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## **DEDICATION**

Firstly, I would like to express my sincere gratitude and admiration towards MSc. Fernando Flores and MSc. Jose Obando, who provided me with invaluable guidance and assistance throughout the process of creating this work.

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## **ABSTRACT**

The present research work was developed with the objective of analyzing how the lexical approach and the implementation of its strategies help to develop speaking skills in fourth-grade students of the Teodoro Gómez de la Torre Educational Unit. The present research applied the mixed method for data collection in which two types of qualitative and quantitative instruments were applied. On the one hand, a survey was applied as a quantitative instrument to the students with the purpose of knowing the methodology used by the teachers in the classroom and their perspective on English, especially on the ability to speak within the group. At the same time, an interview was applied to the teachers of the English area, being this a qualitative instrument in which the methodology they use for the development of the speaking skill, their point of view about the problem, and how they deal with it in class was known. The results obtained showed that teachers frequently resort to traditional teaching methods, which are not favourably accepted, and that students find the strategies used in class repetitive and not very innovative, so they show no interest in improving them. Based on the analysis of the information collected, a didactic guide is proposed based on an alternative approach in which the activities will be striking and will aim to encourage the student to use the foreign language and thus develop it.

**Key words:** lexical approach, strategies, speaking skills, methodology, innovative, teaching.

## RESUMEN

El presente trabajo de investigación fue desarrollado con el objetivo de analizar como el enfoque léxico y la implementación de sus estrategias ayudan a desarrollar la habilidad del habla en los estudiantes de cuarto grado de la Unidad Educativa Teodoro Gómez de la Torre. La presente investigación aplico el método mixto para la recolección de datos en la cual se aplicaron dos tipos de instrumentos tanto cualitativo como cuantitativo. Por un lado, se aplicó una encuesta siendo un instrumento cuantitativo hacia los estudiantes con el propósito de conocer la metodología empleada por los profesores dentro del aula y su perspectiva sobre el inglés y en especial sobre la habilidad del habla dentro del grupo. A su vez se aplicó una entrevista a los docentes del área de ingles siendo este un instrumento cualitativo en el cual se conoció la metodología que emplean para el desarrollo de la habilidad del habla, su punto de vista sobre la problemática y como lo tratan dentro de clase. Los resultados obtenidos mostraron que los docentes recurren frecuentemente a métodos tradicionales de enseñanza los cuales no cuentan con una favorable aceptación y los estudiantes encuentran repetitivas y poco innovadoras las estrategias usadas en clase por lo cual no muestran interés en mejorar. En base al análisis de la información recolectada se propone una guía didáctica basada en un enfoque alternativo en la cual las actividades serán llamativas y tendrán como objetivo incentivar al estudiante a usar el idioma extranjero y así desarrollarlo.

**Palabras claves:** Enfoque léxico, estrategias, habilidad del habla, metodología, innovadora, enseñanza.

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## **INTRODUCTION**

There are many countries around the world, each with its own language. However, English is the most widely spoken language. English is a globally recognized language that takes an important place in international communication as well as in many other aspects. The English language has become a fundamental tool for breaking down cultural and linguistic barriers in today's globalized world. With its massive use in international business, academic research, and popular culture, English has become a necessary and indispensable language that allows people from different parts of the world to communicate effectively with each other. Its widespread use has also made it an essential tool for bridging the gap between cultures, promoting cross-cultural understanding, and enabling greater cooperation and collaboration between nations. The ability to speak and understand English has become an increasingly important skill for anyone who wants to succeed in today's interconnected world.

Given the importance of multilingualism in today's globalized world, it is imperative that Ecuador take steps to ensure that its population has the opportunity to learn this particular language. The Ecuadorian educational curriculum corroborates the need to teach this language, as it can contribute greatly to the overall development of the country and its population. Therefore, Ecuador incorporated this language into its educational system as a means to further enhance the skills and knowledge of its citizens and equip them to navigate an increasingly interconnected world with confidence and competence.

## **RESEARCH CONTEXT**

In order, to truly acquire and master a new language, it is essential to have proper guidance and support throughout the learning process. (Little, 2006) expresses that the Common European Framework of References (CEFR) is the dominant tool at the moment for the evaluation of proficiency, teaching and learning English. The implementation CEFR of is vital in ensuring a standardized measuring evaluation of language learning and helps to set clear objectives and levels of proficiency for learners to work towards. Overall, by providing the necessary tools and resources, along with a structured framework for learning, individuals can more easily and efficiently acquire a new language.

In the past, Ecuador did not place significant value on the development of communication skills among its population. However, as time has passed, the country has recognized the importance of teaching its people to speak effectively. As a result, the subject of communication has gained importance and has been added to the curriculum. Muñoz Isabel et al. (2018) mention that although English was introduced as a subject in Ecuador's curriculum, most teachers had difficulty teaching it, as they lacked the necessary experience and inadequate techniques. The lack of knowledge about teaching methods or approaches represents inefficiency in teaching and low learning outcomes.

In recent times, Ecuador has partnered with two renowned organizations, the British Council and Cambridge, to improve the quality of education in the country. This collaboration has led to the development of innovative teaching and learning methods, which have proven to be highly effective in imparting knowledge and skills to students. In addition, the partnership has led to the establishment of appropriate standards and evaluation parameters to assess the performance of Ecuadorian students. As a result, the educational curriculum established the levels of proficiency for each grade with the objective that baccalaureates achieve a B1 level at the moment to finish high school.

Finally, this study work implements one of these important materials provided and applies it to the creation of an alternative academic proposal to teach and develop speaking skills which is the most important skill to all non-native learners. The study deepens the ways of teaching speaking to learners. The alternative approach aims to provide a more effective and engaging method of teaching speaking to non-native learners, ultimately leading to better communication and language proficiency.

## **PROBLEM DESCRIPTION**

English is considered a universal language employed around the world, and the demand needs to be satisfied. (Rendon et al., 2022) mention that a language is very important at the moment to establish communication, and English is one of the languages that allows connection and helps all people, therefore, a medium is necessary to teach and instruct English as a subject because it is a long process of many times, and the teaching along the levels or grade is very important and where can be many problems and difficulties for learners. Effective teaching requires the teacher to properly guide the

students. It is very important that the teacher uses appropriate methods and materials to facilitate the learning process. Without proper teaching, students may have difficulty understanding the subject matter, leading to an unsuccessful outcome. Therefore, it is vital that the teacher focuses on both content and methodology to ensure that students are able to acquire knowledge and develop their skills effectively.

Latin American learners also faced this problem; Bohn (2003) exposed that, at the moment teaching a new language has a pedagogical challenge according to the social reality and the correct way of how teachers should teach it. Teaching a new language is a complex task that requires careful consideration of several factors. One of the main challenges language teachers face is adapting their approach or method to the social realities of their students and their preferences, which must be taken into account.

Learning English in Ecuador has a low level of it. According to an investigation conducted by Education First (EF), a global organization that specializes in language training and education, the level of English language learning in Ecuador is alarmingly low. The study, which analyzed the English proficiency of 100 countries worldwide, placed Ecuador in the 81st position, indicating a significant need for improvement in this area. This revelation has profound implications for Ecuador, showing that it requires significant investments in language education, teacher training and development, and curricular reforms.

The Ecuadorian Curriculum establishes that students who finish college should have a B1 level, but the reality of each educational unit is very different. Ecuadorian teachers sometimes use ineffective strategies to teach English; a study realized in Cuenca-Ecuador shows that many students have a low level of English after graduation, and all of this was a result of the use of traditional strategies in the classroom. The traditional strategies such as mind maps, reading text, realizing summaries, and questions, among others, become boring for the students, and they lack motivation. When students lack motivation, they also lack interest, so the class finishes because students just listen, but they cannot learn anything.

## **JUSTIFICATION**

The different methods and approaches have the objective of innovating the way how a class is carried out according to the age or necessities of the group of students. Ismoilova & Kamolova (2023) mention that it is very important to use different methods and approaches to obtain adequate learning results and also recall that the combination of these is a good way to teach. In order to keep up with the constantly evolving educational landscape, it is essential to

explore and adopt different of these to classroom teaching. Also may include interactive teaching styles, collaborative learning methods, and the use of technology in the classroom. It is essential to stay abreast of these techniques and apply them in the classroom to ensure that students can get the most out of their education. By knowing and using these innovative methods or approaches, teachers can create a dynamic and engaging learning environment that fosters student growth and development.

The study that is being developed is of utmost importance as it aims to improve the speaking skills of fourth-grade students at Teodoro Gomez de la Torre school. The study will facilitate this process by creating a comprehensive didactic guide that will employ an alternative approach to conventional teaching methods. The approach chosen for this study was lexical. This approach is effective because it focuses on vocabulary and its use in context, rather than just grammatical structure. The lexical approach has several advantages, such as helping learners understand the language in a more natural and authentic way. It also encourages the use of the language in real-life situations, which can improve communication skills. In addition, the lexical approach helps learners become more confident in their use of the language. In short, the lexical approach is a very effective method that can greatly enhance language learning.

Also, developing oral expression is essential when learning a new language, as it is one of the most crucial aspects of the process. Speaking allows learners to practice pronunciation, intonation and fluency, key components of effective communication in any language. In addition, speaking helps learners improve their listening comprehension and expand their vocabulary when engaging in conversations with native speakers or other language learners. Therefore, it is essential to practice speaking regularly, as it can significantly enhance the language learning experience and facilitate the acquisition of a new language.

This guide is intended to provide teachers and students with a step-by-step methodology to enhance their language skills in a structured and effective manner. By following this guide, students will learn how to engage in meaningful conversations, express themselves confidently and fluently, and effectively communicate their ideas and thoughts. Moreover, the guide also includes a variety of interactive activities and exercises that encourage students to actively participate in the learning process and apply what they have learned in real-life situations. These activities not only help to reinforce language skills but also make the learning process more fun and engaging. By

implementing these techniques and strategies, students can develop their language skills in a more systematic and efficient way, leading to greater success and confidence in their language abilities.

## **ACADEMIC PROPOSAL IMPACT**

This academic approach to research work has some positive implications that are worth noting. First, the lexical approach is an alternative teaching approach that was created to address the need for a more effective way to teach English. This approach focuses on teaching useful expressions, phrases, and vocabulary that learners can use in real-life situations. Second, this approach focuses on improving speaking, which is one of the most crucial skills in acquiring a new language. This proposal emphasizes the use of communicative activities that encourage learners to speak more and practice their speaking in a safe and collaborative environment. Finally, this academic proposal provides teachers with additional resources and teaching materials to apply in the classroom. These resources provide teachers with a range of activities and strategies that will help them deliver effective and engaging lessons that meet the needs of their students. By focusing on the lexical approach and speaking, and providing teachers with additional resources, students can acquire English more effectively and engagingly.

## **OBJECTIVES**

### **General objective**

Analyze the lexical approach to develop speaking skills in fourth graders at Teodoro Gomez de la Torre school.

### **Specific Objectives**

- Establish the theoretical basis of the Lexical Approach to develop Speaking skills in fourth graders at Teodoro Gomez de la Torre school.
- Determine the lexical strategies to develop speaking skills.
- Propose a didactic guide based on the lexical approach for the development of speaking skills.

## RESEARCH STRUCTURE

The following research work consists of a series of chapters which are summarized below:

**Chapter I:** The theoretical framework that contains the essential information related to the different variables involved. It outlines the essential concepts, theories, and models that guide the research work, highlights the relationships between the different of them and also helps a comprehensive understanding.

**Chapter II:** The Methodology implemented in the process of investigation. This includes an in-depth analysis of the methods, instruments, data collection, techniques, the establishment of the sample size, the analysis of the information collected, and the results obtained throughout the research.

**Chapter III:** The analysis and the interpretation of the data collected through the instruments and techniques applied, which were surveys to students analyzed with the help of pie charts and percentages, an interpretation of the interviews applied to teachers to finally conclude with the discussion results.

**Chapter IV:** The academic proposal “Implementing Lexical Approach”, a didactic guide developed for fourth graders, which was made using the strategies of the mentioned approach to improve speaking skills.

Finally, the conclusions and recommendations that were determined after the consideration of the information obtained and the objectives of the investigation.



## CHAPTER 1: THEORETICAL FRAMEWORK

### 1.1. Second Language Acquisition

The ability of language is an inherent attribute of every human being, which confers the capacity to convey thoughts, ideas, and emotions with precision and eloquence, either orally or in writing. The country of their birth determines every individual's mother tongue. However, due to the significant number of languages spoken around the world, people felt the need to learn and acquire a new language. Ortega (2009) exposes that “Second language acquisition is the scholarly field of inquiry that investigates the human capacity to learn another language than the first during late childhood, adolescence or adulthood, and one the first language or languages have been acquired”. (p 1). Second Language Acquisition (L2) receives research attention because of the various disciplines involved in it, such as psychology and education, with the primary goal of understanding how learners process information and identify effective forms of teaching to facilitate successful knowledge transmission.

### 1.2. Learning theories

The field of learning theories encompasses an extensive range of concepts and hypotheses developed by psychologists, philosophers, and educators. Their main objective is to explain how humans acquire knowledge and its advantages through various learning modes. The role of learning theories in education is crucial as they serve as a guide in the teaching process and provide necessary support. There are several of them, but the main ones are behaviorism, cognitivism, connectivism, humanism, and constructivism, each with a different purpose and point of view. Considering the distinct objective of each one, just two of them were selected for the present investigation.

#### 1.2.1. Behaviorist learning theory

Behaviorist learning theory has two main exponents: John B. Watson (1878-1958) and B. F. Skinner (1904-1990). Watson and Skinner have different beliefs about human behavior. **Zhou & Brown (2015)** explain the different point of view of both and exposes that Watson believes that specific stimuli lead to certain responses and natural outcomes, while Skinner believes that rewards and punishments motivate specific responses and that rewarded behavior is likely to be repeated; also, the environment influences them. Nevertheless, if both beliefs are compared, it shows that behaviorism emphasizes conditioning as the main influential factor that affects human

behavior. It is also important to mention the environment where they live.

According to **Mehui & Rezen (1988)** research, there are five significant principles of behaviorism, which include:

1. Behaviorist theory dwell on spoken: The act of speaking is recognized as the fundamental medium of transferring information between people, as it is the most natural way for human beings to express their thoughts and ideas. It is generally observed that individuals acquire the ability to speak a language before they acquire the ability to write because speech is the basis of all human interaction and communication.
2. Behaviorist theory is the habit formation theory of language teaching and learning: Language learning is a mechanical process leading the learners to habit formation whose underlying scheme is conditioned reflex
3. The stimulus-response chain is a pure case of conditioning: Each stimulus is thus the caser of a response, and each answer becomes the initiator of stimulus, which goes on in this way.
4. All learning is the establishment of habits as the result of reinforcement and reward: In a stimulus situation, when responses are well rewarded, they are reinforced and habit formation is established.
5. The learning, due to its socially-conditioned nature, can be the same for each individual: If individuals are exposed to the same learning conditions, their potential to absorb knowledge and acquire skills can be maximized equally.

When it involves learning a second language in the classroom, behaviorist theory emphasizes the fundamental principles set out previously. The primary objective of this theory is to teach using stimulus-response that allows habit formation. However, it is important to mention that this particular approach is most effective when it concerns the development of oral communication skills.

### **1.2.2. Constructivist learning theory**

Emerging during the 1970s and 1980s, this theory had three main proponents, they were Dewey (1859-1952), Piaget (1896-1980), and Vygotsky (1896-1934), each one offering a unique perspective on how individuals acquire knowledge and skills. Jia (2010) discusses each psychology and their beliefs. John Dewey proposed that the act of learning is not simply a passive reception of information; on the contrary, it is an active process

that involves experience, interaction, and social activities to build their own understanding. Jean Piaget highlights two key terms in the learning process: assimilation and accommodation. Assimilation refers to the internalization of an object, while accommodation involves linking new ideas with prior knowledge to construct knowledge; these processes are crucial for children's development, and finally, Lev Vygotsky argued that the learning process occurs through the social interaction of knowledge between individuals and also it depends of the social context where children born. The Constructivism learning theory relies on actively interacting with others to acquire and construct knowledge.

Constructivism is founded upon a set of fundamental learning principles; Hein (1991) exposes some of them, which include: learning is an active process, people learn to learn as they learn, learning is a social activity, and learning is contextual, among others as the leading proponents and the most essential principles reinforce the learning theory known as Constructivism places a significant emphasis on the code of deductive reasoning. This concept is a crucial proponent, as it encourages learners to think to conclusions and make inferences based on their own experiences and observations. By actively engaging in this process of deduction, learners are able to develop a deeper understanding of the subject matter and create meaningful connections between new information and their existing knowledge.

In the classroom context, constructivism is characterized by distinct roles for the student and the teacher. These roles are not the traditional ones that many of us are accustomed to, but instead, they emphasize a more interactive and collaborative, to be more exact, the student is seen as an active participant in the process of constructing knowledge, while the teacher takes on the role of facilitator and guide, so both students and teachers can work together to create a more precise and practical learning experience.

### **1.3.Methods and approaches**

Jack C. Richards (2014) exposed that language teaching was emerging as an active education debate and innovation area. Throughout history, language teaching has been transformed. However, one of the most critical moments in this evolution occurred during the twentieth century. It marked a significant turning point that brought about several notable changes in the practice of language teaching. The twentieth century marked a considerable change in the approach to education, leading to a critical re-evaluation of conventional teaching systems. This transformation has had a profound impact on how

they perceive and engage in the learning process, paving the way for innovative and more effective pedagogical practices emerging in the different methods based on the main approaches.

“An approach to language teaching is something that reflects a certain model or research paradigm- a theory”. (Celce-Murcia, 2001, p. 3). Basically, an approach refers to the theoretical foundations of language and learning, which encompass the fundamental principles of language teaching. It involves a comprehensive understanding of the various linguistic components, their interrelationships, and the various methods and strategies for effective language teaching. A sound approach considers learners' needs, goals, and abilities and seeks to foster their communicative competence and language proficiency.

“Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach”.(Jack C. Richards, 2001, p.19). In education, the teaching method refers to the tangible and practical aspects of the approach. This includes the way in which the teacher presents information and materials to the learners. However, it is equally crucial to recognize learners' important role in the learning process. The method and learner participation create a dynamic and effective learning environment.

Experts have developed different methods and approaches, each with their own perspective. The table below shows the years in which they were created.

**Table 1**  
*Methods and approaches*

<b>Approaches and Methods</b>	<b>Years of developing</b>	<b>Exponents</b>
<b>The Grammar- Translation Method</b>	During 19 <sup>th</sup> century 1801-1900	<ul style="list-style-type: none"> <li>• Johann Seidenstücker</li> <li>• Karl Plötz</li> <li>• H. S. Ollendorf</li> <li>• Johann Meidinger</li> </ul>
<b>The Direct Method</b>	The early 20 <sup>th</sup> century 1901-2000	<ul style="list-style-type: none"> <li>• Francouis Gouin</li> <li>• Maximilian Bertliz</li> <li>• Lambert Sauveur</li> </ul>
<b>Audiolingual Method</b>	1950s-1960s	<ul style="list-style-type: none"> <li>• Charles Fries</li> <li>• Leonard Bloomfield</li> <li>• Robert Lado</li> </ul>

<b>Silent Way Method</b>	The early 1960s	<ul style="list-style-type: none"> <li>• Caleb Gattegno</li> </ul>
<b>Total Physical Response Method</b>	1925s-1960s	<ul style="list-style-type: none"> <li>• Harold and Dorothy Palmer</li> <li>• James Asher</li> </ul>
<b>Communicative Language Teaching Approach</b>	1970s	<ul style="list-style-type: none"> <li>• Tracy D. Terrell</li> <li>• Michael Canale,</li> <li>• Merrill Swain</li> <li>• Dell Hymes</li> </ul>
<b>Suggestopedia Method</b>	1970s	<ul style="list-style-type: none"> <li>• Georgi Lozanov</li> </ul>
<b>Competency-Based Language Teaching Approach</b>	1970s	<ul style="list-style-type: none"> <li>• Jack C. Richards</li> <li>• H. Douglas Brown</li> <li>• Michael Canale</li> </ul>
<b>Neurolinguistic Programming Approach</b>	1970s	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Content-Based Instruction Method</b>	1980s	<ul style="list-style-type: none"> <li>• Stephen Brinton</li> <li>• Marguerite Ann Snow</li> <li>• Johanne Mednick Myles</li> </ul>
<b>Task-Based Language Teaching Approach</b>	1980s-1990s	<ul style="list-style-type: none"> <li>• Jane Willis</li> <li>• Rod Ellis</li> <li>• Michael Long</li> </ul>
<b>Multiple Intelligences</b>	1983	<ul style="list-style-type: none"> <li>• Howard Gardner</li> </ul>
<b>Lexical Approach</b>	1990s	<ul style="list-style-type: none"> <li>• Michael Lewis</li> </ul>

**Note:** own elaboration      **Source:** Methods and Approaches in Language Teaching

#### **1.4.Lexical Approach**

The acquisition of a new language involves a gradual process encompassing the mastery of individual words, constructing coherent sentences, and effective communication, ultimately leading to fluency and comprehensive understanding. As individuals progress through this journey, they develop the ability to engage in meaningful conversations with ease. “The lexical approach concentrates on developing learners’ proficiency with lexis, or words and word combinations”.(Moudraia & Olga, 2001, p.1.). It was developed as an alternative to the many refined approaches during The Methods Era. According to the lexical approach in

language teaching, learning can be made easier for students by using a lexicon. Furthermore, this approach brings about a complete shift in the roles of teachers and students compared to other methods. The focus is on using collocations and multiword units, which help students develop fluency in the language.

#### **1.4.1. Principles and Implications of the Lexical Approach**

The creation of this approach changed traditional teaching, and people could evidence through the fundamental principles that distinguish this approach from more conventional language teaching approaches in it proposes that grammar plays a subordinate role to lexis. Language is not analyzed in terms of sentence-level grammatical structures and the vocabulary items that are slotted into them. Michael Lewis (1993) in his book exposes the following main principles that he wants to apply in the Lexical Approach:

- Language consists of grammaticalized lexis, not lexicalized grammar.
- The grammar vocabulary dichotomy is invalid; much language consists of multiword ‘chunks.
- A central element of language teaching is raising students’ awareness of, and developing their ability to ‘chunk’ language successfully.
- Collocation is integrated as an organizing principle within syllabuses.
- Language is recognized as a personal resource, not an abstract idealization.
- Successful language is a wider concept than accurate language.
- The primacy of speech over writing is recognized; writing is acknowledged as a secondary encodement with a radically different grammar from that of the spoken language.
- It is the co-textual rather than situational elements of context which are of primary importance for language teaching.
- Socio-linguistic, competence-communicative, power-precedes and is the basis, not the product, of grammatical competence.

- Grammar as structure is subordinate to lexis.
- Grammatical error is recognized as intrinsic to the learning process.
- Sub-sentential and supra-sentential grammatical ideas are given greater emphasis at the expense of earlier concentration of sentence grammar on the verb phrase.
- Receptive skills, particularly listening, are given enhanced status.

#### **1.4.2. Lexical competences**

L1 learning and L2 acquisition are when people need to acquire a language that includes new words, phrases, and grammar. People usually learn from the environment around them and start with a word. Lexical competence is the ability that people have to learn from one single letter to a word and then will be able to use the different words to form a sentence or phrase. Stubbs (1986) mentioned, “Any individual speaker’s vocabulary is unique: an idiosyncratic network of personal connections”. All languages’ are different in their expressions, writing, and more. However, the learner could have lexical competence when people can appropriate them, form a sentence, transmit coherent messages, understand the language, and communicate meaningfully.

#### **1.4.3. Lexis**

**Caro & Rosado Mendiñeta (2017)** use the Greek terminology and expose that “Lexis refers to all the words in a language, the entire vocabulary of a language” (p.206). Lexis is a linguistic term encompassing all words used in a certain language. It includes words that follow strict grammatical rules and word combinations that break standard rules. Essentially, the lexicon refers to the complete set of words used by speakers of a language, regardless of whether they conform to conventional grammatical rules.

#### **1.4.4. Lexical Items**

The learning process of the language is confirmed by many stages, and one of them is the development of the lexicon, starting with the learning of a word until the use of phrases. According to **Lewis & Gough (1997)**, an effective strategy for language learners is to break language into smaller, more manageable segments. The process begins with acquiring single words, which are gradually expanded to create meaningful, easily articulated sentences. With this approach, learners can improve their language proficiency and communication skills and define four basic chunks.

**Table 2**  
*Description of lexical chunks*

<b>LEXICAL CHUNKS</b>	
<b>Words</b>	<p>A word is the smallest meaningful unit of the language</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• Cat</li> <li>• Dog</li> <li>• Bread</li> </ul>
<b>Collocations</b>	<p>Collocations are common word combinations. They can be one, two, or more words.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Take a shower</li> <li>• Bright sunshine</li> <li>• Take a photo</li> <li>• Go on</li> <li>• Traffic jam</li> </ul>
<b>Fixed Expressions</b>	<p>Fixed expressions are the expressions commonly used in language, and the Lexical Approach proposes some types.</p> <p><b>Social greetings:</b> Good morning, Happy New Year</p> <p><b>Politeness phrases:</b> No thank learner, I'm fine</p> <p><b>Phrase Book:</b> Can learner tell me the way to....., please?</p> <p><b>Idioms:</b> Break a leg, Learner're making a mountain out of a molehill.</p>
	<p>Semi-fixed expressions are phrases or idioms that retain the same basic word order throughout, but some parts can be changed depending on the context or situation, and there are many types of them.</p> <ul style="list-style-type: none"> <li>• <b>Almost Fixed Expressions, which permit minimal variation:</b> It's / That's not my fault.</li> <li>• <b>Spoken sentences with a simple slot:</b> Could learner pass..... please?</li> </ul>



<p><b>Semi-fixed expressions</b></p>	<ul style="list-style-type: none"> <li>• <b>Expressions with a slot which must be filled with a particular kind of slot-filler:</b> Hello. Nice to see learner. I haven't seen learner + time expression with for or since.</li> <li>• <b>Sentence heads, which can be completed in many ways:</b> What was really interesting/surprising</li> <li>• <b>More extended frames, such as those for a formal letter or the opening paragraph of an academic paper. For example:</b> There are broadly speaking two views of.....</li> </ul>
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**Note:** own elaboration

**Source:** Implementing the lexical approach theory

Through the integration of a wide range of word segments comprising both single words and multi-word expressions, one can effectively expand vocabulary, nurture the lexicon, and improve linguistic competence. This approach enables individuals to incorporate a wider range of linguistic elements into their communication, thus improving their fluency.

#### **1.4.5. Lexical Approach in Language Teaching**

The lexical approach is a very effective technique for improving language proficiency. This method prioritizes the use of “chunks” of language as the primary means of achieving this goal. By focusing on these pre-existing groups of words and phrases, learners can more quickly and thoroughly assimilate the intricacies of the language in question. To reinforce it, Mudraya (2006) states, “The integration of the lexical approach with a corpus linguistic methodology can enrich the learners’ language experience and raise their language awareness”. As a result, the lexical approach has proven to be a highly effective tool for language learners of all levels.

#### **1.4.6. Roles in Lexical Approach Classes**

##### **Student role**

In the learning process, the students have an important role that he or she needs to comply with. According to the different methods and approaches, their role change

depending on each author. However, the main goal in The Lexical Approach is strengthening self-discipline and, in some of these encouraging them. It is an alternative approach that has a different role for the students. “The learner assumes the role of data analyst constructing his or her own linguistic generalizations based on examination of large corpora of language samples taken from “real life”.(Jack C. Richards, 2001) . The fundamental goal for students in the Lexical Approach is to achieve a sense of self-sufficiency in understanding and absorbing information. This approach emphasizes the importance of vocabulary and its relationship to language acquisition, enabling students to understand the language they are learning fully. By achieving autonomy in their learning process, students can effectively use the language in real-life situations, which is the ultimate goal of language acquisition.

### **Teacher role**

Many years ago, teachers were considering the principal character in the classroom. However, with the passing of the years, the creation of different methods and approaches proposed a passive role for the teacher. The lexical approach has a different role for the teacher in the classroom; Jack C. & Richards (2001) exposed that teachers “abandon the idea of the teacher as ‘knower’” (p.136). The Lexical approach significantly emphasizes the teacher’s role in motivating students to become discoverers. The teacher is responsible for providing relevant materials and acting as a supportive to learners. This approach recognizes the vital importance of teacher-student interaction and highlights the teacher’s role as a facilitator in the learning process. Through their guidance and encouragement, the teacher can create a positive learning environment that promotes active and engaged student participation.

### **Role of material**

The successful transmission and application of the information covered in each lesson is vital and depends on adapting the material to the specific needs of the learners. The book “Lexical Approach (The State of EFT and a Way Forward)” show the different material that teacher and students could use in a class and propose dictionaries, grammar books, and coursebooks so through these materials, students can improve their vocabulary and also exposed to the foreign language(Michael Lewis, 1993, p.180 ). For example, English dictionaries are an indispensable tool in the teaching-learning process. They can serve as a resource for exposure to the language, thus facilitating autonomous interpretation, comprehension, and learning. The varied

material available provides a global understanding of the language, allowing learners to expand their vocabulary and improve their language skills.

### **1.5. Contributions of chunks to speaking skills**

“Prefabricated chunks facilitate L1 and L2 fluency, both in language production and in comprehension”.(Boers & Lindstromberg, 2009, p. 24). The acquisition of language skills is assisted significantly by the use of lexical chunks, which are essentially ready-made phrases or expressions that allow people to communicate verbally before they have fully mastered writing. This approach allows people to express themselves more easily and effectively, enabling them to communicate their thoughts and ideas with others in a more efficient and fluent manner. By using lexical chunks, individuals can develop their language skills more quickly and effectively. They can begin to use their new abilities to interact with the world around them in a more meaningful and impactful way.

“The language in real communication contains many lexical chunks, which are the center of language structures.”(Jia-Ying, 2006). During crucial stages of their childhood and development, children often rely on commonly used phrases, fundamental vocabulary, and idiomatic expressions to effectively convey their thoughts and emotions in a wide range of circumstances. This confidence in familiar linguistic patterns enables the learner to successfully navigate the complexities of communication and interact with his or her environment meaningfully.

### **1.6. Lexical Approach strategies to improve speaking skills**

The learning process is long and sometimes complicated, and to achieve the different goals is necessary to apply some strategies according to the educational needs. Montañó and González (2017) exposed that a learning strategy is a set of tactics that people use to carry out a better and more successful learning process. For those wishing to acquire a new language, proficiency in speaking is a crucial aspect of the process. Thanks to the variety of approaches and methods available to both learners and teachers, numerous strategies can be employed to improve and develop these skills. One such method is the lexical approach, which offers its own set of unique and effective tactics to help learners achieve their goals. There are some strategies based on the lexical approach that can be used to develop and improve speaking skills. Here are some of them:

## **Pictionary**

Pictionary is an entertaining and challenging game that requires players to deduce a word or phrase based on a drawing and a description. The objective of the game is to accurately guess the word or phrase before the allotted time runs out. This game requires players to use their creativity and analytical skills to interpret and decipher the sketch and description. Overall, Pictionary is a fun-filled game that can be enjoyed by people of all ages and skill levels.

## **Tongue twister**

A tongue twister is a form of wordplay that involves uttering phrases or sentences that are intentionally challenging to articulate accurately. These word puzzles are generally spoken in a playful and humorous manner as if they are a type of game. It can be a fun way to test your pronunciation skills and entertain others.

## **Riddles**

A riddle is a type of puzzle that is typically presented in the form of a question, statement, or scenario that requires the solver to use logic, reasoning, and deduction to arrive at a solution. Often, riddles are designed to be tricky or misleading, making them a fun challenge for individuals or groups to solve. The ability to solve riddles is often seen as a sign of intelligence and can be a great way to exercise the mind and keep the brain active.

## **Brainstorming**

Brainstorming is an effective technique for quickly generating a large number of possible solutions or ideas without any self-criticism or judgment. Participants are encouraged to build on each other's ideas and share even seemingly unconnected or unconventional ideas to foster innovative and creative thinking.

## **Role-play**

Role-playing is an effective strategy for improving and perfecting social and communication skills. This is achieved by simulating and acting out specific roles or scenarios with another person or a group of people. Through role-playing, people can practice different social interactions and communication styles in a safe and controlled environment.

## **Trivia**

Trivia is a fun and interactive way to increase the learning experience for students. This activity requires answering a series of questions covering a variety of topics in a game-style setting. Participants are presented with a series of questions and are expected to

answer accurately and precisely.

### **Memory game**

Memory game, also called a concentration game, is designed to test a person's ability to remember the location of objects or information. The game can take many forms, but typically involves the player turning over cards or tiles to uncover missing images or words and then matching or completing identical information. This game can be a fun and engaging way to test and reinforce memory.

### **1.7.English language teaching**

There is an increasing demand from people who wish to learn and master a foreign language, which can be attributed to the number of factors, such as the rise of globalization and the aftermath of the world war. Consequently, greater emphasis has been placed on teaching English, which has become the dominant language in the global community. Hall (2017) emphasizes that the evolution of the English language teaching process was very important to obtain adequate teaching methods and approaches and achieving a correct learning. The commitment and innovative exploration of distinguished educators has transformed the field of English language teaching, effectively attending to the diverse needs and aspirations of learners around the world.

### **1.8.English skills**

Learners must acquire essential abilities to learn a new language or their mother tongue. Developing four basic skills that form the foundation for effective communication is essential when a learner sets out to master a new language or even to improve the mastery of the learner's native language. These are reading, writing, speaking, and listening. To become competent communicators, learners should focus on developing these fundamental skills in a balanced and comprehensive manner. In this way, they will be able to effectively convey their thoughts and ideas and understand and respond to the messages of others. In education, the emphasis is placed on the fourth skill. However, it is to be noted that each skill has its own set of sub-skills which are specifically designed to enhance their efficiency.

Additionally, the four skills are classified as productive and receptive. Listening and reading are considered receptive while speaking and writing are considered productive( British Council, n.d.). On the one hand, listening and reading are passive language skills that do not involve actively producing language. This means that while individuals are able to comprehend and understand what they are hearing or reading, they

may not necessarily have the ability to formulate their own responses or express themselves in the same language. On the other hand, speaking and writing are productive forms of language use, as they require active participation and contribute to the creation of visible results. Whether it is verbal communication or written expression, both forms of language use are essential for effective communication and the expression of thoughts and ideas.

### **1.9.Speaking skills**

“Speaking is the verbal use of language to communicate with others”.(Fulcher, 2015, p.23). The ability to communicate through speech is an extremely important skill that requires effectively transmitting information clearly and concisely. It is a valuable tool that can be used in many contexts, including personal, professional, and academic. Effective speaking is about conveying information, capturing the audience’s attention, and ensuring they understand and retain the information presented. It takes a combination of preparation, practice, and confidence to transmit a compelling message to listeners. Effective oral communication requires several key aspects of speaking skills, including the following components:

#### **Pronunciation**

Pronunciation is a complex and multifaceted process involving various elements of speech, such as rhyme, stress, and intonation. It is a skill that requires close attention to detail and constant practice. (Gilakjani & Sabouri, 2016) explain that “One of the important parts of foreign language teaching and learning is English pronunciation because it impacts learners’ communicative competence and performance”. The ability to pronounce words correctly and effectively is crucial to effective communication and can strongly influence the understanding of others. To achieve proficiency in pronunciation, focusing on each aspect of speech and working to improve them individually is essential. With dedication and persistence, a clear and confident speaking style can be developed that allows learners to communicate with ease and clarity.

#### **Fluency**

Yenkimaleki et al. (2023) exposed that “fluency generally refers to ease or automaticity in the student speech and is represented in flow, continuity, and smoothness of speech”. This speaking subskill is the charge of the fluent transmission of information without barriers or lags and is an essential aspect of effective communication. The success of information transmission depends on its accuracy, speed, and the confidence with which it is shared. It is crucial to ensure that information is communicated quickly and

accurately, without any hindrance, to ensure successful results.

### **Vocabulary**

Vocabulary refers to the complete set of words and phrases that exist within a language. Koizumi (2013) exposes that the size of the vocabulary is very important in enriching the lexicon of people and also is very useful for listening and speaking. Developing a large vocabulary is essential for improving language proficiency. This practice is highly beneficial for verbal expression and listening comprehension, as it enables individuals to communicate their thoughts and ideas effectively and easily understand others. By spending time and effort to expand the lexicon, individuals can significantly improve their language skills and, thus, their overall communication ability.

### **Grammar**

Grammar is a set of guidelines that directs the organization and use of language and encompasses the analysis of word categories, their modifications, and their functions and connections within a sentence; all of this is essential to English language teaching. (Hunston, 2010) manifests that “Grammar should be seen as a set of skills rather than as a body of knowledge”. Grammar rather than being a simple accumulation of information, it is more beneficial to consider grammar as a set of skills and abilities. In this way, grammar is not just a set of rules to follow but a set of tools to wield to communicate and convey meaning effectively. Understanding grammar allows the learner to express clearly and accurately and can greatly improve the ability to communicate with others.

#### **1.9.1. Importance of speaking skills**

Acquiring the ability to speak fluently in English is an indispensable skill for learners, as it is the primary mode of communication. Proficiency in spoken English enables learners to express their thoughts and viewpoints with precision and conviction, making it a vital skill to acquire in their language-learning expedition. Rao (2019) manifest that states that “communication plays a vital role in getting success in all fields”. English is universally recognized as a widely spoken language that is of enormous importance for people to communicate competently worldwide. It is an important means of communication and is essential for cultivating intercultural understanding and relationships. Speaking and understanding English is a precious commodity that opens up a multitude of opportunities in various fields such as business, education, and technology. Hence, it is imperative to acquire and master English for personal and

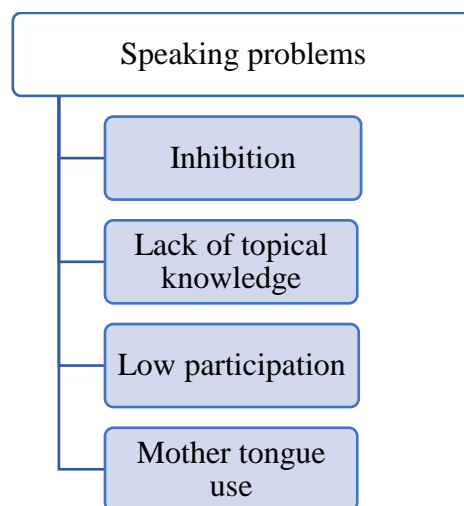
professional development.

### 1.9.2. Learners' problems in speaking

Learning a new language can be daunting, especially for those who are not fluent. Speaking in a non-native language requires considerable effort and commitment, which can be overwhelming and intimidating. From mastering grammar rules to practicing pronunciation, the process of learning a new language requires a lot of hard work and dedication. Speaking is one of the main challenges to L2 learners; **Tuan and Mei (2015 cited in Mei & Masoumeh, 2017)** exhibit that the speaking problems of learners are the following:

**Figure 1**

*Speaking problems of learners*



*Note: learner's speaking problems Created by :the author*

### 1.9.3. Speaking strategies

Language teachers are of the opinion that the acquisition of oral skills is an indispensable aspect of gaining mastery over a new language, as it enables learners to communicate fluently with other speakers and express themselves effectively. Consequently, they recommend a wide range of strategies to develop and improve students' speaking skills. **Miranda & Wahyudin (2023)** believe that the most important strategies to improve speaking skills are learning new vocabulary because they are always discovering new words to enrich the lexicon, focusing on pronunciation to achieve a good understanding, self-talk to practice, and finally, encouraging students to download apps.

On the other side, focusing on classroom activities, Aip Syaepul Uyun (2022)



highlights games, roleplay, debate, discussion, and presentations, as well as role-playing exercises that simulate real-life situations, as effective strategies to improve speaking skills. By employing a combination of these strategies, language learners can gain greater confidence in their speaking abilities, develop a better understanding of the language, and improve their overall communication skills. Ultimately, this can help them achieve their language learning goals and become more proficient in their target language.

## **CHAPTER II: METHODOLOGY**

The purpose of this chapter is to provide an overview of the methodology used during the research process. This includes a detailed explanation of the approach adopted for data collection, as well as the specific instruments used to obtain the necessary information. Thus, in this chapter, the aim is to ensure that the research is conducted in a comprehensive and efficient manner and that all relevant data and information are properly analyzed and evaluated.

### **2.1. Description of the study area**

This investigation was carried out at the Teodoro Gómez de la Torre School located in Ibarra, Ecuador. This educational institution is located in Teodoro Gómez de la Torre and Pedro Vicente Maldonado avenues, located in the province of Imbabura. The educational institution has a considerable student population, with a total of 3,936 students registered in different sections and modalities. However, for the present research, only fourth-grade students were selected with the purpose of contributing to the improvement of oral expression through the use of the lexical approach and its strategies.

### **2.2. Research Approach**

To conduct this investigation successfully, it is crucial to utilize a combination of quantitative and qualitative research methods, known as mixed methodology. Creswell (1999) explained that “A mixed-method study is one in which the researcher incorporates both qualitative and quantitative research methods of data collection and analysis in a single study. This type of study enables a policy researcher to understand complex phenomena qualitatively as well as to explain the phenomena through numbers, charts, and basic statistical analyses”(p.255). The use of this methodology provides valuable data by allowing opinions, interpretations, and different perspectives on a given situation. It also allows the collection of measurable information through numerical data, which is more objective. Conducting a thorough analysis of the problem provides accurate and reliable results.

According to Williams (2007), “ Quantitative research creates meaning through objectivity uncovered in the collected data” (p.66). The quantitative research method is a systematic and objective approach that involves the collection of measurable data to examine and evaluate the effectiveness or limitations of previous research work. This

precise research method allows this investigation to accurately assess valid and reliable results. Using statistical analysis and standardized measurement tools, a valuable understanding can be achieved.

Qualitative research is a methodical investigation of social events in their natural environment and can concern various aspects of people's lives, the behavior of individuals or groups, the functioning of organizations, and the influence of interactions on relationships (Teherani et al., 2015). This research method enables us to understand the various thoughts, opinions, and perspectives related to a specific context. It helps to deduce what has happened or what could happen and how it affects the situation.

## **2.3. Research methods**

### **2.3.1. Inductive**

Carnap (1952) describes the inductive method as a confirmation or estimation method; it is of confirmation because it determines the level of acceptance of the hypothesis and estimation by the appreciation of the population based on the evidence. This method is applied to the creation and testing of hypotheses, starting from general principles or theories, and drawing specific conclusions. Using the deductive method, the aim is to demonstrate that a specific statement is true based on a wider and more general theory. In order to carry out an exhaustive investigation, it is necessary to apply the inductive method. This involves meticulously searching all available information, starting from the oldest to the most recent. Through this process, a solid theoretical foundation can be established on which to base the research. Only by employing this rigorous method can one hope to discover all the relevant facts and reach meaningful conclusions.

### **2.3.2. Deductive**

The deductive method refers to the logical reasoning and interpretation of data to create a hypothesis (Casula et al., 2021). The deductive method uses individuals' ability to employ logical reasoning to infer and interpret relevant data in order to develop a supported explanation. This process is a crucial component in the moment of problem recognition to work and provides appropriate clarification of the phenomenon, as it allows accurate conclusions to be drawn based on sound evidence and analysis. By employing the deductive method, individuals can make informed decisions and solve complex problems more efficiently and accurately.

When faced with a problem, it is essential to conduct a thorough investigation to identify its cause and determine the most effective solution. Deductive techniques are a valuable tool in this process, as they provide a structured approach to analyzing the available evidence and drawing logical inferences. With deductive reasoning, investigators start from general principles to arrive at more specific conclusions based on the available evidence. By using deductive techniques, investigators can ensure that their investigations are objective, thorough, and rigorous.

## **2.4. Techniques and research instruments**

### **2.4.1. Interview**

An interview is a formal way of gathering information involving two people: the interviewer, who asks questions to gather data on a specific topic, and the interviewee, who provides the information. There are three main types of interviews such as structured, semi-structured, and no structured however only one of them was selected to be applied to collect data in the investigation. “The semi-structured interview (SSI) employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions” (Adams, 2015, p. 493). This method of interviewing allows for the collection of descriptive information and, at the same time, more reliable data. The interview in this investigation had an essential key role because it helps to know the reality since other perspectives all of this with the to see the situation, the interview was focused on fourth-grade teachers and aimed to assess the situation and gather data on members involved in the teaching process.

### **2.4.2. Survey**

Boberng (2013) mentions that a survey is an instrument structured by a set of questions with the purpose of collecting data from a group, and it has an essential role in sociolinguistic investigations. This data collection tool proved to be a valuable component in the research process, providing a careful and accurate collection of information, which was then subjected to a thorough and meticulous evaluation. Their contribution was instrumental in reaching accurate and reliable conclusions. The survey was designed with a total of nine multiple-choice questions with the purpose to obtain information from the other part involves in the educational process in this case students.

## 2.5.Variable matrix

**Table 3**

*Chart of variable matrix*

<b>Variables</b>	<b>Indicators</b>	<b>Data Collection / Techniques</b>	<b>Information sources</b>
<b>The Lexical approach Independent variable</b>	Methods or approaches implemented by teachers. Strategies to develop oral communication. The procedure of communicational strategies in class .	<ul style="list-style-type: none"> <li>• Semi-structured interview</li> </ul>	English teachers of Teodoro Gómez de la Torre School
<b>Speaking skills Dependent variable</b>	English importance for students. English skill with more difficulty. Speaking activities in classes. Frequency of speaking activities	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	Fourth-grade students of the Teodoro Gómez de la Torre school

Note: own elaboration

## 2.6.Research questions

- How does the Lexical approach help in the improvement of speaking skills in junior students at UE Teodoro Gómez de la Torre?
- Is the use of lexical strategies optimal for improving speaking skills?

## 2.7.Population

The population selected for the investigation was selected from Teodoro Gomez de la Torre School, specifically fourth graders. The total population of this segment of the institution was 240 students in the six parallels from “A” to “F”. additionally, two teachers that work with the specific student group.

**Table 4***Institutional population*

<b>Institution</b>	<b>Grade</b>	<b>Population</b>	<b>Total</b>
Fourth graders at Teodoro Gómez de la Torre School	4 <sup>th</sup> EGB “A”	40	240
	4 <sup>th</sup> EGB “B”	40	
	4 <sup>th</sup> EGB “C”	40	
	4 <sup>th</sup> EGB “D”	40	
	4 <sup>th</sup> EGB “E”	40	
	4 <sup>th</sup> EGB “F”	40	
Teachers of Fourth graders at Teodoro Gómez de la Torre School	2	2	2

Note: own elaboration

**2.7.1. Sample**

The population exceeded the 100 participants with a total of 240 students, so the implementation of the sample was necessary to select a sufficient size of the population.

**Probabilistic sampling**

Sharma (2017) mentions that the probabilistic method is very important to use at the moment to obtain a sample from a determinate group of the population and has a higher level of accuracy in estimating population parameters compared to others because it starts with a systematic and stratified process to obtain results of a study.

To ensure the accuracy and reliability of the research, it was essential to apply probability sampling techniques. Thus, the population was limited, and a well-designed sample was developed step by step. The process began with a systematic process that ensured that all individuals in the population had an equal chance of being selected. A stratified approach was then used to select the population to apply the research instrument to collect important data for the investigation. To obtain the exact proportion of the population through a probabilistic sample was necessary to apply the following formula:

$$n = \frac{N * z^2 + \sigma^2}{(N - 1) * e^2 + z^2 * \sigma^2}$$

n= Size of sample

N= Universe (240)

z = confidence level 95% (1.96)

$\sigma$  = Population portion (0.5)

e= Sample error level 5% (0.05)

$$n = \frac{240 * 1.96^2 + 0.5^2}{(240 - 1) * 0.05^2 + 1.96^2 * 0.5^2}$$

n = 147.9530137

n = 148

## 2.8.Data analysis plan and procedure

An investigation of how a study must carry out described that the conduct of research requires a systematic approach involving diligent planning and its execution well planned (Garg, 2016).The development of this investigation comprises several crucial elements that enable a strong and sustainable structure. In order to adequately explain the phenomenon to be investigated, it is of utmost importance to first obtain a thorough understanding of its historical and theoretical foundations. This fundamental knowledge provided a vital framework for further clarification. It is, therefore, essential to create a clear and concise framework to ensure a thorough and reliable exploration of the phenomenon. Then, when it is the moment to identify the factors that contribute to a particular incident, it is essential to establish a methodical approach to conducting the investigation. This enables the development of effective ways of collecting relevant data and examining the event in question. A well-defined methodology in the investigation is very helpful to assist in the direction of obtaining reliable results. For this reason, a mixed methodology was selected, and two instruments were created.

One of the techniques employed was to conduct individual semi-structured interviews with educators to collect qualitative data from a variety of perspectives and interpretations to understand how they conduct a class and what strategies they tend to

employ with regard to improving speaking proficiency. Another technique was to distribute a survey to the students as a quantitative tool, with the aim of collecting their unique views and perceptions of the classroom procedure with respect to the development of speaking skills. Additionally, after a detailed revision the instruments was validated by teachers from Universidad Técnica del Norte to their authorization and consequently their application in fourth graders at Teodoro Gómez de la Torre School.

Finally, subsequently of the employment of the tools investigation and obtention of data was fundamental the analysis and interpretation of these and concede to know the problem in depth what are the complications to later reach a conclusion to consider adequate solutions also given suggestions to try to solve the problem of the study.



## **CHAPTER III: RESULTS AND DISCUSSION**

### **3.1. Results**

This chapter comprehensively analyzes the data collected from students and teachers, highlighting the various instruments used in the collection process. The results obtained with these instruments were closely examined to provide a detailed and informative report of the findings.

The investigation was carefully conducted at the prestigious Teodoro Gómez de la Torre School, a renowned public institution with an extensive 139-year legacy of quality education. During the research process, surveys were used as a quantitative instrument to collect numerical data from fourth-grade students. In addition, interviews were utilized as a qualitative instrument among institutional teachers at the school to obtain perceptions and perspectives.

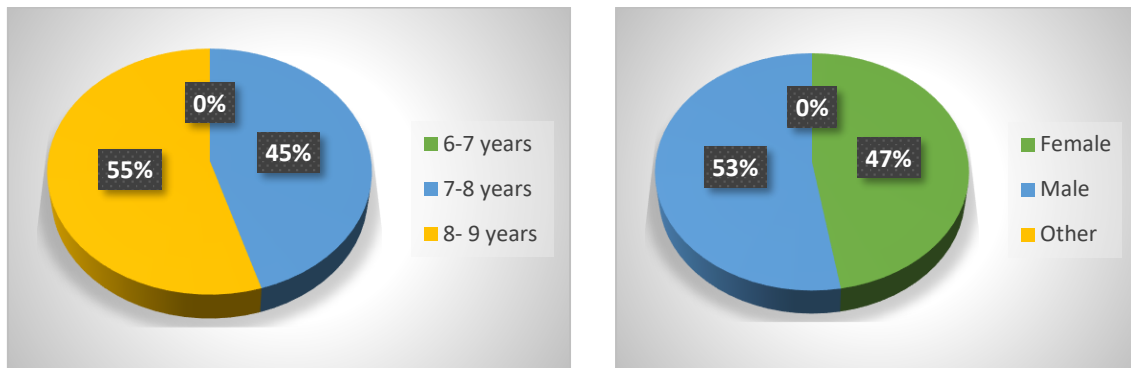
### **3.2. Survey to students**

The survey is structured by questions of multiple choice; it encompasses a set of questions that are designed to gather comprehensive information about the strategies employed by the teacher to develop the speaking proficiency of their students. The questions are strategically formulated to ensure that the collected data is pertinent and valuable in assessing the efficacy of the teacher's teaching strategies. The population of fourth graders from Teodoro Gómez de la Torre School is 240 students; for this reason, it was necessary to apply a sample obtained from a population of 148 students; four grades were selected to receive the information.

To ensure the accuracy of the survey, it was imperative to collect comprehensive data regarding the gender and age demographics of the population under investigation. This process enabled us to effectively identify the participants, thereby allowing us to determine the average age of the students involved in the study.

**Figure 2**

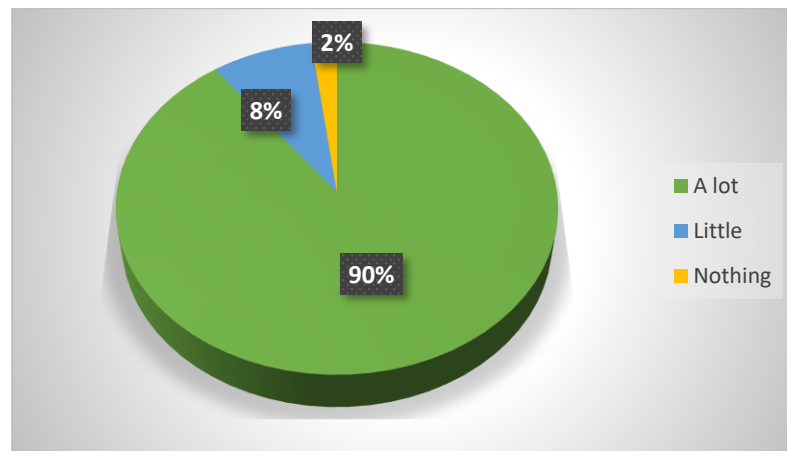
*General information about the population*



*Note: Own elaboration. Source: Survey January 2023*

The previous pie charts show the general information of the participants who realized the survey to collect data. On the one hand, the first graph shows the age distribution, revealing that no respondents belonged to the 6-7 age group; 45% of the participants belonged to the 7-8 years old category meanwhile, the majority of the participants, representing 55% of the total population, are between 9 and 10 years old. On the other hand, the second graph highlights the gender distribution of the participants. It is noted that none of the respondents identified themselves as “other.” Among the total population, there were 53% male participants, while 47% identified themselves as female. Based on these data, it can be inferred that males are currently the predominant gender in the group of survey participants.

**Figure 3**  
*Importance of English*

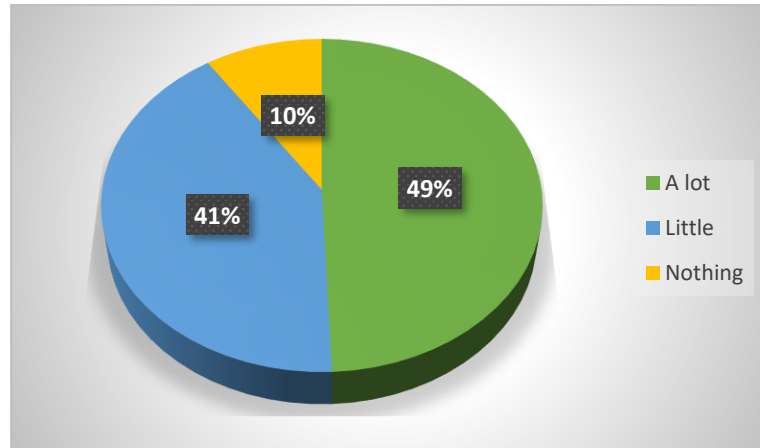


*Note: Own elaboration. Source: Survey January 2023*

The notion of the importance of a particular object, concept, or event is fundamentally subjective and can differ significantly depending on each perspective. According to the graph above, the information about the importance of English for the school population is the following. Out of the participants, 90% believe it to be crucial, 8% view it as minor importance, and only 2% consider it unimportant. Based on the results obtained from the question, it is essential to mention that a significant percentage of survey responders consider it extremely important to learn a second language, in this case, English, to academic life, to feel a certain way, and a desire to learn it. However, it must be considered that a percentage no higher than the previously mentioned has a different view of the importance of the English language.

**Figure 4**

*Level of difficulty in English.*

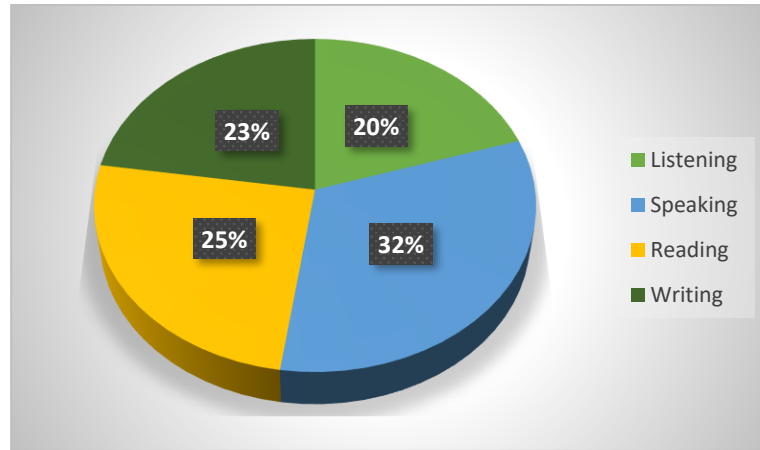


*Note: Own elaboration. Source: Survey January 2023*

The level of difficulty that may be encountered when attempting to achieve a specific task or objective can vary significantly depending on the complexity of the task at hand and the amount of effort required to complete it. Based on the pie chart presented, it can be observed that a significant proportion of the population, approximately 48%, experiences difficulty with English as a subject. On the other hand, 41% of individuals surveyed feel that English could be more challenging. Interestingly, a small fraction of respondents, approximately 10%, believe that English is relatively easy. In addition, it is essential to mention that this degree of challenge can be influenced by various factors that come into consideration.

**Figure 5**

*English skills with more difficulty.*

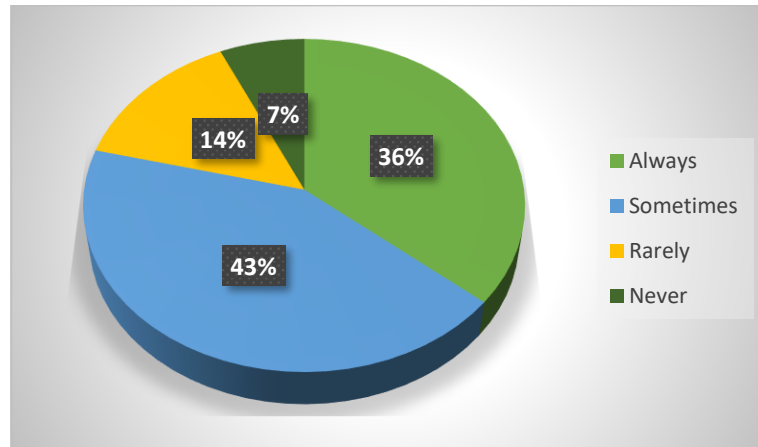


*Note: Own elaboration. Source: Survey January 2023*

Acquiring a second language, in this case, English, involves developing and improving four skills, each with varying difficulty levels, that all learners need to master. These skills include speaking, listening, reading, and writing. The graph illustrates which difficulties the students find the most challenging from their perspective; after careful analysis of the available data, it has been observed that the ability to speak is the most dominant skill, contributing a significant 32% of the total. This is closely followed by the ability to read, which accounts for a remarkable 25% of the total. Writing, at 23%, is also a crucial skill. However, it is interesting to note that listening, despite being an essential skill, has the lowest percentage, at only 20%. These results suggest that people should improve their speaking and writing skills to succeed academically.

**Figure 6**

*Frequency of classroom speaking activities to improve it.*

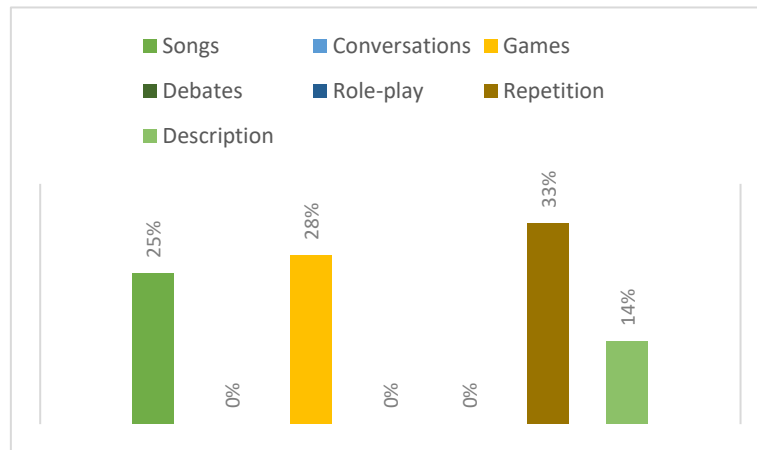


*Note: Own elaboration. Source: Survey January 2023*

Speaking is a crucial skill that should be practiced in every lesson, whenever possible. This is necessary to develop and enhance this skill. Therefore, the frequency of speaking activities is significant in the learning process. The pie chart shows the frequency of speaking activities applied in the classroom by the teacher. In agreement with the various perspectives collected among the population, it has been revealed that a significant proportion of 43% have reported that speaking activities are occasionally used in the classroom. In addition, 36% of the surveyed population states that their teachers always carry them out. In contrast, a relatively minor fraction, 14%, indicated that such speaking activities are rarely used. In comparison, only a meager 7% believe teachers must incorporate activities encouraging speaking practice among students.

**Figure 7**

*Speaking activities used by the teacher.*

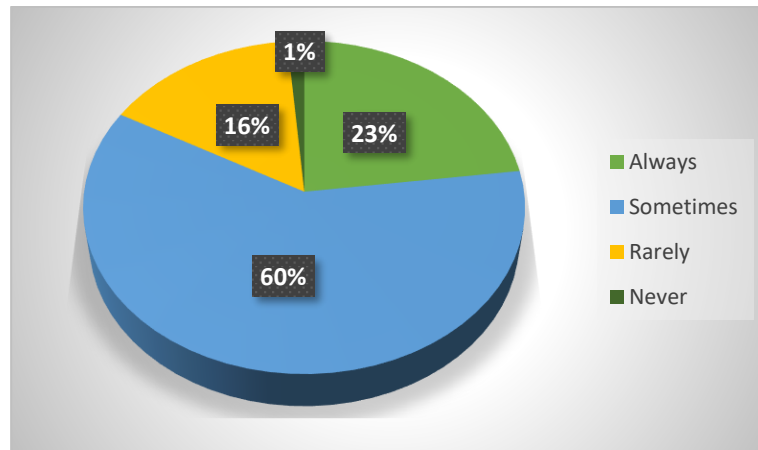


*Note: Own elaboration. Source: Survey January 2023*

To enhance learners' language skills, various speaking activities are employed. However, this investigation focuses on the most frequently utilized ones in the classroom. A total of seven speaking activities have been identified as commonly used by English teachers to improve the speaking skills of students. The bar graph shows the activities used by the teacher during the class. The chart shows that the teacher did not use certain activities, such as discussions, role-plays, and conversations. The non-use of these activities was indicated by the 0% representation in the graph. However, the chart also shows that the teacher used four activities more frequently than the others. The most commonly used activity was word repetition, which accounted for 33% of the activities, followed by games at 28%, songs at 25%, and description at 14%, the least frequently used activity. These data provide a clear understanding of the teacher's classroom activities method and may help identify areas where more focus may be needed.

**Figure 8**

*Frequency of speaking activities*

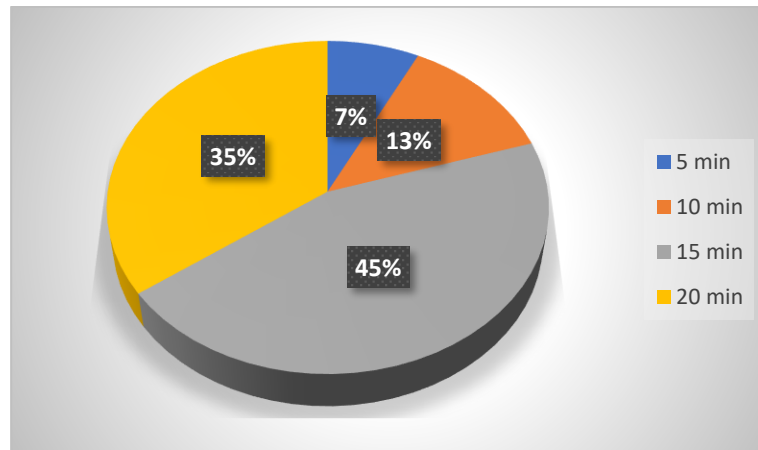


*Note: Own elaboration. Source: Survey January 2023*

Constantly practicing speaking activities is crucial for developing natural fluency and increasing confidence. Regular practice also makes it easier to improve this skill. A careful examination of the data in the pie chart shows that a considerable proportion of the respondents, 60% of the total, express that speaking activities are performed occasionally. On the contrary, a minority of 23% of the participants state that such activities are always achieved. In addition, a scant 16% of respondents claim that these activities are infrequent, while a mere 1% claim that they never participate in any speaking activity. These results provide valuable information on the frequency of speaking activities.



**Figure 9**  
*Time of speaking activities*

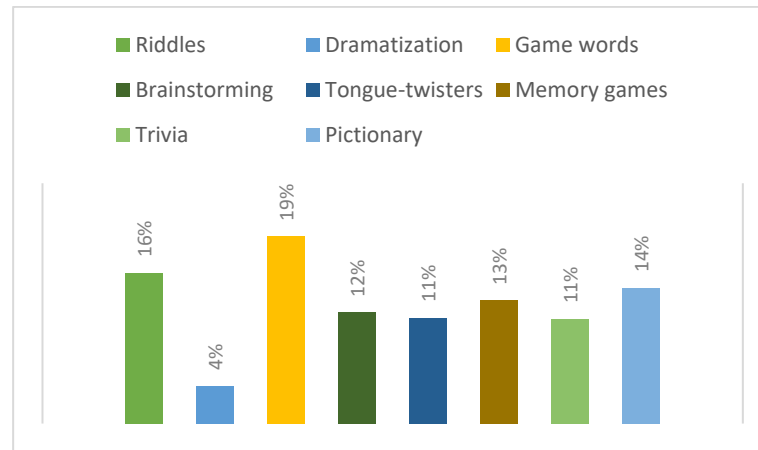


*Note: Own elaboration. Source: Survey January 2023*

The time applied in speaking activities is significant to use these. According to the data provided by the survey participants, the pie chart clearly shows the duration of the speaking activities during the classes. According to the data, a small 7% of the respondents mentioned that these activities lasted 5 minutes, while a moderate 17% indicated a duration of 10 minutes. The majority of the responses, 45%, stated a term of 20 minutes, while 35% showed a more extended period for these activities. Usually, the time that takes the actions can variate depending on the complexity. Assigning adequate time is crucial to ensure learners remain engaged and interested in learning. Too much time can lead to boredom and frustration, while insufficient time can cause undue stress and anxiety.

**Figure 10**

*Speaking activities based on the Lexical approach.*

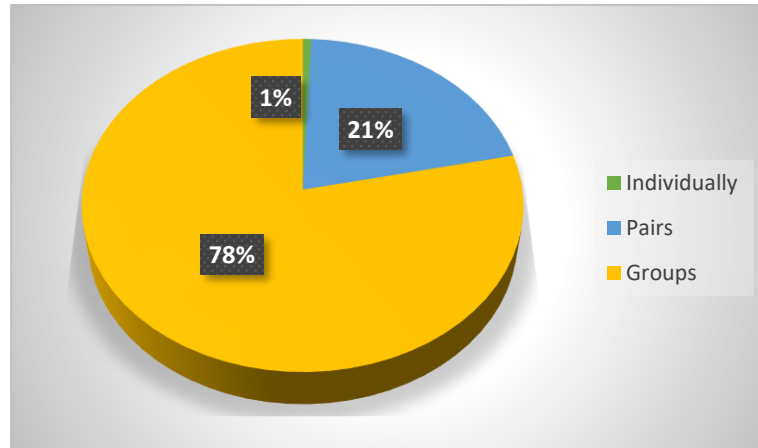


*Note: Own elaboration. Source: Survey January 2023*

The bar chart presented above provides a comprehensive overview of the various, to be more precise, eight speaking strategies based on the Lexical approach. This data is presented clearly and concisely, allowing for straightforward interpretation and analysis. According to the survey results, specific methods were preferred by the surveyed audience more than others. The study identified four categories of them that were the most popular: word games, selected by 19% of the respondents; guessing games, which obtained 16% of the participants' preferences; Pictionary, with 14% of the votes; and memory games, selected by 13% of the respondents. In contrast, some types of these were not as well received by the participants, such as brainstorming, which received only 12% of the votes; tongue twisters and trivia, which were preferred by 11% of the respondents; and dramatization, which was the least popular, with only 4% of the participants expressing a preference for it. This information is essential to know which of them is appropriate.

### Figure 11

*Preference to work.*



*Note: Own elaboration. Source: Survey January 2023*

The way in which the population engages in these speaking activities is fundamental to the learning process. In analyzing the graphical representation provided, it is evident that a considerable majority of the students, approximately 75%, show a solid inclination to perform speaking exercises in groups. A significantly smaller percentage, about 21%, prefers to work in pairs on these exercises. In contrast, an almost minuscule 1% of the students believe that working alone is the most optimal option for them.

Understanding how learners prefer to work is essential, as their interaction is crucial to achieving the best results.

### **3.3. Teacher interviews**

In order to gain an in depth understanding of the methods employed by educators to improve the speaking skills of their students, a semi-structured interview technique was used. The interview subjects were two fourth-grade teachers, both of whom were able to provide valuable perspectives on the topic due to their different backgrounds and experiences. Through their insightful responses, a deeper understanding of the teaching techniques they employ to improve speaking skills was gained.

#### **1. Importance of speaking skills**

**Teacher A:** She considers that developing speaking skills in children is very important because learning a second language is very difficult, so finding techniques that attract their attention and generate interest in them to acquire L2 is also essential. Regarding the teacher's perspectives, learners consider the English language something new but simultaneously challenging and uncertain. Also, there are many strategies to develop speaking skills in the classroom; we currently have technological tools that help with this. So, it is essential that students also are exposed to the language through these tools and promote autonomy in them.

**Teacher B:** She explains that in students of primary education is very important to develop speaking skills because she considers that this skill is the most essential that must be acquired first. It is also important to develop it step by step, promoting slow speaking until students can begin to develop orally so that they can pronounce one word and then use complete sentences. However, it is crucial that they can acquire speaking skills until that writing, and grammar.

#### **Analysis**

Although the answers provided by teachers were from distinct perspectives and realities, both visualize that the most relevant English skill to prioritize is speaking due to primarily an early age being more suitable to avoid oral complications. This skill also is imperative in the learning process because it is one of the productive skills that learners must acquire to communicate with other people. Furthermore, one of them suggests that it is necessary to use technological tools to incentives students to want to learn and be autonomous.

## **2. Method or approach used to develop speaking skills.**

**Teacher A:** Explains that more than applying a determined method or approach, she uses strategies to develop speaking skills, such as flashcards, games, and repetition of words or songs because, for example, we can use a piece in one week or three weeks and through these, they can familiarize with some comment. All of them help students learn best by observing or repeating; through these, they can internalize the knowledge. In addition, it is crucial to expand children's vocabulary because it is more essential to promote speaking than grammar. However, if is necessary to select methods or approaches, consider that gamification or multiple intelligences is appropriate for children.

**Teacher B:** manifests that in her class and, considering the age of students, she prefers to use the natural approach because she feels it more reasonable to work in this specific student group and produce the previous knowledge in a significative way. Also, they can internalize and appropriate the knowledge and use it in real situations, not just reading or listening to then repeat is more beneficial. In addition, this approach is specific to developing speaking skills in the learners.

### **Analysis**

The way how each teacher carries out their class is very different in view of each one having their distinct management to work and proceed with the various group; also, another factor mentioned to consider is the necessities that each one of them has. The diverse viewpoints were palpated in this case; on the one hand, one of the teachers chose to work with gamification others implemented a natural approach in their classes. The methods and approaches are several, and each one is directed to fulfill a need mean while ones have a special of these others, including more than one; the election depends on the teacher and how they want to conduct the class to achieve a goal.

## **3. Speaking strategies**

**Teacher A:** When talking about speaking activities in classes, she prefers to use songs and repetition of words to practice and develop good pronunciation and stress to the acquisition of the language at an early age; it also is important to

mention that this is essential to correct the mistakes in the pronunciation of words to improve this skill.

**Teacher B:** the best activity to develop and improve speaking skills is role-play, but sometimes it can be difficult to manage, so for this reason, in a personal view is adequate to introduce this activity at the beginning of the class to more exactly the warm-up because students can perform this through a game and also the same activity is used by two times with the purpose of enjoyment of students and practice speaking in a way that they cannot feel stressed but always is adequate that one time they can use their own knowledge in a role play but more like in a short conversation.

### **Analysis**

There are numerous speaking strategies, but it is always with the aspiration to develop and achieve great progress in oral competencies, as can be evidenced through the interview and the strategies that teachers contribute. The speaking strategies mentioned previously, which both use, are favorable to help in the achievement of this competence; for example, all these benefits to better and correct the pronunciation and, at the same time with the stress in words, also recall the importance of the expansion of vocabulary in children. Even though these are favorable for speaking, it is necessary to contemplate that in not factual only use the same repetitive times because the main goal is a significant learning and that they can use their knowledge inclusive in real life.

#### **4. Time to work on speaking skills.**

**Teacher A:** Considers that it is important to promote speaking skills for this reason, the time used for the development of speaking is not exact because, for example, she always tries to introduce vocabulary with the correct pronunciation, and repetition is an important part in the class, so she uses the repetition of the word in the major part of the class.

**Teacher B:** Explains to her is meaningful that the four skills are involved, so in a lesson, she uses a part of the class and how to explain before using it in the warm-up that comprises a time of 5 to 12 approximately but also prioritizes classes where students use their speaking skills in whole class but always with a previous preparation and practice.

### **Analysis**

The time of activities in a lesson should be distributed adequately to each part, but sometimes, depending on the exercise can modify the whole process also is relevant to remark that teacher procedure is another factor. To illustrate this in the best way can mention the preceding data of the interview; from one point of view, teacher A expressed that she tries to apply speaking activities regularly in every class, for example, with repetition of words and doesn't have a determined time for it but on the contrary teacher B has a precise time due to constantly tries to implement the four skills but if is indispensable she uses an entire class to dedicate of speaking. Depending on the personal criteria, it could change however is essential to keep in mind the age of the group and consider the convenient time to evade boredom and to ensure optimal concentration.

### **5. Lexical approach strategies to improve speaking skills.**

**Teacher A:** Specifically, about the lexical approach, she didn't know about it but related the lexicon and enrichment of it is very important in the children. Also, using flashcards to illustrate a word allows students to interpret and know more words, so if it is correct, she considers that the lexical approach is very present in all classes for children. Focus on lexicon related to speaking skills is very useful because beginner learners must first expand their vocabulary.

**Teacher B:** Exposed that she has knowledge about the lexical approach and believes that it is very useful to children of this group due to the oral ability is the main that children acquire in any language. Also, considers that without the acquisition of vocabulary and useful phrases, they cannot learn to speak soon. Additionally, considers that is important to know about new strategies to be updated and innovative.

### **Analysis**

The creation of considerable methods and approaches and the enormous revolution made way for the contribution of the origin of alternative methods and approaches, including the lexical approach; nevertheless, a few are distinguished.

As shown in the interview report, teacher A doesn't have knowledge of this approach, only assimilating the name with the probable explanation, but on the other hand, teacher B is familiar with it and recognizes that it is an acceptable approach to develop speaking skills principally for students of their ages. Considering that a part of these methods and approaches are not noticed at all, a considerable portion don't have knowledge; thus, it is paramount to search and not only work with the traditional of these.

#### **6. Didactic guide based on the lexical approach.**

**Teacher A:** In her opinion, it is beneficial to explore alternative English teaching resources that go beyond the conventional materials often used in classrooms. Doing so can provide unique and innovative approaches to instruction that can enhance the learning experience for students.

**Teacher B:** Considers it is a good idea that teachers can have a didactic guide based on a lexical approach, especially for teachers at the school, because there are many methods and approaches that can help in classes and for specific student groups. Still, they don't know how to apply it in a lesson, which is very helpful.

#### **Analysis**

In the field of education, teachers are constantly expanding their knowledge base, as there is always new information to be acquired. After completing interviews, it was determined that a teaching guide focusing on the lexical approach could prove to be an advantageous resource for instructing students in the present moment because they can have an awareness of how this approach works and how it must be adapted according to the necessities. It is fundamental to update, accept recommendations and learn from others to magnify proficiency.

### **3.4. Discussion**

Learning a second language can be a challenging and complex process for non-native speakers of all ages. One of the main obstacles learners face is developing speaking skills, which can be more difficult due to the significant differences between their native language and the new language that they are learning, including essential sub-skills such as pronunciation, fluency, vocabulary, and grammar. However, many expositors as Ahmadian & Darabi Bazvand (2015), mention that "Acquisition of speaking skills is among the most essential language skills for students currently" (p.827). oral



skills are important in all human relationships, as they allow us to express our thoughts, feelings, and ideas clearly and accurately. Without communication, it would be impossible to share knowledge or information. Therefore, it is essential to develop strong communication skills to be successful in both personal and professional settings. In addition, teachers also have a particular role and purpose in the teaching-learning process of L2, which is how they can teach in a way where students learn and at the same time can be meaningful, not just a passing knowledge. Hence, teachers need to use useful strategies to achieve this goal.

After meticulously analyzing the results and carefully interpreting the semi-structured interview and surveys applied already to know the panorama of the involved participants in the educational process, it was discovered that students find speaking skills particularly difficult and face a few obstacles, but what is the reason for this?

On the one hand, during the semi-structured interview, both had different opinions on some questions but likewise agree on others. Mainly the importance of cultivating strong speaking skills in children, with special emphasis on expanding their vocabulary, was discussed in depth for both. Additionally, interviewees gave the benefits of using games, songs, and warm-up exercises to improve speaking in a fun and integrated way; nonetheless. In comparison, one of the interviewees advocated a more structured process in regulating times to develop this skill, but the other tried to exploit this at every possible opportunity. Overall, it was clear that both interviewees were deeply involved in the importance of developing children's speaking skills from different angles but with the same goal in mind.

On the other hand, according to the results of the survey carried out, it has been observed that a considerable proportion of students have difficulties in acquiring proficiency in the English language due to the wide variety of skills they need to master. Among these skills, speaking has been identified as the most intricate and challenging aspect for fourth graders. Furthermore, the survey has also revealed some of the common strategies adopted by educators in classrooms to improve students' speaking skills, including repetition, songs, games, and descriptions which are considered more traditional and repetitive in the process.

Finally, through the interview and survey applied, identify that speaking is considered the main skill to develop, but at the same time, it is more difficult. From the perspective of teachers to grow in oral skills, the expansion of vocabulary in the learning process is vital; however, the main strategy to develop this skill correspondent to the data is repetition; although it can be useful in the acquisition of vocabulary, is not appropriate for all the processes. Ben Ambridge (2011) explains that repetition is similar to imitation and is not useful for long sentences. It is also important that students analyze and understand what they say. Considering the other strategies applied in the lessons, repetition is not a very productive as description, in which students use their knowledge and their abilities.

To conclude, contemplating the previous data obtained through the interview and survey allows us to know that fourth graders often have difficulties to speak fluently due to the main didactic strategy used. Therefore, a didactic guide based on the lexical approach could be a significant help in improving their communication skills. The guide was created with the purpose of improving speaking skills in students using chunks. Moreover, it is important to mention that teachers are interested and available to use it in their lessons.

## **CHAPTER IV: ACADEMIC PROPOSAL**

### **4.1. Title**

Didactic Guide Based on Lexical Approach Strategies to Improve Speaking Skills

### **4.2. Introduction**

Acquiring English as a foreign language requires a detailed process of teaching and learning. Mohira & Isakjon (2022) proposed that a thorough understanding of the methodology supporting teaching is of paramount importance for tutors, as the success of their efforts depends on it. There are numerous methods and approaches available to achieve this goal, as well as many resources to aid in the process. With the purpose of overcoming educational obstacles, a comprehensive investigation was first carried out with the aim of recognizing a problem, developing a solution, and promoting improvement. As a result, a didactic guide was developed based on a model of an alternative approach.

The creation of this didactic guide was thought with the purpose of helping with the development and improvement of Speaking skills that are very difficult for learners. These aim to provide guidance and support to improve English language proficiency. It is specifically designed for students who may be experiencing difficulties with their language skills. The aim is to help you improve your English language skills through a step-by-step approach that is easy to understand and apply. This guide is a valuable tool on your way to achieving your language goals.

On the other hand, the lexical approach is appropriate for the specific group that was selected; in this case, fourth graders that are in the range of 8 to 9 years. The lexical approach is one of the approaches to teaching which abandons the traditional focus on grammar and rules. Instead, it prioritizes language acquisition through practical and useful expressions that are contextually relevant. In this way, learners are better able to understand and internalize the language, making the learning process more meaningful and effective. This approach is particularly useful for those who struggle with the rigidity of traditional language learning methods, as it allows for a more flexible and personalized approach that adapts to individual needs and learning styles.

Consequently, the didactic guide used the previously described approach to provide other different points of view and, at the same time, a new option that the teacher could implement in the class to help with the process of learning. This comprehensive

guide is designed to help educators effectively apply lexical approach strategies in a real classroom. Using these effective strategies, teachers can improve the comprehension and productivity of their students. The guide provides detailed guidance on how to use these strategies to achieve optimal results, ensuring that educators have the tools they need to succeed in their teaching efforts.

#### **4.3. Justification**

The process of developing the proposal was thorough and detailed and required a great deal of care and consideration. The aim was to identify an educational tool that would be highly effective in addressing the problem of insufficient speaking skills among English language learners. After much research and careful consideration, a specific approach was developed and tailored to address this particular problem as effectively and efficiently as possible. The proposal is a comprehensive and thoughtful plan designed to effectively manage and ultimately solve this problem, ensuring that students are properly equipped with the strategies necessary to succeed in their studies and beyond.

The educational tool selected to develop the proposal was a didactic guide. The use of teaching guides is a fundamental aspect of the field of education, as it plays a vital role in providing the right guidance and support to both teachers and learners. They are an invaluable resource that provides learners with the tools and knowledge necessary to achieve their academic goals. They also provide educators with a structured framework for effective instruction and a holistic approach to teaching and learning. Overall, the use of teaching guides is a method that improves the quality of education, which ultimately benefits both teachers and learners.

Using this educational tool allowed put into practice the solution raised to solve the problems of speaking skills in fourth graders through the use of the lexical approach strategies. The use of the strategies of this educational approach proved to be very advantageous in solving the problem detected in the student due to is more practical and useful for daily life, and these are productive. Moreover, these resources are employed in accordance with the particular needs and age bracket of the individual or group always taking care of and appropriate implementation.

#### **4.4. Theoretical foundations**

In response to the growing need for effective English language learning, an alternative method known as the lexical approach proposed by Michael Lewis (1960)

emerged during the 20<sup>th</sup> century. This approach presents a unique perspective on the traditional approach to teaching information in the classroom. Instead of focusing purely on the transfer of knowledge, the lexical approach prioritizes the acquisition of linguistic fragments, leading to a more meaningful learning experience. This innovative methodology aims to promote effective language use and improve overall linguistic competence.

Chunks are vocabulary consequently are very important to the acquisition of language and appropriate use of it and a high lexicon in learners is a great advantage in the learning process (Kavaliauskienė G y Janulevičienė V, 2001). The lexical approach emphasizes four fundamental chunks that cover everything from individual words to fixed expressions. These chunks are considered accessible ways to improve linguistic problems, as they consist of prefabricated phrases that can be used in specific contexts. This approach can provide learners with greater fluency in their language skills.

Incorporating the lexical approach allows a significant advance in the expansion of vocabulary skills during the process of acquiring a second language and has proven to be extremely advantageous for learners. There are numerous benefits to implementing these techniques, including an increase in communication proficiency and a higher level of comprehension. According to the information and prioritizing the problems of oral production this approach contributes with some advantages such as exposure to authentic language, fluency development or awareness of language patterns.

#### **4.5.Objectives**

##### **General**

Design a didactic guide based on the lexical approach to develop speaking skills in fourth graders.

##### **Specifics:**

Stablish lexical strategies to improve speaking skills.

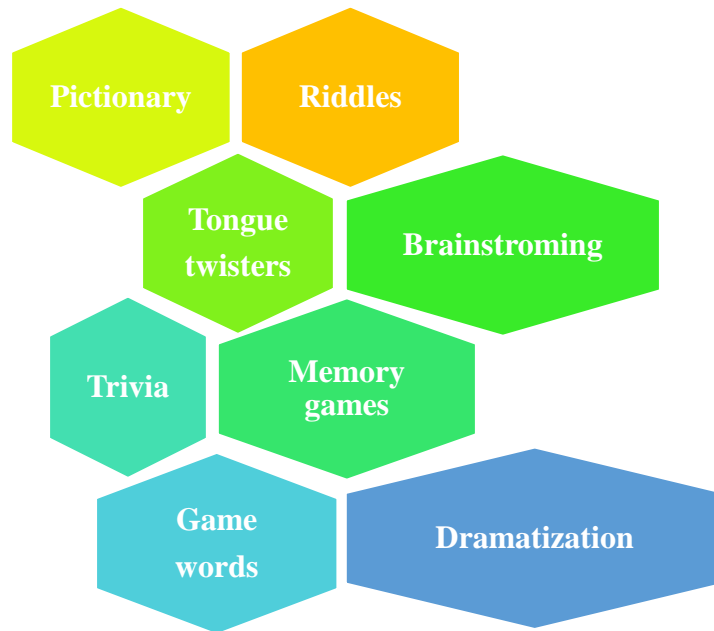
Apply lexical strategies in classroom activities to improve speaking skills.

#### 4.6.Strategies

Strategies refer to comprehensive plans that are specifically developed to achieve particular objectives. Based on the lexical approach, there are eight selected strategies that are employed for resolving problems. These strategies are as follows:

**Figure 12**

*Lexical approach strategies*



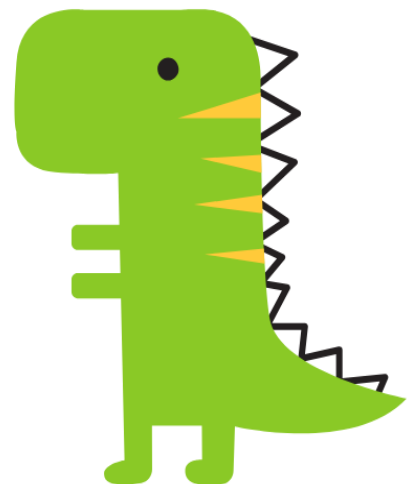
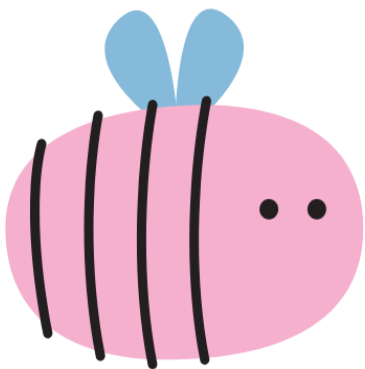
**Note:** own elaboration

# Didactic Guide



**IMPLEMENTING  
THE LEXICAL  
APPROACH**

**IMPROVING SPEAKING  
SKILLS!**



**AUTHOR: ANGIE SARAVINO**

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# INDEX OF CONTENTS

## UNIT 1: PEOPLE

	TOPIC	GRAMMAR	VOCABULARY	LEXICAL CHUNK	LEXICAL APPROACH STRATEGY
LESSON 1	Hello and good-bye	<ul style="list-style-type: none"> <li>Present simple</li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Farewells</li> </ul>	<ul style="list-style-type: none"> <li>Everyday expressions</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming</li> </ul>
LESSON 2	My name is	<ul style="list-style-type: none"> <li>Verb to be</li> <li>WH</li> </ul>	<ul style="list-style-type: none"> <li>Personal information</li> </ul>		
LESSON 3	Personal information	<ul style="list-style-type: none"> <li>Questions</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 0-10</li> </ul>		
LESSON 4	Meet friends				

## UNIT 2: FREE TIME

	TOPIC	GRAMMAR	VOCABULARY	LEXICAL CHUNK	LEXICAL APPROACH STRATEGY
LESSON 1	Hobbies	<ul style="list-style-type: none"> <li>Present continuous</li> <li>Present simple</li> <li>Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>Hobbies</li> <li>Sports</li> </ul>	<ul style="list-style-type: none"> <li>Expressions of like and dislike</li> </ul>	<ul style="list-style-type: none"> <li>Pictionary</li> </ul>
LESSON 2	Sports		<ul style="list-style-type: none"> <li>Types of TV shows</li> </ul>		
LESSON 3	TV Shows		<ul style="list-style-type: none"> <li>Days of the week</li> </ul>		
LESSON 4	Enjoy with me!				

## UNIT 3: OCCUPATIONS

	TOPIC	GRAMMAR	VOCABULARY	LEXICAL CHUNK	LEXICAL APPROACH STRATEGY
LESSON 1	Jobs	<ul style="list-style-type: none"> <li>Present Simple</li> <li>3<sup>rd</sup> Person</li> <li>Verb to be</li> <li>WH</li> <li>Questions</li> </ul>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Action verbs</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Basic collocations</li> </ul>	<ul style="list-style-type: none"> <li>Riddles</li> </ul>
LESSON 2	Working				
LESSON 3	The best worker				
LESSON 4	I want to be				

## UNIT 4: FOOD

	TOPIC	GRAMMAR	VOCABULARY	LEXICAL CHUNK	LEXICAL APPROACH STRATEGY
LESSON 1	Fruits	<ul style="list-style-type: none"> <li>Present simple</li> <li>Verb to be</li> <li>Plurals</li> <li>Singular</li> </ul>	<ul style="list-style-type: none"> <li>Fruits</li> <li>Vegetables</li> <li>Dairy products</li> </ul>	<ul style="list-style-type: none"> <li>Fixed expressions with make</li> </ul>	<ul style="list-style-type: none"> <li>Tongue twisters</li> </ul>
LESSON 2	Vegetables				
LESSON 3	Dairy products				
LESSON 4	Cooking				



# UNIT 1:

# PEOPLE



## **Description:**

**People live in big or small cities, but they constantly interact with each other daily and meet people, so what can we do to start a conversation?**

**Through this unit, students learn how they can communicate with others, from a simple greeting to a basic introductory conversation.**

# Lesson 1:

## Hello and Good-bye

### Information:

**Objective:** At the end of the lesson, students will be able to recognize greetings and farewells and use them according to the situation.

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Brainstorming

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b> The teacher will sing and perform the song to students with students. <b>Link:</b> <a href="https://www.youtube.com/watch?v=QnFMLpaRSZQ">https://www.youtube.com/watch?v=QnFMLpaRSZQ</a> The song was adapted from the video for the activity. <b>Lyric:</b> Hello, I like to say hello, hello (x2) Hello, I like to go to school, school(x2) But after many classes, it's time to sa, to say Goodbye, goodbye! (x2)</p>	<p><b>Students:</b></p> <p>Students need to pay attention and try to repeat the song.</p> <p>Students must sing the song with the teacher.</p>		
<p><b>Encounter and clarify:</b></p> <p><b>8 minutes</b></p>	<p><b>Let's learn!</b> Using the brainstorming strategy teacher interacts with the students to know how many greetings and farewells students know. Then teacher complements the information about basic greetings and farewells.</p> <table border="1" data-bbox="395 947 1007 1099"> <tr> <td data-bbox="395 947 692 1099"> <p><b>GREETINGS:</b></p> <ul style="list-style-type: none"> <li>. HELLO</li> <li>. HI</li> <li>. GOOD MORNING</li> <li>. GOOD AFTERNOON</li> </ul> </td> <td data-bbox="692 947 1007 1099"> <p><b>FAREWELLS:</b></p> <ul style="list-style-type: none"> <li>. GOOD-BYE</li> <li>. BYE-BYE</li> <li>. GOOD NIGHT</li> <li>. SEE YOU LATER</li> </ul> </td> </tr> </table>	<p><b>GREETINGS:</b></p> <ul style="list-style-type: none"> <li>. HELLO</li> <li>. HI</li> <li>. GOOD MORNING</li> <li>. GOOD AFTERNOON</li> </ul>	<p><b>FAREWELLS:</b></p> <ul style="list-style-type: none"> <li>. GOOD-BYE</li> <li>. BYE-BYE</li> <li>. GOOD NIGHT</li> <li>. SEE YOU LATER</li> </ul>	<p>Students need to interact with the teacher and their classmates to answer. Students need to write the greetings or farewells that they know. Students need to pay attention to the different greetings. Students need to analyze and internalize the use for each classification.</p>
<p><b>GREETINGS:</b></p> <ul style="list-style-type: none"> <li>. HELLO</li> <li>. HI</li> <li>. GOOD MORNING</li> <li>. GOOD AFTERNOON</li> </ul>	<p><b>FAREWELLS:</b></p> <ul style="list-style-type: none"> <li>. GOOD-BYE</li> <li>. BYE-BYE</li> <li>. GOOD NIGHT</li> <li>. SEE YOU LATER</li> </ul>			
<p><b>Remember and Internalize:</b></p> <p><b>10 minutes</b></p>	<p>ACTIVITY 1 (Use the material) The teacher read aloud the instruction. The activity consists of classifying the greetings and farewells from the box. This activity is used to help the students identify each one of these. After realizing the activity, the teacher works with the students to know their understanding of the topic. The teacher, with the help of students, reviews the answers, helps them correct the wrong ones, and, at the same time, reinforces the topic.</p>	<p>Students need to read carefully and try to identify farewells and greetings while reading the words of the box. Students need to write the words in the column that they consider appropriate. After finishing the activity, they can talk with a partner to share their answers and talk about it while practicing their pronunciation.</p>		
<p><b>Fluent use:</b></p> <p><b>16 minutes</b></p>	<p>ACTIVITY 2 ( Use the material ) The teacher will be the guide in the process of the activity. The teacher will explain the activity where students must work in groups of five students and interact with each other using the greetings and farewells previously learned. The teacher will have a passive role where is just the observer of the learning.</p>	<p>Students need to pay attention to the instructions. Students must form groups of five classmates. Students will say hello and goodbye to their classmates next to them. Students can use the different greetings and farewells and mix them for the activity.</p>		
<p><b>Extra activity:</b></p>	<p>EXTRA ACTIVITY - ACTIVITY 3 ( Use the material ) The teacher will use the extra activity if this is necessary in the class, or it can function as homework. The activity is to practice the learned; students need to think about what greeting or farewell is appropriate according to the picture..</p>	<p>Students will observe each picture and chose one greeting or farewell according to the situation and share with their classmates to know differents pont if view and practice if this activity is realized in class.</p>		

# GREETINGS

hello

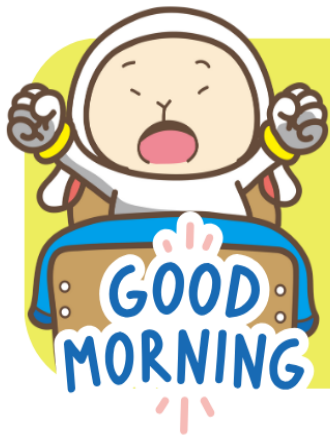


HELLO  
/ hɛ'ləʊ /

Hi



HI  
/ haɪ /



GOOD  
MORNING  
/ gʊd 'mɔ:niŋ /

GOOD  
AFTERNOON  
/ gʊd ,ɑ:ftə'nu:n /



# FAREWELLS

good bye



GOOD BYE  
/ gʊd baɪ /

BYE-BYE  
/ 'baɪ'baɪ /



GOOD NIGHT  
/ gʊd naɪt /

SEE YOU  
LATER  
/ si: ju: 'leɪtə /



LET'S PRACTICE YOUR PRONUNCIATION !



# Hello and Good-bye

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LET`S LEARN!

After singing the song, identify the greetings and farewells that you could listen to and use the drops under the cloud to write them. You can add more if you know others. Pronounce them with your teacher.

### WARM-UP:

Follow the lyrics of the song.




Hello, I like to say hello, hello (x2)  
Hello, I like to go to school, school(x2)  
But after many classes, it`s time to say, to say  
Goodbye, goodbye! (x2)




**ACTIVITY 1.-** Read carefully and classify the greetings and farewells according to the group. Practice in pairs using the greating and farewells.

Hello   Good night   Bye-bye   Good afternoon  
Good morning   See you later  
Hi   Good Bye



Greetings



Farewells

### ACTIVITY 2.- Saying hello and goodbye

In groups of 5, students need to use the learned greetings and farewells. Each member of the group must say hello and goodbye to the member next to them. Then, let`s change the groups!

#### EXAMPLE:



Hello Jessica!  
Bye Jessica.



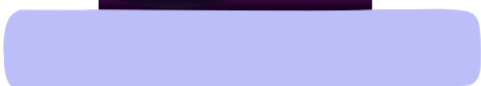
Hi.....



.....

### EXTRA ACTIVITY

**ACTIVITY 3 .-** Look at the pictures and use one of the greetings or farewell as you consider appropriate. Share your answer with your classmate.



# Lesson 2:

## My name

### Information:

**Objective:** At the end of the lesson, students will be able to answer and ask about their names.

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Brainstorming

<b>Warm-up:</b>  <b>6 minutes</b>	<b>Teacher:</b> teacher will give the instructions and will be the guide. Each student needs to greet and say My name is ... (his/her name), but at the same time, remember the name of the previous classmates to say hello to them. The chain will be broken when someone makes a mistake, so they must start again.	<b>Students:</b>  Students need to pay attention and try to memorize the names of their classmates.
<b>Encounter and clarify:</b>  <b>8 minutes</b>	<b>Let's learn!</b> The teacher will explain the topic of names. The teacher explains each expression to refer to each part of the order in the full name, as in the following example. <p style="text-align: center;">Charles            John            Smith First name    Middle name    Last name</p> Then, the teacher will indicate the correct form to ask and answer somebody about their names using the following basic questions. What is your name? My name is..... What is your middle name? My middle name is..... What is your last name? My last name is .....	Students need to pay attention. students need to write their full name. Students have differentiate each name that form their complete name.
<b>Remember and Internalize:</b>  <b>10 minutes</b>	<b>ACTIVITY 1 ( Use the material )</b>  The teacher guides the activity. The teacher reads the question aloud and then students need to write the answer then they need to practice with their partner about the questions and through this form they can improve their pronunciation with help of the teacher.	Students must listen carefully and write according to the question to answer it. Students must recognize each name and write each one in the correct position according to the statement. Students must interact with their partners to put in practice the previous knowledge.
<b>Fluent use:</b>  <b>16 minutes</b>	<b>ACTIVITY 2 ( Use the material )</b> The teacher will give the instructions for the activity. The teacher read the instruction aloud. The teacher acts passively and watches the process. The activity aims to practice how they could ask for information about names.	Students must interact with their classmates and answer questions to obtain information about their names.
<b>Extra activity:</b>	<b>EXTRA ACTIVITY - ACTIVITY 3 (Use the material)</b> The teacher will use the activity if it is necessary. The activity consists of classifying the names of the two different characters.	Students need to read carefully each question Students must recognize each name and write each one in the correct position according to the statement.



# My name is..

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Warm-up:

#### Chain of names

Students have to greet and say their names while trying to remember the names of their classmates in order to greet them again.



### LET'S LEARN

Write your full name. Tell your name to your partner.

My full name is.....

**ACTIVITY 1.-** Answer the questions with your information, then practice with your partner and ask the same questions to another partner.

● ● ●

- What is your first name?
- What is your middle name?
- Why is your last name?

My first name is \_\_\_\_\_.

My middle name is \_\_\_\_\_.

My last name is \_\_\_\_\_.

**ACTIVITY 2.-** Ask four classmates and list the information. Remember to use the previous questions to get information.

FIRST NAME	MIDDLE NAME	LAST NAME

### EXTRA ACTIVITY

**ACTIVITY 3.-** Order correctly according to the different names that conform to a complete name. Share your answers, and ask your classmate to the order of the names of each character.

Mary Elize Gonzáles

David James Smith

First name: \_\_\_\_\_

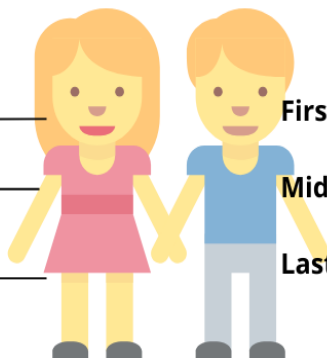
First name: \_\_\_\_\_

Middle name: \_\_\_\_\_

Middle name: \_\_\_\_\_

Last name: \_\_\_\_\_

Last name: \_\_\_\_\_



# Lesson 3:

## Personal information

### Information:

**Objective:** At the end of the lesson, students will be able to answer and ask about basic personal information.

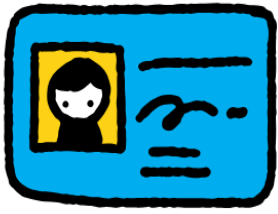
**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Braingstorming.

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b> The teacher will tell the students to draw four things according to the topic. The words chosen were related to give information about them.</p>	<p><b>Student:</b> Students must listen carefully and try to guess the meaning of the words to draw. Students will try to represent graphically the four words if they can.</p>
<p><b>Encounter and clarify:</b></p> <p><b>8 minutes</b></p>	<p><b>Let's learn!</b> The teacher starts the learning process using a question: <b>What info do you think is essential to know about a person?</b> The question allows students to develop their critical thinking and, at the same time, construct their knowledge then teacher will complement the information . The information that students will provide about their personal information will be:</p> <ul style="list-style-type: none"> <li>• Names (first name, middle name, and last name)</li> <li>• Birthday</li> <li>• Age</li> <li>• Residence</li> </ul> <p>The teacher also teach about how they must ask and answer to it.</p>	<p>Students must answer the question and participate in providing ideas, filling in the clouds, and then constructing the knowledge with their teacher.</p>
<p><b>Remember and Internalize:</b></p> <p><b>10 minutes</b></p>	<p>ACTIVITY 1 ( Use the material ) The teacher will be a guide in the process. The activity will help students identify an easy way to answer the questions. The teacher also needs to help students to practice and improve their pronunciation.</p>	<p>Students need to read carefully and match the question with the appropriate answer. Students need to practice the pronunciation to ask their partners.</p>
<p><b>Fluent use:</b></p> <p><b>16 minutes</b></p>	<p>ACTIVITY 2 ( Use the material ) The teacher will explain the activity. It consists of filling out a presentation card where students provide personal information to then present to others and, at the same time, meet some of their classmates.</p>	<p>Students need to read carefully to complete the information that the personal information asks, then students need to ask to some classmates and practice using the previous knowledge.</p>
<p><b>Extra activity:</b></p>	<p>EXTRA ACTIVITY - ACTIVITY 3 (Use the material) The teacher will use the activity if it is necessary. The teacher will explain the activity. Between the six questions that the lesson provided, students chose the three that they considered the most important to ask someone.</p>	<p>Students must select three essential questions to establish a short conversation and obtain personal information about someone.</p>



# Personal information

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## WARM-UP:

### What is it?

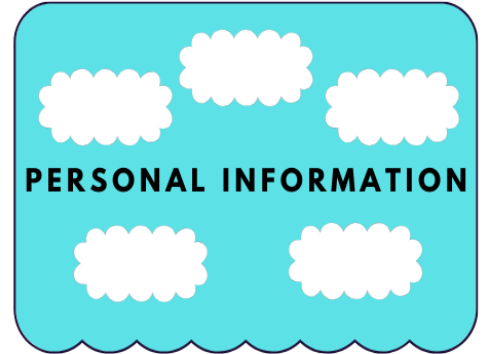
Hey there! The teacher wants you to draw four things as quickly as you can. You can do it!

Boy      House      Phone      Cake



## LET'S LEARN!

What info do you think is important to know about a person?



**ACTIVITY 1.-** Match the question with their correct answer. Then, practice the pronunciation with your teacher.

What is your name?

What is your middle name?

What is your last name?

When is your birthday?

How old are you?

Where do you live?



My last name is Mejía.

I am 10 years old.

My name is María.

I live in Ibarra.

My middle name is Elizabeth.

My birthday is on September, 3rd.

**ACTIVITY 2.-** Complete the presentation card with your personal information. Ask three of your classmates about their personal information in their presentation cards. Remember to use the previous questions.

## Personal information

Name: \_\_\_\_\_

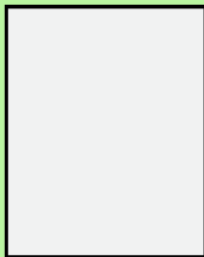
Middle name: \_\_\_\_\_

Last name: \_\_\_\_\_

Birthday: \_\_\_\_\_

Age: \_\_\_\_\_

City: \_\_\_\_\_



## EXTRA ACTIVITY

**ACTIVITY 3.-** List 3 questions that you consider the most important, then ask them to a partner behind you.

- 1
- 2
- 3





# Lesson 4

## Information:

**Objective:** At the end of the lesson, students will be able to have a short conversation about personal information.

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Braingstorming.

<b>Lead-in :</b>  <b>6 minutes</b>	<b>Teacher:</b> The teacher will introduce the activity through the interpretation of a picture and asking a question about it. The picture is about a man who is sad because he didn't meet anyone.	<b>Student:</b> The student needs to look carefully and provide ideas about what is happening in this to construct a group idea in class.
<b>Encounter and clarify:</b>  <b>7 minutes</b>	<b>Let's learn!</b>  The teacher will complement the information and, at the same time, activate the previous knowledge about meeting people. The purpose of the activity will be to identify how is the structure of a conversation. <b>Greeting / Body or message/ Farewell</b>	The student will contribute to the development of the activity, contributing and supporting ideas and remembering information.
<b>Remember and Internalize:</b>  <b>7 minutes</b>	ACTIVITY 1 ( Use the material ) The teacher will practice through the activity where students need to complete the conversation using greetings, farewells, and questions to obtain personal information to then practice orally in pairs with the closer partner choosing a character that can be Student A or Student B.	The student must complete the conversation using questions, greetings, and farewells according to the sequence of the conversation and put into practice their knowledge to then practice their pronunciation orally.
<b>Fluent use:</b>	ACTIVITY 2 ( Use the material ) MASKPARTY! The role of the teacher will be passive as an observatory and a guide if it is necessary. The teacher will provide the instructions for the development of it. <b>Instructions:</b> <ul style="list-style-type: none"><li>• After practice, the students need to establish a short conversation similar to the previous example, and the students can change the question or add more questions.</li><li>• Then, students need to decorate the mask for the party.</li><li>• Finally, the students using the mask must choose the classmate that they want to meet and know more about him or her.</li></ul>	The student will put into practice all the previous knowledge about how to establish a conversation to meet other people using greetings and questions to obtain personal information and to conclude a farewell.



# Meet friends

Name: \_\_\_\_\_

Date: \_\_\_\_\_

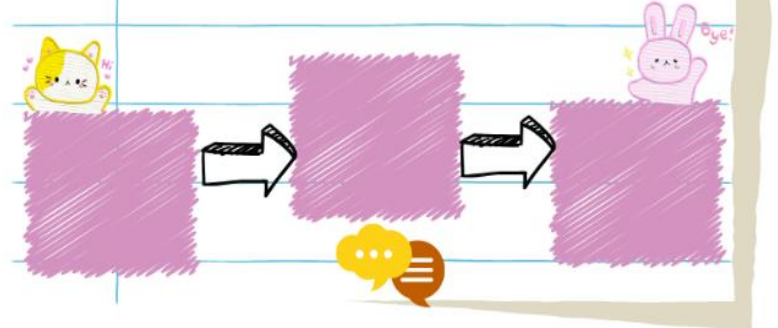
## Lead-in:

What do you think is happening in the picture?



## Let's remember!

Do you know how a conversation should be structured?



**ACTIVITY 1.-** Complete the conversation. Then, practice with your partner and choose a character.



**Student A:** Hello! What is your name?

**Student B:** \_\_\_\_\_ My name is Emma.

**Student A:** Nice to meet you! My name is Carlos.

**Student B:** \_\_\_\_\_?

**Student A:** I am 10 years old.

**Student B:** Mee too. Where do you live?

**Student A:** \_\_\_\_\_ How about you?

**Student B:** I live in Quito. Sorry, I have to say goodbye.

**Student A:** \_\_\_\_\_

## MASK PARTY!

Before practice, let's meet new friends! Using the mask, choose a partner that you know less, then ask different questions to learn more about him or her.



Decorate the mask as you like and cut it out to use it.



# UNIT 2:

# FREE TIME



## Description:

We all have our own special ways of spending our free time, whether it is doing our favorite activities or playing a sport. In this unit, you will explore different hobbies, sports, and other fun things you can do during your free time. You can enjoy them alone, with friends or family, and create amazing memories. Let's have a great adventure and discover new ways to have fun.

# Lesson 1:

## Hobbies

### Information:

**Objective:** At the end of the lesson, students will be able to recognize five hobbies and implement the phrase "I like" or "I don't like".

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Pictionary

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b> The teacher will introduce the topic through a game where the students must draw their favorite activity that they enjoy doing in their free time and then show it to their partner and, at the same time, try to guess the activity that his or her partner drew.</p>	<p><b>Student:</b> The students will draw the activity that they enjoy doing in their free time. Then, they need to show it to their partner and also guess what their favorite activity of each other is.</p>
<p><b>Encounter and clarify:</b></p> <p><b>8 minutes</b></p>	<p><b>Let's learn!</b> The teacher will use a short reading about hobbies where it mentions three of them. The teacher will perform the reading to provide a good understanding of the students. It is also important to highlight these to identify them and know the spelling and pronunciation of the hobbies. The teacher will complement the information about the topic establishing 5 hobbies, three from the reading, and introduce two more from the draws of the students from the warm-up activity. These are:</p> <ul style="list-style-type: none"> <li>• Listen to music.</li> <li>• Painting</li> <li>• Cycling</li> <li>• Swimming</li> <li>• Watching TV</li> </ul>	<p>The student will follow the reading and must identify and recognize the three hobbies that the character mentions.</p>
<p><b>Remember and Internalize:</b></p> <p><b>10 minutes</b></p>	<p>ACTIVITY 1 ( Use the material ) The teacher will be a guide and provide the instructions. The activity has the objective that the students recognize the previously learned hobbies through pictures writing the numbers into the circle according to the hobby.</p>	<p>The student will look carefully and write the number into the circle according to the hobby that each picture has. The student will be participative in internalizing the hobbies and identifying each one at the same time working on the spelling and pronunciation.</p>
<p><b>Fluent use:</b></p> <p><b>16 minutes</b></p>	<p>ACTIVITY 2 ( Use the material ) The teacher will be a guide in the development of the activity. The teacher will give the instructions according to the instructions of the activity where the students need to select three of the hobbies previously mentioned that they like to do. Then, they need to put into practice their speaking skills and share these with two classmates.</p>	<p>The student will select three hobbies from the five of them and draw them into the circle, drawing them starting to their more preferred. Then, the students will share orally these with two classmates using the phrase and then adding the hobby that he or she has chosen. Example: I like painting</p>
<p><b>Extra activity:</b></p>	<p>EXTRA ACTIVITY - ACTIVITY 3 ( Use the material ) The teacher will use the activity if it is necessary. The teacher will guide the activity where the students need to choose one hobby from the list that they don't like and write this in the lines and finally share the answer with the classmate next to them and, using the question from the bottom of the page, ask three more.</p>	<p>The student needs to choose one of the hobbies that he or she doesn't like and write it in the line, share the answer, and then ask three classmates more using the question in the final part of the activity.</p>

# HOBBIES

LISTEN TO MUSIC  
/ˈlɪsən tuː ˈmjuːzɪk/



PAINTING  
/ˈpeɪntɪŋ /



SWIMMING  
/ˈswɪmɪŋ /



WATCHING TV  
/ˈwɒtʃɪŋ ˌtɪˈviː/



CYCLING  
/ˈsaɪklɪŋ/



LET'S PRACTICE YOUR PRONUNCIATION!



# Hobbies

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Warm-up:

Draw your favorite activity that you do in your free time. Then, show your partners and let them guess.



### Let's Learn !

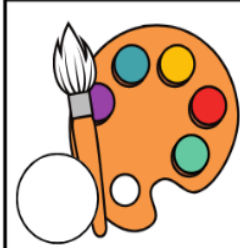



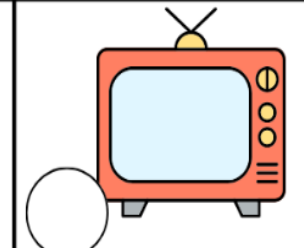
Highlight the activities that Sara enjoys doing.




My name is Sara. I am 12 years old. I am a student. I have three hobbies that I enjoy. First, I like listening to music it is a relaxing activity for me. Second, I love painting because I can express by myself in each of my works. Finally, I enjoy watching TV, especially I like to watch "The Simpsons".

**ACTIVITY 1.**- Write the number into the circle in the correct picture according to the hobby. Practice the correct pronunciation.


- 1.- Listen to music
- 2.- Painting
- 3.- Cycling
- 4.- Swimming
- 5.- Watching TV

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
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**ACTIVITY 2.**- Choose three hobbies you like and draw, starting with your favorite. Then, show these and say them to two classmates. Don't forget to use the phrase "I like .....".



I like...



I like...



I like...

### EXTRA ACTIVITY

**ACTIVITY 3 .-** Select from the list of hobbies one of them that you don't like or don't find attractive. Then, share your answer with your classmate next to you and ask to three more .

I don't like.....

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**WHAT IS THE HOBBY THAT YOU DON'T LIKE?**

# Lesson 2:

## Sports

### Information:

**Objective:** At the end of the lesson, students will be able to recognize between 5 to 6 sports and implement the phrase "I like" or "I don't like".

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Pictionary

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b></p> <p>The teacher will introduce the topic of sports using the warm-up where the students need to complete the picture. The teacher will ask: What do you think that the boy is doing</p>	<p><b>Students:</b></p> <p>The students will think about what sport they will be practicing the boy and then draw, completing the scene.</p>
<p><b>Encounter and clarify:</b></p> <p><b>8 minutes</b></p>	<p><b>Let's learn!</b></p> <p>The teacher will present a video about sports where it is necessary to perform the different sports that it mentions to help students identify these in an easy way. Then explain to students that they need to draw one of them that they can recognize and share with their partner.</p> <p>Link: <a href="https://youtu.be/WCYTIVF-djw">https://youtu.be/WCYTIVF-djw</a></p> <p>The teacher will complement the information and establish 8 sports using the previous information from the completed activities. The sports selected are:</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Volleyball</li> <li>• Basketball</li> <li>• Baseball</li> <li>• Tennis</li> <li>• Hokey</li> <li>• Skiing</li> <li>• Running</li> </ul>	<p>The student needs to pay attention to identify one of the sports to draw it, and then he or she needs to share their answer.</p>
<p><b>Remember and Internalize:</b></p> <p><b>10 minutes</b></p>	<p>ACTIVITY 1 ( Use the material )</p> <p>The teacher will give the instructions and guide the activity in the activity where students need to complete the missing letters in the different blanks in each sport. The teacher will work on spelling through this activity and, at the same time, on pronunciation.</p>	<p>The student needs to pay attention and think carefully about the missing letters in each word and then write these to complete it.</p>
<p><b>Fluent use:</b></p> <p><b>16 minutes</b></p>	<p>ACTIVITY 2 ( Use the material )</p> <p>The teacher will give the instructions of the activity. It consists of filling out the crossword in groups to discuss the answers and check these.</p>	<p>The student needs to pay attention and recognize each one of the sports to complete the crossword.</p>
<p><b>Extra activity:</b></p>	<p>EXTRA ACTIVITY - ACTIVITY 3 (Use the material)</p> <p>The teacher will use the activity if it is necessary. The teacher will guide the activity. Here, students need to collect data about their favorite sport from three of their classmates. It is important to mention that they need to use the questions provided in the activity and then write these in the lines.</p>	<p>The student needs to use the question in the activity and obtain information from three of their classmates about what their favorite sports are.</p>

# SPORTS

FOOTBALL  
/'Fʊt bɔ:l/



VOLLEYBALL  
/'vɒlɪ bɔ:l/



BASKETBALL  
/'bɑ:skɪt bɔ:l /



BASEBALL  
/'beɪsbɔ:l/



ENNI

TENNIS  
/'tenɪs/



HOKEY  
/'həʊki /



SKIING  
/'ski:ɪŋ /



RUNNING  
/'rʌnɪŋ /



LET'S PRACTICE YOUR PRONUNCIATION!





# Sports

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Warm-up:**

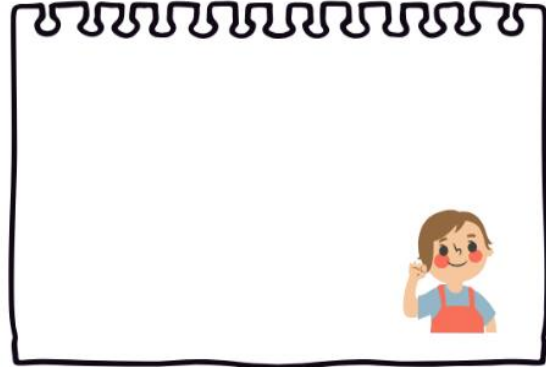
**Complete the draw.**

Something is missing complete the scene.



**Let's Learn !**

Listen the audio and write the sports that you can listen. Then, compare with your partner and complete them.



**ACTIVITY1.-** Complete the word. Share the answer with your partner. Practice the correct spelling and pronunciation.



F \_ o t \_ \_ \_ l

B a \_ \_ e t \_ \_ \_ l

T \_ \_ n \_ s

\_ o \_ e y b \_ \_ l

**ACTIVITY 2.-** According to the picture and the number for each one, complete writing the sport in the crossword. Work with two of your classmates and discuss the answers.



1



4



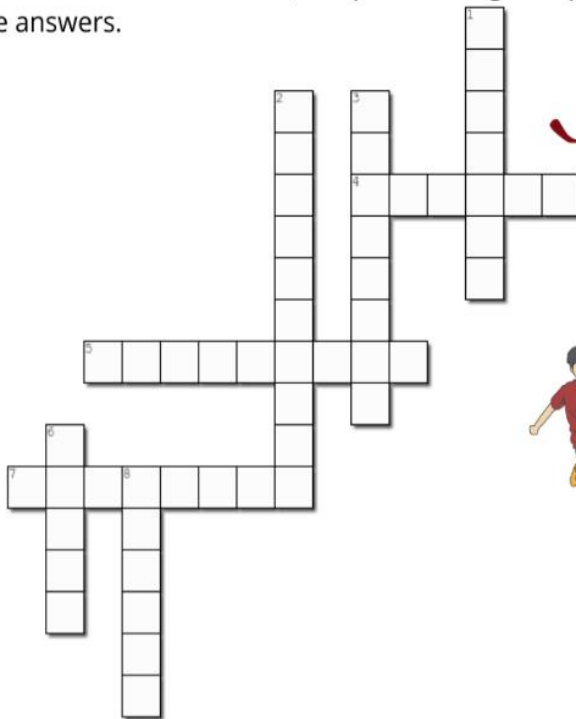
2



5



3



6



8



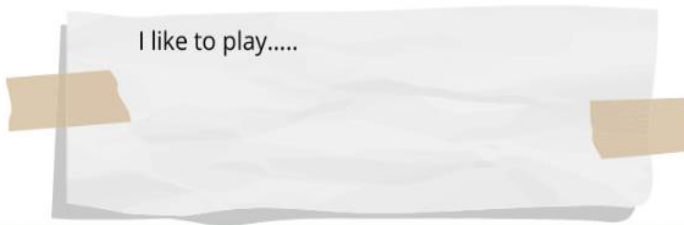
7

**EXTRA ACTIVITY**

**ACTIVITY 3.-** Ask already four of your classmates about their favorite sport. Remember use the following question to collect the data.

What is your favorite sport?

I like to play.....



# Lesson 3:

## TV Shows

### Information:

**Objective:** At the end of the lesson, students will be able to recognize the types of tv shows and use already three adverbs of frequency.

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Pictionary

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b> The teacher will give the instructions. First, the students need to form groups if they are organized in columns. Each of them is a group, or if it is not, the teacher needs to organize groups with the same number of members. Then, they need to think of one movie to perform for the other groups; the group that guesses the movie correctly wins one point, but if any group guesses the answer, the point is for the group. The winner of the game is the group that has the most points.</p>	<p><b>Student:</b> The student needs to pay attention to the instructions. The student needs to form a group where they then need to choose a movie and think of ways to perform to the other groups and try to guess the other movies to win.</p>
<p><b>Encounter and clarify:</b></p> <p><b>8 minutes</b></p>	<p><b>Let's learn!</b> The teacher will give the instructions for the activity where students must draw their favorite TV Show that they always see. The teacher will complement the information and explain the adverbs of frequency:</p> <ul style="list-style-type: none"> <li>• Always</li> <li>• Usually</li> <li>• Often</li> <li>• Sometimes</li> <li>• Never</li> </ul>	<p>The student must draw their favorite TV show that he or she always watches. Then students will pay attention to the information presented by the teacher</p>
<p><b>Remember and Internalize:</b></p> <p><b>10 minutes</b></p>	<p>The teacher will guide the activity. It consists of ubicated the adverbs of frequency according to the percentage that they represent, and then the student needs to compare the answers with a classmate.</p>	<p>The student will think carefully about how he or she can organize the adverbs of frequency according to the percentage. The student will compare the answers will their classmates.</p>
<p><b>Fluent use:</b></p> <p><b>16 minutes</b></p>	<p>The teacher will give the instruction for the activity where students need to write short sentences using the adverbs of frequency and provide information about some types of TV shows to then share the answers with their classmates.</p>	<p>The student needs to write short sentences applying adverbs of frequency and the different types of TV shows following the structure of the sentence.</p>
<p><b>Extra activity:</b></p>	<p>The teacher uses the activity if it is necessary. The teacher will give instructions on the activity. It consists of discovering the message, reading aloud, and practicing pronunciation.</p>	<p>The students need to discover the message. The student will search carefully for the number and write the letter in each box. The student will read aloud the message improving his or her pronunciation.</p>



# Lesson 4:

## Enjoy with me!

### Information:

**Objective:** At the end of the lesson, students will be able to use some hobbies, sports and tv shows to establish a short conversation.

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Pictionary

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b></p> <p>The teacher will remember the previous topics through the warm-up.</p> <p>The teacher will write six activities that can be hobbies, sports, or TV shows randomly and also ask the students to write six by themselves.</p> <p>The teacher will read aloud the activities that select and the student that has the same will be the winner.</p>	<p><b>Students:</b></p> <p>The student will write six activities that he or she enjoys doing in his or her free time.</p> <p>The student will hear carefully and draw a circle if he or she has the same.</p> <p>The student will be the winner if he or she has the same activities as the teacher and shouts Bingo.</p>
<p><b>Encounter and clarify:</b></p> <p><b>7 minutes</b></p>	<p><b>Let's learn!</b></p> <p>The teacher will give the instructions for the activity. It consists of completing the sentence with one hobby, sport, or her/his favorite TV show.</p>	<p>The students need to carefully look at the adverb of frequency and write a hobby, sport, or favorite TV show.</p> <p>Then, the student needs to ask one of his or her classmates.</p>
<p><b>Remember and Internalize:</b></p> <p><b>7 minutes</b></p>	<p>ACTIVITY 1 ( Use the material )</p> <p>The teacher will give the instructions for the activity, in which the students need to draw their perfect holiday and the activities that they like to do.</p>	<p>The student needs to think about the perfect day of the holiday, what activities he or she likes to do, and represent it through a draw.</p>
<p><b>Fluent use:</b></p> <p><b>20 minutes</b></p>	<p>ACTIVITY 2 ( Use the material )</p> <p>The teacher will guide the activity by providing the instructions.</p> <p>Instructions:</p> <p>Students need to form groups of four members.</p> <p>Then using their draws, they need to create a schedule of fun where they organize the different activities that they like to do.</p> <p>Finally, they must share this with other groups.</p>	<p>The students need to follow the instructions of the activity.</p> <p>The students will form group of four people.</p> <p>Using their ideas create a schedule of activities to fun.</p> <p>Finally share this schedule to other groups.</p>



# Enjoy with me!

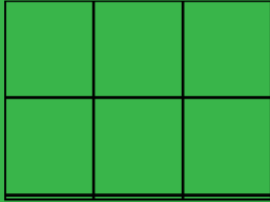
Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Warm-up:

### Bingo

Write six activities you enjoy in your free time; the highest number of hits wins.



### Let's Learn !

Complete the sentence with your own ideas. Then, ask to a classmate.

I always \_\_\_\_\_  
\_\_\_\_\_.

I never \_\_\_\_\_  
\_\_\_\_\_.



**ACTIVITY 1.-** Draw your perfect day of holiday. What activities do you like to do? Write them into the draw. Then, show your partner and explain the activities you want to do.

### THE PERFECT HOLLIDAYS !

**ACTIVITY 2.-** After to draw you perfect a day of holiday is time to work. In groups of four students create a holiday schedule where together choose activities (hobbies, sports, etc.) that enjoy all of you would love doing. Then, share your schedule with another group and talk about it.

# SCHEDULE OF FUN!



**MORNING**



**EVENING**



**NIGHT**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING							
EVENING							
NIGHT							

# UNIT 3:

# OCCUPATIONS



## Description:

Have you ever been asked the question, "What do you want to be when you grow up?" If you're still not sure, don't worry . This unit is designed to introduce you to the amazing world of jobs and guide you toward finding your perfect option. Let´ s explore some exciting options so you can choose one of them or consider some of them.

# Lesson 1:

## Jobs

### Information:

**Objective:** At the end of the lesson, students will be able to recognize five or six jobs.

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Riddles

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b> The teacher will construct the knowledge about the topic through the description of a picture of jobs using the question: What can you see in the picture?</p>	<p><b>Students:</b> The students need to carefully look at the picture. The student will try to describe the picture and mention what he or she can see in it.</p>
<p><b>Encounter and clarify:</b></p> <p><b>8 minutes</b></p>	<p><b>Let's learn!</b> The teacher will ask students about the jobs or the members of their families, and then the teacher will complement the information about jobs. The teacher will establish ten jobs, and there are: ·Pilot ·Policeman ·Dentist ·Teacher ·Vet ·Artist ·Chef ·Fireman ·Doctor ·Farmer</p>	<p>The student will write about the profession of some family members. The students need to pay attention and identify some of them from the list.</p>
<p><b>Remember and Internalize:</b></p> <p><b>10 minutes</b></p>	<p>ACTIVITY 1 ( Use the material ) The teacher will guide and help along this activity, providing clouds to guess the riddle about jobs. The teacher will read aloud the riddle and list the ideas.</p>	<p>The student needs to analyze the riddles and think of possible options to answer. The students must share their ideas with other classmates.</p>
<p><b>Fluent use:</b></p> <p><b>16 minutes</b></p>	<p>ACTIVITY 2 ( Use the material ) The teacher will be passive and give the instructions for the activity. It consists of writing the names of each job previously learned, comparing the answers with a partner, and practicing pronunciation.</p>	<p>The student needs to look carefully at each image about jobs and write it in the box. It is also important that students compare the answers and practice their pronunciation of these.</p>
<p><b>Extra activity:</b></p>	<p>EXTRA ACTIVITY - ACTIVITY 3 (Use the material) The teacher will use the activity if it is necessary. The teacher will give the instruction for the activity where students need to find the word in the word search and practice the pronunciation reading aloud.</p>	<p>The student needs to search carefully each job into the search word and then practice the pronunciation of these.</p>

# JOB

PILOT  
/'PAɪlət /



POLICEMAN  
/'pɒlɪsmən/



DENTIST  
/'dɛntɪst/



TEACHER  
/'ti:tʃə/



VET  
/vɛt/



CHEF  
/'ʃɛf/



ARTIST  
/'ɑ:tɪst /



FIREMAN  
/'faɪrmən/



FARMER  
/'fɑ:mə/



DOCTOR  
/'dɒktə/



LET'S PRACTICE YOUR PRONUNCIATION!





# JOBS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Lead-in:

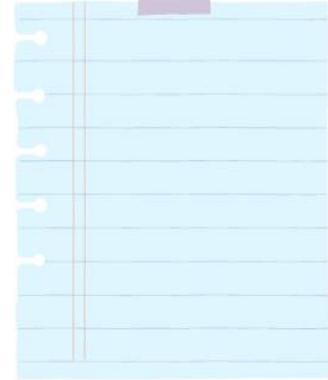


What can you see in the picture?



Let's Learn !

List the jobs that the members of your family have.



**ACTIVITY 1.**- Please read carefully and guess the job that explains the riddle. Please work with your partner and think which can be it.

I live in a farm. I feed animals and help them to grow up safely. I also take care of plants. I am a hard worker.



Who am I?

\_\_\_\_\_

I work in a hospital. I help you when you are sick. I wear a white uniform.



Who am I?

\_\_\_\_\_

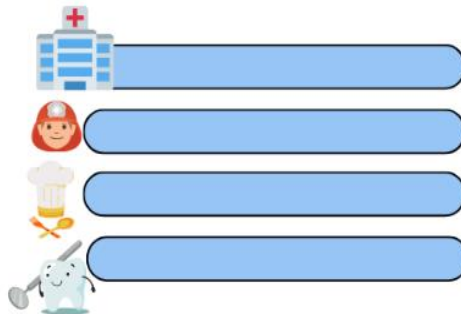
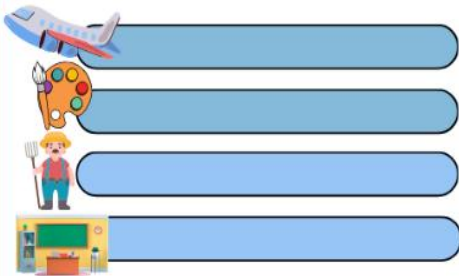
I make a lot of food. I work in a restaurant or café, you can see me in the kitchen



Who am I?

\_\_\_\_\_

**ACTIVITY 2.**- According to the picture write the job. Then, compare your answers with your partner and practice your pronunciation.



**EXTRA ACTIVITY**

**ACTIVITY 3.**- Find the jobs in the word search. Practice your pronunciation.

X	E	T	J	W	L	Q	B	A	R	M
Z	P	I	L	O	T	Y	K	S	K	A
N	N	M	F	T	D	O	C	T	O	R
Y	T	E	A	C	H	E	R	N	J	O
X	H	G	V	E	T	S	K	U	J	B
H	C	A	R	T	I	S	T	B	X	W
Y	R	F	I	R	E	M	A	N	L	K
K	N	A	C	H	E	F	O	O	U	F
Q	E	J	D	E	N	T	I	S	T	D
C	U	D	F	A	R	M	E	R	U	F
A	K	P	O	L	I	C	E	M	A	N

- PILOT
- POLICEMAN
- VET
- ARTIST
- DOCTOR
- DENTIST
- TEACHER
- FARMER
- CHEF
- FIREMAN

# Lesson 2:

## Working

### Information:

**Objective:** At the end of the lesson, students will be able to recognize five of six verbs in the third person and associate them with a job.

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Riddles

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b></p> <p>The teacher will introduce the topic using a song about the jobs and what are doing in it.</p> <p>The teacher will perform the song to get a better understanding of the song, especially the actions.</p> <p><a href="https://youtu.be/ckKQclquAXU">https://youtu.be/ckKQclquAXU</a></p>	<p><b>Students:</b></p> <p>The students need to try to identify the jobs that are mentioned and what is doing each one.</p>
<p><b>Encounter and clarify:</b></p> <p><b>8 minutes</b></p>	<p><b>Let's learn!</b></p> <p>The teacher will ask to students if they can complete what each worker do.</p> <p>The teacher will help to complete the sentence to students.</p> <ul style="list-style-type: none"> <li>• The teacher teaches students.</li> <li>• The doctor helps people.</li> <li>• The dentist fixes teeth</li> </ul> <p>The teacher complements the information introducing the following verbs:</p> <ul style="list-style-type: none"> <li>• Teaches</li> <li>• Catches</li> <li>• Stops</li> <li>• Draws</li> <li>• Cooks</li> <li>• Cures</li> <li>• Help</li> <li>• Plants</li> <li>• Flies</li> <li>• Fixes</li> </ul>	<p>The student will use the information provided by the song and try to complete the sentences.</p> <p>The student will put attention and try to learn the verbs provided by the teacher.</p>
<p><b>Remember and Internalize:</b></p> <p><b>10 minutes</b></p>	<p>ACTIVITY 1 ( Use the material )</p> <p>The teacher will guide the activity where students need to look the pictures and match with the correct action that each worker realize.</p>	<p>The student will look carefully the right and left column and match the worker with their correct work.</p> <p>The student need to talk with three classmates to compare their answers and practice their pronunciation</p>
<p><b>Fluent use:</b></p> <p><b>16 minutes</b></p>	<p>ACTIVITY 2 ( Use the material )</p> <p>The teacher will give the instruction for the activity where students need to write the appropriate verb to the action for each worker.</p> <p>A teacher teaches students.</p> <p>A policeman catches robbers.</p> <p>A fireman stops fires.</p> <p>An artist draws landscapes.</p> <p>A chef cooks delicious meals.</p> <p>A doctor cure people.</p> <p>A farmer plants vegetables and fruits.</p> <p>A pilot flies a plane.</p> <p>A dentist fixes teeth.</p> <p>A vet helps animals.</p>	<p>The student will read carefully firstly the job to choose the correct verb that represents the action that they realize in the work.</p>
<p><b>Extra activity:</b></p>	<p>EXTRA ACTIVITY - ACTIVITY 3 (Use the material)</p> <p>The teacher will use the activity if it is necessary.</p> <p>The teacher will be a guide in the activity. It consists in that the students need to think in a job that they want to do and write into the cloud and share the answer with three classmates.</p>	<p>The student needs to think in a job that they want to do when they grew up.</p> <p>Students will write the answer and share it with three classmates.</p>



# Working

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Warm-up:

Follow the lyrics of the song.  
 What do you do? I'm a teacher. Everybody say your ABCs. A-B-C-D-E!  
 What do you do? I'm a doctor. Everybody listen to your heartbeat!  
 What do you do? I'm a dentist. Everybody brush, brush, brush your teeth!  
 What do you do? I'm a carpenter. Everybody bang your hammer!  
 What do you do? I'm a pilot. Everybody fly a big, big plane!

Let's learn!

After listening and singing the song about jobs, let's think. Each worker, according to the job, has a specific role. What do you think they do? \_\_\_\_\_

Example:

The pilot flies a plane

The teacher \_\_\_\_\_

The doctor \_\_\_\_\_

The dentist \_\_\_\_\_

**ACTIVITY 1.**- Match the job with the action that the worker must do. Then, talk with your partner and remember the pronunciation of them.



**ACTIVITY 2.**- Complete the sentences then, share your answers with your partner, and choose a job for your partner. Use the phrase "I would like that you will be"

Q		X
teaches	helps	
	catches	
cooks	flies	
	plants	
cures	stops	
draws	fixes	

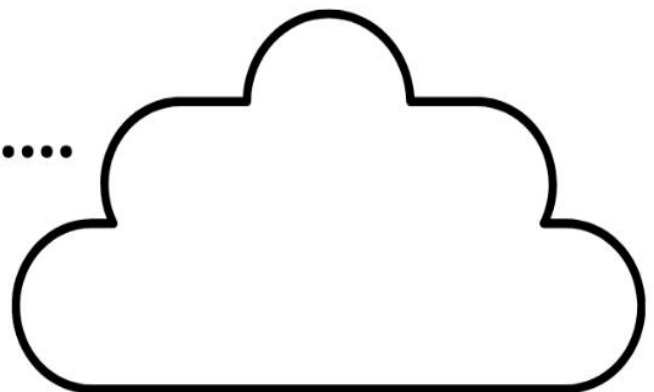
- A teacher \_\_\_\_\_ students.
- A policeman \_\_\_\_\_ robbers.
- A fireman \_\_\_\_\_ fires.
- An artist \_\_\_\_\_ landscapes.
- A chef \_\_\_\_\_ delicious meals.
- A doctor \_\_\_\_\_ people.
- A farmer \_\_\_\_\_ vegetables and fruits.
- A pilot \_\_\_\_\_ a plane.
- A dentist \_\_\_\_\_ teeth.
- A vet \_\_\_\_\_ animals.

### EXTRA ACTIVITY

**ACTIVITY 3.**- Think about what can be your perfect job and write into the cloud . Then, talk with three classmates and share your answers. Use the phrase next to the cloud.



## I WANT TO BE....



# Lesson 3:

## The best worker is...

### Information:

**Objective:** At the end of the lesson, students will be able to recognize five or six adjectives to describe a worker.

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Riddles

<b>Warm-up:</b>  <b>6 minutes</b>	<b>Teacher:</b> The teacher will introduce the topic through a exercise of dictation in this activity he or she need to choose already five words but one of them need to be an adjective. The teacher will use the adjective tall due to is the easiest and students can write with not many spelling mistakes, the others can be fruit or related a vocabulary from the previous topics.	<b>Students:</b>  The student needs to listen carefully and try to write the most words that he or she can comprehend and then they can share the answers with a partner.
<b>Encounter and clarify:</b>  <b>8 minutes</b>	<b>Let's learn!</b> The teacher will give the instructions. The activity consists in try to describe a girl . The teacher will complement the information with ten adjectives. They are: <ul style="list-style-type: none"><li>• Smart</li><li>• Brave</li><li>• Friendly</li><li>• Honest</li><li>• Quiet</li><li>• Shy</li><li>• Tall</li><li>• Fat</li><li>• Thin</li><li>• Serious</li></ul>	The student needs to think how can describe the girl. The student will try to use the different words as they know and also talk with a classmate to obtain more words. The student will pay attention and try to remember the presented adjectives.
<b>Remember and Internalize:</b>  <b>10 minutes</b>	<b>ACTIVITY 1 ( Use the material )</b> The teacher will guide the activity and give the instructions of the activity where students need to identify the adjectives from the box to then students realize a description with some of them. The teacher will help with one adjective from the list to provide a better understanding of the activity.	The student will read carefully and select what are the adjectives from the box. The student will write and list these adjectives into the blanks. The student will ask to a classmate what of these he or she can use to describe to a member of the family.
<b>Fluent use:</b>  <b>16 minutes</b>	<b>ACTIVITY 2 ( Use the material )</b> The teacher will give the instructions of the activity. It consists in select tree jobs and according to each one writes between three or four adjectives that a person who work on this need to be the ideal worker, additionally share your answer with the partner close to he or she.	The student needs to select three jobs and draw into the box. The student will write three or four adjectives for each one , these adjectives should be chosen analyzing the characteristic of each job and how must be the ideal worker. The student will share the answers and describe these to a classmate.
<b>Extra activity:</b>	<b>EXTRA ACTIVITY - ACTIVITY 3 (Use the material)</b> The teacher will use the activity if it is necessary. The teacher will guide the activity where students need to guess the job according to the emoji and then they need to provide an adjective for each one.	The students will look carefully and analyzes each emoji to try to guess the job. The students will write the correct job and also think in one adjective for each one.



# The best worker is...

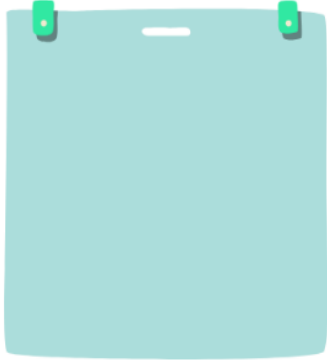
Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Warm-up:

#### Are you fast?

Try to write down as many of the words you hear as possible. Compare your answers with your partner.



### Let's learn!

Could you describe her? What kind of words do you think that you can use? Talk with your partner and write them.



**ACTIVITY 1.**- From the following group of words separate the adjectives you can find, then in pairs use these and describe a member of your family.

Smart	Brave	Door
Friendly	Windows	
Quiet	Tall	Red
Shy	Flower	
Egg	Bread	Fat
Thin	Serious	
Pencil	Honest	Marker

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**ACTIVITY 2.**- Choose three occupations and describe the ideal worker for each using the given adjectives. Then, talk with your partner and describe them to him or her.

	<input type="text"/>		<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>		<input type="text"/>

### EXTRA ACTIVITY

**ACTIVITY 3 .**- Guess the job using the following emoticons and provide an adjective to them. Work with a partner and share the answers.

# Lesson 4:

## I want to be...

### Information:

**Objective:** At the end of the lesson, students will be able to recognize and use adjectives, verbs and jobs to create sentences and establish a short conversation implementing the phrase "I want to be".

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Brainstorming

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b></p> <p>The teacher will use the warm-up to try to remember the content of the previous topics of the unit. The teacher will give the instructions of the activity, in it the student need to write a single word that he or she consider is representative of the dreamer job.</p>	<p><b>Students:</b></p> <p>The student needs to think in a word that can represent the dreamer job, it can be the job, adjective or a verb. The student will share the answer with the class.</p>
<p><b>Encounter and clarify:</b></p> <p>7 minutes</p>	<p><b>Let's learn!</b></p> <p>The teacher will practice and remember the adjectives learned in the activity. The students need to use some of these adjectives to describe themselves but also need to ask one more to another classmate and add one more.</p>	<p>The student will write some adjectives that he or she consider are appropriate to describe himself or herself. The student will ask to another classmate about one additional adjective that he or she consider that is representative of he or she.</p>
<p><b>Remember and Internalize:</b></p> <p><b>7 minutes</b></p>	<p>ACTIVITY 1 ( Use the material )</p> <p>The teacher will guide the activity where students need to answer the question that allows to choose one job that can be perfect to them.</p>	<p>The student will answer the question according his or her preferences. The student will ask to other partner about the job that he or she chose.</p>
<p><b>Fluent use:</b></p> <p><b>20 minutes</b></p>	<p>ACTIVITY 2 ( Use the material )</p> <p>The teacher will give instructions. The student needs to complete the information in the card were he or she must draw himself or herself ,write the name, the job that choose and finally the qualities that has to be the best worker. Then, the students need to for groups of five people and share their information.</p>	<p>The student needs to complete the information in the card. Form groups of five people and share their information.</p>



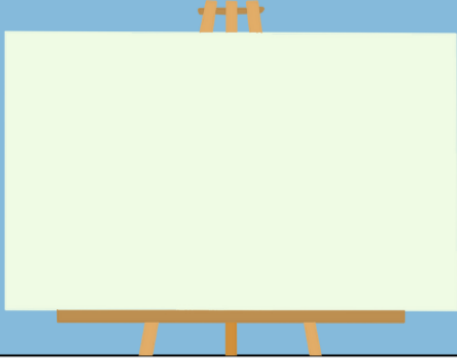
# I want to be..

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Warm-up: My dream job!

Write one word that represents your dream job.



## Let's learn!

Describe yourself using the previous adjectives. Ask your partner about your personality and ask for one adjective for you.



**ACTIVITY 1.-** Answer the following questions, then talk with your partner.



- What do you want to be when you grow up?

\_\_\_\_\_

- Please select one of the previous jobs.

\_\_\_\_\_

- Why did you choose that job?

\_\_\_\_\_

## FAIR OF JOBS !

**ACTIVITY 2.-** Fill out the form with the previous information that you provide. Then, work in groups of 5 students and share the information about your chosen job.

**ME**

## I want to be.....

Name:

My name is \_\_\_\_\_

Job:

I chose \_\_\_\_\_

Qualities:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**THIS IS MY PERFECT JOB!**

Occupation:

A \_\_\_\_\_

# UNIT 4:

# FOOD



## Description:

Did you know that there are so many different kinds of meals out there, each with unique ingredients? This amazing unit can help us identify some of these ingredients and classify them into categories like fruits, vegetables, and dairy products. Let's see!



# Lesson 1:

## FRUITS

### Information:

**Objective:** At the end of the lesson, students will be able to recognize five of six fruits and use the fixed- expression with make .

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Tongue Twister

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:.</b></p> <p>The teacher will use the game “Mi little paper boat” to activate the knowledge. The teacher will give the instructions. Instructions:</p> <ul style="list-style-type: none"> <li>• The teacher will use the phrase “mi little paper boat came bringing.....”</li> <li>• The teacher will say a classification of words that can be animals, class supplies, among others.</li> <li>• The teacher will play it twice or more if consider necessary, but the last classification need to be about fruits.</li> </ul>	<p><b>Students:</b></p> <p>The student needs to listen carefully and think the word related to the classification that teacher say.</p>
<p><b>Encounter and clarify:</b></p> <p><b>8 minutes</b></p>	<p><b>Let’s learn!</b></p> <p>The teacher will motivate students to repeat the tongue twister. The teacher will say the tongue twister twice and pay the participation of the students. The teacher will complement the information related to fruits and teach them. The fruits are:</p> <ul style="list-style-type: none"> <li>• Apple</li> <li>• Banana</li> <li>• Orange</li> <li>• Watermelon</li> <li>• Pineapple</li> <li>• Peach</li> <li>• Lemon</li> <li>• Pear</li> <li>• Cherry</li> <li>• Grapes</li> </ul>	<p>The student will try to say the tongue as how he or she can. the student will try the internalize most fruits as he or she can.</p>
<p><b>Remember and Internalize:</b></p> <p><b>10 minutes</b></p>	<p>ACTIVITY 1 ( Use the material ) The teacher will guide the activity where students need to identify the fruits to the other pictures.</p>	<p>The student need to look at carefully and paint the fruits from the group of pictures</p>
<p><b>Fluent use:</b></p> <p><b>16 minutes</b></p>	<p>ACTIVITY 2 ( Use the material ) The teacher will give instructions on the activity. It consists of writing the name of each fruit .</p>	<p>The students will carefully look at the picture and write their names correctly.</p>
<p><b>Extra activity:</b></p>	<p>EXTRA ACTIVITY - ACTIVITY 3 (Use the material) The teacher will use the activity if it is necessary. The teacher will give the instructions for the activity. It consists of using the letters need to organize them and for the words that in this case are fruits and finally think what he or she can make with these.</p>	<p>The student needs to organize the letter the fruit and also think what meal or dessert can make and share with a partner using the phrase.</p>

# FRUITS

APPLE  
/ˈæpəl/



BANANA  
/bəˈnænə/



ORANGE  
/ˈɒrəndʒ/



WATERMELON  
/ˈwɔːtərˌmelən/



PINEAPPLE  
/ˈpaɪˌnæpəl/



PEACH  
/pi:tʃ/



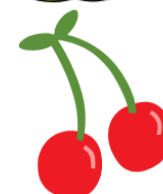
LEMON  
/ˈlemən/



PEAR  
/peə/



CHERRY  
/ˈtʃeri/



GRAPES  
/greɪps/



LET'S PRACTICE YOUR PRONUNCIATION!

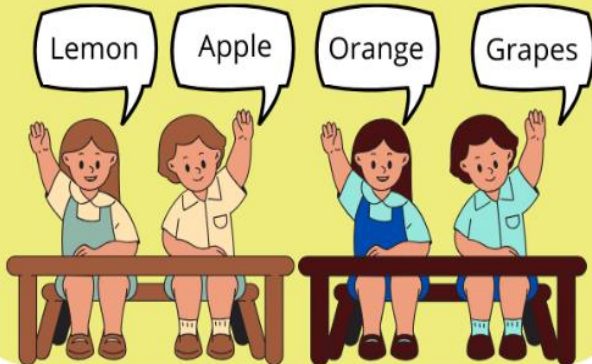


# FRUITS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Warm-up:  
My little paper boat.



Let's learn!

Try and repeat the tongue twisters in pairs. Highlight the fruit that it mentions.

No one can can a  
banana as a banana  
canner can can a banana.



ACTIVITY 1.- Paint the fruits you can see in the box, then ask your partner how many fruits paint.



ACTIVITY 2.- Write the names of the fruits from the box. Practice your pronunciation.

1. Apple
2. Banana
3. Orange
4. Watermelon
5. Pineapple
6. Peach
7. Lemon
8. Pear
9. Cherry
10. Grapes



## EXTRA ACTIVITY

ACTIVITY 3.- Order the letters and form the word. Tell your partner the fruit that you discover in each one and complete the phrase.

P	N	P
I	E	A
P	E	L

W	T	M
A	R	N
E	R	O

P		C
	A	
E		H

We can make a \_\_\_\_\_

# Lesson 2:

## VEGETABLES

### Information:

**Objective:** At the end of the lesson, students will be able to recognize five of six vegetables

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Tongue Twister

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b></p> <p>The teacher will introduce the topic using a riddle about one vegetable. The teacher will motivate students to repeat the riddle. The teacher will pronounce the riddle.</p>	<p><b>Students:</b></p> <p>The student will try to repeat the riddle and participate in the activity.</p>
<p><b>Encounter and clarify:</b></p> <p><b>8 minutes</b></p>	<p><b>Let's learn!</b></p> <p>The teacher will ask to students for vegetables that then need to write in the lines to the complement the information. The vegetables are:</p> <ul style="list-style-type: none"> <li>• Garlic</li> <li>• Mushroom</li> <li>• Onion</li> <li>• Pepper</li> <li>• Chilies</li> <li>• Cucumber</li> <li>• Tomato</li> <li>• Potatoes</li> <li>• Carrot</li> <li>• Lettuce</li> </ul>	<p>The student needs to write the vegetables that he or she know. The students will try to internalize the information presented by the teacher.</p>
<p><b>Remember and Internalize:</b></p> <p><b>10 minutes</b></p>	<p>ACTIVITY 1 ( Use the material )</p> <p>The teacher will guide the activity. It consists of identifying the vegetables on the table to then writing the names of these to finally share the answers with a classmate.</p>	<p>The student needs to look at carefully the vegetables on the table. The student will draw a circle on each vegetable that he or she can find. The student will write the name of the vegetable selected.</p>
<p><b>Fluent use:</b></p> <p><b>16 minutes</b></p>	<p>ACTIVITY 2 ( Use the material )</p> <p>The teacher will instruct the activity where it is necessary to match the picture of the vegetable with the name of them.</p>	<p>The student will read carefully and recognize the vegetable to match with the picture of them to finally practice the pronunciation with a partner.</p>
<p><b>Extra activity:</b></p>	<p>EXTRA ACTIVITY - ACTIVITY 3 (Use the material)</p> <p>The teacher will use the activity if it is necessary. The teacher will guide the activity. It consists guessing of the vegetable according to its shadow and writing the name.</p>	<p>The teacher will guide the activity. It consists guessing of the vegetable according to its shadow and writing the name.</p>

# VEGETABLES

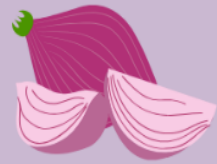
GARLIC  
/'gɑ:li:k/



MUSHROOM  
/'mʌ:ʃrʊ:m/



ONION  
/'ʌnʃən/



PEPPER  
/'pe:pə/



CHILIES  
/'tʃi:li:z/



CUCUMBER  
/'kju:kəm.bə/



TOMATO  
/'tə:meɪ.təʊ/



POTATOES  
/'pə:teɪ.təʊz/



CARROT  
/'kærət/



LETTUCE  
/'letəs/



LET'S PRACTICE YOUR PRONUNCIATION!



# Vegetables

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Warm-up:

Try and repeat the tongue twister as fast as you can.

Peter Piper  
picked a peck  
of pickled  
peppers



## Let's learn!

List the vegetables that you know. Then, ask your partner.

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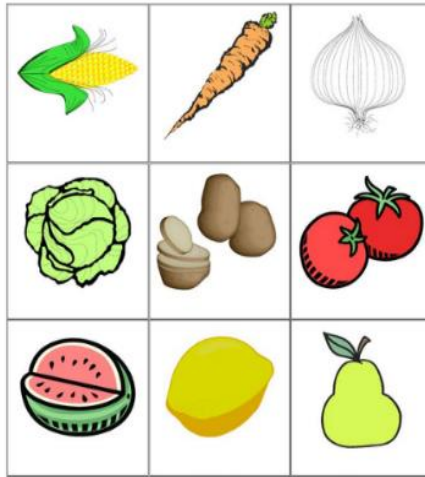


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**ACTIVITY 1.-** Draw a circle in the vegetables that we learn and put the names of these. Share the answers with your partner and find all of them in the picture.

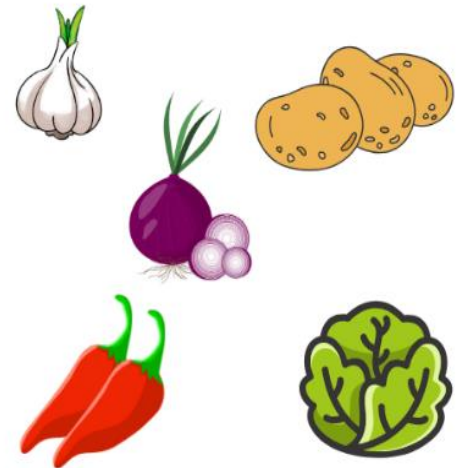


**ACTIVITY 2.-** Match the vegetables with their correct name. Then, practice the pronunciation with your partner.

LET'S MAKE A SALAD



- Garlic
- Mushroom
- Onion
- Pepper
- Chilies
- Cucumber
- Tomato
- Potatoes
- Carrot
- Lettuce



## EXTRA ACTIVITY

**ACTIVITY 3.-** Look at the silhouette and see which vegetable it is, then tell your partner.



# Lesson 3:

## DAILY PRODUCTS

### Information:

**Objective:** At the end of the lesson, students will be able to recognize five of six dairy products and use the fixed expression with make .

**Time:** 40 minutes

**Student profile:** Fourth graders

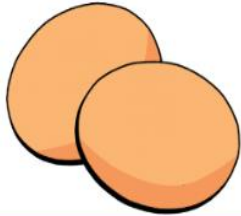
**Level:** A1.1

**Strategy:** Tongue Twister

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b></p> <p>The teacher will pay the students to look at carefully the picture.</p> <p>The teacher will ask what they can see in the picture.</p>	<p><b>Students:</b></p> <p>The students will carefully look at the picture.</p> <p>The students need to mention the things that they can see in the picture.</p>
<p><b>Encounter and clarify:</b></p> <p><b>8 minutes</b></p>	<p><b>Let's learn!</b></p> <p>The teacher will pay students who write two dairy products and then ask one more to another classmate. Teacher will complement the information of the topic. The dairy products are:</p> <ul style="list-style-type: none"> <li>• Cheese</li> <li>• Eggs</li> <li>• Milk</li> <li>• Butter</li> <li>• Yogurt</li> <li>• Cream</li> <li>• Sugar</li> <li>• Salt</li> </ul>	<p>The student needs to write two dairy products that he or she eats every day. The student will be asked to partner with one dairy product.</p>
<p><b>Remember and Internalize:</b></p> <p><b>10 minutes</b></p>	<p>ACTIVITY 1 ( Use the material )</p> <p>The activity will be guided by the teacher. It consists of completing the ingredients to make cookies and students need to think about what ingredients can complete these.</p>	<p>The students need to carefully read the ingredients that the recipe has and try to complete with some of the dairy products. The students will write them into the blanks.</p>
<p><b>Fluent use:</b></p> <p><b>16 minutes</b></p>	<p>ACTIVITY 2 ( Use the material )</p> <p>The teacher will give the instructions of the activity where they need to recognize the daily products of the box and draw a circle.</p>	<p>The students need to read and identify the dairy products from the box The students will draw a circle on these and share the answers with their classmates.</p>
<p><b>Extra activity:</b></p>	<p>EXTRA ACTIVITY - ACTIVITY 3 (Use the material)</p> <p>The teacher will use the activity if it is necessary. The teacher will motivate students to practice the tongue twister. The teacher will give a demonstration and practice with the students.</p>	<p>The students need to repeat the tongue twisters. The students will practice in pairs some times.</p>

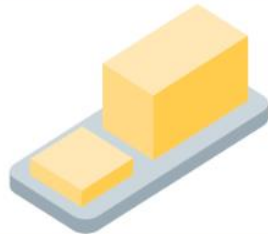
# DAIRY PRODUCTS

CHEESE  
/tʃiːz/



EGGS  
/ɛgz/

MILK  
/mɪlk/



BUTTER  
/'bʌtər/

YOGURT  
/'jɒʊgət /



CREAM  
/krɪm /

SUGAR  
/'sʊgər /



SALT  
/sɒlt /

LET'S PRACTICE YOUR PRONUNCIATION!





# Dairy Products

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Lead-in:**

**What could you see in the picture?**



**Let's learn!**

A dairy product is something that you eat every day. Write three of them, then ask to another classmate and add two more.



**ACTIVITY 1.**-Complete the ingredients to the Cookie recipe. What of the ingredients is missing? Please work with your partner and discuss of it.

## LET'S MAKE COOKIES!



### • COOKIES •

- Flour
- \_\_\_\_\_
- Sugar
- \_\_\_\_\_
- Chocolate chips

**ACTIVITY 2.**- Find the incorrect words in the group of dairy products. Share with your partner and discuss what those are.

Cheese    Water  
Eggs    Flan    Milk  
Chips    Butter    French fries  
Yogurt    Hamburger  
Cream    Wine

### EXTRA ACTIVITY

**ACTIVITY 3 .-** Try and repeat the tongue twister as fast as you can. Practice with your partner.



Betty bought butter but the butter was bitter, so Betty bought better butter to make the bitter butter better.

# Lesson 4:

## COOKING

### Information:

**Objective:** At the end of the lesson, students will be able to recognize and use fruits,vegetables dairy products, the fixed- expression with make to the creation a meal.

**Time:** 40 minutes

**Student profile:** Fourth graders

**Level:** A1.1

**Strategy:** Tongue Twister

<p><b>Warm-up:</b></p> <p><b>6 minutes</b></p>	<p><b>Teacher:</b></p> <p>The teacher will introduce the idea using a song about meals around the world.</p>	<p><b>Students:</b></p> <p>Students need to sing the song using the lyrics provided in the warm-up activity.</p>
<p><b>Encounter and clarify:</b></p> <p><b>7 minutes</b></p>	<p><b>Let's learn!</b></p> <p>The teacher will guide them in an activity where students need to draw their favourite meal and then ask what the favourite meal of three classmates is.</p>	<p>The student will draw his or her favourite meal.</p> <p>The student will share the answers with their classmates.</p> <p>The student will ask to three classmates about their favorites meals.</p>
<p><b>Remember and Internalize:</b></p> <p><b>7 minutes</b></p>	<p>ACTIVITY 1 ( Use the material )</p> <p>The teacher will guide the activity. It consists of listing five ingredients that can be fruits, vegetables or dairy products and then asking other classmates.</p>	<p>The student will write five ingredients and list them.</p> <p>The student will ask one classmate , list and write the answer provided.</p>
<p><b>Fluent use:</b></p> <p><b>20 minutes</b></p>	<p>ACTIVITY 2 ( Use the material )</p> <p>The teacher will give the instructions.</p> <ul style="list-style-type: none"> <li>• Let's create three new meals.</li> <li>• Form groups of four students</li> <li>• Students need to think of three meals using the ingredients that they think in the previous activity.</li> <li>• The students need to think in three names for the meals.</li> <li>• List the ingredients of each meal.</li> <li>• Draw the meal.</li> <li>• Share with their classmates between groups.</li> </ul>	<p>The students must form groups of four members.</p> <p>The students need to share their answers in the previous activity about ingredients.</p> <p>The students need to think of three meals using the ingredients that they chose.</p> <p>The students need to establish three names for each meal.</p> <p>The students need to list the ingredients that they will use in the creation of each meal.</p> <p>The students will share their meal creations with another group.</p>

# RUBRIC

Indicator	Hight	Medium	Low	Score
<b>Pronunciation</b>	The student correctly pronounces most of words.	The student pronounces more than 5 words correctly.	The student has problems to pronounce all or the most of words.	
<b>Grammar</b>	The student answer with complete phrases but has omits some words.	The student answer with incomplete phrases although it is comprehensible.	The student cannot answer incorrectly and use more words in Spanish than English.	
<b>Vocabulary and expressions</b>	The student uses the 90% or 80% of vocabulary and expressions.	The student uses the 50% or 40% of vocabulary and expressions.	The student is uses around 10% of the vocabulary and the message is difficult to understand .	
<b>Comprehension</b>	The student answers the questions correctly most of the questions	The students answer some question correctly but has problems of comprehend in others.	The student does not answer the questions and is not capable to understand them.	
<b>TOTAL:</b>				

Additional indicator to evaluate groups				
<b>Interaction</b>	The student has initiative and promote the interaction.	The student has initiative and respond but has little interaction.	The student answer with difficult , needs reinforcement of indication and problems with the interaction.	

## CONCLUSIONS

After conducting extensive research on how the lexical approach can effectively improve speaking skills, a number of significant findings were obtained. These findings provide insight into the usefulness and potential of this approach to enhance the ability to communicate effectively and confidently.

- Oral communication is a crucial aspect of learning English, but it can be particularly challenging for non-native speakers. Thankfully, linguists have developed various methods and approaches to improve speaking skills, one of which is the lexical approach. This approach emphasizes the importance of enriching one's vocabulary and incorporating daily phrases in order to enhance spoken communication. By using this approach, learners can gain a deeper understanding of the language and develop meaningful connections between words and their context, leading to a more effective and enjoyable learning experience.
- The methodology used and the research instruments used to obtain data help to understand the reality of the problem and determine how the lexical approach can help to solve it. On the one hand, the interview applied to the teachers helps to know the different methodologies that they use at the moment to work on speaking skills and their opinion about the problem. On the other hand, the surveys help to know the methodology used by teachers in the group of study and the perspective of the students related to English, specifically to speaking skills. The information obtained allows notice that the methodology or strategies used by teachers sometimes are unattractive or ineffective to the students because speaking skills are considered difficult for them.
- The proposal of this investigation was elaborate, carefully considering all the information obtained from the data and implementing a lexical approach. The didactic guide design is fundamentally on a lexical approach. It is a helpful tool at the moment to improve this skill due to all the lessons and the activities in it having the objective to use the foreign language for the longest time, being all units productive and implementing useful everyday language.

## RECOMMENDATIONS

Upon conclusion of the study, the following recommendations have been formulated for the purpose of continuing to improve the speaking skills of fourth-grade students. These recommendations are based on the critical needs of the students during the acquisition process.

- Teachers should keep in mind that an important part of classroom activities should be aimed at developing and improving their students' speaking skills rather than other skills or grammar. Whether through group discussions or even reading aloud, these activities provide students with ample opportunities to hone their speaking skills. It is also important to design these activities with the proficiency level of their students and the classroom context in mind. By effectively integrating speaking tasks into their lesson plans, teachers can help their students become confident and fluent speakers of the language.
- It is important in today's educational landscape for teachers to be informed and up to date with different teaching methods and approaches. Whether it is traditional lecture-based teaching, student-centered learning and others, a teacher's ability to adapt and use different approaches can greatly enhance the educational experience for their students. Being aware of current research and best practices in education can help teachers foster a positive and inviting learning environment that improves student outcomes.
- The teachers of L2 should explore about new didactic material based on the different methods or approaches and the didactic guide “Implementing Lexical Approach- Improving Speaking Skills ” is one of this. It helps to know an alternative approach of how teachers can teach the second language in an effective way increasing vocabulary, providing useful expression in a real context and without boring classes based on grammar.

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## ANNEXES

### Appendix 1. Modification oh theme

SOLICITUD: modificación del tema

**Fecha:** 08 de junio de 2023

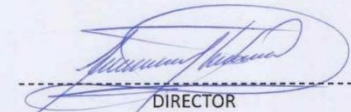
**Dirigido a:** Dra. Sandra Guevara COORDINADOR DE CARRERA

**Solicitante:** MSc. Flores Albuja Darwin Fernando

**Facultad:** FECYT

**Carrera:** Pedagogía de los Idiomas Nacionales y Extranjeros

**Asunto:** Solicito muy comedidamente, se autorice la modificación del tema del Trabajo de Integración "Lexical Approach to Develop Speaking Skills in Junior Students at U. E. Teodoro Gómez de la Torre, Academic Period 2022-2023" quedando de la siguiente manera: "Lexical Approach to Develop Speaking Skills in Fourth Graders at Teodoro Gómez de la Torre School, Academic Period 2022-2023". Por motivo del uso adecuado de terminología hacia la población a la cual se va a aplicar.

  
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DIRECTOR  
MSc. Flores Albuja Darwin Fernando

  
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ESTUDIANTE  
Saravino Chávez Angie Maciel  
C.C.: 105017645-0

## Appendix 2. Teacher's interviews

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



### INTERVIEW FOR THE ENGLISH TEACHERS AT "TEODORO GÓMEZ DE LA TORRE"



**Objective:** Identify the strategies used by teachers in the development of students speaking skills at Teodoro Gómez de la Torre.

**Instructions:** Dear teachers, please answer honestly. The purpose of this interview is to collect data about the different strategies used in class to develop speaking skills in students.

1. What is your opinion about the importance of developing speaking skills in EFL learners? Please, explain your answer.
2. What method or approach do you use to improve speaking skills in your classes? Please, explain your answer.
3. What activities do you commonly use to develop speaking skills in your students?
4. Have you ever heard about lexical approach strategies for developing speaking skills?
5. Do you think that implementing lexical approach strategies can develop the acquisition of speaking skills? Could you provide more details on your answer?
6. Do you think that the creation of a teaching guide based on a lexical approach could help EFL learners to develop their speaking skills?

GRACIAS POR TU COLABORACIÓN

### Appendix 3. Student's interviews

 **UNIVERSIDAD TÉCNICA DEL NORTE** 

Acreditada Resolución Nro. 173-SE-33-CACES-2020

**FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**ENCUESTA APLICADA A LOS ESTUDIANTES DE CUARTO GRADO DE EDUCACION BASICA DE LA UNIDAD EDUCATIVA TEODORO GOMEZ DE LA TORRE**

**Objective:** Identify the strategies used by English teachers for the development of speaking skills.

**Instructions:** This survey aims to collect data that will be helpful in an investigation focused on understanding the strategies teachers use in class to develop speaking skills. Your answers are greatly appreciated.

- Read carefully each question.
- Tick with an X in the option that you consider appropriate according to each question.

**General information**




Tick with an X in the option where you observe your age

- 5-6 years ( )
- 7-8 years ( )
- 9-10 years ( )




Tick with an X according to the gender with which you identify.

- Female ( )
- Male ( )
- Other ( )

1. How important is learning English for you?

  A lot ( )        Little ( )        Nothing ( )

2. How difficult is learning English for you?

  A lot ( )        Little ( )        Nothing ( )

3. Which English language skill is the most difficult for you?



Listening ( )



Speaking ( )



Reading ( )



Writing ( )

4. How often does the teacher do activities to develop your speaking skills?

Always	Sometimes	Rarely	Never

5. From the following list of activities, which ones does your teacher use in class to develop your speaking skills?

Songs	
Conversations	
Games	
Debates	
Role-play	
Repetition	
Description	

6. How often are these types of activities done in the English class?

Always	Sometimes	Rarely	Never

7. How long do these activities usually take?

- 5 minutes ( )
- 10 minutes ( )
- 15 minutes ( )
- 20 minutes ( )



8. From the following activities, which ones would you like your teacher to use in class to develop speaking skills?

Guessing	
Perform	
Game words	
Brainstorming	
Tongue twister	
Memory game	
Trivia	
Draw expression	

9. How would you like to work on the following activities?

- Individually ( )
- In pairs ( )
- In groups ( )

**THANKS FOR YOUR COLLABORATION**

## Appendix 4. Validation of instruments



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 29 de mayo de 2023

Magister

Obando Arroyo José Miguel

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "Lexical approach to develop speaking skills in junior students at U.E. Teodoro Gómez de la Torre". Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Saravino Chávez Angie Maciel

C.C.: 1050176450

Recibido  
04-VI-2023



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

.....

.....

.....



A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	/			
4	/			
5	/			
6	/			
7	/			
8	/			
9	/			

.....  
 Firma del Evaluador  
 Obando Arroyo José Miguel  
 C.C.: 1001512043

Apellidos y nombres completos	Obando Arroyo José Miguel
Título académico	Magister
Institución de Educación Superior	UTN
Correo electrónico	<a href="mailto:jmobando@utn.edu.ec">jmobando@utn.edu.ec</a>
Teléfono	062954610 - 0983865110

Fecha de envío para la evaluación del experto:	
Fecha de revisión del experto:	



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 01 de junio de 2023

Magister

Congo Maldonado Rubén Agapito

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "Lexical approach to develop speaking skills in junior students at U.E. Teodoro Gómez de la Torre". Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Saravino Chávez Angie Maciel

C.C.: 1050176450

07-06-2023  
1744



**UNIVERSIDAD TÉCNICA DEL NORTE**

Acreditada Resolución Nro. 173-SE-33-CACES-2020

**FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

.....

.....

.....



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	/			
4	/			
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7	/			
8	/			
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.....  
 Firma del Evaluator  
 Congo Maldonado Rubén Agapito  
 C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Rubén Agapito
Título académico	Gerencia de Proyectos Educativos y Sociales
Institución de Educación Superior	UTN
Correo electrónico	<a href="mailto:racongo@utn.edu.ec">racongo@utn.edu.ec</a>
Teléfono	062539004 - 0998693662


Fecha de envío para la evaluación del experto:	
Fecha de revisión del experto:	

## Appendix 4. Application of instruments

REPÚBLICA DEL ECUADOR



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**



Oficio nro. UTN-FECYT-D-2023-0083-O  
Ibarra, 30 de mayo de 2023

**ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. SARAVINO CHÁVEZ ANGIE MACIEL**

**Magíster**  
**Sandra Hidalgo**  
**RECTORA**  
**UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE**  
**Ibarra**

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que la señorita SARAVINO CHÁVEZ ANGIE MACIEL, portadora de la cédula de ciudadanía 1050176450, estudiante de la carrera de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "LEXICAL APPROACH TO DEVELOP SPEAKING SKILLS IN JUNIOR STUDENTS AT U. E. TEODORO GÓMEZ DE LA TORRE, ACADEMIC PERIOD 2022-2023.".

Por la favorable atención le agradezco.


Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE  
LUCIANO  
REVELO RUIZ

Firmado digitalmente por JOSE LUCIANO REVELO RUIZ  
Fecha: 2023.05.30 15:13:45 -05'00'

MSc. José Revelo Ruiz  
**DECANO**  
CC: 1002072179  
Celular: 0993944457  
Correo Electrónico: jlrevelo@utn.edu.ec

JRR/M. Bález



SECRETARÍA  
Ciudadela Universitaria Barrio El Olivo  
Av. 17 de Julio 5-21 y Graf. José María Córdova  
Ibarra-Ecuador  
Teléfono: (06) 2997-800 RUC: 1060001070001  
[www.utn.edu.ec](http://www.utn.edu.ec)

*Recibido  
7-6-2023*

*[Firma manuscrita]*

Página 1 de 1





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**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**



Oficio nro. UTN-FECYT-D-2023-0083-O  
 Ibarra, 30 de mayo de 2023

**ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. SARAVINO CHÁVEZ ANGIE MACIEL**

**Magíster**  
**Sandra Hidalgo**  
**RECTORA**  
**UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE**  
**Ibarra**

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que la señorita SARAVINO CHÁVEZ ANGIE MACIEL, portadora de la cédula de ciudadanía 1050176450, estudiante de la carrera de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "LEXICAL APPROACH TO DEVELOP SPEAKING SKILLS IN JUNIOR STUDENTS AT U. E. TEODORO GÓMEZ DE LA TORRE, ACADEMIC PERIOD 2022-2023."

Por la favorable atención le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE  
 LUCIANO  
 REVELO RUIZ  
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ Fecha: 2023.05.30 15:13:45 -05'00'

MSc. José Revelo Ruiz  
**DECANO**  
 CC: 1002072179  
 Celular: 0993944457  
 Correo Electrónico: jlrevelo@utn.edu.ec

JRR/M. Báez.



*Decanos 4to EGB*

*Favor dar las facilidades para la aplicación de la encuesta a los niños - Decanos Lengua Extranjera*

*Favor apoyar la encuesta. (competencia)*

*07 JUN. 2023*

## Appendix 5. Socialization of proposal



Unidad Educativa  
**"Teodoro Gómez de la Torre"**  
"La Luz de la Ciencia es Fuerza de la Mente"

RECTORADO

### RECTORADO

Msc. Sandra Hidalgo, Rectora del Establecimiento, en legal forma;

### CERTIFICA:

**Q U E:** la señorita **SARAVINO CHÁVEZ ANGIE MACIEL con C.C. 1050176450**, estudiante de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte, como parte de sus prácticas Pre-Profesionales, entregó a la institución un ejemplar de la guía didáctica **"IMPLEMENTING LEXICAL APPROACH – IMPROVING SPEAKING SKILLS"** para su posterior socialización al área de inglés de la Unidad Educativa "Teodoro Gómez de la Torre".

Particular que certifico para los fines pertinentes.

Ibarra, enero 26 de 2024

Msc. Sandra Hidalgo  
RECTORA

