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UPDATED STRATEGIES BASED ON THE COMMUNICATIVE APPROACH TO  
ENHANCE EFL SPOKEN LEXICON ACQUISITION OF BEGINNERS FROM “ALFONSO  
HERRERA” HIGH SCHOOL

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Submitted in Partial Fulfillment of the Requirements for the  
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**The General Objective of this Thesis was:** To select updated strategies based on the Communicative Approach to enhance EFL spoken lexicon acquisition of students from the eighth level at “Alfonso Herrera” high school during the academic year 2020-2021.

**Among the Specific Objectives were:** To build theoretical support through literature regarding updated methods for EFL learning to sustain the present study. Besides, to determine the EFL lexicon level of beginners from “Alfonso Herrera” high school through data collection and its eventual analyses to identify the efficacy of the applied techniques for learning vocabulary. Finally, to design an online didactic guide for teaching support through strategies based on the Communicative Approach to thrust EFL students’ spoken lexicon, which together with plausible conclusions and practical recommendations through the research findings affords data for future inquiries.



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## **DEDICATION**

To my daughter, who has inspired me to learn every day how to be a better woman, mother, person, and teacher despite her short life experience. To my beloved parents, who have taught me values like responsibility, honesty, devotion, and hard work to overcome every challenge I face in life. To my dear siblings, who have always been by my side to make my mother's and professional's duties easier to accomplish.

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## RESUMEN

La investigación mixta actual tuvo como objetivo discernir las estrategias más valiosas basadas en metodologías de aprendizaje de idiomas con fines comunicativos para motivar a los estudiantes a aplicar nuevos conocimientos en la vida real. Consecuentemente, su propósito principal es analizar cómo las estrategias de los docentes son abordadas para promover la mejora del vocabulario y su eventual aplicación en interacciones auténticas. Igualmente, las estrategias del Enfoque Comunicativo, el Enfoque Léxico y el Aprendizaje Combinado son la columna vertebral de este estudio para alentar a los estudiantes en la mejora del léxico. Por ende, la utilidad del vocabulario en interacciones orales y las estrategias de aprendizaje exitosas son las dos variables que enmarcan el punto focal de este estudio. Los objetivos, la pregunta de investigación y los resultados se contextualizaron fácilmente para emitir generalizaciones mediante un enfoque mixto. Además, la investigación mixta permitió identificar las percepciones de los estudiantes sobre el aprendizaje del léxico a través de encuestas y las experiencias de los maestros para promover un aprendizaje más significativo del Inglés a través de entrevistas. Los datos mostraron que las habilidades de comunicación más demandadas son hablar y escuchar, ya que son el principal medio de intercambio de idiomas entre profesores y estudiantes. Los resultados también revelaron que la mejora del léxico es una de las preocupaciones cotidianas que adoptan los maestros en las clases de Inglés. Sin embargo, las estrategias de los profesores para la formación del léxico no ofrecen una comunicación significativa. Por ende, la propuesta académica busca promover estrategias de aprendizaje más alentadoras con respecto a la mejora del léxico para persuadir a los estudiantes de aplicar el vocabulario nuevo en interacciones auténticas de manera espontánea. Finalmente, este estudio proporciona información sobre las implicaciones metodológicas que pueden orientar futuras expansiones de este trabajo o contrastarlo en estudios futuros.

*Palabras clave:* léxico, habilidades lingüísticas, interacciones auténticas, estrategias, enfoque comunicativo, enfoque léxico, aprendizaje combinado



## ABSTRACT

The current mixed research was intended to discern the most valuable strategies based on language learning methodologies with communicative purposes to encourage learners to apply new knowledge in real life. Consequently, its primary purpose is to analyze how teachers' strategies are addressed to promote lexicon improvement and its eventual application in authentic interactions. Similarly, strategies in the Communicative Approach supported with strategies in the Lexical Approach and Blended Learning are the backbone of the current study to engage new-age learners in lexicon improvement. Thus, vocabulary usefulness for oral interaction and successful learning strategies are the two variables that frame the focal point of this study. The objectives, research questions, and the data instruments' findings were readily contextualized to allow further generalizations through a mixed approach. Besides, mixed research allowed this inquiry to identify learners' perceptions regarding lexicon learning through surveys and teachers' experiences to promote more significant English learning through interviews. Data showed that the most demanded communication skills are speaking and listening since they are the primary means of language exchange between teachers and learners. The findings also revealed that lexicon improvement is one of the everyday concerns teachers adopt when attending English instruction. However, teachers' strategies for lexicon training do not provide meaningful communication. Consequently, the academic proposal seeks to promote more encouraging learning strategies regarding lexicon improvement to spontaneously persuade learners to apply new lexicon in authentic interactions. Finally, this study provides insights into the methodological implications that can guide further expansions of this work or contrast it in future studies.

*Keywords:* lexicon, language skills, authentic interactions, strategies, Communicative Approach, Lexical Approach, Blended Learning

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1.Introduction**

Lexicon knowledge fulfills a crucial function in human communication since every person's daily performance is conveyed through ideas. However, human interaction results from communicative experience and reinforcement with instruction to organize and express understandable messages. Accordingly, linguists, psychologists, and humanists have studied the human brain's implicatures and functions to suggest learning strategies for strengthening any new cognitive acquisition. In the same vein, this study aims to compile significant literature to assist teachers when addressing lexicon instruction. Thereby, teachers may have notions of what procedures apply to introduce new knowledge to learners for improving communication.

It has been evident that many teachers are still doubtful about what techniques might improve learners' speaking skills when instructing English as a Foreign Language (EFL). For instance, it is still unclear which strategies work better for teachers when introducing lexicon for real purposes in different settings. Thus, the present research states the need to learn vocabulary to become the engine for communication and significant learning. Suitable strategies based on the Communicative Approach and supporting updated methodologies to strengthen the EFL lexicon are also discerned as part of the purpose of this study.

The two variables contemplated for the current study represent a substantial body of opinion supporting the classroom training for communication in the real world. The first variable concerns vocabulary usefulness, which may support interaction inside and outside the school since EFL teaching aims to interplay in the target language. The second variable is equally agreeable with a successful learning process because it highlights the role strategies play to achieve cognitive reinforcement. Subsequently, this research proclaims the importance of methodology in the cognitive field for vocabulary learning to enhance social interaction through oral communication.

The overall structure of the study takes the form of six chapters. The first chapter deals with describing the problem's concerns, and the research question settled for the current study together with the objectives submitted to solve it. Chapter Two argues the theoretical framework that supports this study in favor of better learning of the English lexicon for oral interactions. The third chapter is concerned with the methodology applied from theory to practice in developing the present investigation. Chapter Four analyses the results and discussion after applying instruments for collecting qualitative and quantitative data that supports the current examination. The fifth chapter reveals the academic proposal pronounced after analyzing the research findings for solving the problems identified at the beginning of this study. Finally, conclusions and recommendations are submitted in Chapter Six to make way for an expanded study that enhances more significant lexicon learning.

## **1.2.Problem Statement**

EFL learning demands developing skills and subskills for communicative purposes with accurate effects. However, speaking is a skill considered critical in human communication since authentic language is described as the effect of proper and satisfactory lexicon management (Cook, 2013). Unfortunately, vocabulary has been underestimated in learning and has not received the attention it demands as an imperative component for acquiring a foreign language (Schmitt & Carter, 2000). Hence, most EFL learners and teachers doubt the choicest methods for learning and applying vocabulary in natural backgrounds (Schmitt, 2008). Consequently, scholars keep gaining new lexicon items through traditional methodologies that present lexicon in isolation that eventually tend to be forgotten. Instead, this study suggests that teaching vocabulary must not focus on tutoring terms without purpose but equipping learners with strategies to expand and apply their lexicon in real life (Morin & Goebel, 2001).

According to Thornbury (2007), lexicon acquisition for speaking skills must satisfy particular learners' demands because oral expression is the most demanded every day. To illustrate, learners' activities in the classroom emphasize speaking when describing goals orally, including assignments that demand the advancement of skills different from oral production. However, EFL learners with a weak lexicon hold shorter verbal exchange

involvement due to the lack of confidence to interact (August, Carlo, Dressler, & Snow, 2005). Subsequently, the absence of lexicon fluency is usually proof of vulnerability caused by little practice opportunities that may influence communication outside the classroom (Thornbury, 2007). Given that, authentic language involvement is suggested to teachers in the present study to encourage learners to improve their language performance.

Following some TEFL experiences, Ecuadorian EFL textbooks from public schools are not supplied with enough activities for improving lexicon acquisition to develop oral interactions. Overall, these cases support the view that most of the content meets grammatical explanations and reading activities, leaving aside productive skills development. The lack of vocabulary application probably prevents students from strengthening communicative skills to be appraised outside the classroom by friends and relatives. Besides, EFL teachers from the studied school consider unfeasible the fact of promoting lexicon acquisition due to the EFL textbook's setting from public schools. For instance, the low lexicon level in young learners from the researched institution restricts them from improving speaking skills for communicative achievement (Anonymous, personal communication, July 3, 2020). That is why practice opportunities are repeatedly highlighted alongside the present paper since they might rule success in lexicon improvement.

Furthermore, teachers mentioned previously assert that they are forced to apply traditional teaching methods due to work issues they must fill in their teaching role. Presenting all textbooks' contents and editing permanent academic advance reports are examples of most teachers' complaints towards an appropriate educative system. Likewise, teachers do not recognize the proper names for teaching methods that enhance integral learning; on the contrary, they only apply different procedures for developing language skills individually with no communicative purpose. Consequently, it has been assumed that teachers are not aware of the updated strategies' advantages to foster EFL the enjoyment of English learning in young learners for actual purposes.

### **1.2.1. Research Question**

How can the Communicative Approach help to compile updated strategies for improving spoken lexicon acquisition in beginner learners?

### **1.3. Justification**

As pronounced at the beginning of the current research, words' role is crucial in human communication as it allows every person to express orally in spontaneous conditions. Regardless of society's roles, every person encounters events and emotions and continuously has something to say. Some individuals use written or graphic means to communicate messages, but most people use oral expressions as the first means of communication. This study then agrees why speaking must be considered a dominant language skill since individuals perform more verbal interactions than written productions (Guevara & Flores, 2020).

Therefore, it is required to support learners by lexis and accurate pronunciation to link utterances for expressing understandable messages. However, Guevara and Flores (2020) claim that pronunciation becomes an issue presented at all learning levels, meaning comprehension challenges. This assumption is evident when comparing learning a first or a second language at an academic level with a baby's language development process. To clarify, when babies start learning how to speak, their parents first demonstrate the correct pronunciation of words instead of their linguistic features. The baby can then transmit whatever he wants to say to his parents just by voicing keywords accurately. Alternatively, a teenager cannot learn grammatical principles without a base of utterance knowledge. Therefore, a person can convey a message without a proper structure regarding semantics, pragmatics, or basic grammatical rules. Although it is challenging to interpret a message without a correct structure, it is possible to infer its main idea by correctly voicing clue thesaurus.

Consequently, it seems relevant to perform a study about strategies to train beginners with lexis to deliver original ideas in different backgrounds. Thus, the current research explores

the Communicative Approach's rewards for the benefit of EFL learners when performing oral interaction with the lexicon acquired gradually. Besides, one of this research aims to give a different viewpoint of EFL lexicon learning to beginner learners from the studied school. Consistently, taking advantage of the human and technological resources available, this study and eventual proposal turn achievable and truthful.

Likewise, this research aims to create habit formation in young learners by introducing students to various learning strategies. Thus, a diverse range of study methods makes learners aware of distinct techniques for different learning purposes, becoming more engaged in their instruction. Besides, higher management of the spoken lexicon gives them more confidence when interacting orally and promises a better L2 learning quality in upper levels. Consequently, this inquiry aims to benefit teachers and learners from the studied and nearby institutions who share the same doubts about suitable strategies for significant lexicon learning. Similarly, the current research findings present foundations for future studies regarding lexicon acquisition in spoken form or updated methodologies for recovering EFL learning. Accordingly, EFL learning can keep developing strategies for continuously engaging new learners and encourage them to develop language skills that shine in natural settings.

Moreover, this research follows the UTN's baseline "Methodology for the Teaching-Learning Process of EFL" since it supports EFL learning strategies to enhance the spoken lexicon. To better explain, it is necessary to rethink the lexicon teaching methodology applied by teachers and its importance for upper levels' advantage and future instruction of learners. Hence, this study highlights the students' perceptions of vocabulary usage in natural backgrounds, which help identify the most suitable strategies for improving spoken lexicon performance. Subsequently, the present research benefits the teaching-learning process as it becomes the needed feedback to reinforce lexis learning for eventual speaking performances.

## **1.4.Objectives**

### **1.4.1. General objective**

To select updated strategies based on the Communicative Approach to enhance EFL spoken lexicon acquisition of students from the eighth level at “Alfonso Herrera” high school during the academic year 2020-2021.

### **1.4.2. Specific objectives**

- To build theoretical support through literature regarding updated methods for EFL learning to sustain the present study.
- To determine the EFL lexicon level of beginners from “Alfonso Herrera” high school through data collection and its eventual analyses to identify the efficacy of the applied techniques for learning vocabulary.
- To design an online didactic guide for teaching support through strategies based on the Communicative Approach to thrust EFL students’ spoken lexicon.
- To ascertain plausible conclusions and practical recommendations through the research findings to afford data for future inquiries.

## **1.5.Terms and Definitions**

Pedagogical terminology submitted in the present study can be briefly explained in alphabetic order as follows:

**Acquisition:** Consequence of getting a language without much emphasis on academic instruction but rather through authentic experiences.

**Blended Learning:** Pedagogical methodology that combines traditional face-to-face with online instruction.

**ECRIF:** Teaching model acronym standing for encounter, clarify, remember, internalize, and fluency use that addresses learning process through a progressive achievement of knowledge.

**EFL:** English as a foreign language refers to its learning for academic environments.

**ESL:** English as a second language occurs when community interactions demand its awareness.

**L1:** First language of communication or mother tongue. It means Spanish in the background of the current research.

**L2:** Second language acquired from either instruction or real encountering. In the scope of this study, it refers to English.

**Lexical chunks:** Units of language in which two or more words are commonly found together to express meaning.

**TEFL:** Teaching English as a foreign language.



## **CHAPTER II**

### **REFERENTIAL FRAMEWORK**

#### **2.1.Theoretical Framework**

The current research work displays the most valuable strategies based on language learning methodologies with communicative purposes to apply new knowledge in real life. Thus, the Communicative Approach constitutes the backbone of the present investigation because it attempts to create significant learning with lessons educated through authentic situations. Similarly, current methodologies such as the Lexical Approach and Blended Learning are part of the methods supporting this study to engage new-age learners. Henceforth, the literature compiled in this chapter meets methodological purposes to promote better English learning, evidenced in real-life experiences.

Additionally, this research highlights the seriousness of lexicon learning for communication activities since it represents the starting focus point of the learning process. Hence, it is demanded to register proper learning techniques for getting lexicon acquisitions as the primary tool to convey and understand genuine messages. The different leaps regarded to develop communicative skills are also considered for selecting the proper methods. In the same vein, the adaptability of vocabulary learning strategies to different social backgrounds is analyzed to meet learners' needs and pace.

#### **2.2.Historical Backgrounds**

Nowadays, many research works attempt to convey the importance of EFL learning and the effectiveness of specific methodologies to improve language skills. However, merely some of them focus on the importance of learning vocabulary to promote speaking improvement. For instance, Khan, Radzuan, and Shahbaz (2018) claim that there has been little done with vocabulary knowledge to promote the oral improvement of EFL learners. Besides, they assert that the proper strategies lead learners to discover the meaning of words by themselves and its retention through practice reinforcement. Lexicon acquisition may also

encourage learners to get involved in L2 achievement since the more vocabulary learners gain, the easier and faster communication flows (Lessard-Clouston, 2013). Consequently, this report suggests teachers adopt methodologies that enhance vocabulary learning because it constitutes one of the most demanding scopes to acquire a second language.

Rivers and Nunan (1991) argue that acquiring appropriate vocabulary is a success in EFL learning since learners can easily use drills from comprehensible communication. Therefore, it is relevant to consider lexicon acquisition strategies with updated procedures and sources before training learners about language features and principles. Although EFL teachers train beginners with vocabulary, most of the training focuses on form and introduces it graphically. Hence, this inquiry considers that it is required to reinforce visual training with the correct communicative input to produce spoken lexis in eventual authentic oral interactions.

According to Nation (1990) there are four main categories for vocabulary learning: form (spoken/written), position (grammatical patterns/collocations), function (frequency/appropriateness), and meaning (concept/associations). However, teachers tend to focus on form and attempt to reinforce its acquisition through repetition techniques. Consequently, the present research converges on spoken lexicon to support the analysis of position, function, and meaning through methods that reinforce vocabulary retention. In concordance, Laufer and Osimo (1991) suggest mnemonic techniques as the most rewarding procedures for interpreting all the lexis' scopes in realistic backgrounds. Under such assumptions, the present study proposes different strategies later detailed to promote lexicon internalization through effective repetition techniques.

Along with Schmitt and Schmitt (1995), a word refers to the sequence of sounds to convey meaning represented in written or spoken form. However, some research pieces assert that L2 learning for communicative purposes reflects word acquisition for more than just understanding the link between form and meaning (Webb, 2007). Thus, teachers must identify the most suitable strategies to conduct lexicon acquisition for speaking performance in natural settings. To support this, Schmitt (2000) examines vocabulary instruction in six main approaches and methodologies to language learning, granting the role of lexis in language skills. One of those is the communicative approach, which encompasses the target

language to accomplish a meaningful function in a social context and becomes the primary support for this study.

Likewise, when Hymes (1992) popularizes the “Communicative Competence,” he argued that knowing grammar and vocabulary principles is not enough for getting a competent language user. Hymes claimed that learners also need to understand how to use this linguistic knowledge appropriately in various social situations. L2 learners then require developing language skills through authentic means as aimed by the Communicative Approach. Hence, it must be inquired how L2 learners can improve their linguistic competence as established in the Ecuadorian EFL curriculum when expressing concerns and demands (Ministry of Education, 2016).

Accordingly, Larsen-Freeman (2008) argues that vocabulary training through pronunciation, spelling, and grammar drills diminish importance to support learners’ needs in original backgrounds. When a new lexicon is acquired for communication, it has to be reinforced not only in form as methods applied through reading or visual aids. Therefore, teachers must complement vocabulary acquisition, reinforcing word retention through adequate input for consolidating new cognition that is meant to be applied in real life. As a result, some strategies that promote internalization and lexicon assessment are portrayed in subsequent chapters.

Although Ecuadorian research regarding EFL learning strategies and language skills improvement converges on listening, reading, and writing, little has been done on speaking improvement. Besides, the found research pieces regarding oral production rarely mention the importance of lexicon acquisition to enhance productive skills, especially for reliable oral interactions. On the other hand, most studies concentrate on the speaking performances of advanced learners, restricting beginner learners from acquiring lexis for brain storage. The current study then complements preliminary examinations by featuring beginners in lexicon learning for enhancing oral interactions with real purposes.

In support of EFL learning success in Ecuador, gamification and non-traditional methods have been presented as suitable strategies to introduce lexicon to elementary learners (Mejía, January 27, 2020). However, the found data recognize that word reinforcement in practice is

required to become a consolidated new acquisition. To support this, Krashen (1981) declares that children can learn vocabulary through the extended and meaningful repetition of the target language in real contexts. Consequently, before learners reveal output, this document suggests that teachers might start by delivering opportunities to engage learners in vocabulary instruction.

In contrast, recent cases reported by Indrani (2015) support the hypothesis that lexicon success only requires activities presented in audio-visual sources to provide suitable input to learners. However, such information has failed to address communicative purposes because they evidence learners' and teachers' demands to succeed when applying lexicon in daily interactions. On the contrary, the purpose of this research is to provide learners and teachers with a guide for selecting strategies that foster meaningful lexicon learning. It is suggested then that teachers discover proper input and engaging sources that encourage learners to apply new lexis in interactions different from academic assignments.

Likewise, Gordino (2017) focused on using visual and tactile aids to introduce and reinforce English vocabulary for subsequent learners' output. That study attempted to prove the effectiveness of reinforcing lexicon acquisition by manipulating handy resources to complement visual input. Unfortunately, Gordino fails to acknowledge the significance of vocabulary reinforcement without communication; quite the opposite, the findings suggest that strengthening new lexis learning in real-life-based activities must be involved for language improvement. A possible explanation for this might be that learning demands a fellow's support to deliver confidence as a human need for improving communication and understanding.

Concisely, many research pieces ascertain the importance of three factors in lexicon acquisition:

1. The introduction of a new word must be done with adequate input.
2. It is demanded to reinforce every new learning with enough opportunities and settings to practice.

3. A lexicon is consolidated when learners can implement the new acquisitions in the natural background.

Consequently, for this report, teachers who want learners to improve their oral interactions must reconsider how they instruct lexicon when the purpose is significant learning.

### **2.3.The science of language learning**

According to Lightbown and Spada (2013), what discriminates against human growth is its majestic language management for conveying complicated thoughts via audible utterances. However, most individuals take it for granted and stop improving their communicative skills once they can deliver what they want or need. To illustrate, people greet many others every day, but perhaps they ignore how many brain processes are developed to voice that “hello.” Nevertheless, many scientists spend much time studying how language is processed and produced from one’s brain to others’ ears. Although explaining part of that process took lots of time and experiments, language regarded research continues nowadays. Consequently, for this study, how language is produced is perhaps never-ending research because of human improvement, technology evolution, and brain processing development what means everyday improvements in teaching strategies.

Several lines of evidence suggest that there are infinite processes in babies’ brains during the progression from bubbling sounds to utter their first discernible words (Lightbown & Spada, 2013). At first, it was thought that children were able to produce language through imitation. This hypothesis is well-known as Skinner’s Behaviorism Theory (Catania & Harnad, 1988). According to this view, reinforcement by others can raise the language development of children since patterns promote proper language use habits. This theory has been a pedestal in the pedagogy field and has helped many linguists build countless teaching approaches with hopes of creating study habits. This research is not the exception since it addressed some literature to argue why traditional teaching theories may work or not.

Nevertheless, Chomsky (1959) documented enough information to opposite Skinner’s hypothesis. Chomsky argued that language is a biological process for which humans respond automatically to bodily functions. The Innanist Perspective that explains the critical period

of learning supports Chomsky to contradict the idea that input speech reproduction enables children to acquire a language. On the contrary, he firmly believed that children were responsible for their language awareness, including recognizing grammatical principles applied in natural language due to Universal Grammar Theory delineated in 1965 and admitted till now. In his theory, Chomsky (1965) argued that there are universal language principles to all civilized languages and humans inherit them biologically because they are involved in language even before birth. In concordance, this report agrees with some of the previously mentioned assumptions that match language acquisition perception from a contextual input.

By way of illustration, mothers can support these theories when getting babies to their first language steps because language is constantly introduced orally, assuming that babies may comprehend and respond naturally. This biological response is later proved when mothers, after a long way having spontaneous interactions without any emphasis on grammatical rules, listen to their babies' first coherent phrase. This argument may support this study since it considers the possibility of getting learners involved in communication if accurate instruction is employed through authentic settings. Alongside the importance of adequate conditions to promote language improvement is argued in different sections of this report.

Additionally, Bloom performed a similar series of experiments in the 1980s to show that children's cognition is a fundamental factor in language development since how children use language depends on how they have learned it. Bloom (1981) argued that children could recognize how and when different language structures appear in communication if faced with the target language is in their natural backgrounds. Consequently, this study suggests teachers introduce truthful language in a natural context to encourage learners to recognize language rules and spontaneously apply them in genuine communication.

#### **2.4. The teaching-learning process of English**

Krashen (1981) considers language learning like children's first language (L1) and second language (L2) acquisition. According to his perception, learning a language requires

significant interplays in which the target language must be applied naturally and focuses not on language form but on the message intended to be transmitted. Since the world has become increasingly globalized, bilingualism is perhaps the neediest skill for getting in touch with humanity worldwide. Various studies then support this research considering that foreign language learning endeavors the most suitable strategies to ease the understanding of L2 speakers and be understood when applying the target language. As a result, this study seeks to compile strategies that allow beginners to express what they need instead of feeling frustrated due to excessive grammatical explanations.

Ellis (1994) noted how teachers and learners had misinterpreted L2 and foreign language learning since both have been addressed as the same matter. Ellis explains that an L2 is expected to be acquired when there is a clear purpose for its enlightenment, which means when a second language plays a significant role in the community where it occurs. On the contrary, a foreign language is only learned because it is primarily learned and applied in the classroom without direct social communication. Hence, the current paper argues how learning English in EFL backgrounds needs a new perspective where the language worth can be perceived as a communication tool for real situations.

Lightbown and Spada (2013) assert that the prior knowledge of second language learners is double edge. On the one hand, L2 learners already know how languages work; on the other hand, these prior implicatures could lead them to misuse the target language's principles. It is a piece of daily evidence in EFL backgrounds when, for instance, L2 learners attempt to do a literal translation of what they recognize as a well-structured phrase in their native language. Consequently, this paper claims how harder it is for learners equipped with their native language habits to present new language precepts due to the disagreements it produces. In that view, different learning strategies are explored to compile the proper ones that let learners get lexicon through authentic input that does not contradict their L1 foundations.

Moreover, preliminary work on language development considers age maturity a critical factor in language learning since metalinguistic awareness can help L2 learners comprehend universal language principles (Lightbown & Spada, 2013). If second language learners manage a metalinguistic understanding, it can help them discriminate innate language

postulates and avoid their misuse in target language involvements. However, considering attitudinal and cultural factors, this may also restrict target language use if there is not enough confidence when getting involved in L2 interactions. Hence, from the standpoint of this paper, a wrong assumption for avoiding lexicon practice due to time limitations must be changed to decrease further stressful experiences of learners. On the contrary, the more practice opportunities, the more language awareness to enhance language exchange involvement which could be more significant through tasks that meet learners' interests.

According to Ellis (1989), affective involvement depends on how active or passive learners are in EFL backgrounds. He explains that active learners do not always need to be involved in interactions; they can also be active listeners or viewers and learn as well. To clarify, Ellis describes that passive learners are those who prefer others to do what they are expected to do. In short, Ellis highlights that language development does not establish learners' activeness or passiveness but instead the engagement in English learning that teachers can perceive. Those assumptions are wrongly suspected in many EFL classrooms, where speakers are considered active learners who best improve language skills. In contrast, as considered passive learners, listeners do not receive enough assistance to understand better English, which means fewer practice opportunities and rarer language improvement. For this reason, like Ellis, this research suggests L2 learning a different perception of what learners are supposed to do for showing success in L2 acquisition.

## **2.5.Implications in teaching English**

It is now well established from a variety of studies that English is taught in three different settings depending on the purpose of language acquisition:

- English as First Language when used as a mother tongue.
- English as Second Language (ESL) when demanded in community interactions.
- English as Foreign Language (EFL) when earned for academic environments.



However, by drawing on the concept of EFL, Joukoulian (2016) has been able to show that people also learn English for instrumental, operational, and integrative purposes. Consequently, language instruction in EFL conditions demands distinct strategies to meet and accomplish the language needs of learners. For instance, if English has instrumental objectives, teachers must know the context where the language is demanded to deliver learners significant input that meets their requirements (Joukoulian, 2016). Hence, broader explanations about how to address different language functions are included in later sections of the current paper.

Teaching is perhaps one of the most complex social improvement roles since it involves forming human beings for conveying knowledge. For instance, a math teacher must explain how to struggle with numbers, and a history teacher must tutor how to strive with dates. However, they can deliver understandable lessons because skilled language teachers accurately instructed them to manage language, and the same happens to learners when processing information. Subsequently, this report suggests that teachers endow learners with tools to prepare and transmit meaningful thoughts to become knowledge spreaders in the service of society.

Accordingly, Larssen-Freeman and Anderson (2011) enlighten the complex role of language teachers in methodological settings, time, and attention demands. Indeed, many pieces of research suggest approaches and methods for achieving teaching success. However, there is no particular approach that can help at the same rate teachers expect: “This is true even within a given culture. It cannot be assumed that all teachers will share the same conceptions of language, of learning, and teaching” (Larssen-Freeman & Anderson, 2011). Therefore, the literature suggests that teachers demand enough evidence on similar backgrounds with practical experiences to discerning what path to take for successful English instruction (Ellis, 1989). Thereby, the literature collected in this study compiles practical suggestions that show successful results in different learning experiences that promote significant English learning.

Preliminary cases reported by Prabhu (1990) suggest that no single technique can succeed equally in all teaching contexts and meet multiple learners-class needs. Instead, a wide range

of approaches can fit teachers' beliefs, and experience can help them discern the most suitable techniques to meet pupils' aid. Besides, in agreement with Larssen-Freeman and Anderson (2011), these decisions are conditioned rather than conscious since they may work in all backgrounds for teachers but not for learners. As a result, learners are highlighted alongside the current study as the teachers' evidence of successful assortment and management of instructional approaches.

Alternatively, Prabauh (1992) suggests that successful learning depends on how much intellectual enthusiasm teachers engage in classroom activities to arouse the motivation of young learners. To illustrate, Prabauh claims that teachers must focus on learners' engagement rather than their performance to reach satisfactory results. He asserts that if teachers show excitement when learners are partaking in instruction, they can be self-motivated, resulting in self-improvement and language learning commitment. Ergo, successful language instruction requires teaching flexibility that fits learners' pace and considers matters of their interest when addressing English learning to foster engagement. Subsequently, at any stage of the learning process, teachers might contemplate restarting, resetting, or even reformulating the teaching procedures to adjust to learners' comfort (Ellis, 1989). In consequence, this research compiles three meaningful approaches with different teaching strategies to provide teachers a broader set of choices for instruction success.

## **2.6. The role of approaches in English language learning**

A growingly large body of literature has investigated approaches, methods, and techniques that have traditionally become investigation and pedagogy businesses to accomplish a particular goal (Anthony, 1963). Even though some educators are not sure about what they encompass and when to use each label, it is clear that they are synonyms of success. It is now well established from a variety of studies that they relate to a set of beliefs, principles, or tools depending on the purpose. However, Cohen (2003) concludes that the answer to the dilemma of what name should be given to each one is by addressing them as strategies to act profitably. Correspondingly, this study proposes to teachers a synthesized scope of three practical teaching approaches to achieve language learning objectives.

Turning now to the experimental evidence on language teaching, Joukouljian (2016) defines classical language teaching as structure-centered instruction that flourishes with well-organized and structured textbooks. However, much of the research up to now has provided different viewpoints in which such assumptions are considered obsolete when molding human beings. Indeed, the most inquired fact is how to shape human beings who can discover knowledge, argument, and disagree when something is not convincing. This study then portrays some proper approaches that meet the success to fit education aims and learners' needs as individuals.

Early examples of research into approaches for L2 teaching present classical teaching approaches that develop teacher-centered instruction in which learners are passive entities in the teaching-learning process. However, such approaches have failed to address learners' involvement since they prevent their engagement in the discovery of knowledge by their means. Although language learning research has found that there is almost one particular approach to reach every learner, the question regarding which strategy fits multiple classes of learners has not yet been clarified. How can teachers in classrooms with forty students at public high schools develop an excellent L2 teaching performance in a 40-minute lesson? As literature has proved, there is perhaps no clear answer yet, considering that every brain is a different universe with insufficient time to be encountered.

A broader perspective has been adopted by Ellis (1989), whose research works intend to meet the role of teachers in training multiple learners to discover knowledge independently. He declares: "We must acknowledge, as teachers, our responsibility to make the learner responsible for her learning and not encourage teacher-dependency." Under this perception, it is suggested for teachers to focus on training learners to gain tools for acquiring knowledge instead of conveying knowledge itself. This research then suggests that strategies are not merely responsible for knowledge acquisition but the understanding of how learning works better to find the ways to improve it.

Nevertheless, conveying accurate directions so that learners can understand what they are expected to do and how they can be understood. Ellis affirmed, teachers must become

suitable communicators, academically and emotionally, since then they may be considered individuals from society rather than students from classrooms:

It is true that teachers need to know what to do in the classroom, so these concepts are useful. But ultimately, stimulating growth and catering for diversity is not a question of any of these, but of how well the teacher can communicate with her learners (1989, p. 92).

In contrast to Ellis, Arends (2012) states that awareness of teaching designs benefits teachers to expand their stock of applicable techniques. Hence, it may be easier for those teachers who have prior consciousness concerning approaches to know how to operate when different issues are unexpectedly encountered. On the contrary, those who do not know the procedures that best fit different goals tend to improvise and fail in practice. Thus, notions of strategies constitute a more significant matter for this report to keep learners' engagement to avoid losing learners' trust after failing teaching goals.

Prior to Richards and Rodgers's (1986) work, the role of approaches and language teaching methods was primarily unknown. They then presented scope possibilities to understand approaches and the opportunity to select a suitable method or even a compilation of them for different purposes. Subsequently, the first step for selecting rewardable EFL teaching approaches is to be aware of their advantages in different conditions. The second step is to be mindful of language acquisition's intention primarily in learners' benefit to seed in them the thirst for significant learning. Finally, this analysis suggests being conscious of learners' diversity to fit their context and accomplish their needs considering updated resources to match new generations.

## **2.7.Supporting EFL learning with the Communicative Approach**

There has been an increasing amount of literature on Communicative Competence in recent years as it represents the most desired goal in EFL classrooms. Thus, the Ecuadorian education system has adopted the Communicative Approach as one of the constructivist models in English teaching to understand the nature of language (Ministry of Education, 2012). Noam Chomsky's Communicative Approach appeared at the end of the 1960s when

language instruction in Europe reconsidered how learners acquire and apply languages in class (Richards & Rodgers, 1986). One of the biggest hits in Ecuadorian education, from the viewpoint of this study, is that this new change makes learners become active language performers in learning processes. Getting confident students who interact in a necessarily communicative world is not the same as getting students who know language rules.

Numan (1988) noted that the Communicative Approach's role does not merely regard the learners' independent discovery of knowledge but the building of culture. In similar terms, Littlewood (2013) remarked that since this approach relies on other learning theories that enhance communication through meaningful learning, experiences must be readjusted to every learning context. Consequently, it is suggested that it is not just a matter of creating interaction opportunities but fitting those opportunities to learners' reality to foster learning engagement. Thus, this study considered the Communicative Approach over other constructive models since it outstands its primary purpose of setting understanding above content.

On the other hand, Littlewood (2013) mentions some challenges for the potential loss of behavior control when creating authentic situations for large groups. Due to the increasing demands on teachers' roles, it seems tricky to find opportunities that meet every learner's need and control manners as well. Therefore, introducing this communicative model in traditional teachers' beliefs seems not achievable if the results are not enough motivation for its attempt. To answer this inquiry, Sharif (2012) considers that teachers' attitude towards methodology innovation results from a governmental 'imposition' for education change without prior consensus. Traditional teaching has undoubtedly supplied society with great scientists, linguists, researchers, and more magnificent professionals who have been taught under conventional theories. However, the result is not what is questioned by this study, but the time and energy-consuming procedures applied to perceive effectiveness.

In contrast to what was stated above, great world powers have adopted a broader perspective regarding methodology innovation and have obtained favorable results. However, perhaps due to the inequality perceived concerning economic support from the government, teachers notice disadvantages in education performance and prevent apparent

change failures. Hence, a possible explanation for such rejection might be that teachers limit accomplishing administrative requests and not linguistic needs due to their experience dealing with limitations. Therefore, traditional theories like the Grammar-Translation Method make teachers feel comfortable in practice, for they perceive results regarding content accomplishment. However, this study is conscious of how challenging it is to change this long-term tradition and proposes new techniques that provide confidence, wellness, and results.

Moreover, to ensure the effectiveness of methodology innovation in language instruction to foster significant learning, this research is developed based on an eclectic approach (Collins, 1999). Thus, strategies in the Lexical Approach and Blended Learning support the Communicative Approach and provide different benefits that can be adapted to multiple conditions. Nevertheless, it must be recalled that the focal points of education are learners, and in this sense, the decisions considered in this study were primarily to their advantage. Finally, to succeed in this research, a set of strategies capable of adapting to a sub-develop country and meeting learners' requests considering teachers' viability in different situations is submitted. Now, teachers can access this study to discern the strategies they deem necessary to ease their job and benefit learners' communicative improvement.

### **2.7.1. Theory of language**

Hymes (1972) proposes the Communicative Competence to contrast Chomsky's (1965) theory perspective for language learning to determine the effects of language theory in communication. Chomsky claimed that memory and external influences do not affect speakers' real language performance since an automatic grammar correction appears when natural language is exposed. However, Hymes (1972) was much most concerned with language awareness through communicative and cultural involvement focusing on speech acts and language management's appropriateness to produce abstract linguistic competence. Similarly, this research's adoptions towards lexicon learning emphasize language as means of real interaction to enhance inference of meaning through a contextual awareness matching Hymes's viewpoint.

Nevertheless, Halliday (1970) presents a language functions theory in which he argues that language performance depends on its structure which ultimately influences meaning perception. According to Halliday, language function and its intention fluctuate according to language settings, ascertains how language structure delivers a critical effect in communication. On the other hand, Halliday proposes the language functions that must be considered when setting language structure in second language learning. Such functions include expressing meaning, interacting, communicating authentically, setting the language structure according to the intention, and inferring meaning through practical use rather than grammatical analysis. Consequently, the current study addresses lexicon acquisition to allow learners to infer language variations by the implicit analysis of its execution in different genuine contexts.

### **2.7.2. Theory of learning**

In concordance with the language theory, learning theory aims to lead a meaningful acquisition process in which understanding grammatical patterns is irrelevant in authentic language practice. To support this assumption, preliminary academic literature by Littlewood, William, and Swan (1981) and Johnson (1982) suggest that activities, significant input, and meaning must converge in a context that meets learners' needs. Besides, Johnson (1982) argues that language conditions must meet communication needs above the processes involved in language acquisition. Therefore, this research aims to propose lexicon learning activities selected to engage learners in meaningful and authentic language use rather than systematic linguistic exercise.

Additionally, Krashen's (1982) and Halliday's (1970) theory agrees in suggesting that language functions must be addressed from a communicative perspective to assist second language learning with real social interaction aims. Accordingly, for Littlewood and William (1984), a significant plus component in this learning theory is the integrated development in language skills that fosters Communicative Competence. Following them, the cognitive and social aspects are here considered for genuine interactions to enhance automatic language processing, including grammatical, lexical, and speech acts appropriateness. Consequently, this language theory matches the current purpose of this study since it aims to conduct lexicon

acquisition through real-life experiences rather than academic instruction. Similarly, it explains why acquisition instead of learning is the focal point of this study since knowledge must be achieved through real experiences rather than grammatical instruction.

### **2.7.3. Design**

Many authors have been concerned about the Communicative Approach's design, in whose literature has been synthesized as a weak and strong version for learning implementation. For instance, Ellis (1999) considers that the weak version regards the communicative elements needed to achieve accuracy through a PPP (presentation-practice-production) framework that improves functional and social competence. On the other hand, Ellis suggests that a strong version is more concerned about achieving fluency through different communicative tasks. In short, despite the two versions vary in terms of content, input, and methodology, both embrace Communicative Competence for learners' input and output. Subsequently, the Communicative Approach's design allows this study to motivate learners for vocabulary improvement since real communication promotes learning engagement.

### **2.7.4. Objectives**

Many literary works regarding the Communicative Approach's purposes have excelled their meaningful effects on authentic language improvement. However, Piepho (1981) has provided a broader explanation about the scopes of this teaching approach, which lists its objective levels as follows:

- To express meaning
- To learn through real communication
- To deliver values and judgments
- To foster self-error awareness
- To meet curricular language settings



Nevertheless, it must be reminded that language improvement is a gradual process that must deliver input, methodology, and language practice opportunities that fit learners' aptitudes.

### **2.7.5. Syllabus**

Preliminary work on the learning syllabus by Wilkins (1976) suggests no explicit program in the Communicative Approach since languages are subjective aptitudes ruled by the context. Instead, Wilkins argues that a notional syllabus that enhances linguistic-semantic analysis, language structure and function, and academic subject understanding must be adopted to meet learners' needs. Additionally, this syllabus must be tailored to the involvement degree that language items may have in learning through adequate conditions to promote communicative proficiency. Consequently, a Communicative Approach syllabus allows teachers to meet a language learning context where what learners need to know might be considered the study topic.

### **2.7.6. Types of learning and activities**

A large and growing body of literature on the Communicative Approach has noted that its activity outline can best be treated under two headings:

- **Functional communication activities** like comparisons, sequences, features identification, following instructions and directions, and problem-solving.
- **Social interaction activities**, including conversations, discussions, debates, dialogues, role-plays, and improvisations.

### **2.7.7. Learners' role**

There is a large volume of published studies describing the learners-role in the Communicative Approach as a centered-learned instruction that highlights:

- Peers' interactions above learner-teacher interaction.
- Tries above hits.

- Collaborative work above individual performance.

### 2.7.8. Teachers' role

Teachers' role has changed from instructor to mediator in the teaching-learning process, responsible for:

- Enhancing communication between all learners.
- Promoting cooperative work.
- Managing group organization.
- Individual and group instruction.

### 2.7.9. Role of instructional materials

The Communicative Approach has involved a significant extent of materials to motivate and engage learners in language learning and promote interactions and language use. It has become commonplace to distinguish material modalities into three types:

- **Text-based materials** are sources that foster topic discussions, asking comprehension questions, taking reporting notes, or situational descriptions such as surveys, questionnaires, and journals.
- **Task-based materials** are the sources that encompass games, role plays, or pair/group work, including worksheets, role cardboards, and scripts.
- **Realia** is the real-life input, like signs, magazines, advertisements, newspapers, maps, charts, or graphs.

### 2.7.10. The ECRIF framework in the Communicative Approach

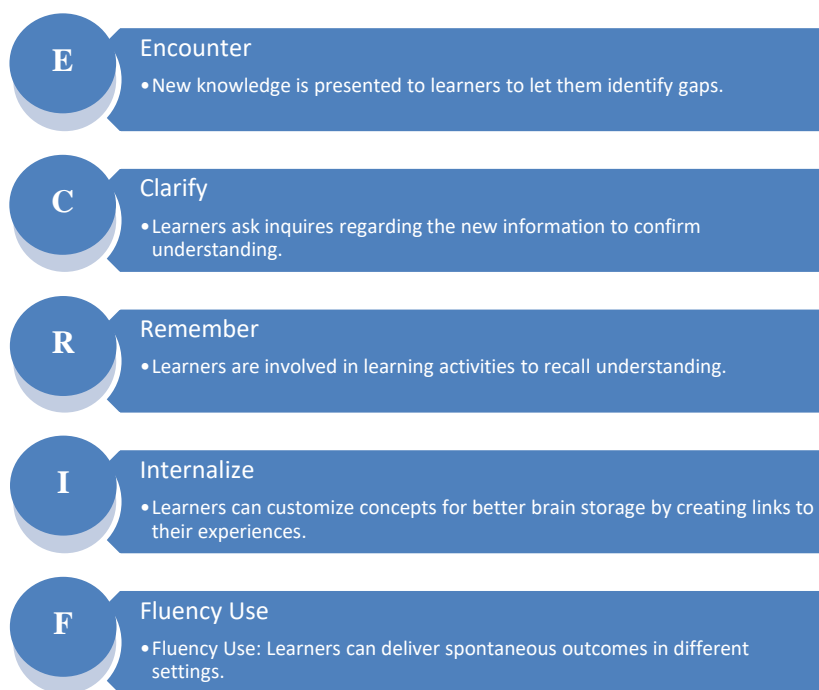
The current study considers ECRIF (Encounter – Clarify – Remember – Internalize – Fluency Use) framework as the pedagogic model to achieve significant learning. This framework aims to provide a path to promote learners' improvement recognizing the gradual accomplishments of the learning goal. Like the Communicative Approach, the ECRIF framework focuses on the process rather than on the result, promoting learner-centered

instructions where teachers become learning assistance. Moreover, The ECRIF model maintains a constant concern during the entire learning process since pre-learning, during-learning, and after-learning assessment are emphasized (Kurzweil & Scholl, 2005). Consequently, this framework has been considered when developing the different strategies encompassed in the academic proposal of this study to assess and improve lexicon learning gradually.

Following Kurzweil and Scholl (2005), ECRIF stages can be synthesized in Figure1.

**Figure 1:**

Stages proposed by the ECRIF framework



*Note:* Kurzweil and Scholl (2005). <https://www.ecrif.com/>

Therefore, the Communicative Approach's learning design, activities, roles, and material fit the ECRIF framework to promote communication involvement rather than language mastery. Perhaps the most critical effect teachers aim to observe on learners is self-learning improvement and authentic language performance. Hence, this is the primary reason for

conceiving a communicative perspective in the current study since it indirectly aims to promote self-awareness regarding lexicon improvement. Besides, this approach must be appraised because, as in the ECRIF framework's goal, it delivers the opening to enjoy real experiences respecting learners' pace. To conclude, the section that follows best describes some valuable strategies that can be considered to foster communicative purposes.

## **2.8.Strategies in the Communicative Approach for learning vocabulary**

Following Hardan (2013), learning purposes' achievement relies on what and how learners and instructors handle learning processes. He suggests that strategies help learners achieve learning goals by making them conscious about what works better for their learning. Once learners identify a specific technique to acquire knowledge in a particular field, they can employ a similar one to any other content. Hence, strategies must be addressed to achieve learning success by letting learners know how to identify valuable tips to enjoy the learning process. In agreement, this study proposes learning strategies that pupils can adopt not only for vocabulary improvement but instead for a better understanding of language principles.

Following Palacios (1996), the means to qualify a strategy as successful or not is the learners' duty since they are the real affected in practice. Thus, learners allow teachers know how and when they need an adapted version of a strategy that worked in a particular situation. Subsequently, learners must be instructed in knowledge and how to manage education for their benefit, becoming gradually autonomous learners aware of their learning pace. In other words, teachers may focus on introducing strategies so that learners can identify and feel comfortable with the one that fits their needs. Only then may teachers know which strategies to apply and which ones must be adapted in every teaching context concerning different purposes.

The key strategies for lexicon learning that fit communicative purposes include:

- **Pair/Group work:** Numan (1988) refers to learners' engagement as a learner-centered instruction where outstanding learners' strengths and weaknesses must be the primary goal of teachers. However, Rogers (1969) complements Numan's

argument by asserting that it is required to give learners a comfortable setting of cooperation to overcome possible learning complexities. Thus, a feasible method to start learners' involvement is cooperative work to let them be assisted by peers who complement their skills and foster success. Following Gilley and Clarkston (2014), four categories can promote interactive group work learning with behavior control. The first category is Creating, where students work together to develop a new creation or a product variation. The second type is Investigating, being case studies the most common assignments. The third classification is Critiquing, used to improve critical thinking through activities like finding mistakes, peer evaluation of oral presentations, or group editing. The last category is Multiplayer Games which can be easily adapted from individual Jeopardy-like games by changing participants by teams.

- **Role-Playing:** As suggested by Solís (2012), this strategy stimulates and motivates content from experience and fosters cooperative learning since each learner performs a significant role in achieving the learning goal. Thereby, role-playing is perhaps the most accessible strategy adopted by teachers to foster learners' language engagement in authentic contexts despite poor lexicon management. It delivers many adjustable settings to involve a new lexicon considering learners' aptitudes and encouraging creativity in performance. Nevertheless, it must also be considered that role-playing does not merely regard dramatization activities but rather it provides two different formats according to learning purposes. On the one hand, individual role-playing fosters critical thinking by conceiving stories, letters, or findings solutions adaptable to different academic contents and real-life circumstances. To better explain, Maier (1989) proposes observation and analysis to achieving knowledge goals, follow-up discussions for attitude concerns, and role-playings defined after feedback to improve skills acquisition. Thus, here is portrayed a broader role-playing scope to improve the choice range when addressing lexicon learning activities for enhancing fundamental interactions.

- **Discussions:** This strategy promotes the collaborative exchange of thoughts among teachers and learners and improves pupils' learning, problem-solving, and comprehension (Oradee, 2012).

Although it has been wrongly supposed a high-level performance activity, discussions possibly constitute the most effective strategies to promote language production. Accordingly, as argued in the previous sections, much instructional material promotes language improvement if addressed accurately with the support of teachers. For example, clue cards might significantly support infer meaning and highlight new lexica to promote internalization through real-life-based input. Additionally, Gonzales (October 15, 2015) proposed various discussion strategies depending on the learning level and the teaching time availability. Good examples of Gonzales' strategies are the Gallery Walk (look and comment), the Philosophical Chair (agree or disagree), or the Hot Seat (guessing games).

The strategies suggested here may give teachers a new perspective to adopt when meeting new lexicon in their lessons' performance. Nevertheless, the arguments presented in this chapter are only a sample of the strategies expanded in the academic proposal to foster vocabulary acquisition through natural settings. The following sections describe additional methods based on the Lexical Approach and Blended Learning as supporting methodologies for this study to enhance spoken lexicon improvement.

## **2.9.The Lexical Approach for enriching vocabulary learning**

Historically, scholars investigating the factors that influence EFL learning have focused on improving English understanding in learners of all levels and ages. Unfortunately, English learning is considered a challenging task in Ecuadorian EFL background, perhaps because it has been introduced after the critical period of language acquisition (Lenneberg, 1967). Many academic and social barriers stop a smooth acquisition of the second language, and first language interference is probably the most critical concern. However, it is necessary to explain how utterance can work and get together in different contexts through discernible drills to overcome language learning complexities. Accordingly, Lewis (1993) presented an

approach to introducing vocabulary with no vague explanation but word combinations called chunks.

Similarly, Lackman (2011) agrees with Lewis (1993) in asserting that word relation is the sharpest road to increase lexicon acquisition. Lackman presents research suggesting engaging strategies for introducing lexical idioms in lessons, such as grouping family words that share similarities in shape, sound, or meaning. Lackman's suggestions enroll the Lexical Approach, Communicative Approach, Blended Learning, and others, with gamification to prove how simultaneous approaches are to improve learning. Moreover, a wider variety of learning strategies may decrease the affective filter, that according to Krashen (1982), establishes how successful language learning may be.

Following Racine (2018), teachers are essential in language learning, not as knowledge transmitters but as leaders who show how to find and understand language features. For instance, Racine explains how involving the habitual combination of words, defined as collocations, can spontaneously help learners identify language patterns in the language used by teachers. Consequently, learners might meet Lewis's Lexical Approach to producing phrases through chunks where an in-depth understanding is not required but gradually instinctive. Thereby, the Lexical Approach supports the position of this study when addressing spontaneous interaction to improve vocabulary acquisition rather than focus on instruction.

To better understand chunks' advantage, the Lexical Approach gives significant credit to its involvement asserting that language can reach fluency and decrease processing demands. Following Lewis (1993), it is easier to infer meaning through context instead of analyzing single words that sometimes do not have a meaning if isolated. Hence, teachers must start by explaining that every language element has a subjective intention or reason for being according to what language and cultures demand. Consequently, learners could be gradually aware of when and how chunks work in language and might be ready to meet sources that encourage chunks' identification. Consequently, this research agrees with the Lexical Approach's perspective to address lexicon learning for significant communicative purposes where meaning is achieved from context.

On the other hand, teachers must consider introducing chunks in genuine communication as a gradual process that demands lots of commitment from teachers and learners. Additionally, Willis (1990) claims that teachers must manage a high error tolerance since the only fact of getting students into language learning is already a success. Therefore, despite failures, every learners' attempt demonstrates their courage and desires for language improvement to reach authentic communication, and such, it must continually be appraised. Due to the Lexical Approach's adaptability, this research suggests teachers consider it when addressing lexicon instruction for language improvement by understanding meaning through context.

## **2.10. Strategies in the Lexical Approach for improving oral interactions**

Preliminary work on lexicon acquisition was undertaken by Lewis (1993), who claims that the mere use of engaging strategies does not ensure language acquisition. On the contrary, Lewis considers that it is necessary to provide learners a lexical pattern that can be appraised in natural settings. Nevertheless, Coady and Huckin (1997) suggest that teachers and learners must show commitment in language learning to facilitate new lexical chunks involved in everyday interactions. Consequently, this section presents some strategies based on the Lexical Approach to introduce new lexis to enhance natural backgrounds' oral interactions.

- **Lexical meaning inference:** By drawing on the concept of meaning, Lewis (1993) has been able to show how poor lexicon has been perceived regarding an equally meaningful in all languages. This assumption can be clearly illustrated when learners translate isolated words to understand a phrase, possibly getting more confused about their results. Accordingly, Firth (1957) suggests that letting learners discover meaning through the inference of chunk sets creates meaningful language learning and develops critical thinking improvement. Thereby, following song lyrics, discovering associations, or odd word out activities can promote chunks' understanding for further use and increase word storage in long-term memory. For instance, encountering learners with chunks in everyday interaction, including



greeting and instructions, learners might be gradually aware of the possible uses and combinations of chunks.

- **Authentic materials immersion:** Benavent and Peñamaría (2011) note this strategy fosters language and cultural awareness improvement by natural exposure to native communication styles, which may deliver learners a confident instinct to adopt such styles. As noted by Lewis (1993), encouraging learners to compare their performance with native speakers' may promote native-like language shadowing. To illustrate, encountering learners to social networks, TV shows, or music and video sources may motivate them and promote language involvement since they may feel linked to the real world outside. However, learners' level and authentic materials' potential must be considered when selecting them since both must complement each other to promote language improvements. Hereafter, teachers must exploit their creativity to choose, adapt, and design significant learning activities to motivate and persuade learners' language improvement.
- **Meaningful Repetition:** From preliminary studies by Richards and Rodgers (1986), it was exposed how the Audio-Lingual Method attempted to improve language acquisition through the repetition of drills. Even though such an approach has been mistrusted for not allowing genuine improvement, its original nature may work if considered from a communicative perspective. Therefore, to strengthen and enrich vocabulary learning, a significant repetition must be involved by exposing learners to the same terms in different contexts (Nation, 2005). Thus, teachers must address this strategy from a different perspective where repetition enhances more than just sounds. Repetition must be emphasized in vocabulary learning to extend meaning and use opportunities in different contexts instead of repeating isolated patterns. For instance, follow-up questions, a yes/no game, or build a sentence challenge may engage learners in a meaningful repetition technique to foster understanding of chunks.

This section has explained how lexicon and meaning not necessarily must be addressed through classical methodologies that prevent apprentices from meaningful learning. On the contrary, the literature considered for this study shows how learners can develop communication despite poor lexicon management through chunks accurately and gradually

introduced. The following segment describes how Blended Learning can persuade students to enhance lexicon improvement through online sources that help them exploit technology advances to assist learning.

### **2.11. Blended learning to foster lexicon acquisition**

Staker and Horn (2012) conclude that traditional instruction supported with digital, media, or online sources (Blended Learning) allows teachers to reach multiple learners' groups equally. They offer the possibility to simultaneously focus on different learning styles since Blended Learning removes face-to-face education barriers such as time, place, and pace issues. A possible explanation for this might be that learners can select their path according to their new possibilities to manage learning pace through technology-mediated instruction. Hence, teachers become mediators in learner-centered instruction that help learners be responsible for learning success through new age sources and strategies to motivate language learning.

As far as current education is concerned, Blended Learning is a top-trend methodology that has supplied solutions for interaction impediments due to the global pandemic. However, it is perhaps frustrating for many teachers who worked with traditional methodologies and have never encountered this teaching method before the pandemic. A likely explanation is that this teaching style requires technology bases that they have not developed or because they feel confident with old-fashioned teaching techniques. Therefore, this study presents relevant literature to guide teachers when addressing Blended Learning to improve lexicon instruction to get involved in communication.

Concepts like asynchronous activities have been introduced to the new glossary adopted by teachers and applied in new technology-mediated teaching practices to foster learners' independent development. According to Dziuban, Hartman, and Moskal (2004), digital sources management is one of Blended Learning's implicatures since it fosters learners' engagement and proves the extraordinary commitment of teachers. Nonetheless, despite the extra demands from Blended Learning, there are many benefits like simultaneous

personalized training, student-centered instruction, and learners' freedom to learn at their pace.

Additionally, Staker and Horn (2012) claim that Blended Learning promises teachers to accomplish every learning goal since schedules and school year terms are no longer impediments. Moreover, Blended Learning let language involvement transcend classroom walls because learners can break frontiers behind a tech device and go as further as they desire. On the other hand, as teachers have already met Blended Learning, it is now demanded to sharpen its performance with sources to best-reach learners' encouragement. Consequently, tech-mediated learning must be considered the strategy to improve the cooperative work of teachers and learners to optimize time and effort and meet different needs.

Likewise, previous studies have asserted that getting into Blended Learning is not as difficult as it seems, but it just requires involving tech sources in teaching:

Any instructor who employs technology in his/her teaching practice, whether in f2f or through web-based distance education practices in online education (DE/OL), could legitimately refer to such experiences as Blended Learning (Siemens, Gašević, & Dawson, 2015, p. 61).

Additionally, Siemens, Gašević, and Dawson (2015) claim that Blended Learning allows teachers to keep working traditionally as pleased with an additive that improves learners' engagement. Hence, Blended Learning represents the chance to combine traditional methodology with updated education modalities that respect learners' pace and improves significant language learning. After solving multiple learners' class concerns, it is time to focus on what strategies to apply to foster English lexicon improvement for communicative purposes.

## **2.12. Strategies in the Blended Learning to foster spoken lexicon**

Oxford (1990) affirms that language learning strategies aim to develop Communicative Competence, for which teachers can use direct or indirect strategies. Direct strategies are

related to cognitive processes like the role of memory, analysis, and problem-solving in language learning. In contrast, indirect strategies point to understand how language performs in different affective and social backgrounds. Subsequently, since Blended Learning allows teachers to focus on cognitive and affective concerns, lexicon instruction can be taken under a technology-mediated approach. This section then describes some strategies aided by technology that teachers might consider enhancing lexicon learning for language improvement in eventual oral interactions.

- **Gamification:** Gamification makes assessment significantly meaningful and less stressful when applying websites or online applications that soften evaluation intentions (Graham, Woodfield, & Harrison, 2013). However, it depends on teachers' creativity to select, design, and deliver such assignments to get involved and keep enthusiasm. However, online sources provide teachers effortless tools to develop creative assignments that motivate learning assessment, including Baamboozle, Kahoot, Genially, Quizizz, to mention a few.
- **Technology Reinforcement:** Lothridge, Fox, and Fynan (2013) claimed that technology-mediated tasks that include music, videos, and other technology sources influence language learning pace as they decrease affective filter. Consequently, lexicon learning can be intensified and increase engagement if supported with tech sources that fit learners' preferences. These activities become feasible due to countless platforms like Teams, Zoom, and some interactive games and poll creators mentioned in previous sections to persuade learners' involvement.
  - **Flipped Classroom:** This pedagogical strategy's primary aim is to foster learning outside the classroom to an eventual clarification and reinforcement inside the school. Videos are the primary sources for learners' analysis that become the inquiry material for a subsequent class. However, Stauffer (January 04, 2018) advises some strategies not to over-depend on videos but instead to variate with online discussion groups or homework feedback in class. Furthermore, McGee and Reis (2012) argue that learning must integrate classroom and online learning experiences to foster social tolerance. They assert that

interactivity between teacher, learners, and other prompt feedback and learning engagement is equally appraised in face-to-face or online experiences. Accordingly, a broader perspective can be adopted nowadays since social networks' management has increased as learners were forced to contact the outside world through tech-mediation. Thereby, social networks like Facebook, Twitter, Teams, Zoom, or WhatsApp can foster social integration to subsequent discussions, debates, descriptions, or argumentation in class according to learners' language management.

The strategies argued in this section indicate that there are practical techniques to meet different backgrounds, promote lexicon acquisition, and engage language involvement. Additionally, it has been presented enough evidence to suggest that teachers may address different level learners and reach the same goal if they focus on learners' concerns. Finally, it must be recalled that strategies broader expanded in the academic proposal are primarily to meet individual and collective needs. The following part of this paper moves on to describe the second variable of this study regarding the importance of spoken lexicon improvement.

### **2.13. The role of language in communication**

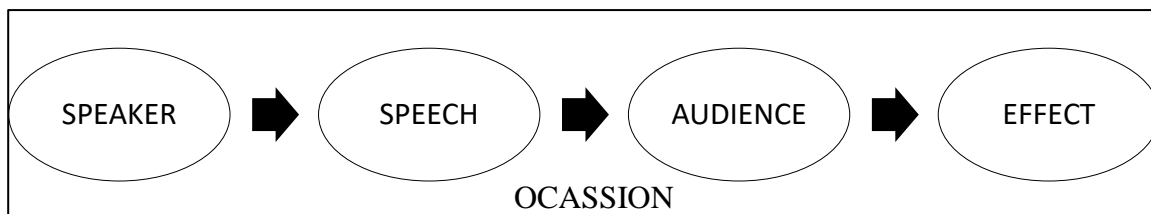
Human beings' ability is such unique that they can transform the environment into their comfort, and language is not the exception. Besides, communication undoubtedly constitutes the inherent human component that distinguishes them from the rest of the living creatures allowing them to excel in nature. Over the past decades, most human evolution research has found some 'language codes' that humans have used since the earliest evolution stages to convey information (Littlejohn, 2002). According to much anthropological evidence, it can be inferred that language can appear in diverse systems apart from oral to reach a communication need. Nevertheless, oral interaction is the first so far encountered performance in everyday activities, and hence, must be the first promoted in human growth.

For Dale (1969), language works as an instrument to transform complicated abstract concepts, including feelings and thoughts, into logical messages. Dale asserts that when these messages are interchanged, it refers to the communication act where information is received,

processed, and replied visually or orally. However, early language research by Aristotle claimed that an in-depth process is involved from the conception of a message to its reception (Petersons & Khalimzoda, 2016). Aristotle presented a mass communication model as shown in Figure 2, in which he focused on the effect that speakers, as main communication elements, produce on listeners. Like this, Aristotle argued that speakers are responsible for analyzing the audience who receives the message and prepares the speech to persuade the listener's mind.

**Figure 2:**

*Aristotle's Model of Communication*



Nevertheless, many communication models presented from the middle of the 20th century have opposite Aristotle's, recognizing more elements and processes required to convey a message. Additionally, findings suggested that communication is not a mere ability between living creatures since human evolution has carried technology that implies language systems to devices. Still, all of them agree Dale (1969) in successful communication is only successful when the receiver decodes messages and gives responses, not necessarily explicit. In the same vein, this research considers not merely the contents learners might convey but how learners communicate to promote understanding responses.

Nonetheless, Allwright (2014) goes beyond the analytical process of communication, suggesting that language learning must highlight socio-emotional influence as a complementary factor in information delivery. According to Allwright, society shapes experiences that induce feelings and thoughts and how they are processed to become messages eventually. Hence, updated language learning theories rely on managing the language learning process to enhance Communicative Competence for social and cultural

harmony independently from the context. Consequently, it is demanded to focus on how teachers can promote learners' authentic interaction through accurate lexicon instruction according to natural backgrounds.

#### **2.14. Communicative Competence in EFL learning**

Hymes (1996) introduces the Communicative Competence in language pedagogy, which, following Chomsky's (1965) contrast between competence and performance, argues why grammar instruction is useless in language acquisition. Hymes and Chomsky agree that language's central purpose is communication rather than cognitive delivery, so grammar analysis becomes unnecessary when introducing language. This view is adopted in most language learning approaches that exercise significant language learning through meaningful practices applied in natural everyday settings. Therefore, the literature compiled in this research focuses on the communicative purpose of language to highlight the importance of lexicon in language improvement.

Canale (1983) states four abilities that speakers should manage to achieve the cognitive field of Communicative Competence, such as Grammatical, Sociolinguistic, Discourse, and Strategic Competence. However, more humanistic linguists, including Gee (1992), Lakoff (1974), and Hymes (1964), have addressed Communicative Competence from a contextual perspective in which the analyses of social paradigms determine language performance. For instance, Hymes (1964) exposes how much interdependence between language and sociolinguistics influences meaning inference. His findings portray how speakers can create multiple versions of the same language due to the different cultural contexts of occurrence. Accordingly, if learners manage a particular language at school, it may vary according to the place, modality, and people they interact with after class. This ability to handle language in different settings without creating conflicts in meaning is how humanistic linguists describe Communicative Competence and why this study adopted it.

Consequently, lexicon instruction must foster Communicative Competence from a humanistic approach where learners improve an authentic language to succeed in context. If learners can handle language in terms of expressing and understanding meaningful messages,

they can argue that they develop their Communicative Competence. However, in agreement with Hymes (1987), who enlightens cooperative work in language production, teachers must support the language learning process with enough input. Hereafter, this inquiry attempts to boost learners to catch, process, and reply to different language codes for understandable interplays with the coherence required for its production.

### **2.15. English language skills**

According to North and Piccardo (2016), the Common European Framework of Reference for Languages (CEFR) was considered the international regulatory system to validate language proficiency. Hence, European standards determine English proficiency in six reference levels from A1 for beginners to C2 for proficiency by evaluating the four primary language skills (See Table 2). Since skill refers to the faculty for completing an activity, optimizing time and energy, language skills can be described as efficient language performance to intercommunicate. Therefore, language instruction focuses on developing language skills for receptive and productive language management that allow learners to enhance how they get involved in communication.



**Table 2:***Global Scale parameters according to the CEFR*

|                  |    |   |
|------------------|----|---|
| Advanced user    | C2 | Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations.   |
|                  | C1 | Can understand a wide range of demanding, longer texts and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.                                      |
| Independent user | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
|                  | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.                 |
| Basic user       | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.                        |
|                  | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.  |

Note: European Council (2020). <https://tinyurl.com/rb4bc>

Preliminary work on language learning by Rubin (1975) suggests that language learning requires looking for valuable techniques that promote genuine communication. However, a prosperous English instruction is not a mere question of getting involved in English management but describing how to deal with language concerns. Similarly, Richards, Platt, and Platt (1992) claim that language skill strategies allow learners to handle communication dilemmas through generalization and inferencing that develop language critical thinking. Thus, one of the intentions of this research is to encourage learners to expand their lexicon for enhancing language skills improvement that promotes authentic communication.

Following Muñoz, Riquelme, and Salvidia (2011), the primary language skills that rule communication development can be synthesized as follows:

- **Listening skills:** Ability to perceive and understand units of language.
- **Reading skills:** Ability to process written works.
- **Speaking skills:** Ability to convey discernible oral information.
- **Writing skills:** Ability to encode messages through a transcribed system.

Since these language skills must accomplish high proficiency levels to denote effective instruction, EFL teachers invest all efforts to enhance their improvement. Accordingly, several lines of early studies have focused on language instruction methodology to show the different approaches developed to improve language skills. For instance, the Grammar-Translation Method was intended for improving writing skills, the Audio-Lingual Method for listening and speaking skills, and the Lexical Approach for reading skills. Despite some of them are traditional approaches, it can be inferred that every skill can be improved since they can trust a particular approach to enhance.

Nevertheless, research work conducted by Chen (2007) has shown that language skills must be pondered integrated processes to ensure proper language management. Therefore, it is suggested not to address macro language skills as abilities that work independently but rather complement each other's improvement. By way of illustration, a practical case of integrated development of language skills can be discerned in a discourse performance. The author needs reading skills to sustain the speech, writing to produce the draft, speaking to

deliver the speech, and listening for checking comprehension. Many similar cases can be submitted to demonstrate how important it is for teachers to address an integrated approach for improving primary language skills. Henceforward, the accurate choice of teachers to discern which strategies can foster not only a particular language performance but also integrative improvement in communication of young learners.

Accordingly, Oxford (2001) agrees that an integrated-skill approach enables comprehension of language as a fundamental information exchange component for learners. Thus, communication must become the goal that every language program attempts to achieve to endorse significant learning. On the other hand, teachers must create the necessary condition for students to set high EFL standards to meet those required for English language proficiency (Sadiku, 2015). In short, the improvement of English language skills argued in this section encourages teachers to recall the achieving goals that must be established for English acquisition's success.

#### **2.16. Receptive vs. Productive skills in communication**

Data from several studies suggest that language is a gradual acquisition process that develops specific skills for productive and receptive language intentions. To illustrate, learners can deliver intended messages through productive skills by encoding concepts that originated in the brain to become verbal or graphic outcomes. In contrast, to comprehend language input, it is required to decode phonologic and visual language signals by accurate receptive skills. Therefore, recalling Dale's (1969) claim, this study suggests that learners might simultaneously improve productive and receptive skills since people reach communication when language is exchanged.

Following Sadiku (2015, p. 30), language skills' growth confers learners with scaffolded support together with a confidence degree to gradually get immersed in real communication. Hence, it can be assumed that when learners can respond to an input, their productive and receptive skills have been developed significantly. Consequently, as previously stated, for Oxford (2001) and Chen (2007), teachers must address integrated strategies to improve learners' productive and receptive skills that ensure comprehensible language exchange.

Nevertheless, once learners are aware of the skills required to process language, it is time to clarify that language subskills are demanded according to the different language intentions. As a result, language exchange intentions are constantly remarked throughout this study and rule the proper strategies that promote natural interactions.

Having defined what is meant by productive skills, let us now describe the sub-skills regarding speaking and writing that refine language production's intentions. For instance, Muñoz, Riquelme, and Salvidia (2011) claim that to develop speaking skills, learners must first improve:

- **Fluency** to respond as naturally as possible in a smooth way.
- **Vocabulary** to select the proper utterances according to the speech context.
- **Grammar** for an appropriate articulation of words in a phrase.
- **Pronunciation** to deliver audible statements.

Regarding writing, Harmer (2007) mentions that sub-abilities learners must improve can be listed as follows:

- Handwriting and spelling distinction
- Punctuation norms
- Grammar and arrangement of words
- Coherence and cohesion appropriacy
- Vocabulary selection

Harmer (2007) argues that all these sub-skills foster learners to produce written language output with accurate content and organization.

On the other hand, as previously discerned, language outputs must be decoded through receptive skills like listening and reading to complete the information exchange process. Accordingly, Hadfield (2008) states that to identify the language intentions of listening, learners must improve:

- **Listening for a gist/ skimming listening** when the purpose is to catch the general idea about a topic.
- **Listening for specific information** if the aim is to discover a particular fact.
- **Listening in detail or scanning listening** if the object is to understand as much content as possible.
- **Listening for attitude** to infer the implicit messages.
- **Extensive listening** when the intention is to improve fluency by catching all individual elements in smooth speeches.
- **Listening for individual sounds** to differentiate homophonous words in any locution.

In contrast, Krashen and Terrell (1998) identify the four main sub-skills of reading, like those mentioned for listening:

- Skimming reading
- Scanning reading
- Intensive reading
- Extensive reading

Krashen and Terrell (1998) suggest that since belonging to receptive skills, these sub-skills aim the same as mentioned earlier in listening but regarding transcribed input.

In this section, it has been explained that English language skills endeavor to accomplish language purposes through integrated language skills improvement. The literature here suggests that when language skills work in isolation, they may not reach communicative purposes but merely informative language intentions. Consequently, the section that follows moves on to focus on speaking skills for authentic language involvement as one of the primary matters of the current research.

## **2.17. Speaking skills for authentic language involvement**

For Ur (1991), speaking is conceivably the most critical language skill since it partly denotes if a person knows a language or not. Therefore, speaking must be the first language

skill developed by EFL learners since they may convey every concern from the beginning of the learning process. Besides, from a humanistic approach supported by Gee (1992), Lakoff (1974), and Hymes (1964), when learners have the sources to get involved in peers' interactions, they enhance their confidence and reach cognitive improvement. Hence, this section attempts to provide literature relating to the inference that teachers and learners must adopt towards real speaking settings to succeed in communication.

However, this communicative process presents some challenges to EFL backgrounds where learners request the assistance of teachers regarding input strategies to provide the path that encourages them. Accordingly, previous research suggests that speaking must be conceived from an interactional perspective since it answers people's need for interchanging information vocally, as Hornby (2005) and Hadfield (2008) claimed. Moreover, output opportunities must be presented within the conditions that prove English can flourish in academics and authentic settings. For this reason, the strategies submitted in this report meet not only academic needs but instead attempt to deliver practice opportunities that encourage learners to exchange language.

Likewise, Ur (1991) mentions that the lack of practice opportunities in English language learning delivers inhibition to identify and overcome possible language concerns. This restraint is perhaps the main reason for language involvement confinements since the fewer engagement learners hold, the higher the affective filter that prevents language improvement. Thus, evoking previous assumptions, a possible solution for language reticence might be fewer teachers' intervention and increasing learners' opportunities to language exchange between peers (Rogers, 1969). However, it must be clarified that it does not mean that teachers are no longer involved in language learning, but they pass from instructors to moderators. Therefore, the language perspective adopted here fosters learner-centered instruction where students can try, fail, and decipher language concerns with affective and cognitive encouragement from teachers and peers.

In agreement, Savignon (1972) states that every slip in communication results from the few chances to practice language exchange through real settings. Therefore, improving learners' speaking skills depends on accurate classroom activities to access significant input

and equal and comfortable performance opportunities (Allwright, 2014). As a result, if teachers want their learners' language success, they must involve real learning situations according to learners' competencies to enhance communication improvement. Subsequently, the eventual placement of language routine and meaningful input during the learning process may enhance learners' engagement in language exchange through speaking skills.

Alternatively, Allwright (2014) suggests some strategies for accomplishing real communication tasks without leaving aside specific or integrated content. These strategies for encouraging interactive classes include context explanations where the target language would be applied and enough feedback through cues and hints. Moreover, as previously portrayed, teachers might prioritize cooperative learning to let learners identify the target language's features and its gradual management in the exchanged language (Nunan, 1988). Along these lines far, this section's claims outline the probability to reach significant learning and a content-based curriculum through cooperative work in contextual language exchange.

## **2.18. Spoken lexicon improvement**

Many research pieces have assessed the teaching approaches' efficiency to recognize lexicon comprehension as a fundamental component of real human communication. To illustrate, Krashen (1982) suggests lexicon can be treated naturally and infer their principles as long as teachers and backgrounds provide enough comprehensible input. Therefore, Krashen's theory supports the perspective adopted in this research to highlight the importance of meaningful input to enhance significant spoken lexicon learning. Consequently, in this section, the literature centers on lexicon improvement as a critical component for speaking skills in English language learning.

Despite the recent findings of the role of vocabulary in EFL learning, possibly most EFL teachers address it as the interpretation of isolated words that claim learners' understanding. Consequently, classical approaches like the Grammar-Translation Method or the Direct Method have ruled many teaching styles of EFL teachers regarding conventional vocabulary instruction. In contrast, teachers must present English lexicon learning as the analysis of intrinsic language items, which, combined, allow people to convey messages (Ur, 1991). In

agreement, this inquiry addresses lexicon improvement so that learners can interact in authentic conditions instead of merely memorizing terms.

Similarly, Wilkins (1976) draws on an extensive range of sources to demonstrate why vocabulary management is probably most critical than any other human communication skills. Wilkins's assumption can be clearly seen in young children who can express concerns that otherwise would be impossible without vocabulary experience. This view is supported by Widdowson (1989), who holds that something that characterizes native English speakers is understanding messages when lexicon is sharper than grammar. In contrast, it is more challenging for them to comprehend a message if the grammar is accurate, but there is no adequate vocabulary use. Both conceptions perceive vocabulary learning from a Communicative Approach in which inference of meaning through input is more significant than understanding by linear learning. Henceforth, this study recommends that lexicon learning must be addressed as learners' tools to build and convey agreements and concerns through realistic verbal interactions.

Xia (2010) revealed that many strategies support teachers and learners in lexicon acquisition, depending on the intention stated for vocabulary understanding and use. Some basic skill strategies suggested by Xia include repetition, visual aids, body language, and gestures to help learners infer words' meaning. However, it must be reminded that these strategies are mere support for meaningful language learners' exchange as English learning's primary purpose. Consequently, lexicon learning strategies must complement meaningful input to encourage learners to realize the lexis' meaning and promote gradual internalization. Along these lines, the following section exemplifies some of the strategies that might promote lexicon engagement in authentic speaking backgrounds for better internalization.

Moreover, following Language Learning Beta (2020, December 31), the amount of vocabulary learning a person must have, helps determine his English level. To better explain, they suggest that vocabulary amount according to the CEFR levels can be better described as follows:

- A1: 250 words to create the essential core of a language.
- A2: 750 words to deliver comprehensible everyday language.



- B1: 2500 words to convey any concept at any circumstance.
- B2: 5000 words that are similar to the active vocabulary of regular native speakers.
- C1: 10,000 words that represent the active vocabulary of high-educated native speakers.
- C2: 20,000 words that people need to read, understand, and enjoy great literature.

Thereby, this study aims to help learners achieve the vocabulary knowledge that allows them to interact in real everyday circumstances. Subsequently, the learners' lexicon level might support their understanding of language exchange in academic and authentic backgrounds to be active individuals within the social performance.

As was mentioned in the previous section, the literature on the three approaches considered for this study has highlighted several strategies for improving lexicon acquisition. Accordingly, teachers must reinforce lexis through meaningful strategies and activities that promote learners' interaction, allowing them to assess how useful the already learned lexis is. For instance, to evoke some previously cited lexicon learning strategies, contextualization, and role-plays prompt learners to infer meaning and identify settings where lexis can be integrated. Hereafter, teachers may facilitate appropriate input, strategies, opportunities, and settings for learners to reinforce lexicon in authentic speaking language interactions.

Finally, the evidence presented in this chapter suggests that many scholars have assessed the effectiveness of strategies that might be considered when addressing spoken lexicon acquisition. Accordingly, if teachers attempt learners to acquire and gradually apply EFL spoken lexicon successfully, they must enlighten EFL learners about the different aspects of language meaning. Thus, once learners know what language meaning implicates, they may learn not only meaning itself but also how to link different language items. Additionally, teachers must ensure lexicon involvement's appropriateness to let them discern which language item must be internalized and which one can be discarded.

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

#### 3.1. Description of the study area / Study group

"Alfonso Herrera" High School was the scope institution to achieve the current Research Project. It is a public high school of regular education with seventy-six years of teaching labor to benefit learners from El Angel city and surrounding areas. This high school locates in El Angel city in Carchi province, where people can access it through the road to Tulcán city. Besides, its regular education is complemented with the technical instruction that offers better professional improvement opportunities and makes it the most suitable institution in the area. Then, its educative community's kindness encourages this study to consider it the ideal population for working on the analysis of spoken lexicon improvement.

Fifty-seven teachers help improve nine hundred and sixty-six learners' cognitive skills from elementary to high school levels in different study areas. However, this research project was accomplished by collaborating with beginner learners and teachers from the 8<sup>th</sup> level at "Alfonso Herrera" high school. To better clarify, as perceived in Table 1, two English teachers and eighty learners constituted the population surveyed that helped this research accomplish data collection and academic proposal encouragement. Therefore, the strategies submitted in this report are proof of gratitude to these learners with success desires and their restless creative, patient, and concerned teachers.

**Table 1**

*Students' Population*

| <b>Population</b> | <b>Class</b> |         |
|-------------------|--------------|---------|
| <b>Gender</b>     | 8th "A"      | 8th "B" |
| <b>Male</b>       | 23           | 19      |
| <b>Female</b>     | 17           | 21      |

*Note:* This table illustrates how the number of learners inquired for the present study constitutes the total population instead of a sample.

### **3.2. Research approach**

The current research was intended to identify the most suitable strategies to promote lexicon improvement in beginners from “Alfonso Herrera” high school for authentic communication. Consequently, a mixed research approach was considered to achieve study purposes since it is supported with quantitative and qualitative data to sustain the reliability of this study for education advance. This mixed approach was determined since one of the profitable ways to improve and validate findings is balancing quantity and quality to reach inquiry objectives (Johnson & Christensen, 2017). Moreover, through a mixed approach, the objectives, research questions, and the data instruments’ findings were more straightforward contextualized for further generalizations. In this study, mixed research benefited from identifying learners' perceptions of lexicon learning and teachers' experiences to promote more significant English learning.

On the one hand, the qualitative research was projected to analyze teachers’ experiences regarding vocabulary improvements and the strategies applied to promote new lexis in real life. On the other hand, the quantitative research allows validating the responses collected from the interviews to teachers with the student’s perceptions gathered through surveys about lexicon and strategies significance. These results show the importance of strategies when intending learners to apply English in authentic circumstances and how necessary it is to improve lexicon knowledge as a communication tool. The strategies to promote the English lexicon's significant learning are submitted in the academic proposal of this study to support teachers improve their practices and encourage pupils to enjoy English learning.

### **3.3. Research Method**

An explanatory design was applied to analyze the gathered data and accomplish the understanding, and problem-solving objectives stated for this study. According to Nassaji

(2015), it has become popular in teaching EFL, for it allows researchers to examine and understand learners' behaviors and experiences regarding learning EFL. Consequently, this design enables the present investigation to focus on both individuals and phenomena to dissect what, when, or how the identified facts influence lexicon learning success.

### **3.4.Procedures**

This study is supported with theoretical literature collected from documentary and non-documentary sources to give more reliability by contrasting different perspectives. On the one hand, the documentary sources include primary sources like research reports and thesis dissertations. On the other hand, the non-documentary sources were retrieved from journals and personal communications that provided significant support to the current study.

Accordingly, surveys were the primary instruments for data collection since questionnaires through close-ending questions, and interviews with semi-structured questions were delivered to achieve study goals. The questionnaires were designed to measure the following constructs: strategies adopted in lexicon training, lexicon application in real circumstances, and the importance of real-life input to promote significant learning. Finally, through a deductive analysis, those findings allowed this inquiry to develop an academic proposal that enhances spoken lexicon acquisition in beginner learners.

### **3.5. Bioethical considerations**

The current research project certifies the conceal participants' identity and promotes beliefs' tolerance since all opinions were acknowledged with critical thinking. Likewise, the appropriate language was used to formulate understandable and friendly instructions and questions to confirm participants' comfort during its development. Furthermore, an introduction about the purpose of the research and the instrument's intentions were included to provide the confidence required to promote authentic and reliable responses.

Besides, this research project ensures its content validity because it recognizes through referential systems the literature that assisted this study throughout the entire report. In consequence, literature is supported by the respective source styles established in the APA

system 7th edition set for this mastery program. Ultimately, the current research project supplies reliable and valid findings to further expansions of this work or contrast in future studies.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1. Results

The current inquiry was accomplished at “Alfonso Herrera” high school, a public institution in El Angel city, where teachers and students provided valuable data that allowed the successful fulfillment of the goals of this study. Interviews and surveys developed through questionnaires helped collect quantitative and qualitative data that support the validity and reliability of the results here submitted. Subsequently, the information assembled is agreeable with the two variables, the objectives, and the research question that assist in solving the research problem identified at the beginning of this investigation.

##### 4.1.1 Interviews

The interviews to collect qualitative data were applied online to two skilled English teachers, as seen in Figures 17 and 18, who work with beginners from the studied institution. The questionnaires portrayed in Appendix A are composed of seven questions regarding language teaching strategies and lexicon importance for communication were inquired to propose a feasible solution to the research problem. Consequently, to provide a better reflection of teachers’ experiences, the questions are detailed below according to the transcription of their responses (Figure 19).

The most striking result of the data is that it shows a high teachers’ awareness of many language teaching approaches, which at first sight fosters a better teaching quality. The data also indicate that teachers are informed of English teaching methodology, and to a certain degree, they are conscious of the difference between strategies and approaches. For instance, one of the teachers made an interesting comment about some alternatives from the first question that are more considered theories to support education instead of teaching approaches. The other teacher also mentioned a broader scope of familiar approaches for teachers, but more challenging to apply with EFL beginners, preventing them from

considering its implementation. From these findings, it can be assumed that there is enough understanding regarding methodology to promote better English learning that needs to be put into practice.

Nevertheless, despite the evident consciousness concerning teaching approaches, the data collected from the following questions about the classroom methodology is contradictory. It was suggested in the problem statement that most teachers adopt a traditional methodology when addressing English instruction that focuses on assessing non-communicative skills. Both teachers interviewed accepted that the first teaching approach they consider in everyday EFL class is the Grammar-Translation Method that corroborates the initial assumptions stated at the beginning of this study. The data now proves that such assumptions were accurate since teachers affirmed that they prefer traditional methods like the Grammar-Translation Method to assess writing skills. They also show a low tendency to the Audiolingual Method to promote speaking skills and the Total Physical Response to improve vocabulary learning.

Even though this result is somewhat counterintuitive, teachers affirmed that they feel delighted with their results from the traditional methodology they have applied in class. Both teachers affirmed that these strategies allow them to keep class' motivation and promote active learning since every learner has something to do during English instruction. This discrepancy could be attributed to a wrong assumption of what teachers consider active learning. Recalling Ellis (1989), it does not refer only to learners who constantly speak or write in class but to revive the interest in the education of every learner. Thereby, it can be suggested that the positive perceptions of teachers regarding traditional methodology do not refer to learners' engagement but instead to time and behavior control.

Likewise, teachers confirm that the most developed language skills of learners are writing more specifically in grammar, and the least improved is speaking. Teachers claimed that despite the methodology teachers may use in English instruction, results would remain the same. According to their perceptions, a lack of interest in learning English is a challenging fact that prevents any methodology's effectiveness. Moreover, they mention that learners' apprehension of talking in public prevents speaking skills, which according to them, is

something that methodology cannot change. In contrast, teachers assume that clear explanations, grammar exercises, and online sources ensure writing above listening and speaking improvement. Following interviewed teachers, it is easier for learners to perform writing tasks than speaking activities, thanks to technology where teachers can notice accurate performances.

On the other hand, teachers confirm that vocabulary is a critical requirement to enhance language skills and English comprehension and learning improvement. Moreover, teachers assert that vocabulary improvement might significantly promote learners' communication in the target language. Due to the low lexicon level, teachers confirm that they are forced to use Spanish to deliver explanations and confirm understanding. Consequently, the low English involvement in the class instructions by teachers promotes a low English delivery by learners since they recognize Spanish as an advantageous communication way.

Although teachers assert that lexicon must be improved to promote more meaningful use of English, they affirm that their strategies are reduced to English-Spanish translations. To illustrate, one of the teachers responded that she uses English/Spanish-target cards on the objects around the classroom or at home. The other teacher mentioned strategies like mnemonic sheets, translation cards, and, according to her experience, the English-Spanish dictionary's practical use. Additionally, teachers mentioned that they also use music and audio to foster an accurate pronunciation of new vocabulary, reinforcing their preference for the Audiolingual Method. Nevertheless, they did not mention any strategy to foster new vocabulary in natural conditions or promote communication between English learners.

In the final part of the interview, respondents were asked to select some strategies they would consider implementing to boost beginners' lexicon learning. Both teachers showed a positive attitude towards a set of strategies to promote lexicon improvement for communicative purposes. Besides, they stated that they have already implemented the proposed strategies, even though not specifically to promote lexicon development, which has presented positive results in practice. Thereby, as Oxford (1990) claimed earlier, language learning strategies encourage better understanding and foster more effective communication. Subsequently, English may become the first means of instruction, clarification, and



communication between learners and teachers, achieving the desired purposes for EFL learners.

#### **4.1.2 Surveys**

The following is a brief description of the online surveys (Figure 20) applied to learners to substantiate the pronouncements of teachers and increase the validity of data collected for the current study. Like the interviews applied to teachers, the surveys shown in Appendix B have been established to match the literature regarding the two variables deemed to sustain this inquiry. Ten multiple-choice questions were set to ascertain the participants' assessment of strategies and lexicon improvement for English language communication and learning motivation. Besides, to ascertain verifiable data, the questions asked participants to rate how strongly they agreed with each statement. For a broader clarification, the findings are detailed below.

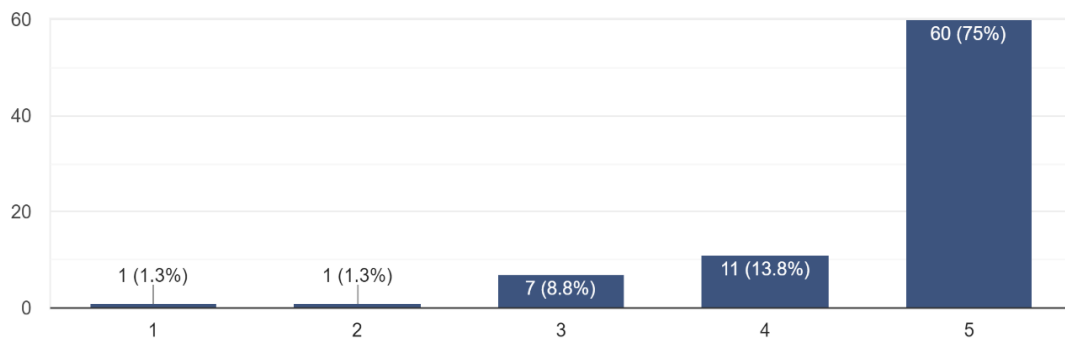
Initially, it was identified that the entire groups from both classes A and B would be part of the studied population due to the short number of learners. The percentage of participants can be better described as follows, a total of forty (50%) learners from 8<sup>th</sup> level class "A" and forty (50%) learners from 8<sup>th</sup> level class "B" as shown in Table 1. Moreover, from the studied population, forty-two (52,5%) learners are males, and thirty-eight (47,5%) are females, having studied, all of them, in the same institution during the past three years what provides more significant perspectives regarding learning experiences.

The first question elicited information on the most demanded language skills in real life according to learners. Participants were asked to rate each language skill from lower (1) to higher (5) demanded according to their perceptions. Regarding listening, 60 (75%) participants graded this language skill as 5, the highest rate, while the rest divided their perceptions between 1 to 4, as shown in Figure 3. Speaking showed a similar opinion, 55 (68,8%) rated this language skill as 5, and the rest divided their judgments between 1 to 4 as presented in Figure 4. Reading is considered a crucial language skill in the same vein since 58 (72,5%) learners rated this skill as 5. Simultaneously, a minority of them divided their perceptions between 1 to 4, as indicated in Figure 5. Writing is not the exception when talking about real-life language skills because 54 (67,5%) participants rate this skill with the highest

level (5), and the rest of them divide their viewpoints from 1 to 4, as in Figure 6. Overall, these results indicate that, according to learners, the most demanded language skill is listening followed by reading, after that speaking, and finally writing. Thereby, it can be assumed that the four primary language skills are essential for developing a natural standard of living since each provides specific advantages in daily activities.

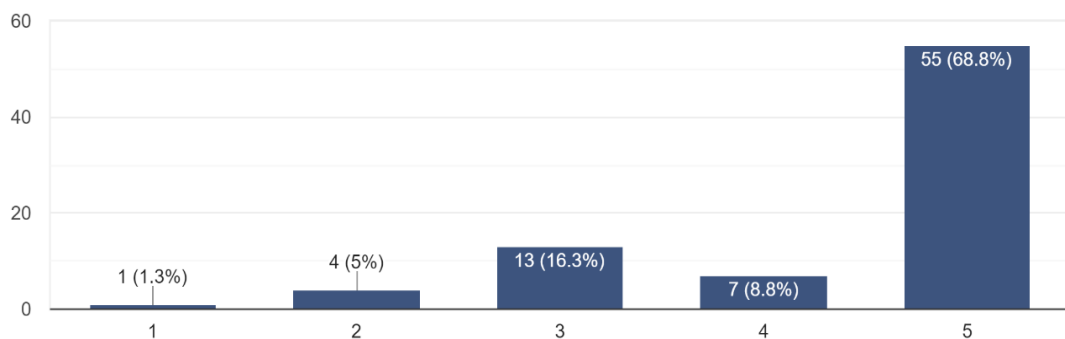
**Figure 3**

*Importance of listening for real life*



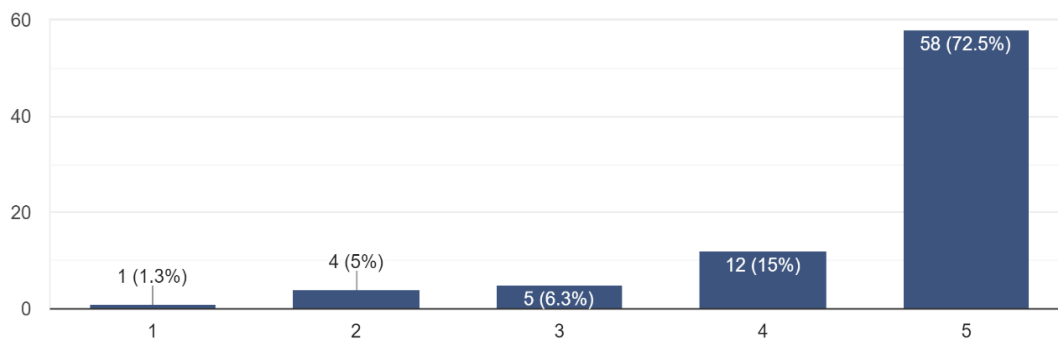
**Figure 4**

*Importance of speaking for real life*



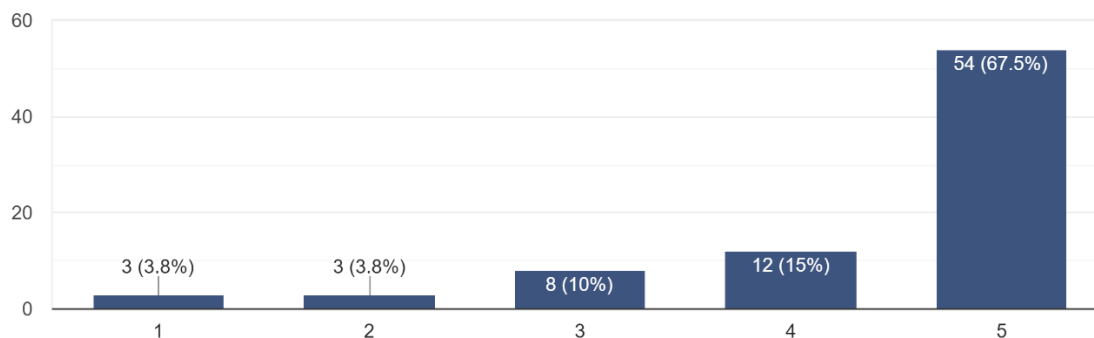
**Figure 5**

*Importance of reading skills for real life*



**Figure 6**

*Importance of writing for real life*

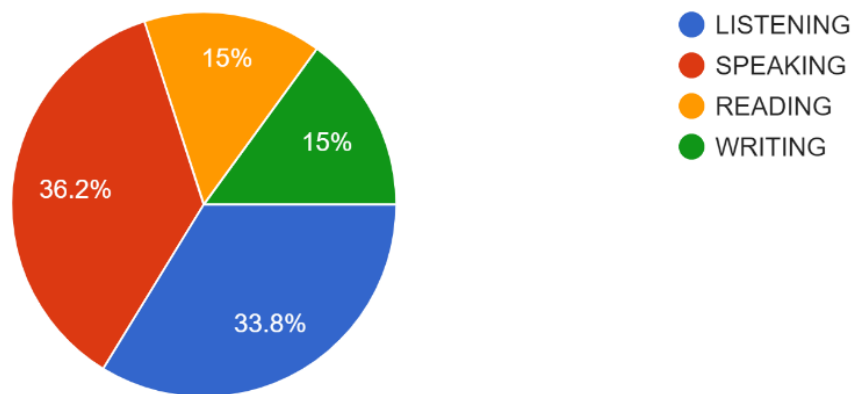


The next question endeavored to discover how tightly connected it is for learners, the lexicon level, and language skills development. The correlation between lexicon and language skills is interesting because findings show that lexicon enhancement is directly connected to improve speaking and listening skills for most participants. Such assumptions are broader expanded in Figure 7 and can be synthesized as follows: 29 (36,2%) learners considered that lexicon improvement might enhance speaking skills. 27 participants (33,8 %) believed that lexicon development might improve listening skills. The rest of the learners

equally divided their opinions since 12 (15%) considered a better lexicon level might get superior reading skills. A similar number believe that writing skills may be supported through lexicon expansion. A standard view amongst participants was that lexicon improvement supports the four primary language skills, which means a more significant language learning. The findings agree with Schmitt (2000), who asserts that proper lexicon instruction might promote a better understanding of language and a higher communication performance.

**Figure 7**

*Influence of lexicon level for language skills improvement*

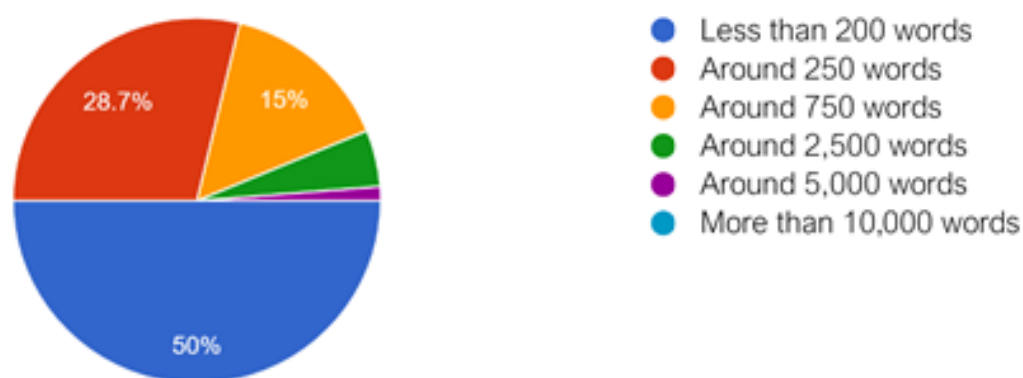


The next question asked the informants to report the English lexicon level they know according to their learning experience. According to Language Learning Beta, the amounts included in the different options are founded on the lexicon level established by the CERF (2020, December 31). Consequently, a particular quantity of English words, stated from beginners to advanced learners, has been proposed to identify lexicon awareness. It can be seen from the data in Figure 8 that half population considered they are familiar with a lower lexicon level than the demanded from beginner learners. However, 23 (28,7%) participants believed they met the vocabulary required for their English learning level. On the other hand, the rest of the contributors considered being conscious of an upper lexicon level than the

requisite for beginner learners. What is interesting about the data in this table is that despite positive half surveys' perceptions, it must be assessed if the lexicon they are aware of can be managed in language exchange.

**Figure 8**

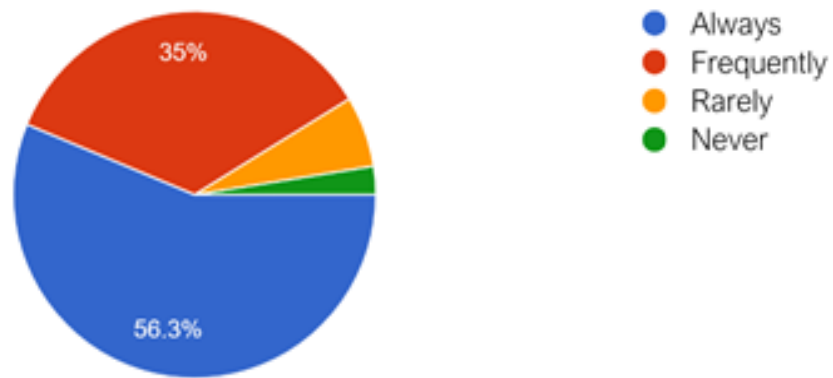
*Learners' perception of their lexicon level*



From the data in Figures 9 and 10, when asked whether class activities of homework are assigned to improve lexicon awareness, over half of respondents testified that it is something that teachers always do. 45 (56,3%) learners asserted that activities are assigned into the classroom to foster lexicon learning. The rest of the population divided their opinions asserting that from frequently to never are the activities that boost lexicon learning in class. In the same vein, 48 (60%) learners claimed that homework is permanently assigned to promote superior lexicon learning, with the rest divided judgments that went from frequently to never. The findings here exposed show how concerned teachers are regarding lexicon improvement and how they address lexicon learning. However, the following questions clarify if such awareness guarantees its reinforcement for significant learning.

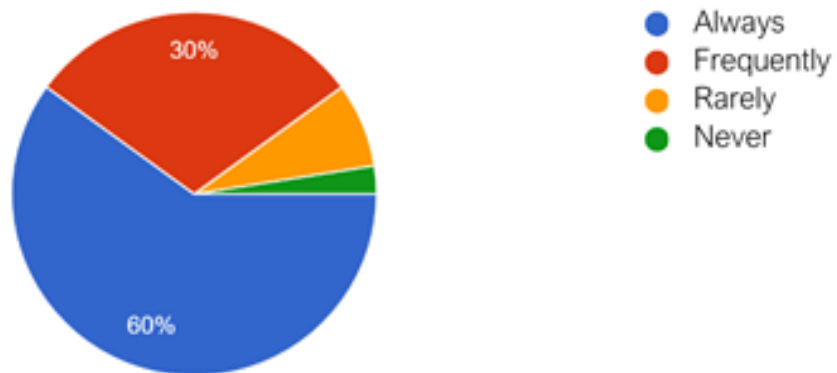
**Figure 9**

*Learners' perception of class activities to improve lexicon*



**Figure 10**

*Learners' perception of homework to improve lexicon*

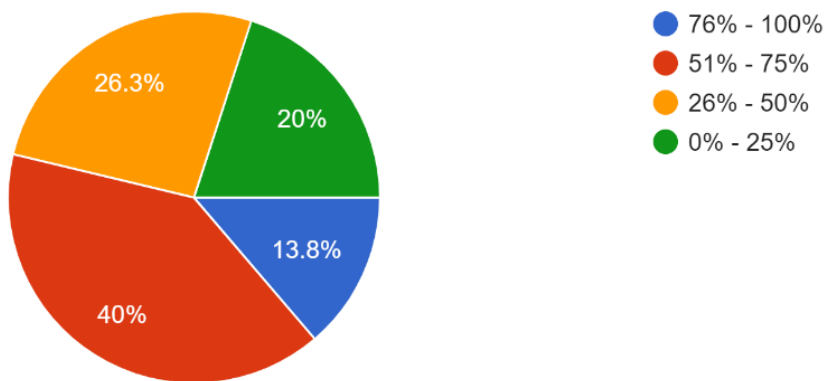


The difference between significant and non-significant lexicon assessment is somehow highlighted in Figure 11. In this section of the surveys, respondents were asked to declare how much English vocabulary learned in class has been applied in genuine interactions to

what participants delivered the following data. A significant percentage (40%) of learners alleged that more than half of the lexicon instructed in the class had been applied in authentic communication. A group of 21 (26,3%) learners followed this ratio who believed that less than half of the vocabulary had been employed in genuine interactions. Trailed by a smaller group of 16 (20%) participants who considered less than a quarter of the lexicon learned in the class had been part of their communication. Surprisingly, only a minority (13,8%) of respondents thought more than three-quarters of the instructed lexicon had been employed in natural language exchange. From this data, as the initial hypothesis suggested in this paper, the significant assessment of lexicon is not met in most cases. It confirms Nation's (1990) and Larsen-Freeman's (2008) claims, which asserted that lexicon must be appropriately reinforced to become significant learning for eventual language exchange.

**Figure 11**

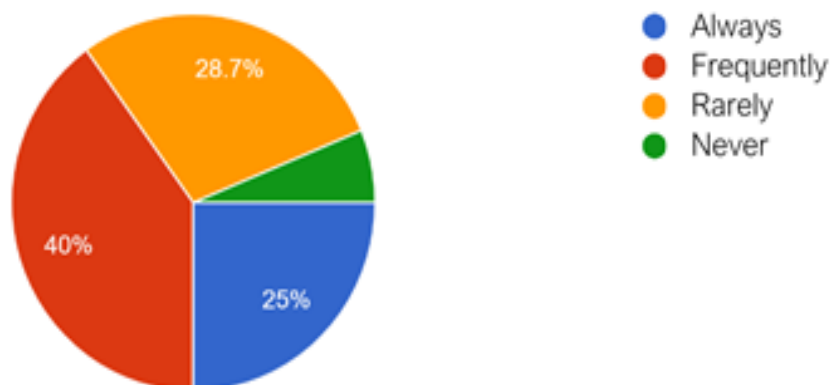
*Learners' perception of lexicon applied in real interactions*



The next section of the survey was concerned with the learners' attitudes towards lexicon self-improvement through online and media sources. As shown in Figure 12, the results indicated that most of the population are predisposed to improve their lexicon level since 32 (40%) and 20 (25%) learners claimed that they always and frequently, respectively, do it freely. In contrast, just the fewer group (28) claimed that they rarely or never improve their lexicon as a part of their free time activities.

**Figure 12**

*Learners' perception of online and media sources applied for lexicon improvement*

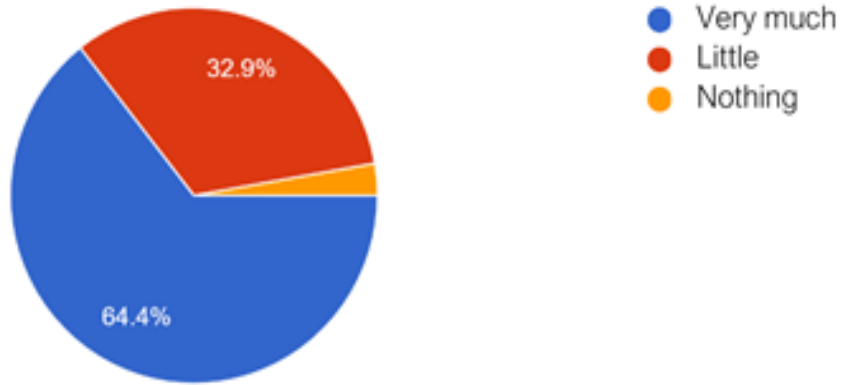


In the final part of the survey, three questions were testified to elicit essential insights into possible considerations for developing the academic proposal. Among the three examined scopes, what are the current strategies applied by teachers, how learners perceived teachers' strategies, and what are the learners' positions towards new strategies were part of the last study concerns. A comparison of the three results is detailed in this paragraph but individually presented in Figures 13, 14, and 15. What is ambiguous in the data from the three tables is that even though most learners (64,4%) affirmed that they like the strategies teachers use to encourage lexicon improvement, as presented in Figure 13, findings are contradicted in Figure 14. The majority of those who were interrogated indicated that teachers include English-Spanish translations, readings, and repetition as strategies to promote lexicon improvement. This data suggested that, like teachers, learners are also adapted to traditional learning techniques that promise behavior control but might not foster learning engagement. Conversely, learners show a positive posture towards integrating strategies to persuade lexicon progress like pair/group work, challenge or interactive games, or role-plays, as shown in Figure 15.

**Figure 13**

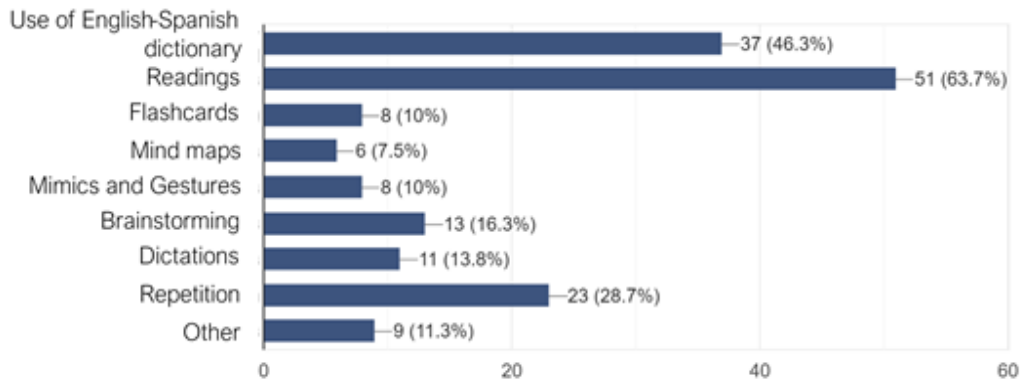
*Amount of teachers' strategies for lexicon improvement*





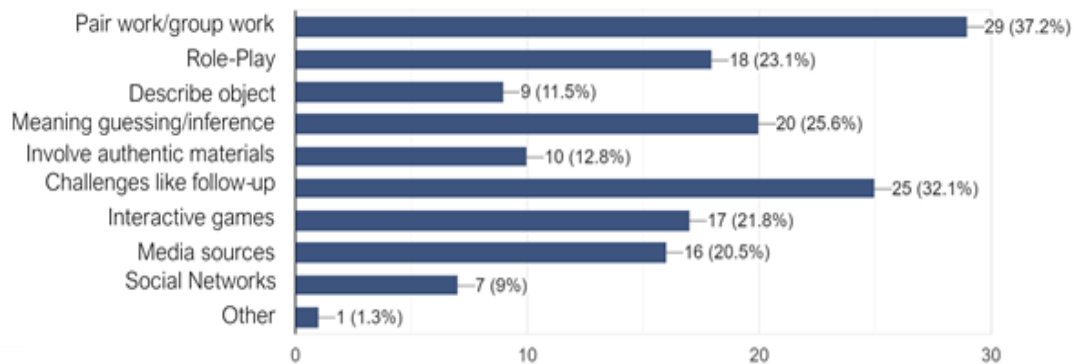
**Figure 14**

*Amount of traditional teachers' strategies applied for lexicon improvement*



**Figure 15**

*Strategies for lexicon improvement to promote real communication*



## 4.2. Discussion

As mentioned in the theoretical framework, language skills play a crucial role in learning languages since it promotes a meaningful communication between learners and teachers (Littlewood & William, 1984). In the same vein, interviews with teachers and surveys of learners have shown that both are conscious of how primary language skills are in authentic settings. However, data showed that the most demanded communication skills, according to the participants, are speaking and listening since it is found inside the classroom and in real life. A possible explanation for this might be that both skills are the first means of language exchange between teachers and learners. For instance, teachers deliver explanations and instructions through speaking, and learners get those messages through listening processing. The same happens when learners have a concern to be shared with peers or teachers since listening and speaking are accountable for those language exchanges.

Additionally, one of the project's initial objectives was to identify how the lexicon has been addressed in the advantage of English learning. Matching the findings, we can infer that lexicon improvement is one of the everyday concerns that teachers adopt when attending English instruction. Likewise, data suggested that learners' and teachers' posture towards lexicon improvement meet significant learning, which means a lexicon's actual application. Agreeing to participants' responses, the amount of lexicon instructed is considerably parallel to the lexicon applied in real communication. Nevertheless, it is essential to bear in mind the possible bias in these responses since findings regarding strategies employed by teachers proposed that they did not provide meaningful communication. This discrepancy could be

attributed to the fear of losing control during instruction since teachers assign duties to learners to monitor their behavior during class time. In contrast, Littlewood (2013) mentioned that achieving a Communicative Approach in a class with multiple learners might be challenging but feasible if simultaneous strategies are foreseen to deal with possible difficulties.

Moreover, a strong relationship between strategies and lexicon improvement has been reported in the literature and eventually sustained through the data collected in this study. Results have shown that despite teachers being significantly aware of language learning methodology and its educational improvement benefits, they avoid implementing updated strategies. The data suggest that teachers and learners are fond of traditional methodology since their responses revealed positive reactions regarding the strategies applied and the results obtained. This account must be approached with some caution because the conformities detected do not confirm the speaking skills improvement that the lexicon must project. On the contrary, teachers, and learners advised that reading and writing skills are more assessed than listening or speaking skills. This somewhat contradictory result may be due to teachers and learners prefer an easy-scorable written task instead of challenging to grade speaking assignments. In short, teachers and learners prefer to have a tangible score that evidenced their work instead of a subjective result from spontaneous interactions.

Nevertheless, teachers and learners have displayed an equivalent predisposition to implement new strategies that promote significant learning through sources that involve technology and allow them to engage in authentic interplays. In agreement, Prabauh (1992) claimed that tangible accomplishment in learning is only achieved when teachers emphasize learners' inclusion rather than stressing the intended results. Hence, strategies must be addressed to motivate learners to get involved in learning, delivering implicit results in language improvement. Consequently, the academic proposal seeks to promote more encouraging learning regarding lexicon improvement to spontaneously persuade learners to apply new lexicon in authentic interactions.

## CHAPTER V

### ACADEMIC PROPOSAL

#### 5.1. Title

**“Improving Spoken Lexicon Through Authentic Language Strategies”  
ONLINE DIDACTIC GUIDE OF METHODOLOGICAL STRATEGIES TO  
ENHANCE SPOKEN LEXICON ACQUISITION**

#### 5.2. Rationale

Garzon et al. (2013) define didactic guides as accurately designed tools to promote self-learning through creative instructive strategies that enable learners to improve at their pace. Likewise, they suggest that the number of activities and sources encompassed in its layout rules its success since they are the natural promoters of learning improvement. However, didactic guides must be addressed not to substitute teachers but to reinforce their role as facilitators of language learning understanding. By this means, the academic proposal submitted in this section might promote language integration with authentic practice backgrounds where learners' attempts are appraised.

Thereby, in the previous chapters, the usefulness of three practical approaches has been analyzed to determine critical strategies that enhance lexicon acquisition for authentic interactions. Besides, as discussed above, interactive strategies must be considered to prevent teachers from addressing lexicon instruction in isolation with no significant input nor purpose. On the contrary, Thornbury (2007) suggests a focus on lexicon improvement as means for oral expression to meet particular daily learners' demands. As a result, the present research concerns how to address vocabulary enhancement to become the engine for communication and significant learning.

Moreover, it seems relevant to perform a study about strategies to train beginners with lexis to deliver original ideas in different backgrounds. Thus, the current research explores the Communicative Approach's rewards for the benefit of EFL learners when performing oral interaction with the lexicon acquired gradually. Besides, one of this research aims to

give a different viewpoint of EFL lexicon learning to teachers and learners from the studied school. Consistently, taking advantage of the human and technological resources available, this study and eventual proposal turn achievable and truthful.

### **5.3.Theoretical foundation**

#### **5.3.1. Methodological strategies**

Numan (1988) noted that the Communicative Approach's role does not merely regard the independent discovery of knowledge in young learners but the building of culture. In similar terms, Littlewood (2013) remarked that since this approach relies on other learning theories that enhance communication through meaningful learning, experiences must be readjusted to every learning context. Consequently, it is suggested that it is not just a matter of creating interaction opportunities but fitting those opportunities to learners' reality to foster learning engagement. Thus, this study considered the Communicative Approach over other constructive models since it outstands its primary purpose of establishing understanding above content.

Similarly, to ensure the effectiveness of methodology innovation in language instruction to foster significant learning, this research is developed based on an eclectic approach (Collins, 1999). Thus, strategies in the Lexical Approach and Blended Learning support the Communicative Approach and provide different benefits that can be adapted to multiple conditions. Nevertheless, it must be recalled that the focal points of education are learners, and in this sense, the decisions considered in this study were primarily to their advantage. Finally, to succeed in this research, a set of strategies capable of adapting to a sub-develop country and meeting learners' requests considering the viability of teachers in different situations is submitted. Now, teachers can access this study to discern the strategies they deem necessary to ease their job and benefit the communicative improvement of learners.

Furthermore, the current study considers the ECRIF (Encounter – Clarify – Remember – Internalize - Fluency Use) framework as the pedagogic model to achieve significant learning. This framework aims to provide a path to promote learners' improvement recognizing the gradual accomplishments of the learning goal. Like the Communicative Approach, the

ECRIF framework focuses on the process rather than on the result, promoting learner-centered instructions where teachers become learning assistance. Moreover, The ECRIF model maintains a constant concern during the entire learning process since pre-learning, during-learning, and after-learning assessment are emphasized (Kurzweil & Scholl, 2005). Consequently, this framework has been considered when developing the different strategies encompassed in the academic proposal of this study to assess and improve lexicon learning gradually.

### **5.3.2. Lexicon Acquisition**

According to Thornbury (2007), lexicon acquisition for speaking skills must satisfy learners' demands because oral expression is the most demanded every day. To illustrate, learners' activities in the classroom emphasize speaking when describing goals orally, including assignments that demand the advancement of skills different from oral production. However, EFL learners with a weak lexicon hold shorter verbal exchange involvement due to the lack of confidence to interact (August, Carlo, Dressler, & Snow, 2005). Subsequently, the absence of lexicon fluency is usually proof of vulnerability caused by little practice opportunities that may influence communication outside the classroom (Thornbury, 2007). Given that, authentic language involvement is suggested to teachers in the present study to encourage learners to improve their language performance.

Accordingly, many research pieces have assessed the teaching approaches' efficiency to recognize lexicon comprehension as a fundamental component of real human communication. To illustrate, Krashen (1982) suggests lexicon can be treated naturally and infer their principles as long as teachers and backgrounds provide enough comprehensible input. Therefore, Krashen's theory supports the perspective adopted in this research to highlight the importance of meaningful input to enhance significant spoken lexicon learning. Consequently, in this section, the literature centers on lexicon improvement as a critical component for speaking skills in English language learning.

As was mentioned in the previous section, the literature on the three approaches considered for this study has highlighted several strategies for improving lexicon acquisition. Accordingly, teachers must reinforce lexis through meaningful strategies and activities that

promote learners' interaction, allowing them to assess how useful the already learned lexis is. For instance, to evoke some previously cited lexicon learning strategies, contextualization, and role-plays prompt learners to infer meaning and identify settings where lexis can be integrated. Hereafter, teachers may facilitate appropriate input, strategies, opportunities, and settings for learners to reinforce lexicon in authentic speaking language interactions.

## **5.4.Objectives**

### **5.4.1.General objective**

To support lexicon improvement through strategies based on the Communicative Approach, Lexical Approach, and Blended Learning to encourage authentic language interactions.

### **5.4.2.Specific objectives**

- To coordinate proper strategies in an online didactic guide for promoting lexicon learning for authentic language exchange in beginner learners.
- To integrate communicative techniques in teaching lexicon practices to encourage learners to get involved in real language performance.
- To illustrate the effectiveness of language learning strategies with communication purposes by contrasting data collection and literature to sustain the present academic proposal.

## **5.5.Beneficiaries**

The current research concerning improving spoken lexicon reveals the need to develop an academic proposal to assist teachers and learners in attending lexicon acquisition for authentic purposes. Thereby, this proposal entitled “Improving Spoken Lexicon Through Authentic Language Strategies” aims to propose an online didactic guide of methodological strategies to encourage learners and teachers from “Alfonso Herrera” high school. Whereas this proposal converges on improving the spoken lexicon, it constitutes a procedural reference to upgrade the instruction quality to improve other language skills. Consequently,

this academic proposal's critical goal is to seed lexicon learning awareness in teachers and learners to promote its application in actual circumstances.

Additionally, eighty EFL learners from two groups of the eighth grade of basic education are the primary target population that encourages this proposal. The reason for focusing on this group is because this proposal offers strategies to beginner learners, and this group belongs to the first grade to whom English is taught. To better explain, English is not tutored in previous school grades, becoming them the beginner group in acquiring English as a foreign language. Besides, two EFL teachers who spend hours of commitment, creativity, and tolerance in their daily roles assisted this proposal with valuable input to improve its development. Finally, the current proposal may encourage other teachers of different academic areas from the institution abovementioned to attend learning goals that meet real-life demands.

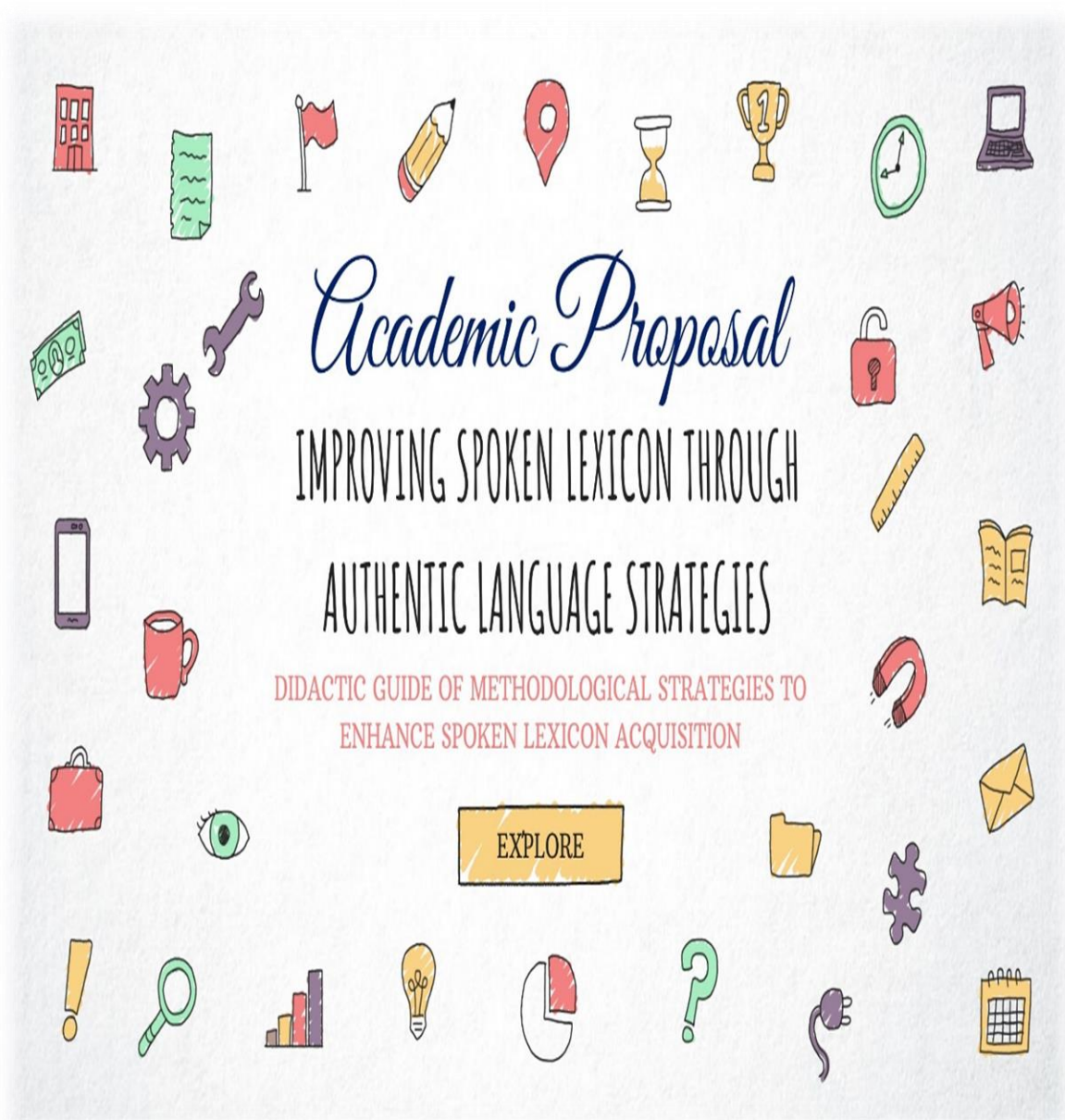
## **5.6.Impacts**

English is perhaps one of the most demanded universal languages worldwide, for which many academics have work on numerous studies to assess strategies that promote its learning. However, lexicon instruction has been improperly adopted since its primary purpose is to internalize different terms in isolation for mere brain storage. In contrast, this proposal offers techniques to fit students' perceptions regarding vocabulary usage in natural backgrounds with the intention of improving language exchange. Henceforth, the current proposal explored the Communicative Approach's rewards for EFL learners, highlighting the significance of strategies for appraising language learning attempts.

Furthermore, this proposal benefits teachers and learners from the studied and nearby institutions who share the same doubts about suitable strategies for significant lexicon learning. Similarly, it is aimed to foster self-formation in young learners by introducing students to a variety of learning strategies that they may try, fit and appraise. Speaking is considered the primary language skill during the current academic proposal since the motivation to natural interactions in young learners is its ultimate target. Henceforward, higher management of the spoken lexicon might improve learners' confidence when interacting orally to expand L2 learning quality in upper levels.



## 5.7.Development



*Note:* Cover page of the online methodological guide.

<https://view.genial.ly/606e2aa74a7d390d13cf7b21/learning-experience-didactic-unit-academic-proposal>

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## **PRESENTATION**

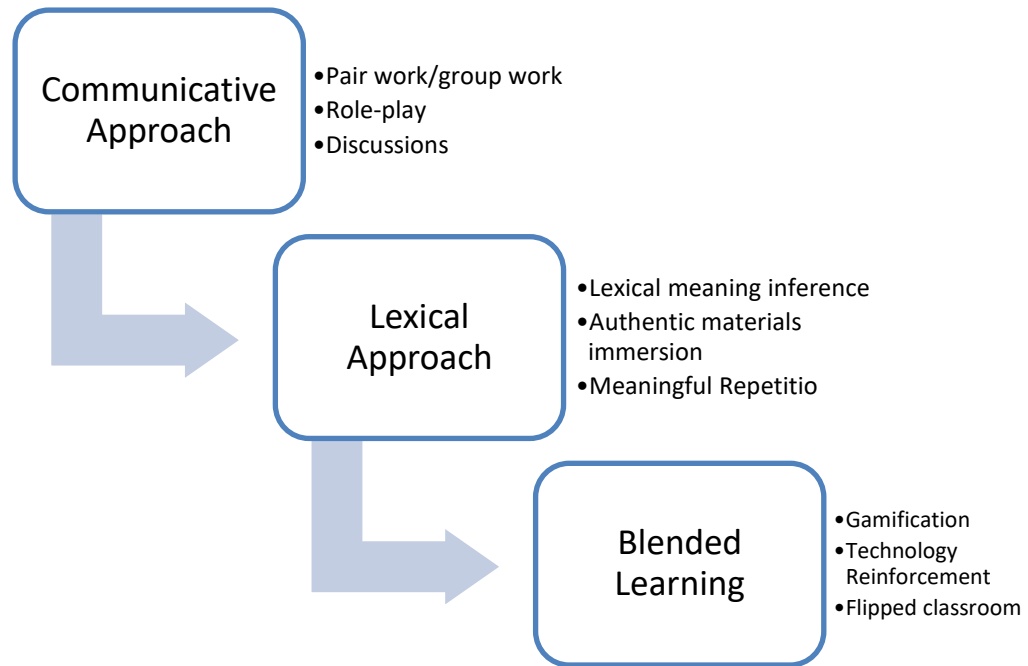
Following some TEFL experiences, Ecuadorian EFL textbooks from public schools are not supplied with enough duties for improving lexicon acquisition to develop oral interactions. A possible explanation for lexicon vulnerability is that the Ecuadorian EFL curriculum focuses on the mechanical improvement of language skills, leaving aside vocabulary upgrading through genuine interaction. As a result, the lack of vocabulary practice prevents learners from strengthening communicative skills to be appraised outside the classroom by friends and relatives. Therefore, the current online didactic guide was intended to meet the identified problem regarding strategies for lexicon instruction, meaningful learning, and authentic language improvement.

The strategies submitted in this academic proposal are organized according to the three approaches that sustain the study previous to this proposal. The first part deals with the methodological strategies encompassed in the Communicative Approach to address lexicon acquisition for real-life involvement. The second part regards the Lexical Approach, and its strategies focused on lexicon training through meaning inference for authentic language production. The third section presents engaging techniques to manage Blended Learning as the current instruction modality adopted worldwide due to the human restriction conditions.

Moreover, each strategy considered for the three different approaches describes three straightforward techniques that illustrate how to proceed when addressing lexicon improvement. Besides, brief literature is included to explain the procedure, objectives, teaching framework, sources and materials required, adaptability, and suggestions to accomplish the learning goals. The organization and development of the strategies suggested are clearer explained in Figure 16.

**Figure 16:**

*Strategies taxonomy adopted by the current study*



## STRATEGIES IN THE COMMUNICATIVE APPROACH



*Note:* Menu of the online methodological guide for the strategies in the Communicative Approach. <https://tinyurl.com/289h3u4d>

## Strategy 1: Group Work

### *For teachers:*

Group work refers to developing an assignment by multiple contributors to promote cooperative learning since the group's success means individual success (Douglas, 1976).

**Technique:** Creating

**Method:** Song Adaptation

**Level:** Beginners

**Time:** 30 minutes (estimated)

**Linguistic Objective:** To promote lexicon improvement through cooperative work to increase the vocabulary range.

**Communicative Objective:** To encourage learners' creativity by adapting real input with learners' versions to improve lexicon understanding.

**Linguistic Content:** English Vocabulary: Adjectives (adaptable for different linguistic elements.)

**Language Skills improved:** Speaking, listening, reading, (writing in the adapted version.)

**Work Arrangement:**

**Pair/Group:** Input/Output





**Materials:** Cellphones/laptops/tablets, headphones, lyrics, realia (according to learners' accessibility).

**Online source:** YouTube, Mentimeter, Padlet, Wheel of names, Genially

## Teaching-learning framework: ECRIF

### Procedure:

|   | STAGES       | TIME    | ACTIVITY  | EXAMPLE  |
|---|--------------|---------|---|--|
| E | Encounter    | 5 min.  | Teachers present linguistic content through a music video.  | Adjectives:<br><br>Youtube video: Sugar sugar – The Archies<br><br><a href="https://youtu.be/h9nE2spOw_o">https://youtu.be/h9nE2spOw_o</a>   |
| C | Clarify      | 5 min.  | Learners try to identify the message in the song and ask inquiries to clarify understanding.  | <ul style="list-style-type: none"> <li>• Is the song about food?</li> <li><input checked="" type="checkbox"/> Is the song about love?</li> <li>• Is the song about a woman?</li> </ul>     |
| R | Remember     | 5 min.  | Teachers foster learners to identify the adjectives and expressions used to make descriptions in the song.  | Brainstorming: Mentimeter<br><br><a href="https://tinyurl.com/9954vc4x">https://tinyurl.com/9954vc4x</a>   |
| I | Internalize  | 5 min.  | Teachers foster learners to discuss in pairs the meaning of the adjectives mentioned during brainstorming.<br><br>Teachers suggest learners consider different aspects like physical appearance, personality, and literal or allegorical (symbolic) meaning for the expressions | Pair Discussion: <ul style="list-style-type: none"> <li>• Sugar:<br/>Personality/symbolic</li> <li>• Honey:<br/>Personality/symbolic</li> <li>• Candy:<br/>Personality/symbolic</li> </ul> |
| F | Fluently Use | 10 min. | Teachers persuade learners to create an adapted version of the song using different adjectives instead of the song's original one.<br><br>Teachers suggest learners use as many adjectives as they can.   | Wheel of names to random assignment:<br><br><a href="https://wheelofnames.com/">https://wheelofnames.com/</a><br><br>Song adaptation – Padlet:   |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>Teachers explain to learners that they will work in teams to develop the task.</p> <p>Teachers use the wheel of names to assign members to each team.</p> <p>Teachers encourage learners to record a video singing their creations and post them on Padlet so everyone can do likes and comments on their peers' creations.</p> | <p><a href="https://tinyurl.com/2ktjyme">https://tinyurl.com/2ktjyme</a><br/><a href="#">z</a></p> <p>Original:</p> <p> Sugar, oh honey<br/>honey... </p> <p>Song Adaptation:</p> <p> Pretty, oh lovely<br/>lovely... </p> |
|--|--|--|--|

### **Adaptability:**

- Teachers may hand out worksheets with the lyrics and activities.
- Teachers may use the blackboard instead of Mentimeter for brainstorming learners' responses.
- Teachers may replace the spinning wheel with a random numbering system to determine the teams' members.
- Song adaptations may be presented around the class like a Gallery Walk Activity so learners can move around and enjoy and comment on their peers' creations.

### **Recommendations:**

- Learners must use lyrics sheets during presentations to support confidence.
- Teachers must monitor and assist learners to deliver support.
- Teachers must provide enough time to learners to complete the assignment.
- Teachers must praise every learners' attempt.
- If strategies are assigned as asynchronous activities, teachers might provide the links to learners and ask them to make screenshots and show them as evidence of their achievements.
- Teachers might deliver upcoming practice opportunities to recall lexicon in authentic interactions.





## Strategy 2: Individual Role-Playing

### *For teachers:*

Role-Playing stimulates and motivates content from experience and fosters cooperative learning since each learner performs a significant role in achieving the learning goal (Solís, 2012).

**Technique:** Storytelling

**Method:** Toyboard/Toybox

**Level:** Beginners

**Time:** 30 minutes (estimated)

**Linguistic Objective:** To perform storytelling using technology vocabulary to promote lexicon understanding.

**Communicative Objective:** To foster learners' creativity by engaging in role-playing activities that persuade gradual spoken lexicon improvement.

**Linguistic content:** English Vocabulary: Technology (adaptable for different linguistic elements)

**Language Skills improved:** Speaking, listening, and reading.

**Work Arrangement:**

**Individual:** Output

**Pair/Group:** Input

**Materials:** Cellphones/laptops/tablets, headphones, flashcards, realia (according to learners' accessibility.)

**Online source:** Baamboozle, Mentimeter, Genially

**Teaching-learning framework:** ECRIF

**Procedure:**

|   | STAGES       | TIME    | ACTIVITY  | EXAMPLE  |
|---|--------------|---------|---|--|
| E | Encounter    | 5 min.  | Teachers present linguistic content through a memory game.<br><br>Teachers show learners a set of tech devices and ask learners to memorize them.   | Genially:<br><br><a href="https://tinyurl.com/yvzfnb57">https://tinyurl.com/yvzfnb57</a>   |
| C | Clarify      | 5 min.  | Teachers hide one object at a time and foster learners to identify which device has been hidden.<br><br>The activity continues until mentioning all the devices.<br><br>Learners ask inquiries to clarify understanding.  | <input checked="" type="checkbox"/> The cellphone is missing<br><input checked="" type="checkbox"/> The Smart T.V. is missing<br>What is the name of this?<br>They are headphones. |
| R | Remember     | 5 min.  | Teachers encourage learners to mention the tech devices they have encountered in their lives.   | Brainstorming: Mentimeter<br><br><a href="https://tinyurl.com/4mzr8h65">https://tinyurl.com/4mzr8h65</a>   |
| I | Internalize  | 5 min.  | Teachers show some features to learners and foster them to identify to which device they belong.  | Baamboozle:<br><br><a href="https://tinyurl.com/7y3824a8">https://tinyurl.com/7y3824a8</a>   |
| F | Fluently Use | 10 min. | Teachers show learners a panel with some hidden devices behind numbered squares.<br><br>Teachers explain to learners that they will create a story by telling phrases in which they mention the devices hidden behind some numbered squares.<br><br>Teachers explain to learners that they will select a number on the board to discover the device they must use to start the story. | Baamboozle:<br><br><a href="https://tinyurl.com/2kte58hb">https://tinyurl.com/2kte58hb</a>   |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>Teachers explain to learners that they will follow the sequence of their selections to continue the story.</p> <p>Teachers encourage learners to keep choosing numbers to show the devices and continue the story.</p> <p>The activity continues until showing all the devices and creating a funny story.</p> |  |
|--|--|--|---|--|

**Adaptability:**

- The introductory activity may be done in class by replacing the Genially with a memory game. Teachers put some tech devices or flashcards on the table and ask learners to memorize them. Teachers hide the objects as they consider (one by one or many at the time) while learners are turned around and then ask them to identify which one is missing. The memory game continues until mentioning all the devices.
- Brainstorming may be done on the whiteboard.
- Devices features may be written, posted on the whiteboard, or even told orally by teachers to ask learners to identify the device they belong to and answered orally.
- Storytelling may be performed in class by replacing Baamboozle with a toy box and realia or flashcards where learners may take out from the box one device at a time to create the story until all devices have been mentioned in the story.

**Recommendations:**

- Teachers must monitor and assist learners to deliver confidence and support.
- Teachers must provide enough time to learners to complete the assignment.
- Learners must use tenses already checked in class like present simple, present progressive, past simple, etc. when formulating the phrases for the story.
- Teachers must praise every learners' attempt.

- If strategies are assigned as asynchronous activities, teachers might provide the links to learners and ask them to make screenshots and show them as evidence of their achievements.
- Teachers might deliver upcoming practice opportunities to recall lexicon in authentic interactions.

*For learners:*

**COMMUNICATIVE**  
*approach*

STRATEGY 2:  
INDIVIDUAL ROLE PLAYING

Technique:  
*Story Telling*

Procedure Online Source Adaptability Recommendation

*"Improving spoken lexicon through authentic language strategies"*

PLAY INICIO

Role-Playing!  
**STORYTELLING**

INSTRUCTIONS STAGES

**STAGES**

STAGE 1: Introductory Activity  
Memory Game

STAGE 2: Brainstorming  
Mentimeter

STAGE 3: Guessing Game  
Boggle-Quiz

STAGE 4: Storytelling  
Storytelling

HOME

**Tech Devices**  
Memory Game

Start!

**Mentimeter**

Mentioned some tech devices you have encountered in your life.

Submit

Team 1

15

This device is moved over a flat surface to command computer options shown on a display. What is it?

Check

*Storytelling*  
tech devices vocabulary

10 min

START

Note: Activities for students found on the online methodological guide.

### Strategy 3: Discussions

#### *For teachers:*

Discussions promote the collaborative exchange of thoughts among teachers and learners and improve pupils' learning, problem-solving, and comprehension (Oradee, 2012).

**Technique:** Gallery Walk

**Method:** Tourist Poster Presentation

**Level:** Beginners

**Time:** 30 minutes (estimated)

**Linguistic Objective:** To identify the advantages and disadvantages of living in different places by presenting o tourist poster.

**Communicative Objective:** To promote critical thinking by a discussion activity for improving vocabulary involvement in language exchange.

**Linguistic content:** English Vocabulary: City vs. Countryside (adaptable for different linguistic elements)

**Language Skills improved:** Speaking

**Work Arrangement:**

**Individual:** Input

**Pair/Group:** Output

**Materials:** Cellphones/laptops/tablets, headphones, pictures, office items (according to learners' accessibility).



**Online source:** Genially, Quizizz, Wheel of names

**Teaching-learning framework:** ECRIF

**Procedure:**

|   | STAGES      | TIME   | ACTIVITY   | EXAMPLE  |
|---|-------------|--------|--|--|
| E | Encounter   | 5 min. | <p>Teachers present linguistic content through a poster/collage about places in Ecuador.</p> <p>Learners try to identify the places on the collages and drag the names to the respective pictures.</p>   | <p>Genially:</p> <p><a href="https://tinyurl.com/uujkpv8s">https://tinyurl.com/uujkpv8s</a></p>  |
| C | Clarify     | 5 min. | <p>Teachers explain to learners that the poster/collage shows some pros and cons of living in those places, including pollution, noise, pure air, etc.</p> <p>Learners click on the information icons to discover the pros and cons of each place.</p> <p>Teachers foster understanding through inquiries.</p> | <ul style="list-style-type: none"> <li>• Is... in the city or in the countryside?</li> <li>• What are some kinds of pollution? <ul style="list-style-type: none"> <li>- Noise, air, water, etc.</li> </ul> </li> <li>• Etc.</li> </ul> |
| R | Remember    | 5 min. | <p>Teachers foster learners to identify places that meet some features like Pollution, noise, pure air, etc.</p>   | <p>Quizizz:</p> <p><a href="https://tinyurl.com/23k3w36z">https://tinyurl.com/23k3w36z</a></p>   |
| I | Internalize | 5 min. | <p>Teachers persuade learners to deliver some comments on the responses.</p>   | <p>Why do you think Quito produces more pollution than Cotopaxi? Because...</p> <ul style="list-style-type: none"> <li>- It's Bigger</li> <li>- There are more cars</li> <li>- There are more factories, etc.</li> </ul>               |



|   |              |         |   |  |
|---|--------------|---------|---|--|
| F | Fluently Use | 10 min. | <p>Teachers explain to learners that they must create a tourist poster explaining the pros and cons of a city or countryside.</p> <p>Teachers allow learners to work in groups by affinity.</p> <p>Teachers use the wheel of names to assign the city or countryside to each group.</p> <p>Learners work on the creation of the poster and post them in a gallery walk around the class.</p> <p>Teachers explain to learners that one or two may stay on the stand, and the rest may turn around the class to visit their friend's stands.</p> <p>Teachers encourage learners to persuade visitors about why to live or not in the assigned places/countrysides by telling the pros and cons.</p> <p>Teachers suggest presenters ask stand' visitors if they would like to live or not in those places and why?</p> <p>Visitors must comment on every group presentation.</p> | <p>Wheel of names to a random assignment:</p> <p><a href="https://tinyurl.com/nf79nshs">https://tinyurl.com/nf79nshs</a></p> |
|---|--------------|---------|---|--|

**Adaptability:**

- Teachers may present the content by replacing the Genially activity with a physical poster and flashcards and/or name cards to label the places.
- Teachers may replace the Quizizz survey with a brainstorming where learners mentioned places that meet teachers' specifications.
- Teachers may replace the spinning wheel to determine the places with a raffle of labeled papers.

- Teachers may provide pictures or ask learners to draw their own for the posters.
- Gallery walk may be done online through a Padlet activity where learners record and post a video about the pros and cons of the assigned places, and peers may like or comment on posts.

**Recommendations:**

- Teachers must monitor and assist learners to deliver confidence and support.
- Teachers must provide enough time to learners to complete the assignment.
- Teachers must praise every learners' attempt.
- If strategies are assigned as asynchronous activities, teachers might provide the links to learners and ask them to make screenshots and show them as evidence of their achievements.
- Teachers might deliver upcoming practice opportunities to recall lexicon in authentic interactions.



## STRATEGIES IN THE LEXICAL APPROACH



*Note:* Menu of the online methodological guide for the strategies in the Lexical Approach:

<https://tinyurl.com/rrv24734>

## Strategy 1: Lexical Meaning Inference

*For teachers:*

The lexical meaning inference improves critical thinking and encourages learners to discover a new lexicon's meaning through chunk sets' inference (Firth, 1957).

**Technique:** Collocations

**Method:** Meaning Video Gallery

**Level:** Beginners

**Time:** 25 minutes (estimated)

**Linguistic Objective:** To improve vocabulary awareness by internalizing meaning through collocations.

**Communicative Objective:** To persuade learners' language involvement in English by encountering collocations when describing chores and routines.

**Linguistic content:** English Vocabulary: Chores and Routines (adaptable for different linguistic elements)

**Language Skills improved:** Speaking

**Work Arrangement:**

**Individual:** Input/ Output

**Materials:** Cellphones/laptops/tablets, headphones, flashcards (according to learners' accessibility.)

**Online source:** Genially, Padlet, Canva

## Teaching-learning framework: ECRIF

### Procedure:

|   | STAGES    | TIME   | ACTIVITY  | EXAMPLE  |
|---|-----------|--------|---|--|
| E | Encounter | 5 min. | <p>Teachers present the content through a “find the differences” activity.</p> <p>Learners compare answers with a peer.</p>   | <p>Find the differences: Genially<br/> <a href="https://tinyurl.com/7vkvk8kb">https://tinyurl.com/7vkvk8kb</a></p> <p>Poster: Canva<br/> <a href="https://tinyurl.com/tdcx9ex2">https://tinyurl.com/tdcx9ex2</a></p>   |
| C | Clarify   | 5 min. | <p>Teachers persuade learners to share some comments about the sceneries from the poster.</p> <p>Teachers deliver short explanations if necessary for better understanding.</p> | <ul style="list-style-type: none"> <li>• Which spaces are tidy and which not?</li> <li>• What’s wrong with the bedroom/kitchen?</li> <li>• Do you think people in the house must... <ul style="list-style-type: none"> <li>*Do clean up</li> <li>*Do the dishes</li> <li>*Make bed</li> <li>*Do laundry</li> </ul> </li> <li>• Do you think someone was <i>doing homework</i> in the living room?</li> <li>• How many people were <i>having lunch</i>, according to the pictures?</li> <li>• People in your house can <i>do laundry</i> in the restroom like in the picture?</li> <li>• People must use the expression “<i>do the dishes</i>” instead of “wash the dishes,” “do clean up” instead of “sweep the floor,” etc.</li> <li>• Tip: for <i>shower</i> and <i>lunch/breakfast/dinner</i>,</li> </ul> |

|   |                        |         |   |   |
|---|------------------------|---------|---|---|
|   |                        |         |   | we can use either <i>take</i> or <i>have</i> .  |
| R | Remember & Internalize | 5 min.  | <p>Teachers encourage learners' lexicon improvement through a memory game to reinforce internalization.</p> <p>Teachers motivate learners to play and collect the badge at the end of the activity to be changed per extra points.</p>  | <p>Memory Game: Genially</p> <p><a href="https://tinyurl.com/2hh5tzpe">https://tinyurl.com/2hh5tzpe</a></p>         |
| F | Fluently Use           | 10 min. | <p>Teachers motivate learners to create a gallery on Padlet with authentic videos to explain the meaning of some collocations.</p> <p>Teachers explain to learners that they must record the performance/act of some house chores and routines while they describe them using collocations.</p> <p>Teachers clarify to learners that they can do the actions by themselves or ask someone else to do the actions while they describe and record them.</p> <p>Ex. My mother <i>does the dishes</i> after lunch (learners must record their mothers doing the action while learners are describing it).</p> <p>Teachers persuade learners to post a video per column according to the verbs for the collocations (do, make, take, and have).</p> <p>Teachers foster learners to watch their peers' videos and do likes or comments.</p> <p>Teachers appraise better-valued videos with a badge shared on a comment.</p> | <p>Meaning Video Gallery: Padlet</p> <p><a href="https://tinyurl.com/2ys94fu2">https://tinyurl.com/2ys94fu2</a></p> |

**Adaptability:**

- Teachers may present the content by replacing the Genially activity with a worksheet by printing the picture used to find the differences.
- Teachers may replace the memory game from Genially with a Mimic Game where teachers may encourage a learner to act the collocations, and the rest of them try to identify it.
- Video Gallery may be substituted with a theatre project where learners may perform a play and describe a short story about a daily routine at home.

**Recommendations:**

- Teachers must monitor and assist learners to deliver confidence and support.
- Teachers must provide enough time to learners to complete the assignment.
- Teachers must praise every learners' attempt.
- Learners might use tenses previously studied to describe their acts.
- If strategies are assigned as asynchronous activities, teachers might provide the links to learners and ask them to make screenshots and show them as evidence of their achievements.
- Teachers might deliver upcoming practice opportunities to recall lexicon in authentic interactions.



# For learners:

**LEXICAL approach**

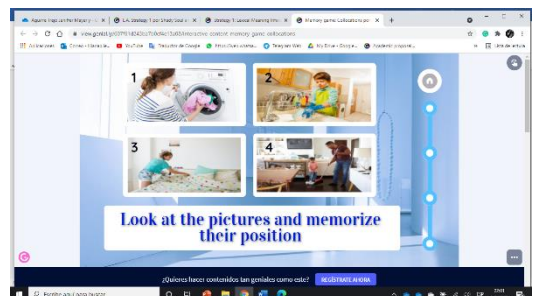
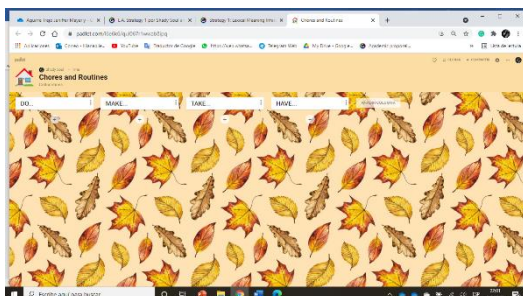
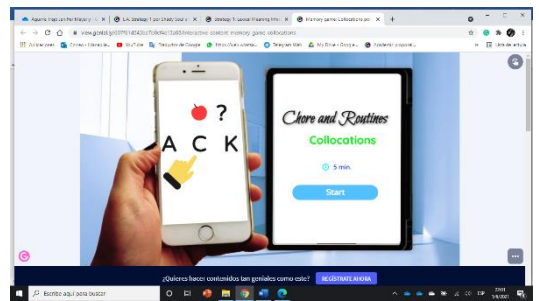
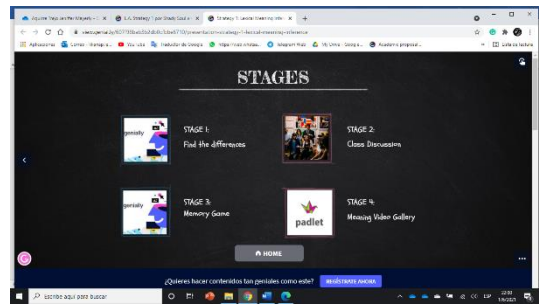
**STRATEGY 1: LEXICAL MEANING INFERENCE**

**Technique: Collocations**

**Procedure**   **Online Source**   **Adaptability**   **Recommendation**

*"Improving spoken lexicon through authentic language strategies"*

**PLAY**   **HOME**



Note: Activities for students found on the online methodological guide.

## Strategy 2: Authentic Material Immersion

### *For teachers:*

Authentic materials immersion fosters language and cultural awareness improvement by natural exposure to native communication styles, which may deliver learners a confident instinct to adopt such styles (Benavent & Peñamaría, 2011).

**Technique:** Commercial Encountering

**Method:** Survey

**Level:** Beginners

**Time:** 25 minutes (estimated)

**Linguistic Objective:** To improve shopping regarded vocabulary awareness by analyzing lexical chunks involved in an infomercial.

**Communicative Objective:** To inspire learners to improve English vocabulary by encountering authentic input.

**Linguistic content:** English Vocabulary: Shopping Time (Adaptable for different linguistic elements)

**Language Skills improved:** Speaking and listening.

**Work Arrangement:**

**Individual:** Input/ Output

**Materials:** Advertisement/Commercial

**Online source:** Genially, YouTube, Quizizz

**Teaching-learning framework:** ECRIF

**Procedure:**

|        | STAGES                 | TIME    | ACTIVITY  | EXAMPLE   |
|--------|------------------------|---------|---|---|
| E      | Encounter              | 5 min.  | Teachers present the content through a popular commercial and ask learners to analyze its message.  | YouTube video: Commercial<br><a href="https://tinyurl.com/yhv7926j">https://tinyurl.com/yhv7926j</a>  |
| C      | Clarify                | 5 min.  | Teachers persuade learners to brainstorm some ideas about the commercial.<br><br>Teachers clarify inquiries from learners if necessary.   | <ul style="list-style-type: none"> <li>• What's the commercial about?</li> <li>• Who are the famous singers in the commercial?</li> <li>• Do you like the advertised product?</li> <li>• Do you think this kind of commercials incites people to <i>go shopping</i>?</li> <li>• Do you think that <i>educated buyers</i> get products similar to the one from the video?</li> <li>• Do you think commercials are responsible for <i>compulsive buyers</i>?</li> <li>• Etc.</li> </ul> |
| R<br>I | Remember & Internalize | 5 min.  | Teachers encourage learners to identify some terms in a search word regarding shopping behavior by analyzing their features.<br><br>Foster learners to compare answers with a peer. | Activity: Word search<br><br><a href="https://tinyurl.com/2u93z4j4">https://tinyurl.com/2u93z4j4</a>  |
| F      | Fluently Use           | 10 min. | Learners foster lexical improvement by surveying some fellows about their shopping behavior.  | Activity: Find someone who...   |

|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  | <p>Teachers persuade learners to share their findings with the class through brainstorming.</p> | <p><a href="https://tinyurl.com/rru6h969">https://tinyurl.com/rru6h969</a></p> <p>Who is a/an:</p> <ul style="list-style-type: none"> <li>• Compulsive buyer?</li> <li>• Educated buyer?</li> </ul> <p>Who likes:</p> <ul style="list-style-type: none"> <li>• Doing online shopping?</li> <li>• Going shopping?</li> </ul> |
|--|--|--|---|---|

**Adaptability:**

- Teachers may replace the introductory video with an infographic, magazine, newspaper, etc., regarding the advertisement of a product.
- Teachers may hand out worksheets with the word search so learners can identify shopping regarded lexical chunks.
- Teachers may replace the Quizizz survey with a learners’ face-to-face survey.

**Recommendations:**

- Teachers must monitor and assist learners to deliver confidence and support.
- Teachers must provide enough time to learners to complete the assignment.
- Teachers must praise every learners’ attempt.
- Learners may use yes/no questions for the survey.
- If strategies are assigned as asynchronous activities, teachers might provide the links to learners and ask them to make screenshots and show them as evidence of their achievements.
- Teachers might deliver upcoming practice opportunities to recall lexicon in authentic interactions.

# For learners:

**LEXICAL approach**

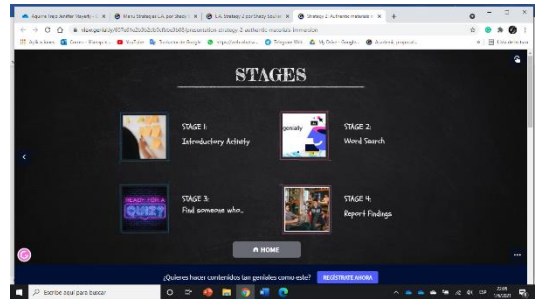
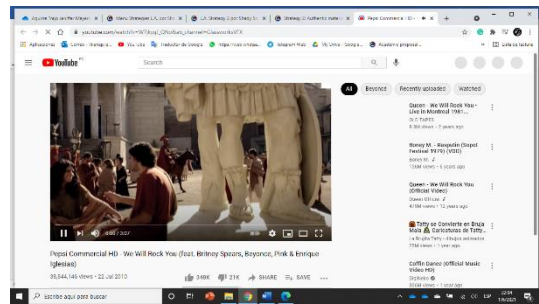
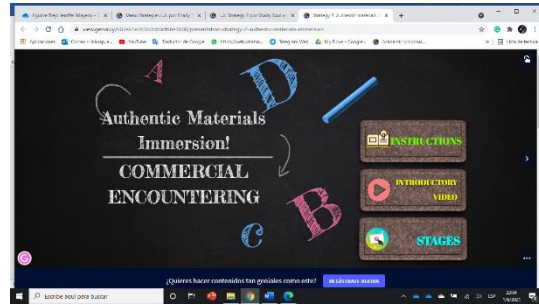
**STRATEGY 2: AUTHENTIC MATERIAL IMMERSION**

**Technique: Song Chunking**

**Procedure** **Online Source** **Adaptability** **Recommendation**

*"Improving spoken lexicon through authentic language strategies"*

**PLAY** **INICIO**

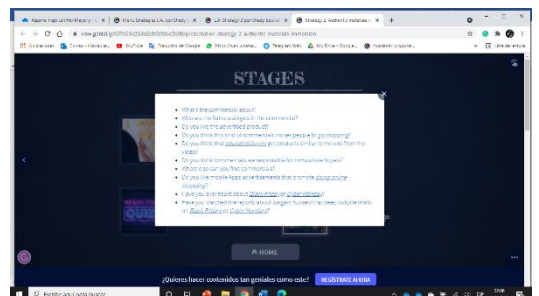
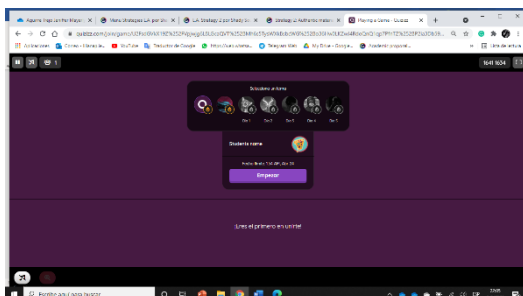


**SHOPPING TIME**

*Word Search*

Use the pencil tool to circle the correct words. Highlight colors according to the numbers to identify each term.

- 1 A person who buys unnecessary things is called a... buyer.
- 2 A person who buys only what is necessary is a... buyer.
- 3 A person who looks for products at lower prices is a... hunter.
- 4 Many people prefer doing... shopping because they can do it through their smartphones instead of leaving home.
- 5 People can pay either with cash or credit cards when they... do more mail.



Note: Activities for students found on the online methodological guide.

### Strategy 3: Meaningful Repetition

*For teachers:*

Meaningful repetition strengthens and enriches vocabulary learning by exposing learners to the same terms in different contexts (Nation, 2005).

**Technique:** Speaking Challenge

**Method:** Neither Yes nor No Game

**Level:** Beginners

**Time:** 30 minutes (estimated)

**Linguistic Objective:** To encourage learners to agree or disagree with opinions by a drilling activity to improve lexicon awareness.

**Communicative Objective:** To identify useful phrases through a speaking challenge to prompt opinion-giving.

**Linguistic content:** English Vocabulary: Agree vs. Disagree (adaptable for different linguistic elements)

**Language Skills improved:** Speaking

**Work Arrangement:**

**Individual:** Input

**Pair/Group:** Output

**Materials:** Cellphones/laptops/tablets, headphones, pictures, office items (according to learners' accessibility).




**Online source:** YouTube, Quizizz, Baamboozle, Genially, Wheel of Names

**Teaching-learning framework:** ECRIF

**Procedure:**

|   | STAGES    | TIME    | ACTIVITY  | EXAMPLE  |
|---|-----------|---------|---|--|
| E | Encounter | 10 min. | <p>Teachers introduce content through a movie trailer and encourage learners to poll some features of the movie.</p> <p>Teachers analyze responses according to their own opinions.</p> | <p>Movie trailer:<br/> <a href="https://tinyurl.com/56u7wyju">https://tinyurl.com/56u7wyju</a></p> <p>Polling:<br/> <a href="https://tinyurl.com/2dvw3tnb">https://tinyurl.com/2dvw3tnb</a></p> <p>According to your responses:</p> <ul style="list-style-type: none"> <li>• ...% of you agree that it is a good movie. (However), I think so too/ I don't think so because...</li> <li>• # of you don't like it because you think it's a bad movie. I (don't) feel the same because...</li> <li>• # of you partly agree with the rest of your friends because you consider it is inappropriate for kids. I don't entirely agree/disagree with you because...</li> <li>• The favorite character of the movie is... I'd be inclined to</li> </ul> |

|   |                        |         |  |   |
|---|------------------------|---------|--|---|
|   |                        |         |  | <p><i>agree/disagree because...</i></p> <ul style="list-style-type: none"> <li># of you considers this movie parodies... <i>I'm of the same opinion/I have a different opinion because...</i></li> </ul>  |
| C | Clarify                | 5 min.  | <p>Teachers clarify to learners that there are many different ways to express agreement, disagreement, or partial agreement.</p> <p>Teachers present to learners some phrases they can use to express if they agree or not with an opinion.</p> <p>Learners ask inquiries if necessary for better understanding.</p>   |  <p>The infographic is divided into two sections: 'Agreement' (yellow star) and 'Partial agreement' (green star). Under 'Agreement', phrases include: 'I completely/absolutely agree with you.', 'There is no doubt about it that...', 'I couldn't agree more.', 'I completely agree.', 'Absolutely.', 'Exactly.', 'Of course.', 'You are absolutely right.', 'Yes, I agree.', 'I think, so too.', 'That's good point.', 'I don't think so either.', 'So do I.', 'I'd go along with that.' Under 'Partial agreement', phrases include: 'I agree up to a point, but...', 'That's true, but...', 'You could be right.', 'It sounds interesting, but...', 'I see your point, but...', 'That's partly true, but...', 'I'm not sure about that.', 'It is only partly true that.', 'I can't agree with that only reservations.', 'That seems obvious, but...', 'That is not necessarily so.', 'It is not as simple as it seems.'</p> <p>Source:<br/> <a href="https://tinyurl.com/5u28v72h">https://tinyurl.com/5u28v72h</a></p> |
| R | Remember & Internalize | 5 min.  | <p>Teachers encourage learners to work in pairs by affinity.</p> <p>Learners agree on who is A and B.</p> <p>Learner A clicks on a numbered square on the board and mentions the phrase behind it.</p> <p>Learners B identifies if the phrase is to agree, disagree, or partly agree.</p> <p>Learners change roles after each response.</p> <p>The activity finishes when all lexical chunks have been identified.</p> | <p>Activity: Baamboozle</p> <p><a href="https://tinyurl.com/rbpnrh46">https://tinyurl.com/rbpnrh46</a></p>  |
| F | Fluently Use           | 10 min. | <p>Teachers organize the class for pair work by using the wheel of names.</p> <p>Learners agree on who is A and B.</p>   | <p>Pair work arrangement:</p>   |



|  |  |   |   |
|--|--|---|---|
|  |  | <p>Teachers explain to learners that they will play a game similar to the one “don’t say YES or NO” with the difference that they “don’t have to say Agree or Disagree.”</p> <p>Learners A use the clue squares to state a personal opinion according to its content to foster learners B’s agreement or disagreement.</p> <p><i>Example:</i></p> <p><i>Clue card: Best rock band ever</i></p> <p><i>Learner A opinion: The best rock band ever is Metallica.</i></p> <p>Learners B select the numbered squares on the board in random order so learners A can state each opinion.</p> <p>Learner B has to agree/disagree with his peer avoiding mentioning the two words (agree/disagree) by using as many alternatives as he can from the useful phrases. Avoid repeating terms.</p> <p>Learner A is responsible for deciding if the answer was right or wrong and marked it on the game.</p> <p>When learners B finish agreeing/disagreeing with all learners A’s opinions, they change roles and restart the game.</p> <p>Learners with the highest score on the game are the winners.</p> <p>Teachers award winners with a badge for future change per an extra point.</p> | <p><a href="https://tinyurl.com/7d rududx">https://tinyurl.com/7d rududx</a></p> <p>Agree/Disagree Challenge:</p> <p><a href="https://tinyurl.com/b9 3a9mj2">https://tinyurl.com/b9 3a9mj2</a></p> <p>Badge:</p> <p><a href="https://ibb.co/PtQ0hh B">https://ibb.co/PtQ0hh B</a></p> |
|--|--|---|---|

**Adaptability:**

- Teachers may replace the introductory video with a picture regarding a popular movie to foster learners' opinions.
- Teachers may change the Quizizz polling by brainstorming where teachers ask orally, and learners brainstorm their answers on the board.
- Teachers may deliver sheets with useful phrases to agree or disagree or write them on the board.
- Teachers may substitute the Baamboozle activity with a face-to-face pair activity where one learner says, one by one, the phrase, and the other answers if the phrase is to agree, disagree, or partly agree. Teachers can encourage activity by rewarding with extra points first pairs in finishing.
- Teachers may replace the wheel of names by arranging pairs according to their seat position.
- Teachers may replace the Baamboozle activity by persuading learners to state personal opinions independently according to some categories (e.g., music, food, sports, etc.)

**Recommendations:**

- Teachers must monitor and assist learners to deliver confidence and support.
- Teachers must provide enough time to learners to complete the assignment.
- Teachers must praise every learners' attempt.
- Learners may use superlative adjectives and verbs to be to state personal opinions.
- If strategies are assigned as asynchronous activities, teachers might provide the links to learners and ask them to make screenshots and show them as evidence of their achievements.
- Teachers might deliver upcoming practice opportunities to recall lexicon in authentic interactions.

# For learners:

**LEXICAL approach**

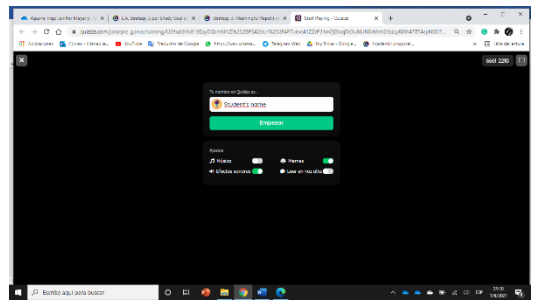
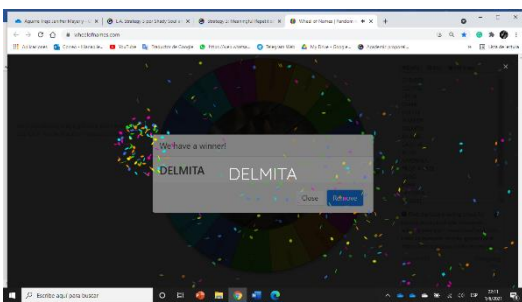
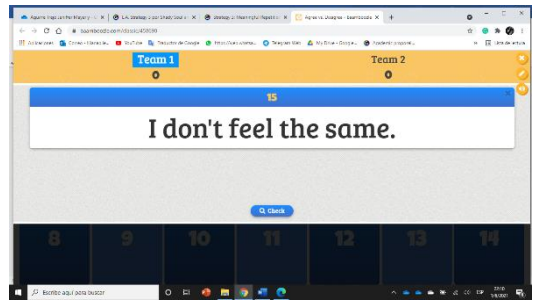
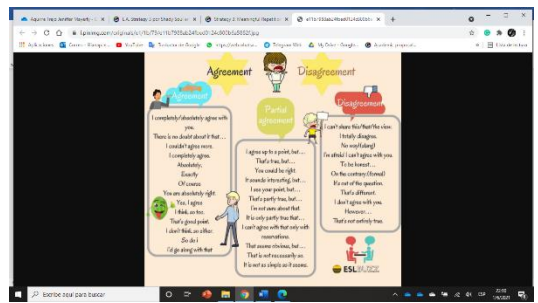
**STRATEGY 3: MEANINGFUL REPETITION**

**Technique: Speaking Challenge**

**Procedure**   **Online Source**   **Adaptability**   **Recommendation**

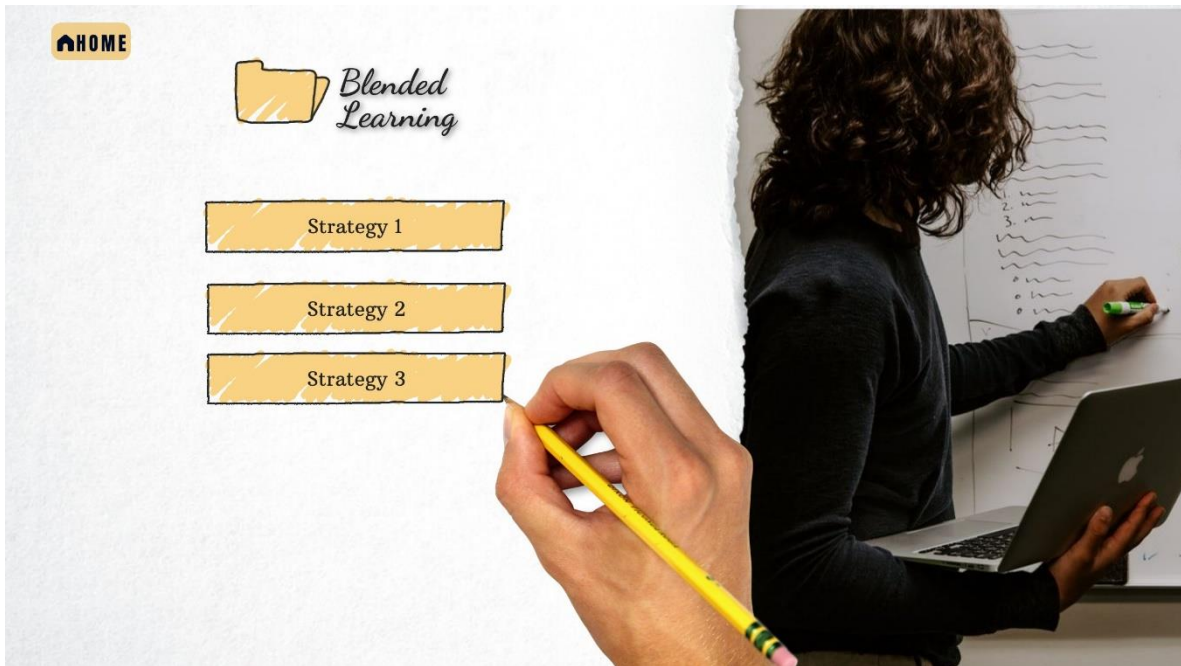
*"Improving spoken lexicon through authentic language strategies"*

**PLAY**   **HOME**



Note: Activities for students found on the online methodological guide.

## STRATEGIES IN BLENDED LEARNING



*Note:* Menu of the online methodological guide for the strategies in Blended Learning.

<https://tinyurl.com/2u67t8h4>

## Strategy 1: Gamification

### *For teachers:*

Gamification makes assessment significantly meaningful and less stressful when applying websites or online applications that soften evaluation intentions (Graham, Woodfield, & Harrison, 2013).

**Technique:** Badges Collection

**Method:** Song Chunking

**Level:** Beginners

**Time:** 25 minutes (estimated)

**Linguistic Objective:** To motivate lexicon improvement through gamification to increase learners' engagement in English learning.

**Communicative Objective:** To persuade learners' self lexicon improvement through interactive activities for eventual language exchange.

**Linguistic content:** English Vocabulary (Adaptable for different linguistic elements)

**Language Skills improved:** Speaking, Listening

**Work Arrangement:**

**Individual:** Input/output

**Materials:** Cellphones/laptops/tablets, headphones, pictures, office items (according to learners' accessibility).

**Online source:** Genially, Quizizz

## Teaching-learning framework: ECRIF

### Procedure:

|   | STAGES    | TIME   | ACTIVITY   | EXAMPLE  |
|---|-----------|--------|--|--|
| E | Encounter | 5 min. | <p>Teachers present content throughout a series of vocabulary games.</p> <p>Teachers challenge learners to complete all levels of the game.</p> <p>Teachers clarify to learners that there are four levels in the game that they must achieve to collect as many badges as they can.</p> <p>Teachers explain to learners that all badges can be changed by grades or extra points for assignments.</p> <p>Teachers encourage learners to start the game on level 1, where they will be encountered to some lexical chunks in a popular song.</p> | <p>Level 1:</p> <p><a href="https://tinyurl.com/h4rtdyzt">https://tinyurl.com/h4rtdyzt</a></p> |

|   |                        |        |  |   |
|---|------------------------|--------|--|---|
| C | Clarify                | 5 min. | <p>Teachers praise learners' achievement on level 1 and encourage them to continue to level 2.</p> <p>Teachers encourage learners to infer lexical chunks meaning by matching some chunks retrieved from the lyrics' song with their intended meaning.</p> <p>Teachers ask learners to compare and discuss answers with a peer.</p> <p>Learners ask inquiries to the teachers if necessary for better understanding.</p> | <p>Level 2: Chunk-meaning matching</p> <p><a href="https://tinyurl.com/wkwr2snz">https://tinyurl.com/wkwr2snz</a></p> |
| R | Remember & Internalize | 5 min. | <p>Teachers praise learners' achievement on level 2 and encourage them to continue to level 3.</p> <p>Teachers persuade learners to foster lexical improvement by interviewing some fellows using lexical chunks to find five people who</p>   | <p>Level 3: Find someone who</p> <p><a href="https://tinyurl.com/4xsfnu9v">https://tinyurl.com/4xsfnu9v</a></p>       |

|   |              |         |  |  |
|---|--------------|---------|--|--|
|   |              |         | meet particular specifications.  |  |
| F | Fluently Use | 10 min. | <p>Teachers praise learners' achievement on level 3 and encourage them to continue to level 4.</p> <p>Teachers organize the class for pair work.</p> <p>Learners join to discuss their viewpoints regarding the song's meaning and the language features used in the lyrics.</p> <p>Teachers survey learners orally to discover how many badges have been collected by learners.</p> | <p>Level 4: Pair discussion</p> <p><a href="https://tinyurl.com/r539brj4">https://tinyurl.com/r539brj4</a></p> |

**Adaptability:**

- Each level may be achieved in different classes during the week.
- If no accessibility for the whole group, learners may have access to all levels through teachers' devices by presenting the screen to the whole group through a projector. Learners may work individually or as a group by taking their notes regarding the different levels' activities.
- Teachers may change digital with physical badges like stickers or stamps collected on the learners' notebooks.



**Recommendations:**

- Teachers must monitor and assist learners to deliver confidence and support.
- Teachers must provide enough time to learners to complete the assignment.
- Teachers must praise every learners' attempt.
- If strategies are assigned as asynchronous activities, teachers might provide the links to learners and ask them to make screenshots and show them as evidence of their achievements.
- Teachers might deliver upcoming practice opportunities to recall lexicon in authentic interactions.

# For learners:

**COMMUNICATIVE approach**

STRATEGY 3: DISCUSSIONS  
Technique: *Gallery walk*

Procedure Online Source Adaptability Recommendation

*"Improving spoken lexicon through authentic language strategies"*

PLAY INICIO

**Gamification!**  
**SONG CHUNKING**

INSTRUCTIONS  
SELECT LEVEL

Level MAIN MENU

LE 1.1 LE 1.2 LE 1.3 LE 1.4

SONG CHUNKING

PLAY

Match the chunks with their meaning

I was so scared to **face my fears**

But if by chance you're here alone **can I have a moment before I go?**

I've **been by myself all night long**

I miss you **ohmed omeds**. That's what you said when you left me.

Everybody here is watching you 'Cause you **feel like home**

felt lonely the entire night  
be in an unpleasant situation  
traveled to another country  
produce a sensation of peace  
Can we talk

**Pair discussion**

Talk with a friend about your viewpoint regarding the phrases used in the song and its intended message.  
5 min.

START

What do you think was Adele's reason for composing the song that is playing in the background of this activity?  
Use the pencil tool to select your choices and discuss them.

1! Discussion

- She met someone after many years.
- She was deep in love with a boy.
- She desired to be back in time.
- Other reasons

DONE

## Strategy 2: Technology Reinforcement

*For teachers:*

Technology-mediated tasks that include music, videos, and other technology sources influence language learning pace as they decrease affective filter (Lothridge, Fox, & Fynan, 2013).

**Technique:** Voice Record Dictionary

**Method:** Daily Journal

**Level:** Beginners

**Time:** Constant process

**Linguistic Objective:** To manage a record-journal dictionary through the explanation of meaningful examples to improve lexicon learning.

**Communicative Objective:** To apply new lexica in the description of authentic contexts to internalize new lexis meaning.

**Linguistic content:** English Vocabulary (Adaptable for different linguistic elements)

**Language Skills improved:** Speaking, Listening

**Work configuration:**

**Individual:** Input

**Group:** Output

**Materials:** Cellphones/voice recorder/laptop (According to learners accessibility)

**Online source:** Vocaroo, Genially, Microsoft Excel Online

**Teaching-learning framework:** ECRIF

**Procedure:**

|        | STAGES      | ACTIVITY  | EXAMPLE  |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
|--------|-------------|---|--|--------|------|---------------------|---|--|--|--|--|--|--|---|-------|---|--|--|---|--|--|--|--|
| E      | Encounter   | <p>Teachers introduce linguistic content by describing real personal experiences.</p> <p>Teachers use gestures and body language while describing the actions.</p>  | <p>Introduce the present simple tense through the description of a personal routine.</p> <p>Gestures/Body language to describe: wake up, take a shower, eat breakfast, etc.</p>  |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
| C      | Clarify     | <p>Learners try to guess the actions that the teachers are describing.</p> <p>Learners ask for confirmation about their inferences.</p>   | <ul style="list-style-type: none"> <li>• Have bacon and eggs for breakfast?</li> <li>• What is it?</li> <li>• Repeat, please?</li> </ul>   |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
| R      | Remember    | <ul style="list-style-type: none"> <li>• Teachers then encourage learners to use a new word to create a real experience example.</li> </ul>   | <p>New word: bacon<br/>Ex.: I like burgers with <i>bacon</i> and cheese.</p>   |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
| I      | Internalize | <ul style="list-style-type: none"> <li>• Learners record a voice message in <a href="https://vocaroo.com/">https://vocaroo.com/</a> and get a link to its access.</li> <li>• Teachers present learners a chart format to manage a record-journal dictionary where new words' meaning will be explained through a real-life example.</li> <li>• Learners organize new lexicon</li> </ul> | <p>Record-Journal Dictionary</p> <table border="1"> <thead> <tr> <th>Letter</th> <th>Word</th> <th>Meaning: Audio Link</th> </tr> </thead> <tbody> <tr> <td rowspan="3">A</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td rowspan="2">B</td> <td>Bacon</td> <td><a href="https://voca.ro/1ZvZsBddtWEq">https://voca.ro/1ZvZsBddtWEq</a></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td rowspan="2">C</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> | Letter | Word | Meaning: Audio Link | A |  |  |  |  |  |  | B | Bacon | <a href="https://voca.ro/1ZvZsBddtWEq">https://voca.ro/1ZvZsBddtWEq</a> |  |  | C |  |  |  |  |
| Letter | Word        | Meaning: Audio Link   |  |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
| A      |             |   |  |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
|        |             |   |  |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
|        |             |   |  |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
| B      | Bacon       | <a href="https://voca.ro/1ZvZsBddtWEq">https://voca.ro/1ZvZsBddtWEq</a>   |  |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
|        |             |   |  |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
| C      |             |   |  |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |
|        |             |   |  |        |      |                     |   |  |  |  |  |  |  |   |       |   |  |  |   |  |  |  |  |

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|   |              | alphabetically according to the chart for further access.  | <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>D</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Etc.</p>  |  |  |  | D |  |  |  |  |  |
|   |              |  |  |  |  |  |   |  |  |  |  |  |
| D |              |  |  |  |  |  |   |  |  |  |  |  |
|   |              |  |  |  |  |  |   |  |  |  |  |  |
| F | Fluently Use | Learners get involved in language exchange, and whenever they need to remember a word's meaning, they will check the link and recall it. | <p>Eventual activity: pair/group discussion</p> <ul style="list-style-type: none"> <li>- Yesterday my mom went to the mall.</li> <li>- Really, what did she buy?</li> <li>- She bought some bread, eggs, and <i>bacon</i>.</li> <li>- <i>Bacon</i>? What was it? Let me check!... (check the link from the record-journal dictionary), oh yeah, <i>bacon!</i></li> </ul> |  |  |  |   |  |  |  |  |  |

**Adaptability:**

Learners can store and manage audio files in their cellphones' storage. Learners may register the name of the audio files with the specific word used in the example to assure a clear organization for eventual access.

**Recommendations:**

- Teachers must monitor and assist learners to deliver confidence and support.
- Teachers must provide enough time to learners to complete the assignment.
- Teachers must praise every learners' attempt.
- If strategies are assigned as asynchronous activities, teachers might provide the links to learners and ask them to make screenshots and show them as evidence of their achievements.
- Teachers might deliver upcoming practice opportunities to recall lexicon in authentic interactions.



### Strategy 3: Flipped Classroom

#### *For teachers:*

A flipped classroom integrates face-to-face and online learning experiences to foster social tolerance since interactivity between teacher, learners, and other prompt feedback and learning engagement (McGee & Reis, 2012).

**Technique:** Online Assignment

**Method:** Content introduction at home

**Level:** Beginners

**Time:** 3-day lesson

**Linguistic Objective:** To raise awareness regarding idioms through comics to increase learners' engagement.

**Communicative Objective:** To reinforce visual lexicon learning through flipped classroom activities to produce original outcomes.

**Linguistic content:** English Vocabulary: Idioms (Adaptable for different linguistic elements)

**Language Skills improved:** Speaking, Reading

**Work configuration:**

**Individual:** Input

**Group:** Output

**Materials:** Cellphones / laptops / tablets / projectors (according to learners accessibility).

**Online source:** Genially, Padlet

**Teaching-learning framework:** ECRIF

**Procedure:**

|   | STAGES      | ACTIVITY   | EXAMPLE  |
|---|-------------|--|--|
| E | Encounter   | <p>Assignment before day 1:</p> <p>Teachers share a link to the presentation and assessment of content with learners.</p> <p>Teachers describe to learners that they have to check some flashcards regarding idioms and complete the assignment at the end of the post.</p>                          | <p>Introduction &amp; Assessment:</p> <p><a href="https://tinyurl.com/rewwnj9a">https://tinyurl.com/rewwnj9a</a></p>   |
| C | Clarify     | <p>Content review on Day 1:</p> <p>Teachers organize the class for group work to compare the responses from the previous assignment.</p> <p>Learners discuss responses to clarify understanding.</p> <p>Teachers ask groups to classify idioms from meaning in a chart to confirm understanding.</p> | <p>Classification Activity:</p> <p><a href="https://tinyurl.com/z7vsekft">https://tinyurl.com/z7vsekft</a></p>   |
| R | Remember    | <p>Reflection on day 1:</p>  | <p>Idiom on the board: It's a piece of cake</p> <p>Hints:</p> <p>Body language: eating mimic</p> <p>Gestures: delighted face</p> <p>Keywords: it's prepared with eggs, flour, milk, etc.</p> |
| I | Internalize | <p>Teachers ask groups to design a leader that represents each team in a guessing game.</p> <p>Teachers ask the leader to sit in front of the class with his back to the backboard.</p>  |  |



|   |              |   |  |
|---|--------------|---|--|
|   |              | <p>Teachers write the idioms, one at a time, so that the rest can read them.</p> <p>The other members of the group will give the leader some hints like gestures, body language, key words to persuade him to identify the idiom written on the board.</p> <p>Teachers alternate leaders so that all groups participate until all idioms have been identified.</p>  |  |
| F | Fluently Use | <p>Practice on day 2:</p> <p>Teachers ask learners to record a short video telling a curious anecdote they have experienced in their lives using as many idioms as they can in their descriptions.</p> <p>Encourage learners to post their videos on an online platform to be watched and liked by peers.</p> <p>The assignment is the preliminary work for a subsequent class' topic: linking words, simple past, etc.</p> | <p>Anecdotic video:</p> <p><a href="https://tinyurl.com/v5uh5fzk">https://tinyurl.com/v5uh5fzk</a></p> |

**Adaptability:**

- Teachers may substitute the preliminary assignment with tutorial videos, discussion forums, readings, etc.

**Recommendations:**

- Teachers must monitor and assist learners to deliver confidence and support.
- Teachers must provide enough time to learners to complete the assignments.
- Teachers must praise every learners' attempt.
- If strategies are assigned as asynchronous activities, teachers might provide the links to learners and ask them to make screenshots and show them as evidence of their achievements.
- Teachers might deliver upcoming practice opportunities to recall lexicon in authentic interactions.

# For learners:

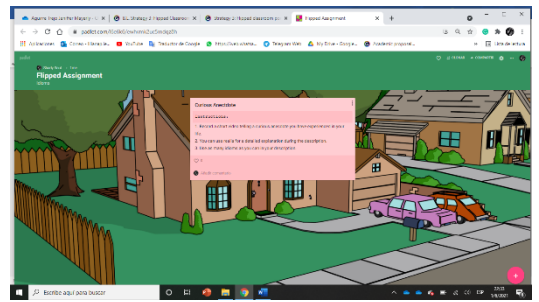
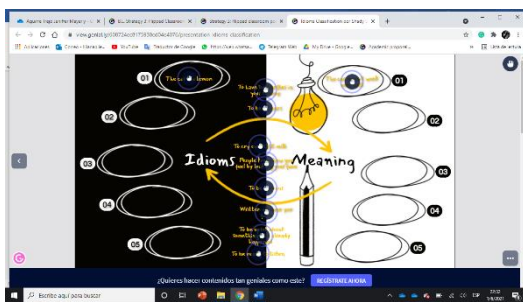
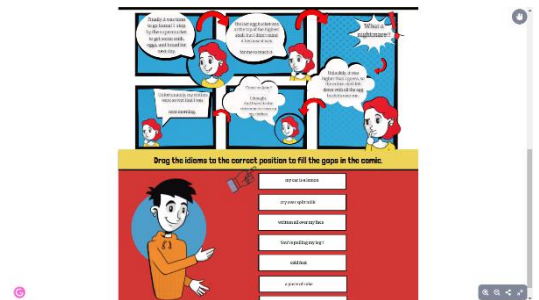
**BLENDED Learning**

STRATEGY 3: FLIPPED CLASSROOM  
Technique: **Polling**

**Procedure** **Online Source** **Adaptability** **Recommendation**

*"Improving spoken lexicon through authentic language strategies"*

**PLAY** **INICIO**



Note: Activities for students found on the online methodological guide.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1. Conclusions

- This study was set out to determine how teachers address lexicon improvement and how lexicon can encourage learners to get involved in actual language exchange. The findings suggest that the lexicon improvement is generally delivered through a traditional methodology that helps teachers monitor learners' behavior. Furthermore, the strategies used by teachers do not promote meaningful learning but instead meet a behaviorist approach in which learners are limited to receive what teachers deliver.
- The most prominent finding to emerge from this study agrees with Thornbury's (2007) claim that speaking and listening are the most demanded language skills for communication. However, the strategies applied by teachers meet reading and writing skills since, according to most participants, English classes' regular strategies are readings and English-Spanish translations. It must be recalled that even though the mother tongue is a reasonable means of clarification, it must not be considered proof of meaningful learning like the one get from English-Spanish translations.
- A mixed approach allowed this study to contextualize the objectives, research questions, and findings, suggesting that teachers constantly address lexicon learning. However, the strategies applied in class do not promote the involvement of new knowledge in real interaction but instead isolated memorization. Besides, surveys and interviews from the mixed research allowed this inquiry to identify that learners and teachers are eager to implement strategies that foster self-improvement and persuade them to get involved in language exchange.
- Although the study has successfully demonstrated a positive attitude from teachers and learners, it has certain limitations regarding the significance of the academic proposal's strategies. Findings propose that teachers and learners have optimistic standpoints when addressing lexicon learning through technology-mediated

strategies. However, caution must be applied, as the findings might not be transferable to upper-level learners since the affective filter gets stronger with age.

- This project was undertaken to evaluate the strategies that best fit learners' needs, allowing the design of an online didactic guide to assist teachers and learners in lexicon training. However, the academic proposal's strategies have not been assessed in practice yet but instead were part of a trial procedure to identify agreement level. Thereby, the study has suggested that learners are eager to implement strategies that foster self-improvement and persuade learners to get involved in language exchange. In contrast to what is assumed by teachers and confirming Morin and Goebel's (2001) claims, learners can deliver better results if they are accurately directed to improve their learning quality.

## **6.2.Recommendations**

- Teachers must adopt a constructivist approach that allows learners to discover and create knowledge at a pace that respects and meets their needs and aptitudes. Indeed, different strategies are available to help teachers promote learners' engagement and manage an interactive class if complemented with the commitment of teachers and learners.
- Learners must be valued per every interaction attempt rather than being graded for non-significant outcomes, which in many cases are not from their own. Besides, it is demanded to provide cooperative work so that learners can identify and overcome language failures through peers' assistance. This way, learners gain the emotional support they need to decrease the affective filter that prevents their language exchange improvement.
- It is imperative to implement techniques and sources that encourage learners to improve their lexicon level and fosters gradual communication. Similarly, teachers might focus on moderating their learners' assignments to improve the four language skills. As mentioned in the literature, a practical way to upgrade multiple skills is by complementing explanations with simultaneous strategies to reinforce understanding and deliver practice opportunities.

- It is required to reflect on what learners need and want to learn instead of focusing on education goals before making teaching strategy choices. Thus, teachers must implement strategies that simultaneously meet knowledge and motivation demands since a motivated class means a committed class. However, the appropriateness of strategy choices must not be ruled by the request of teachers but instead by learners' attitudes and aptitudes.
- Similarly, a contrast between the lexicon influence in developing the four language skills might enable a more significant discerning of learning strategies to promote lexicon improvement for different language purposes. A subsequent study is also required to determine the success of the academic proposal's strategies in actual practice. Finally, reinforcement and self-improvement strategies must be tailored in upper levels to guarantee sequential English learning improvement.

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## APPENDICES

**APPENDIX A:** Interview aimed at teachers.



**UNIVERSIDAD TÉCNICA DEL NORTE**



**INSTITUTO DE POSTGRADO**

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN EN INGLÉS**

**Title:** Updated strategies based on the communicative approach to enhance EFL spoken lexicon acquisition of beginners from “Alfonso Herrera” high school.

**Objective:** To collect information about the methodological strategies used in class to improve English lexicon learning for authentic language development.

**General guidelines:**

1. The survey consists of 10 semi-structured questions.
2. Read each question carefully and provide the answer that best suits your perceptions.
3. All surveys are anonymous, so you can feel free to answer honestly.
4. This survey’s purposes are purely pedagogical with aspirations to contribute to the development of English language learning.
5. The objective after applying this survey is to determine the appropriate strategies to motivate vocabulary learning through activities that involve authentic language and promote its application in real interactions.

6. The interviewer is predisposed to clarify any concerns throughout the interview process.

### QUESTIONNAIRE

1. Which of the following pedagogical models for language teaching are familiar to you?

Grammar-Translation Method

Audio-Lingual Method

Total Physical Response (TPR)

Multiple Intelligences

The Lexical Approach

Communicative Language Teaching/Communicative Approach

Blended-Learning

2. What is the methodology that you use to teach the English language?
- 

3. According to your criteria, how satisfied are you with the results obtained from the methodology you apply to English language teaching?
- 

4. Which of the language skills has been the most improved by your learners and which has been the least enhanced? Why?

---

5. According to your criteria, how essential is the improvement of English vocabulary for better language learning? Why?

---

6. Which activities have you tried to motivate your learners to improve their English vocabulary knowledge?

---

7. Would you like to include any of the following strategies in your methodology to promote better English vocabulary learning? Which?

Pair work/group work

Role-Play

Describe object

Meaning guessing/inference

Involve authentic materials like magazines, T.V., Radio, etc.

Challenges like follow-up questions, yes/no, sentence building.

Interactive games

Media sources that involve music and videos

Social Networks

Other

If you selected "Other," which one?

---

*Thanks a lot for your support!*

*All the information provided here will be kept confidential.*

**APPENDIX B:** Survey aimed at students.



**UNIVERSIDAD TÉCNICA DEL NORTE**



Instituto de  
Posgrado

**INSTITUTO DE POSTGRADO**

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN EN INGLÉS**

**Title:** Updated strategies based on the communicative approach to enhance EFL spoken lexicon acquisition of beginners from “Alfonso Herrera” high school.

**Objective:** To collect information about the methodological strategies used in class to improve English lexicon learning for authentic language development.

**General guidelines:**

1. The survey consists of 10 multiple-choice questions.
2. Read each question carefully and select the option that best suits your perceptions.
3. All surveys are anonymous, so you can feel free to answer honestly.
4. This survey’s purposes are purely pedagogical to contribute to the development of English language learning.
5. The objective after applying this survey is to determine the appropriate strategies to motivate vocabulary learning through activities that involve authentic language and promote its application in real interactions.
6. Instruments will be applied in Spanish for a better understanding of learners.

**QUESTIONNAIRE**

1. Which of the following skills do you think is the most necessary in real life? Rate the levels according to your opinion.

*Rate levels are ordered from lowest to highest.*

**Listening:**

|                  | 1                        | 2                        | 3                        | 4                        | 5                        |                |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Little necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Very necessary |

**Speaking:**

|                  | 1                        | 2                        | 3                        | 4                        | 5                        |                |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Little necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Very necessary |

**Reading:**

|                  | 1                        | 2                        | 3                        | 4                        | 5                        |                |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Little necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Very necessary |

**Writing:**

|                  | 1                        | 2                        | 3                        | 4                        | 5                        |                |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|
| Little necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Very necessary |

2. In your opinion, if you improve your English vocabulary, which skill will you promote?

|                          |           |
|--------------------------|-----------|
| <input type="checkbox"/> | Listening |
|--------------------------|-----------|

Speaking

Reading

Writing

3. According to your criteria, what is your knowledge level of English vocabulary?

Less than 200 words

Around 250 words

Around 750 words

Around 2,500 words

Around 5,000 words

More than 10,000 words

4. How often does your teacher assign activities in class to improve English vocabulary learning?



Always

Frequently

Rarely

Never

5. How often does your teacher assign homework to improve English vocabulary learning?

Always

Frequently

Rarely

Never

6. How much English vocabulary that you have learned in class has been applied in real interactions?

76% - 100%

51% - 75%

26% - 50%

0% - 25%

7. How often do you involve sources or activities like online games, apps, listening to music, etc., to improve your English vocabulary level?

Always

Frequently

Rarely

Never

8. How much do you like the activities used by your teacher to improve your English vocabulary?

Very much

Little

Nothing

9. Which of the following activities has your teacher used to improve your English vocabulary learning?

Use of English-Spanish dictionary

Readings

Flashcards

Mind maps

Mimics and Gestures

Brainstorming

Dictations

Repetition

Other

If you selected "Other," which one?

---

10. Which of the following activities would you like to perform in class to improve your English vocabulary?

Pair work/group work

Role-Play

Describe object

Meaning guessing/inference

Involve authentic materials like magazines, T.V., Radio, etc.

Challenges like follow-up questions, yes/no, sentence building.

Interactive games

Media sources that involve music and videos

Social Networks

Other

If you selected "Other," which one?

---

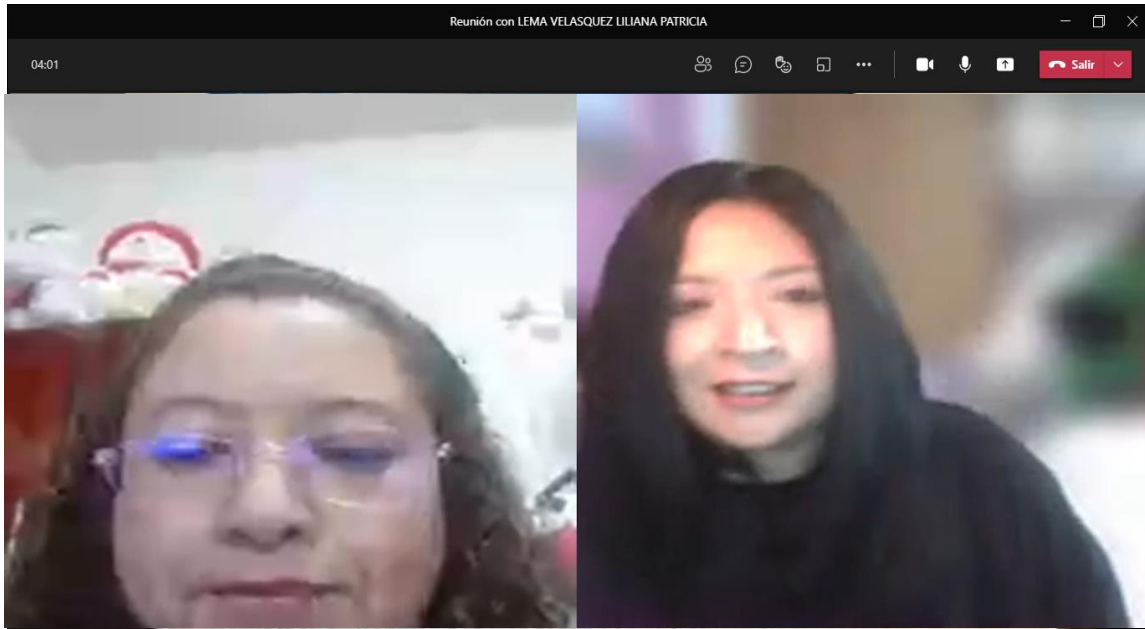
*Thanks a lot for your support!*

*All the information provided here will be kept confidential.*

## APPENDIX C: Screenshots

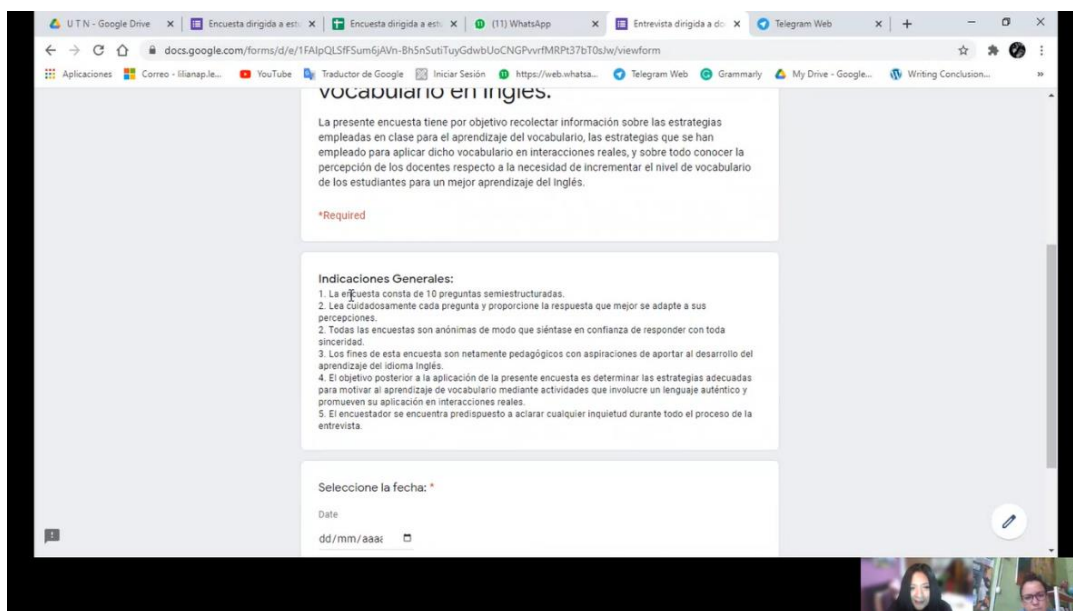
**Figure 17:**

*Interview with the first teacher through the Teams platform*



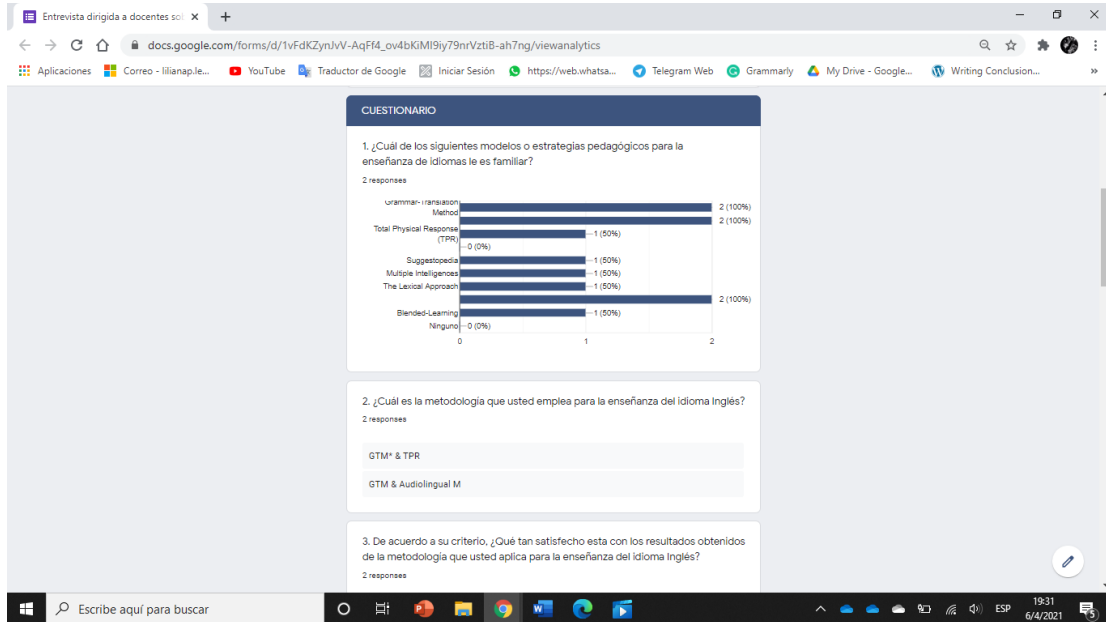
**Figure 18:**

*Interview with the second teacher through the Teams platform*



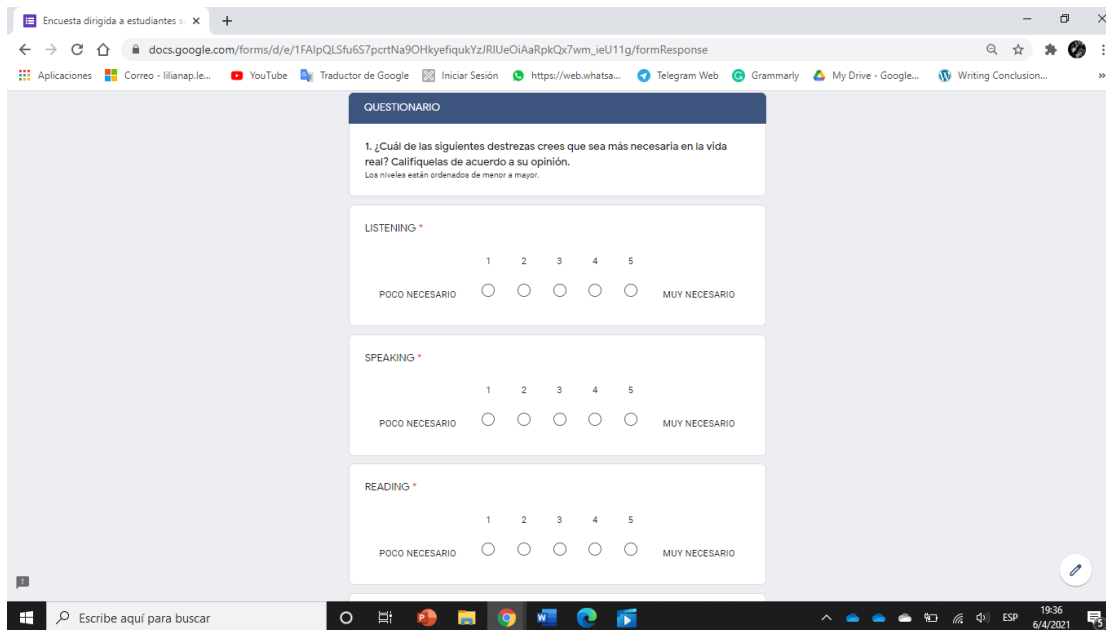
**Figure 19:**

*Teachers' interview transcripts through the Google form software*



**Figure 20:**

*Students' surveys through the Google form software*



## APPENDIX D: Institution's authorization for the study



### UNIDAD EDUCATIVA DEL MILENIO "ALFONSO HERRERA"

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Resolución No. MINEPUC-C27-04069-2015-0001-R  
El Ángel - Cacha - Ecuador

MINISTERIO  
DE EDUCACIÓN



**OFICIO N 0189 – UEM-AH-R**  
**El Ángel, 05 de agosto del 2020**

Doctora,  
Lucia Yépez V. MSc.  
**DIRECTORA INSTITUTO DE POSTGRADO**  
**Ciudad.-**

Me permito informar a usted que la señora: Liliana Patricia Lema Velásquez con número de cédula 0401518592 estudiante del Programa de Maestría en: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN EN INGLÉS, ha sido aceptada en esta institución para realizar su trabajo de grado. La Institución brindará las facilidades e información necesarias, así como garantiza la implementación de los resultados.

Con sentimientos de alta consideración y estima.

Atentamente,

Dra. Aída Chávez Montes.  
RECTORA DE UEMAH



## APPENDIX E: Instruments' validation

### DATA INSTRUMENTS VALIDATION

**Title:** Updated strategies based on the communicative approach to enhance EFL spoken lexicon acquisition for beginners from "Alfonso Herrera" high school

**Objective:** To collect information about the methodological strategies used in class to improve English lexicon learning for authentic language development.

**Author:** Liliana Patricia Lema Velásquez

**Judge:** Narcisa Fuertes López

**Degree:** Ph.D. in Education, a Master's degree in Linguistics Applied to English Learning  
**Academic tutor:** MSc. Fernando Flores

Data instrument collection: Questionnaire

Use a checkmark

Scale:

| Nothing | Low | Middle | Hight |
|---------|-----|--------|-------|
| 1       | 2   | 3      | 4     |

| Evaluation parameters       | Criteria  | 1 | 2 | 3 | 4 |
|-----------------------------|---|---|---|---|---|
| <b>Belonging</b>            | Does the questionnaire have a logical relation to the thesis objective? |   |   |   | ✓ |
| <b>Importance</b>           | What is the instrument level importance related to the investigation?   |   |   |   | ✓ |
| <b>Organization</b>         | Is there a logical organization with the questions display?             |   |   |   | ✓ |
| <b>Writing organization</b> | Are the questions clear and concise?                                    |   |   |   | ✓ |

Validated by

Dr. Narcisa Fuertes, Ph.D.

(Name and surname)

ID:1002091161



Signature