

Take students attendance

The teacher plays the song,

https://www.youtube.com/watch?v=N-1_d6bbM1I

The teacher asks students to listen carefully,

Students have to choose the correct word to complete the lyric song.

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&m=d&sr=n&is=y&ia=y&l=gm&i=ttxtnu&r=by&db=0>

The teacher corrects students' paper and then they sing together.

ACTIVITY ONE (50 MIN)

PRE WATCHING AND WATCHING

Students watch a video and focus on adjectives that describe the character's behavior.

WHILE WATCHING THE VIDEO

Students take notes about important details such as adjectives (big, small.....)

The teacher makes some pauses to explain the video, so students understand comparative and superlative sentences.

The teacher asks students some questions about the video to check their understanding.

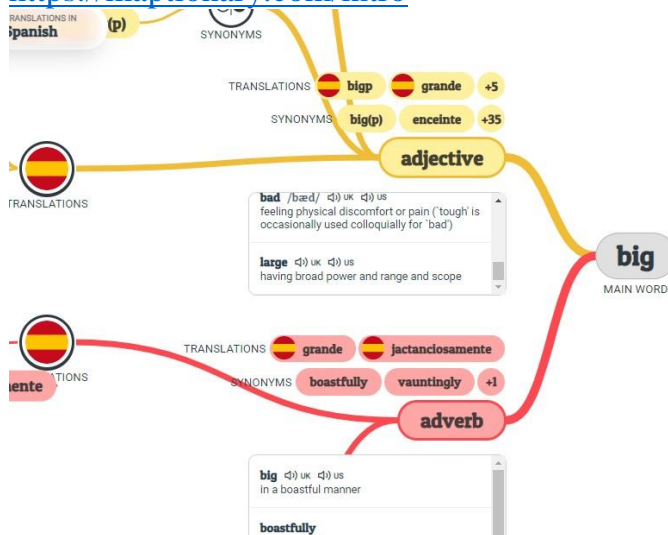
WATCHING THE VIDEO AGAIN

Students develop a video quiz question along with the teacher.

ACTIVITY TWO (20 MIN)

Students practice adjectives by opening a maptionary

<https://maptionary.com/intro>



The teacher asks students to make a Maptionary about adjectives
ONE SYLLABLE ADJECTIVE

MORE THAN TWO-SYLLABLE ADJECTIVE

Students take their time doing the activity and they share with the class the activity.

ACTIVITY THREE(20 MIN)

The teacher presents some slides to students to practice comparative and superlative using adjectives.

Students take turns to complete one oral activity.

Students make a gap-filling activity

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&sr=n&is=y&ia=y&l=nk&i=dxzsdu&r=sl&db=0>

ACTIVITY FOUR(45 MIN)

Students watch a video about comparative and superlatives

<https://www.youtube.com/watch?v=LT AeYIDcZ80>

The teacher asks learners to take notes about the sentences used there.

The teacher, of course, makes some pauses to let students copy the sentences.

The video must be played 3 times.

Students are going to search for a video on the internet and then they are going to use it to talk about comparative and superlative. I mean, students are going to use the images to make comparisons or superlative sentences.

The teacher monitors the activity

The learner presents that to the class.

Asynchronous Activities

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&mn=xz&m=d&sr=n&is=y&ia=y&l=jj&i=uutsnto&r=kp&db=0>

A WIDE WORLD



UNIT 10

[Ir a este Sway](#)

LESSON PLAN	TEN
LEVEL	Starters
AIMS	<ul style="list-style-type: none"> To talk about abilities To talk about countries and languages
LANGUAGE SKILLS & FUNCTIONS	
a) To talk about abilities b) To listen about countries and nationalities c) To read about a specific country.	
VOCABULARY	Countries, nationalities, and languages
GRAMMAR	Can / can't
FOCUS Correct Grammar Lexis Fixed Expressions Semi- fixed Expressions Lexical phrases. Translating Collocations	I can play video games but I can not dance. Where are you from? I am from Argentina so I am Argentinian.
MATERIALS YOU WILL NEED	
a) Internet Connection b) Teacher's and Student's book c) Optional - blank paper	
TIMING	
150 MIN	
LEAD IN (15 min)	
Take students attendance The teacher talks about Where is she from?	

What is her nationality?

What is her language?

What she can do?

Example:

Hi Students

I am Lourdes.

I am from Ecuador, so I am Ecuadorian

I speak Spanish because Spanish is my mother tongue. But I can speak a little French too.

The teacher asks students to do the same.

ACTIVITY ONE (50 MIN)

PRE WATCHING AND WATCHING

Students watch a video and focus on people's information.

WHILE WATCHING THE VIDEO

Students are going to complete a chart.

NAME	COUNTRY	NATIONALITY	LANGUAGE	LIKES WDC YES / NO	EXTRA DETAILS
Sabrina					
	China				
		Iranian			

WATCHING THE VIDEO AGAIN

Check the activity with the teacher.

ACTIVITY TWO (20 MIN)

The teacher shows students some gap-filling activity to complete it is about countries nationalities and languages.

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&sr=n&is=y&ia=y&l=bd&i=ufdxuxo&r=sz&db=0>

The teacher monitors the activity and corrects possible mistakes.

ACTIVITY THREE (20 MIN)

Students play FIND SOMEONE WHO.

For this activity, students have to ask and answer questions about countries and nationalities.

For example:

FIND SOMEONE WHO is from Italy

Speak Spanish.

Ecuadorian.

Play the guitar

Dance very well

A: Are you Italian?

B: No, I am not. I am Ecuadorian.

Students see a PowerPoint presentation where some people give their information.

The teacher asks students to read aloud.

Then the teacher asks some questions about the slides to check to understand.

ACTIVITY FOUR (45 MIN)

Students watch a video about what people can do.

In the video, students have to pay attention to what people can or cannot do. Students watch the video and complete a chart. In addition, they have a column to write their information.

PETE	LOOK LIKE	YES	NO	YOU
How does Pete look like?				
Does Ana Like him?				
Does Pete have a job?				
Can Pete write codes?				
Can Pete drive a car or bus?				
Can Pete teach?				
Can Pete cook?				
Can Pete write?				

Students develop an open speaking practice in pairs talking about the things that they can do.

Student A: What can you do?
 Student B: I can cook, Can you cook?
 Student A: Not really, but I can dance very well.

The students follow the conversation with as many actions that they can mention. Gap filling Activity CAN

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&mn=dz&m=d&e=n&sr=y&is=y&ia=y&l=qe&i=odsfd&r=fn&db=0>

Asynchronous Activities

Countries and Nationalities Review

<https://es.liveworksheets.com/c?a=s&t=24om2eyr6on&mn=xz&m=d&sr=n&is=y&ia=y&l=uu&i=fxn&r=ud&db=0>

Listening, Speaking, Reading and Writing comprehension about Countries Nationalities

<https://es.liveworksheets.com/c?a=s&t=24om2eyr6on&mn=xz&m=d&sr=n&is=y&ia=y&l=bh&i=ddsos&r=pa&db=0>

Homework

<https://www.liveworksheets.com/c?a=s&t=24om2eyr6on&mn=tz&sr=n&is=y&ia=y&l=kr&i=odsdxu&r=yj&db=0>



2.5 Conclusions

After applying the different researched bibliography content related to lexical approach and speaking skill, it is demonstrated that speaking is one of the most important skills to improve and to acquire in second language acquisition. Due to people must outstrip shyness, and the lack of interest while learning a language. For that reason, all activities were carefully chosen. Accordingly:

- This booklet based on the Lexical Approach Method helps students to foster English-speaking skill.
- The activities uploaded in SWAY are well organized to cover the objective.
- The structure of this proposal is well designed due to it provides lesson plans stemmed with Lexical Approach Method and with activities which help students to enhance speaking skill.
- This proposal empowers students to develop self-confidence and self-esteem.

CHAPTER III

APPLICATION OF THE PROPOSAL

3.1 Experts Validation

To validate the proposal presented in Chapter II, the proposal was evaluated by qualified experts who tested its efficiency and appliance. The experts' professional backgrounds demonstrate their capacity to evaluate this kind of theme. The instrument used focuses on several parameters, which evaluate the structure, logic, importance, validity, and feasibility: the evaluation criterion was "Excellent", "Good", and "Fair". The following experts evaluate the proposal (see Annex 7).

For, Abedrabo Ramos Olga Samanda with I.D # 050351007-5, a Bachelor Degree in Ciencias Humanas y de la Educación Mención Inglés, and with a vast teaching English experience, this proposal is validated as excellent. Due to the proposal, reach all established criteria standards. Moreover, it is mentioned that this proposal must be socialized and shared in the English Area to apply it as soon as it is possible, due to it integrates all lexical strategies that students must master to acquire the language. Additionally, it is considered as a relevant proposal that needs to have the importance that it deserves (see Annex 7).

Similarly, Aguaiza Iza Maria Fernanda, with I.D # 05034584499, a Bachelor Degree in Ciencias Humanas y de la Educación Mención Inglés, with a vast teaching English experience. Professor at Universidad Técnica de Cotopaxi, evaluate this proposal as excellent, because it is well-formed, and it is

worthwhile to apply it in the teaching program because its corpus is adapted to the new age in Education, which is online. Consequently, it is recommended to be applied and shared in all educative communities (see Annex 7).

By the same token, Guamani Aymacaña Ana Jacqueline, with I.D # 1803239183. Master Degree in Enseñanza de Inglés Como Lengua Extranjera and a Bachelor Degree in Ciencias Humanas y de la Educación Mención Inglés, with several years of teaching English experience claims that this proposal breaches a mark between traditional and innovative education. Due to the proposal is adapted to the new teaching and learning needs, since the beginning of the pandemic forced authorities to change the education corpus. Additionally, it covers all stages to reach the aim of the proposal, where the students are broadly persuaded to be part of the education process and becoming them, the authors of their education and helping them to develop independence, critical thinking, and cooperative skills. Bearing the above in mind, this proposal is evaluated as excellent (see Annex 7).

For, Andrade Moran José Ignacio, with I.D # 0503101040, Master Degree in Enseñanza de Inglés Como Lengua Extranjera. Bachelor Degree in Ciencias Humanas y de la Educación Mención Inglés, with several years of teaching English experience at Universidad Técnica de Cotopaxi. The content of this proposal is based on very interesting activities since useful technological tools are being used when teaching students who are up to date with new technological advances, it is necessary to mention that this proposal deserves to be shared with the educative community to achieve meaningful learning of the English language. Additionally, this proposal persuades students to be part of the education process and becoming them, independent learners. Resemble whole information this proposal is evaluated as excellent (see Annex 7).

3.2 Users Validation

The proposal presented to be evaluated by the users contains different aspects that are important to validate it, for that reason it has been shared with three

professionals with superior studies in Teaching English. It is extremely important to mention that the poll used to obtain the results includes three parameters, which are qualitative EXCELLENT- GOOD- FAIR. ”. The following users evaluate the proposal (see Annex 8).

Vaca Jacque Manuela with I.D # 0502591969, a Bachelor Degree in Ciencias Humanas y de la Educación Mención Inglés. An excellent teacher with vast teaching English experience reflects that the proposal contains valid and current material, which is innovative and appropriate for level A1, it is also mentioned that the proposal includes relevant content such as videos and graphics, which provide significance. Hence, the proposal is validated as excellent (see Annex 8).

In the same way, Rueda Flores Mayra Alexandra with I.D # 0503401101, a Bachelor Degree in Ciencias Humanas y de la Educación Mención Inglés, and with an excellent teaching English experience, considers that the proposal contains innovative and interactive material, which is appropriate for students in A1 English Level. It is also adapted to the new trends in education, as consequence, this proposal is evaluated as Excellent (see Annex 8).

Finally, Gutierrez Aguilera Miriam Susana with I.D # 0501198782, a Bachelor Degree in Ciencias Humanas y de la Educación Mención Inglés, and with a relevant professional background in teaching English, ponders that this proposal is an important tool that helps students to foster speaking skills since this proposal contains several lexical approach strategies, which are powerful to acquire a language. It is also remarked that using this method learners get involved in the process of learning independently. For that reason, this proposal is qualified as excellent (see Annex 8).

3.3 Evaluation of impacts or results

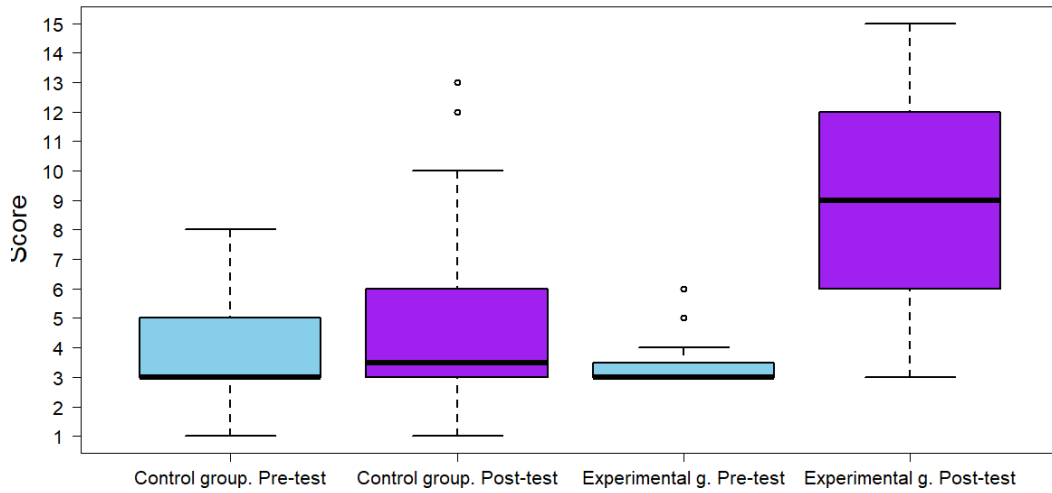
Pre-tests were applied to students before the researcher uses the lesson plans based on Lexical Approach Activities, in the case of the experimental group, the teacher uses a lesson plans Booklet. On the other hand, students in the control group received lessons based on traditional teaching strategies. In the end, the researcher applied the post-test to both groups of students to assess their speaking skill development. An analysis of each speaking skill component (vocabulary, pronunciation, and interactive communication) is made based on tests applied to 7th-year students at Isidro Ayora Elementary School.

In this sense, if grades obtained by the students in the post-test are higher than those of the pre-test, it means that the strategies used are effective. Similarly, if the grades obtained by the students in the experimental group are higher than those who are in the control group, it means that the use of the Lexical Focus Activities has better benefits compared to the traditional teaching method. From a statistical point of view, conclusions can be drawn from the test results by comparing the differences between related samples. In this sense, Student's t-test is used for this purpose.

3.4 Results of the proposal

The Pre A1 Starters Speaking section of the Cambridge Assessment English is rated with 15 points. Graph 1 showed a boxplot of the scores obtained by the students on the pre-test and post-test, classified according to the group control or experimental, respectively. Additionally, the quartiles, median, and data distribution are shown as follows:

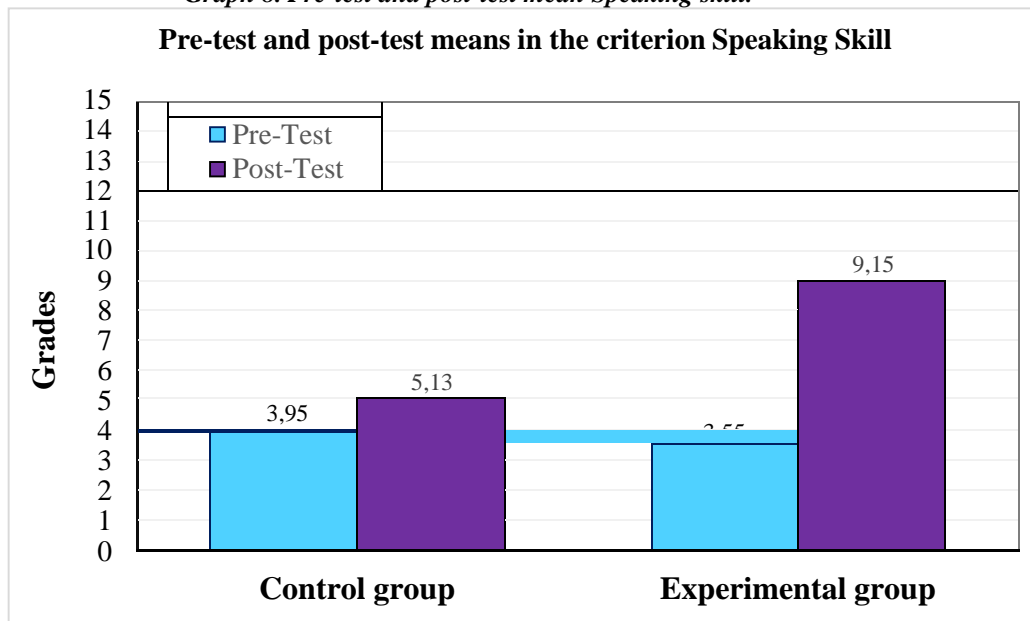
Graph 7. Boxplot of Pre-test and post-test means in Speaking skill.
Boxplot: Pre-test and Post-test grades by groups



Author: Guanoluisa, L. (2021).

Graph 7 shows that students in the control group obtained a mean grade of 3.95 on the pre-test and 5.13 on the post-test. Meanwhile, students in the experimental group obtained a mean grade of 3.55 on the pre-test and 9.15 on the post-test. In this sense, the English-speaking skill is better in the experimental group than in the control one.

Graph 8. Pre-test and post-test mean Speaking skill.



Author: Guanoluisa, L. (2021).

The overall results classified by criteria are presented in Table 10 as follows:

Table 7. Mean obtained on the pre-test and post-test by groups.

Vocabulary improvement	Group							
	Control				Experimental			
	Pre-test mean		Post-test mean		Pre-test mean		Post-test mean	
Criterion	Grade	%	Grade	%	Grade	%	Grade	%
Vocabulary	1.43	28.6	1.85	37	1.25	25	3.03	60.6
Pronunciation	1.25	25	1.60	32	1.10	22	3.05	61
Interactive communication	1.28	25.6	1.68	33.6	1.20	24	3.08	61.6
Global	3.95	26.33	5.13	34.2	3.55	23.67	9.15	61

Author: Guanoluisa, L. (2021).

3.4.1 HYPOTHESIS VERIFICATION

It is possible to know if the application of Lexical Approach Activities and the use of lesson plans Booklet allows improving the vocabulary knowledge of 7th-year students at Isidro Ayora Elementary School, once the Pre A1 Starters Speaking section of the Cambridge Assessment English was applied. A statistical procedure must be developed to verify the alternative hypothesis of the research. The goal of the statistic is to compare the results in the pre-test and post-test in both groups, so the paired Student t-test is the one used in this case.

3.4.2 HYPOTHESIS APPROACH

Null Hypothesis H₀: Lexical Approach Activities and lesson plan Booklet do not enhance English Speaking Skill in 7th-year students at Isidro Ayora Elementary School.

Alternative Hypothesis H₁: Lexical Approach Activities and lesson plan Booklet enhance English Speaking Skill in 7th-year students at Isidro Ayora Elementary School.

3.4.3 VARIABLES

Independent variable: Lexical Approach Activities.

Dependent variable: English Speaking Skill.

3.4.4 SAMPLE

A sample of 40 7th year students at Isidro Ayora Elementary School as a control group and an equal number of students as an experimental group.

3.4.5 MATHEMATICAL MODEL

The mathematical model of the paired Student t-test is the next:

$$\mathbf{H_0: } \mu_2 \leq \mu_1$$

$$\mathbf{H_1: } \mu_2 > \mu_1$$

Where:

μ_1 = population mean in the pre-test.

μ_2 = population mean in the post-test.

A single-tailed statistical test of hypothesis is applied because the researcher aims to demonstrate whether the Lexical Approach Activities and the lesson plans Booklet enables students to score better in the Pre A1 Starters Speaking section of the Cambridge Assessment English. It means that the post-test mean is higher than the pre-test one in the experimental group. The Student t-test formula is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student t-test from the data.

\bar{x}_d = differences average in the sample.

n = pre-test and post-test data number (40 students).

S_d = standard deviation of the differences.

3.4.6 REGIONS OF NULL HYPOTHESIS ACCEPTANCE AND REJECTION

The rejection region of the null hypothesis is located to the right of the t-value of the tables with (n - 1) degrees of freedom in the Student t-test distribution. If the calculated Student t-value is in the null rejected region, it means that the alternative hypothesis will be accepted.

3.4.7 LEVEL OF SIGNIFICANCE AND DEGREES OF FREEDOM

The value of the significance level is $\alpha = 0.05$. On the other hand, the formula to determine the degrees of freedom is as follows:

$$df = n - 1$$

Where:

n = pre-test and post-test data number (40 students per group).

df = degrees of freedom.

$$df = 40 - 1$$

$$df = 39$$

Annex 5 shows the Student t-value is 1.6849 in both groups based on the selected level of significance (0.05) and the degrees of freedom (39).

3.4.8 CALCULATION OF STUDENT'S T-VALUE

Table 11 shows the paired sample statistics: mean, number of data N, standard deviation, and standard error of the mean that are used to calculate Student's t-values for both groups of students:

Table 8. Paired sample statistics by groups.

Paired sample statistics		Mean \bar{x}_d	N	Standard deviation S_d	Standard error of the mean $\frac{S_d}{\sqrt{n}}$
Control group	Pre-test Total	3.95	40	1.48	0.2347
	Post-test Total	5.13	40	3.04	0.4806
	Differences (Post-Pre)	1.18	40	2.64	0.4174
Experimental group	Pre-test Total	3.55	40	1.04	0.1639
	Post-test Total	9.15	40	3.84	0.6072
	Differences (Post-Pre)	5.60	40	3.52	0.5568

Author: Guanoluisa, L. (2021).

From the data in Table 11, the calculated t-values, as well as the degrees of freedom and p-values, are summarized below in Table 12:

Table 9. Summary of paired sample statistics.

Group	Test	Tabulated t-value	Calculated t-value	df	Sig. (unilateral)
Control	Post-test Total - Pre-test Total	1.6849	2.8151	39	0.0038**
Experimental	Post-test Total - Pre-test Total	1.6849	10.0579	39	1.086×10^{-12} ***

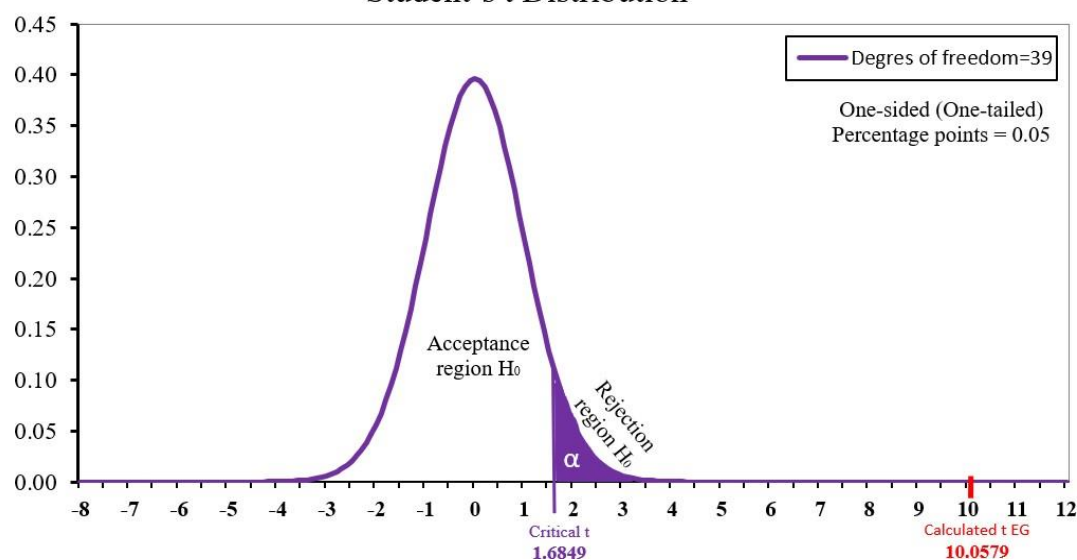
Significance codes: p-value 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 '.' 1.

Source: Test applied to 7th-year students at Isidro Ayora Elementary School.

Author: Guanoluisa, L. (2021).

The Student's t distribution curve for the experimental group is the next:

Graph 9. Student's t Distribution curve in the Experimental group.
Student's t Distribution



Pre-test and post-test mean Speaking skill.

Author: Guanoluisa, L. (2021).

The unilateral significance level for the experimental group is $p = 1.086 \times 10^{-12}$ which is lower than $\alpha = 0.05$ with 39 degrees of freedom. While calculated Student t-value is 10.0579 which is upper than the critical t-value of 1.6849. Therefore, it is located in the null rejection region. It means the

null hypothesis is rejected and the alternative one is accepted: “Lexical Approach Activities and lesson plans Booklet enhance English Speaking Skill in 7th-year students at Isidro Ayora Elementary School”.

The results in the post-test are significantly better than the pre-test for experimental groups as well as in the control group. However, the global mean is 5.13/15 in the case of the control group, while in the experimental one is 9.15/15. Therefore, the use of Lexical Approach Activities is efficient to enhance English speaking skills in 7th-year students at Isidro Ayora Elementary School.

The Student t-test applied to each speaking criterion is shown below in Table 13 to identify whether the differences are individually significant between the pre-test and post-test results.

Table 10. Summary of paired sample statistics by skills.

Criterion	Group	Test	Tabulated t-value	Calculated t-value	df	Sig. (unilateral)
Vocabulary	Control	Post-test Total - Pre-test Total	1.6849	2.7312	39	0.0047**
	Experimental	Post-test Total - Pre-test Total	1.6849	9.6322	39	3.66×10^{-12} ***
Pronunciation	Control	Post-test Total - Pre-test Total	1.6849	2.33	39	0.0124*
	Experimental	Post-test Total - Pre-test Total	1.6849	10.12	39	9.07×10^{-13} ***
Interactive communication	Control	Post-test Total - Pre-test Total	1.6849	3.1225	39	0.0017***
	Experimental	Post-test Total - Pre-test Total	1.6849	10.043	39	1.13×10^{-12} ***

Significance codes: p-value 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1.

*Source: Test applied to 7th-year students at Isidro Ayora Elementary School.
Author: Guanoluisa, L. (2021).*

In the case of the experimental group, the differences between pre-test and post-test scores were significant (p-value less than or equal to 0.05) in

vocabulary, pronunciation, and interactive communication. Likewise, in the control group, the results were also significant, but the students obtained low scores, taking into account that the mean was 5.13 out of 15, which represents 34.2% concerning the maximum. This means that the use of the Lexical Focus Activities and the Lesson Notebook improve the ability to speak English in the 7th-grade students of Isidro Ayora Elementary School better than the traditional method of teaching.

Chapter III Conclusions

- The users' and experts' validation represent an important benchmark it reaffirms the results obtained in the proposal evaluation. The results were satisfactory, and show the effectiveness of the Lexical Approach Method to foster Speaking skills.
- Building upon, the information provided by experts' and users' evaluations, it is considered, that the proposal must be socialized and applied in all institutions around the country.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The research project titled “LEXICAL APPROACH METHOD TO IMPROVE THE SPEAKING SKILL OF 7TH YEAR STUDENTS AT ISIDRO AYORA ELEMENTARY SCHOOL IN LATACUNGA- COTOPAXI PROVINCE DURING THE SCHOOL YEAR 2020-2021“. Shows evidence of how the Lexical Approach method can enhance students speaking skill. Therefore, the following conclusions are drawn.

- Considering the importance of how easy must be the acquisition of a second language, the lexical approach method has shown that teaching and learning a language using lexical chunks, semi-fixed expressions, idioms, and sentence builder facilitates the learning language.
- Based on the above, taking into account the importance of lexis when learning a second language this research project has implemented most strategies in its lesson plans and activities, to enhance students speaking skills. However, it has been shown that grammar is still being prioritizing in teaching a second language, as is seen in the textbooks used by the teachers.
- Finally, as everybody knows speaking is one of the most important skills to develop a language, however, it does not have the importance that it needs to have while learning a language it is due to some classes focus on grammar, complete a corpus, teacher talking time, and other aspects that are not so relevant when students acquire a language. Consequently, students spend 12 years learning a second language and their English level is starter yet. This practice needs to be downcast.
- To sum up, this research project has evidenced that applying the Lexical Approach Method (Strategies) has effective results to enhance speaking skills, as the post-test statistics shown.

4.2 Recommendations

The following recommendations are set after applying Lexical Approach Strategies.

- To Implement Lexical Approach Activities in permanent classes to enhance speaking skill.
- To adapt the teacher's material to apply a lexical approach in each lesson plan and activity.
- To make a deep analysis of new strategies to adapt to this research.

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APPENDIX

ANNEX N° 1

CERTIFICATE OF APPROVAL



ESCUELA DE EDUCACIÓN BÁSICA
"ISIDRO AYORA"
LATACUNGA – ECUADOR
2020 - 2021

MINISTERIO DE EDUCACIÓN



Of. N° 045- IA-DI

Latacunga, marzo 22 del 2021

Licenciada

Lourdes Carmen Guanoluisa Toapanta

ESTUDIANTE DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI

Presente.-

De mi consideración:

Con un cordial y afectuoso saludo me dirijo a usted para comunicarle lo siguiente:

En atención al oficio sin número con fecha 17 de marzo del año en curso, mediante el cual solicita autorización para aplicar las técnicas y las metodologías de la propuesta del trabajo de investigación con el tema: **"LEXICAL APPROACH METHOD TO IMPROVE THE SPEAKING SKILL OF 7TH YEAR STUDENTS AT ISIDRO AYORA ELEMENTARY SCHOOL IN LATACUNGA- COTOPAXI PROVINCE DURING THE SCHOOL YEAR 2020-2021"**. Con los estudiantes de séptimo año de educación básica de la Escuela de Educación Básica "Isidro Ayora". Al respecto **AUTORIZO** para que realice la respectiva investigación y el deseo de éxitos en su desarrollo.

Particular que comunico para los fines consiguientes.

Atentamente;

MSc. Jimena Zambrano O.
DIRECTORA E



Revisado: Msc. Jimena Zambrano

Elaborado: Lic. Mónica López

ANNEX N° 2

PRE- TEST

Advice by task

Speaking Part 1



THE TASK

- ▶ The examiner greets the candidate and checks the candidate's name. This part is unassessed.
- ▶ The examiner starts the test by demonstrating what is required and then asks the child to point to objects on the scene picture.
- ▶ The examiner asks the candidate to point to two object cards and gives instructions to place them in different locations on the scene picture.

HOW TO APPROACH THE TASK

- ▶ Children should practise identifying people, animals and things in different pictures by pointing in response to questions such as: *Where's the chair? Where are the bananas?*
- ▶ Candidates should also practise placing smaller pictures in different positions on a larger picture in response to instructions such as: *Put the robot next to the chair. Put the carrot on the table.*
- ▶ Candidates should not worry if the required position (of, for example, the cake) does not seem to be a very appropriate one!

ASSESSMENT

- ▶ This part tests understanding and following spoken instructions.

Speaking Part 2



THE TASK

- ▶ The examiner asks the candidate some questions about the scene picture.

HOW TO APPROACH THE TASK

- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example: *What's this? (plate) How many plates are there? (four)*
- ▶ Candidates should also practise responding to 'Tell me about' questions with simple sentences, such as *What's the man doing? (reading) Tell me about the boat. (it's blue/red. It's on the floor.)*
- ▶ Practise with both large pictures showing scenes and single pictures showing one object or person.

ASSESSMENT

- ▶ This part tests understanding and following spoken instructions.

Speaking Part 3



THE TASK

- ▶ The examiner asks the candidate questions about four of the object cards.

HOW TO APPROACH THE TASK

- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example:
What's this? (crocodile) *What colour is it?* (green) *What's your favourite animal?* (cat)
- ▶ Practise with both large pictures showing scenes and single pictures showing one object or person.

ASSESSMENT

- ▶ This part tests understanding and following spoken questions.

Speaking Part 4

THE TASK

- ▶ The examiner asks the candidate some personal questions on topics such as age, family, school and friends.

HOW TO APPROACH THE TASK

- ▶ In Part 4, candidates need to feel confident that they can give basic information about themselves and can answer questions such as:
How old are you? What's your friend's name? Is your house/apartment big or small? Can you play table tennis? What's your favourite colour/animal/sport/food?

ASSESSMENT

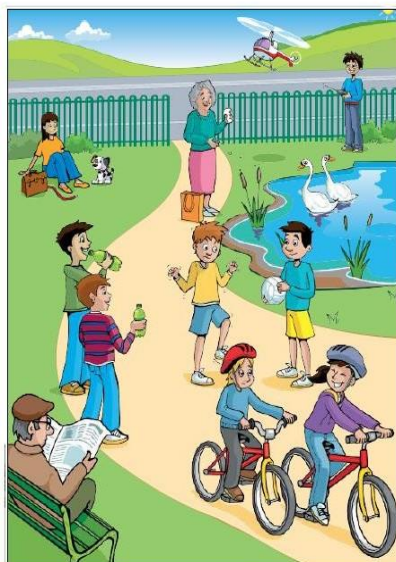
- ▶ This part tests understanding and responding to personal questions.

*Source: Cambridge Assessment English (2018)Pre- A1 Starters Sample Test
HANDBOOK FOR EXAMS 2018*

ANNEX N° 3

POST- TEST

Speaking Part 1



THE TASK

- ▶ The examiner greets the candidate and checks the candidate's name. This part is unassessed.
- ▶ The examiner starts the test by demonstrating what is required and then asks the child to point to objects on the scene picture.
- ▶ The examiner asks the candidate to point to two object cards and gives instructions to place them in different locations on the scene picture.

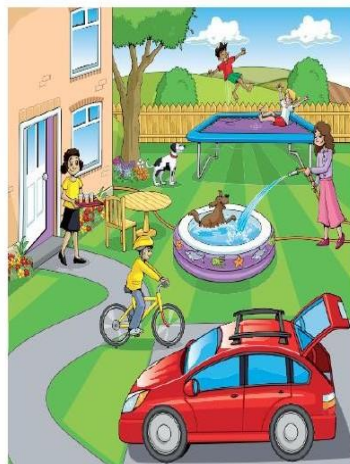
HOW TO APPROACH THE TASK

- ▶ Children should practise identifying people, animals and things in different pictures by pointing in response to questions such as:
Where's the chair? Where are the bananas?
- ▶ Candidates should also practise placing smaller pictures in different positions on a larger picture in response to instructions such as:
Put the robot next to the chair. Put the carrot on the table.
- ▶ Candidates should not worry if the required position (of, for example, the cake) does not seem to be a very appropriate one!

ASSESSMENT

- ▶ This part tests understanding and following spoken instructions.

Speaking Part 2



THE TASK

- ▶ The examiner asks the candidate some questions about the scene picture.

HOW TO APPROACH THE TASK

- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example:
What's this? (plate) How many plates are there? (four)
- ▶ Candidates should also practise responding to 'Tell me about' questions with simple sentences, such as *What's the man doing? (reading) Tell me about the boat. (it's blue/red. It's on the floor.)*
- ▶ Practise with both large pictures showing scenes and single pictures showing one object or person.

ASSESSMENT

- ▶ This part tests understanding and following spoken instructions.

Speaking Part 3



THE TASK

- ▶ The examiner asks the candidate questions about four of the object cards.

HOW TO APPROACH THE TASK

- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example:
What's this? (crocodile)
What colour is it? (green)
What's your favourite animal? (cat)
- ▶ Practise with both large pictures showing scenes and single pictures showing one object or person.

ASSESSMENT

- ▶ This part tests understanding and following spoken questions.



Speaking Part 4

THE TASK

- ▶ The examiner asks the candidate some personal questions on topics such as age, family, school and friends.

HOW TO APPROACH THE TASK

- ▶ In Part 4, candidates need to feel confident that they can give basic information about themselves and can answer questions such as: *How old are you? What's your friend's name? Is your house/apartment big or small? Can you play table tennis? What's your favourite colour/animal/sport/food?*

Source: Cambridge Assessment English (2018) Pre- A1 Starters Sample Test
HANDBOOK FOR EXAMS 2018

ANNEX N° 4

RUBRIC

Speaking assessment

Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure,

followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

Assessment scales

Throughout the test the candidate is assessed by one examiner using the assessment criteria. The assessment for all levels is based on three criteria, each with a six-point scale (0 to 5) which is defined in terms of candidate behaviour. The scale descriptors are reproduced for Pre A1 Starters, A1 Movers and A2 Flyers below.

Pre A1 Starters

	Vocabulary Range Control Extent	Pronunciation Individual sounds Word stress	Interaction Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> Uses the vocabulary required to deal with all test tasks. Produces simple utterances but makes occasional mistakes. Generally responds at word or phrase level but may also produce some longer utterances. 	<ul style="list-style-type: none"> Generally intelligible, although some sounds may be unclear. Has limited control of word stress. 	<ul style="list-style-type: none"> Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. Is able to ask for support if required. Often responds promptly, although there may be hesitation.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> Uses the vocabulary required to deal with most test tasks. Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. Generally responds at word level but may also produce phrases. 	<ul style="list-style-type: none"> Sometimes intelligible. 	<ul style="list-style-type: none"> Responds to instructions, questions and visual prompts, although frequent support may be required. May attempt to ask for support if required. There is hesitation and responses may be delayed or halting.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> Has the vocabulary required to attempt some test tasks. May attempt a few simple utterances but basic mistakes and lack of language prevent communication. Responds only at single word level, or does not respond. 	<ul style="list-style-type: none"> Attempts to produce the sounds of the language but is often difficult to understand. 	<ul style="list-style-type: none"> Requires support throughout and often may not respond to instructions, questions and visual prompts. Hesitation requires a great deal of patience of a listener.
0	Performance does not satisfy the Band 1 descriptor.		

Source: Cambridge Assessment English (2018) Pre- A1 Starters Sample Test

HANDBOOK FOR EXAMS 2018

ANNEX N° 5

Table A.4 Student *t*-Distribution Probability Table

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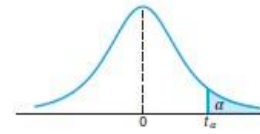


Table A.4 Critical Values of the *t*-Distribution

<i>v</i>	α						
	0.40	0.30	0.20	0.15	0.10	0.05	0.025
1	0.325	0.727	1.376	1.963	3.078	6.314	12.706
2	0.289	0.617	1.061	1.386	1.886	2.920	4.303
3	0.277	0.584	0.978	1.250	1.638	2.353	3.182
4	0.271	0.569	0.941	1.190	1.533	2.132	2.776
5	0.267	0.559	0.920	1.156	1.476	2.015	2.571
6	0.265	0.553	0.906	1.134	1.440	1.943	2.447
7	0.263	0.549	0.896	1.119	1.415	1.895	2.365
8	0.262	0.546	0.889	1.108	1.397	1.860	2.306
9	0.261	0.543	0.883	1.100	1.383	1.833	2.262
10	0.260	0.542	0.879	1.093	1.372	1.812	2.228
11	0.260	0.540	0.876	1.088	1.363	1.796	2.201
12	0.259	0.539	0.873	1.083	1.356	1.782	2.179
13	0.259	0.538	0.870	1.079	1.350	1.771	2.160
14	0.258	0.537	0.868	1.076	1.345	1.761	2.145
15	0.258	0.536	0.866	1.074	1.341	1.753	2.131
16	0.258	0.535	0.865	1.071	1.337	1.746	2.120
17	0.257	0.534	0.863	1.069	1.333	1.740	2.110
18	0.257	0.534	0.862	1.067	1.330	1.734	2.101
19	0.257	0.533	0.861	1.066	1.328	1.729	2.093
20	0.257	0.533	0.860	1.064	1.325	1.725	2.086
21	0.257	0.532	0.859	1.063	1.323	1.721	2.080
22	0.256	0.532	0.858	1.061	1.321	1.717	2.074
23	0.256	0.532	0.858	1.060	1.319	1.714	2.069
24	0.256	0.531	0.857	1.059	1.318	1.711	2.064
25	0.256	0.531	0.856	1.058	1.316	1.708	2.060
26	0.256	0.531	0.856	1.058	1.315	1.706	2.056
27	0.256	0.531	0.855	1.057	1.314	1.703	2.052
28	0.256	0.530	0.855	1.056	1.313	1.701	2.048
29	0.256	0.530	0.854	1.055	1.311	1.699	2.045
30	0.256	0.530	0.854	1.055	1.310	1.697	2.042
40	0.255	0.529	0.851	1.050	1.303	1.684	2.021
60	0.254	0.527	0.848	1.045	1.296	1.671	2.000
120	0.254	0.526	0.845	1.041	1.289	1.658	1.980
∞	0.253	0.524	0.842	1.036	1.282	1.645	1.960

Source: Walpole, R. E., Myers, R. H., Myers, S. L., & Ye, K. (2017).

ANNEX N° 6

LESSON PLAN

**PREMIER SKILLS
ENGLISH**



The Fans

Lesson Plan – Question 3: What are your favorite English words?

Level A1 – B1

Aims To think about words that students like / do not like.
To focus on vocabulary: adjectives, adverbs, verbs, nouns, etc.
To write and perform a short dialogue between two famous people practicing phrases taken from the fans video.

Language

Skills & functions: a) to talk about students' favorite / least favorite words.

- b) To listen for specific information.
- c) To write dialogue and speak: students will perform a role-play. They have written about two famous people.

Vocabulary Grouping words into categories/word formation (e.g. adjective, noun, etc.) and focus on their meaning.

Grammar: Review

Focus: Personalization: think about words that students like / don't like.
How to use vocabulary, learning vocabulary.

Materials you will need:

- a) DVD or webpage ready to show Question 13: What are your favorite English words?
- b) Copies of students' worksheets (i.e. Activities 1-6).

Stages & timing:

- a) Before you watch: Lead-in (10mins) Activity 1 (10 minutes)
- b) While you Watch: Activity 2 (5 minutes).
- c) Post-watching: Activity 3 (10-15 minutes) Activity 4 Vocabulary (10 minutes) Activity 5 (15 minutes) Activity 6 (5-10 minutes)
- d) Stimulus Questions: (5-10 minutes).

Lead In (10 mins)

Think of your most favorite and least favorite words in English and on your own language. Write the first two letters of each word on the board. Tell students they need to try to guess the words and that two are English and two are their language. If they find this difficult, add letters until they guess the words. Ask the students ‘Why is there a connection between these words and me?’ Elicit a few ideas and then tell them the connection.

Pre-Watching and Watching Activity 1 (Prediction 10 mins)

Tell the students they are going to watch a video of the fans called ‘What are your favorite English words?’ Students look at the worksheet Activity 1 table and try to predict their favorite words. Compare and discuss with a partner.

Feedback: ask the class

for some of their ideas.

Watch and check.

Answer Key Feedback: go through the answers

FAN	Favorite Word	FAN	Favorite Word
Albert	Love	Valentini	Oh dear
Jorge	Thunder and storm	Jorge	Never mind and Something like that
Juan Carlos	Country	Farid	Something is better than nothing
Jaime	Particularly	Mansour	Actually
Minji	Positive and Enthusiastic	Asier	Burger and Beer
Martin	Family	Beatriz	Obviously

While Watching

Activity 2: Reasons Why? (5 mins)

Ask the students if they remember why some of the fans chose the words they did. Students look at the table (worksheet Activity 2). Watch the video again and students write the name of the fan next to the sentence.

Answer Key Feedback: Check the answers

I find that they are very energetic words.	Juan Carlos / Jorge / Mansour
I love that word, I don't know why.	Beatriz / Minji / Valentini
I think it is very short and beautiful word.	Albert / Asier / Jaime
It just puts everything into perspective in one word.	Jorge / Farid / Martin
I don't know why.	Jaime / Jorge / Juan Carlos
I want to be like this.	Minji / Albert / Farid

Activity 3: Your favorite words (Personalization task 10 - 15 mins)

Students fill in the table with their favorite words in English and on their own language (worksheet Activity 3). They do this on their own and then compare with their partner and talk about why they chose what they did. These can come from students' favorite songs/films/books etc. e.g. *'I'll be back.*

(Idea: put 4 large pieces of paper around the room with headings: most favorite English word, least favorite, etc. Students write their words on the papers. Then go through each paper and ask the class, 'Who wrote i.e. *happy?* Why did you write it? Etc.).

Activity 4: Vocabulary (10 - 15 mins)

1. Ask students 'What kind of word is *positive?*' Is it a verb? (Answer: No, it's an adjective). Elicit other kinds of words the English language has e.g. noun, adverb, phrasal verbs, prepositions.

Students look at the table (worksheet Activity 4) and complete it with the fans' words. Tell students that 2 words can go in 2 columns (i.e. the word *Love* both as a verb and as a noun).

Verb	Noun	Adverb	Adjective	Phrases
Love Thunder	Thunder Storm Love Country Family	Particularly Actually Basically Obviously	<i>Positive</i> Enthusiastic	Oh, dear. Never mind. Something like that. Something is better than nothing is. Burger and Beer

2. Word-work – Use the words from the table above

Tell students to look at the meanings and fill in the gap with the correct adverb.

Feedback on the correct answers. Students then fill in the meaning. Students repeat with adjectives.

ADVERBS – ANSWER KEY

Look at the meaning and write an adverb in the gap below: (Answers underlined below)

- 1) *Particularly* – especially or more than usual.
- 2) *Obviously* – in a way that is easy to understand or see.
- 3) *Basically* – used to introduce a simple short explanation about something.
- 4) *Actually* – used when you are saying what is the truth about a situation or when you are saying something surprising.

Write an adverb in the gap below:

- 1) Actually, he's only 35.
- 2) It was particularly hot yesterday.
- 3) She obviously did not want to go to the dentist.
- 4) Basically / Actually, I'm lazy. That is why I never study.

Adjectives

Look at the meaning and write an adjective in the gap below.

- 1) *positive* hopeful and confident
- 2) *enthusiastic* interested and excited

Write an adjective in the gap below.

- 1) I was not very enthusiastic about going to the dentist.
- 2) Think positive about passing the exam

Students may also need other phrases explaining: *storm* - very bad weather with a lot of rain-snow, wind, etc; *Thunder* - the loud noise that you hear during a storm e.g. *thunder and lightning*. *Never mind* - used to tell someone not to worry about something because it is not important. *Oh dear* – used to show emotion when you are surprised, upset, or annoyed.

Remember that if students have internet access, encourage them to use some of the many free online learners dictionaries. The above exercise bases some of its definitions on the Cambridge online Learner's Dictionary here

<http://dictionaries.cambridge.org/default.asp?dict=L>.

Activity 5: Write a dialogue (15 mins)

Before students do this activity in pairs, it is useful to do one example as a class together. See model dialogue. Get them to choose 2 famous people and elicit where they are (e.g. in the park) (Idea: It is fun to give all students two minutes to quickly draw pictures of the famous people in the place in their notebooks). Ask students to choose 7 words from the list of fans' words (2 nouns, adverbs, phrases, and one adjective). They can write them in the table (worksheet Activity 5). Tell students they need to create a dialogue for the two people, which includes the words they have chosen.

Model Dialogue:

Famous Person 1: *Fantastic! I think there is a storm coming! I love them. Do you?*

Famous Person 2: *Actually, I hate them.*

Students look at the worksheet Activity 5 and with their partner choose 7 words. Students then choose their own famous people, location, and words and create a dialogue for them. Set a limit of 15 to 20 lines for the dialogue.

Activity 6: Perform the Dialogue (5-10 mins / can be extended)

Tell students they are going to perform their dialogues for other people in the class. They can use the words they wrote in the box as a prompt but otherwise should do it from memory. Each pair can perform to another pair. Then choose a few enthusiastic pairs to perform in front of the class.

Stimulus Question (5-10 mins)

Put students in pair/groups of 2-3 and get them to discuss the following question:

How easy do you find it to remember the vocabulary? Have you got any techniques to help you remember words?

Are there any foreign words that are used in your language? Which are they and what language do they come from? Do you like them?

As a whole class, discuss their ideas.

Transcript

Albert	My favorite word in English is 'love'. I think it is a very short and beautiful word.
Jorge	I enjoy those words in English that do not come from Latin like 'thunder' and 'storm'. I find that they are very energetic words.
Juan Carlos	Maybe 'country'.
Jaime	'Particularly' is my favorite word. I do not know why.
Minji	In English, I like 'positive' and 'enthusiastic'. I want to be like this.
Martin	'Family'. It just puts everything into perspective in one word.
Valentini	'Oh dear'. It has to be.

Learn more at www.britishcouncil.org/premierskills

ANNEX N° 7

EXPERTS VALIDATION



POSGRADO

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. Research Proposal Data

Author: Guanoluisa Lourdes

Topic: "Lexical Approach Method Activities and lesson plans Booklet to enhance English Speaking Skill"

- **Objective:** To develop a group of lesson plans and activities which include Lexical Approach Method to improve English Speaking Skill in students of 7th year students at Isidro Ayora elementary school in Latacunga- Cotopaxi province during the school year 2020-2021“.

2. Evaluator's information

Evaluator's name:	Ana Jacqueline Guamani Aymacaña
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Senescyt Registration Number	1010-2019-2131431
Current job:	English Teacher
Phone number:	0992775557
E-mail:	Anidie1980@gmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		



b) The proposal topic is appropriate and innovative.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The lesson plans describe each step to follow during the class.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
f) The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
g) The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

3. Impact. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

4. General comments and recommendations for the Author.

This proposal is very useful due to it contains the qualities to contribute with teaching and learning process during this current situation, so I would like to recommend that lesson plans and activities based Lexical Approach method should be shared to educative community.

Ana Jacqueline Guamani A.

I.D 1803239183

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

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2. Evaluator's information

Evaluator's name:	José Ignacio Andrade Moran
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Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		
b) The proposal topic is appropriate and innovative.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
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f) The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
g) The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

3. Impact. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

4. General comments and recommendations for the Author

The content of this proposal is based on very interesting activities since useful technological tools are being used when teaching students who are up to date with new technological advances, it is necessary to mention that this proposal deserves to

be shared with the educative community to achieve meaningful learning of the English language.



José Ignacio Andrade Moran

I.D 0503101040

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2. Evaluator's information

Evaluator's name:	Maria Fernanda Aguaiza Iza
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Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		



b) The proposal topic is appropriate and innovative.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
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h) The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

3. Impact. What is the impact of this research? (Place an X on the square)

Local	<input type="checkbox"/>
Regional	<input type="checkbox"/>
National	<input type="checkbox"/>
International	<input type="checkbox"/>

4. General comments and recommendations for the Author.

This proposal is very useful due to it contains the qualities to contribute with teaching and learning process during this current situation, so I would like to recommend that lesson plans and activities based Lexical Approach method should be shared to educative community.

María Fernanda Aguaiza Iza

I.D 050345849-9

ANNEX N° 8

USERS VALIDATION



POSGRADO

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

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2. Evaluator's information

Evaluator's name:	Mirian Susana Gutierrez Aguilera
ID number:	0501198782
Academic Degree:	Bachelor degree
Current job:	English teacher
Phone number:	098 745 6264
E-mail:	susitagutierrez@hotmail

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		
b) The proposal topic is appropriate and innovative.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		



d) The lesson plans describe each step to follow during the class.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
f) The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
g) The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

- 1. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

On my point of view, the content of this proposal is suitable as for teachers to guide students as for students to enhance vocabulary.

- 2. Impact.** What is the impact of this research? (Place an **X** on the square)

Local	X
Regional	
National	
International	

- 3. General comments and recommendations for the Author.**

To continue encouraging students to enhance speaking skill through this useful method, at the same time, to allow the other teachers to work with this proposal.

Mirian Susana Gutiérrez Aguilera
0501198782

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

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2. Evaluator's information

Evaluator's name:	Olga Samanda Abedrabbo Ramos
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E-mail:	abedrabbosamanda@gmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		



b) The proposal topic is appropriate and innovative.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
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3. Impact. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

4. General comments and recommendations for the Author.

This proposal is captivating so I would like to suggest that these lesson plans based on the Lexical Approach Method to improve English Speaking Skill should be socialized and shared to the institution colleagues of the area because it is a very useful tool that needs to have the relevance that it deserves.



Evaluator's signature
Name: Olga Abedrabbo
I.D: 050351007-5

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT

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2. Evaluator's information

Evaluator's name:	Manuela Vaca Jaque
ID number:	0502591969
Academic Degree:	Bachelor degree
Current job:	English Teacher
Phone number:	0981453170
E-mail:	manuelavaca@hotmail.com

Evaluation

Place an **X** on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		
b) The proposal topic is appropriate and innovative.	X		
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g) The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

- 1. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

Of course, the content of this proposal is relevant so, its structure meets the requirements to carry out an excellent teaching learning process.

- 2. Impact.** What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

- 3. General comments and recommendations for the Author.**

I would like to recommend the author to share this useful tool with colleagues in order to help students of seventh year to enhance their vocabulary through Lexical Approach method.

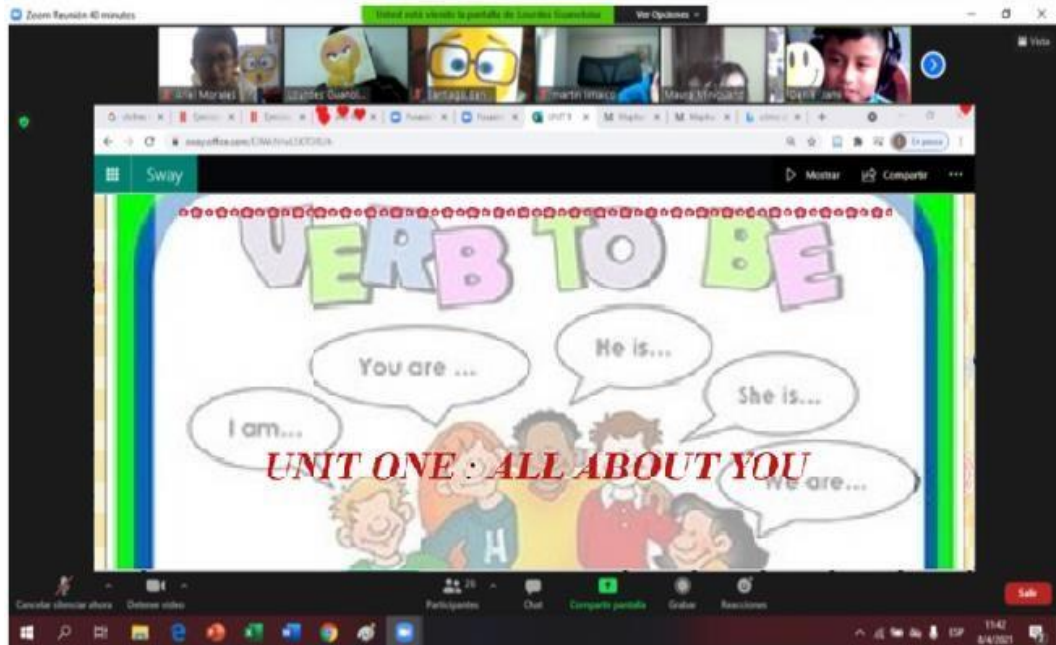


Evaluator's signature
Name: Vaca Jaque Manuela
I.D: 0502591969

ANNEX N° 9

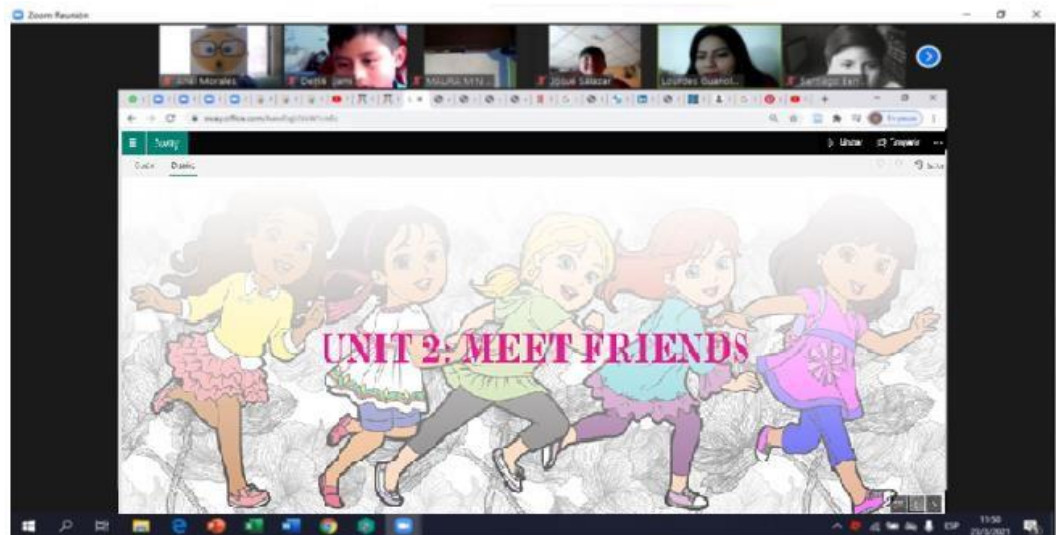
PROPOSAL EVIDENCE

UNIT 1



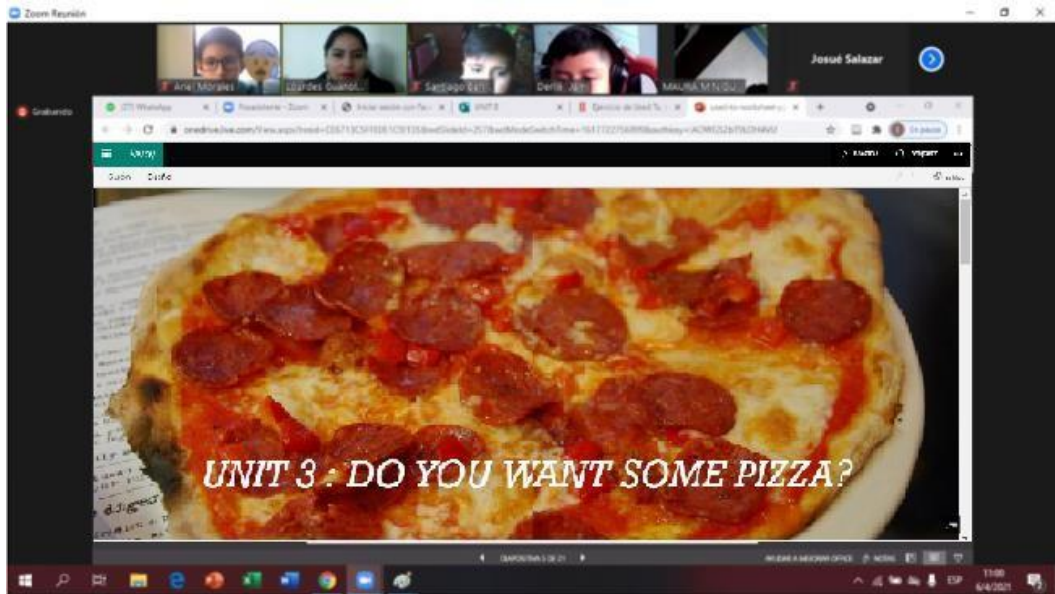
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UNIT 2



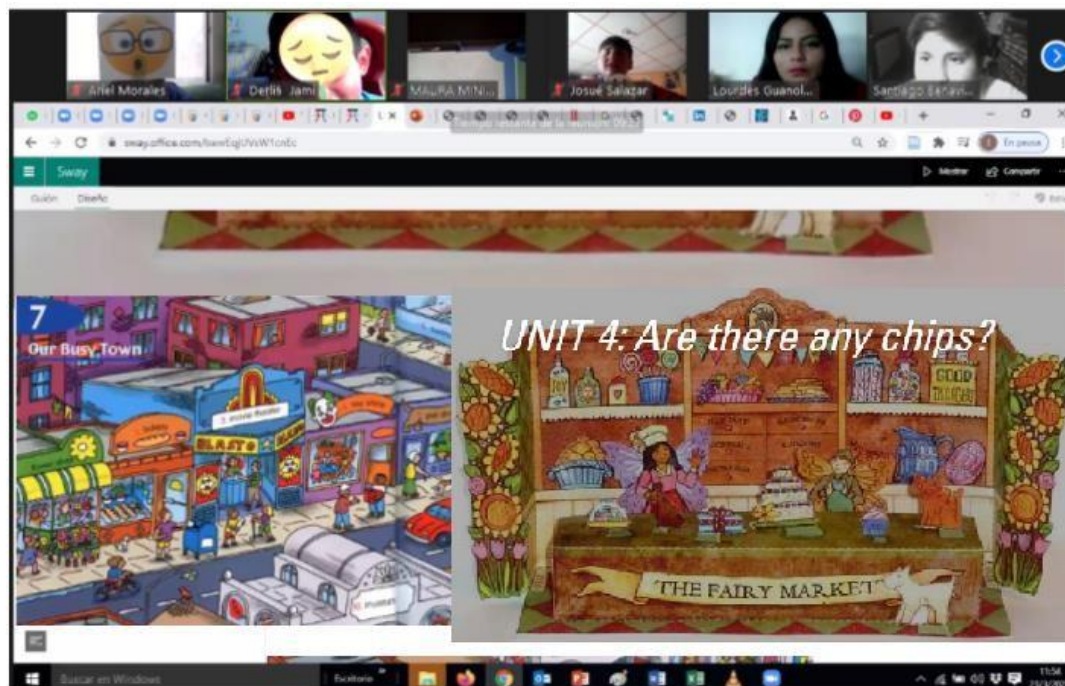
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UNIT 4



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UNIT 5



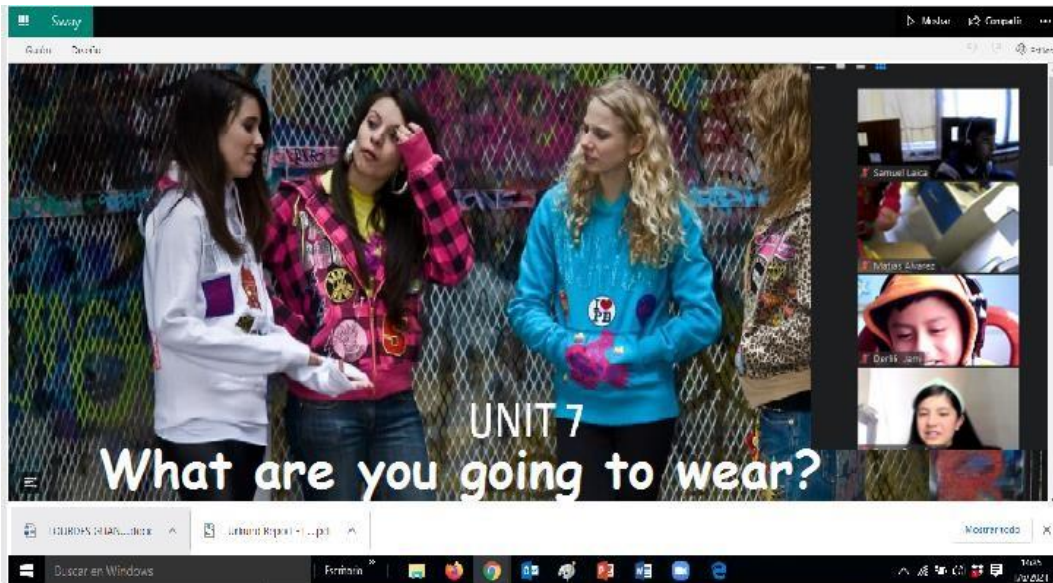
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UNIT 6



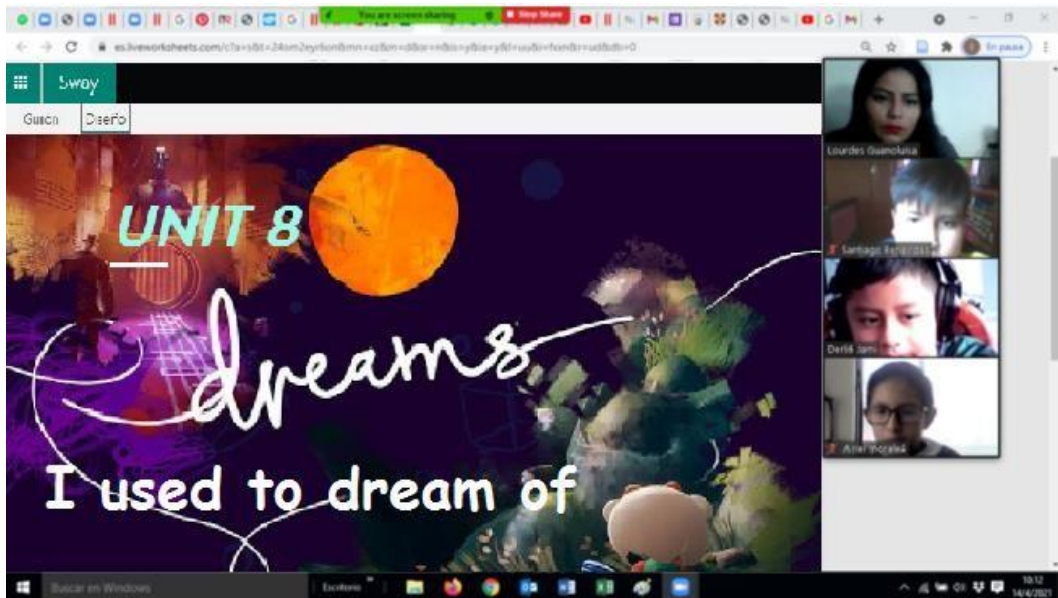
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UNIT 7



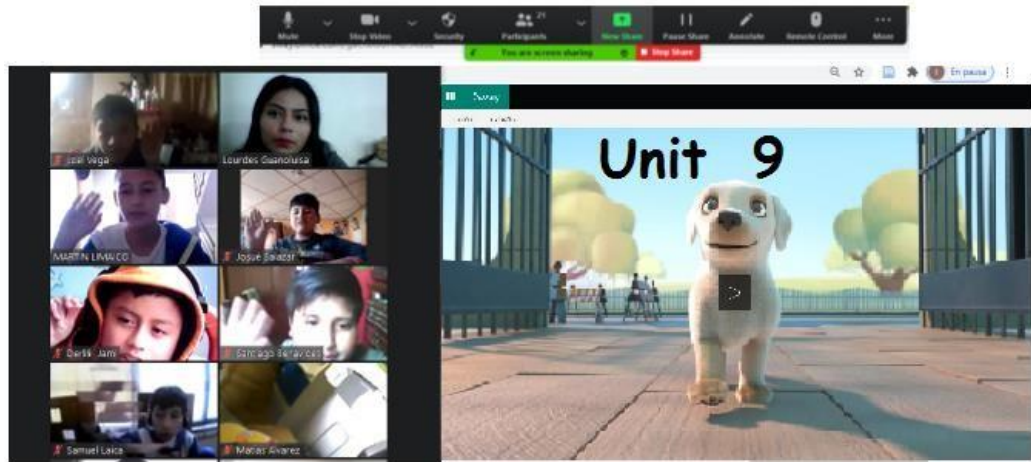
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UNIT 8



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UNIT 9



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UNIT 10



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ANNEX N° 10

URKUND CERTIFICATE



Urkund Analysis Result

Analysed Document: LOURDES GUANOLUISA TESIS MAYO 31-2021.docx (D107289492)
Submitted: 6/1/2021 3:35:00 AM
Submitted By: lourdes.guanoluisa4@utc.edu.ec
Significance: 4 %

Sources included in the report:

<https://files.eric.ed.gov/fulltext/ED455698.pdf>
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