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**LEXICAL APPROACH TO STRENGTHEN ENGLISH VOCABULARY
IN FIFTH GRADERS AT LUIS LEORO FRANCO SCHOOL**

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DEDICATION

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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 strengthen English vocabulary in fifth graders of the Luis Leoro Franco School. This research applied mixed methods for data collection, using qualitative and quantitative instruments. On the one hand, a questionnaire was applied as a quantitative instrument to the students with the purpose of identifying the most common vocabulary activities and their perception of the English teachers as a qualitative instrument to learn about the methodology they use, their knowledge of the lexical approach, and their point of view on vocabulary acquisition. An observation checklist was also used to analyze the classroom environment, and the type of strategies are often used, focusing mainly on memorization and individual tasks, which reduce students' motivation and limits vocabulary development. Based on the analysis of the information collected, a package of didactic resources based on the lexical approach strategies with dynamic and contextualized activities that allow students to improve their vocabulary in a meaningful way is proposed.

Keywords: lexical approach, strategies, vocabulary, methodology, teaching, learning.

RESUMEN

El presente trabajo de investigación se desarrolló con el objetivo de analizar cómo el enfoque léxico y la implementación de sus estrategias ayudan a fortalecer el vocabulario de inglés en los alumnos de quinto grado de la Escuela Luis Leoro Franco. Esta investigación aplicó el método mixto para la recolección de datos, utilizando instrumentos cualitativos y cuantitativos. Por un lado, se aplicó un cuestionario como instrumento cuantitativo a los estudiantes con el propósito de identificar las actividades de vocabulario más comunes y su percepción de las clases de inglés. Al mismo tiempo, se realizaron entrevistas a profesores de inglés como instrumento cualitativo para conocer la metodología que utilizan, su conocimiento del enfoque léxico y su punto de vista sobre la adquisición de vocabulario. También se utilizó una lista de observación para analizar el ambiente del aula y el tipo de estrategias aplicadas. Los resultados obtenidos mostraron que a menudo se utilizan metodologías tradicionales, centradas principalmente en la memorización y las tareas individuales, lo que reduce la motivación de los alumnos y limita el desarrollo del vocabulario. A partir del análisis de la información recogida, se propone un paquete de recursos didácticos basados en estrategias de aproximación léxica con actividades dinámicas y contextualizadas que permitan a los alumnos mejorar su vocabulario de forma significativa.

Palabras clave: Enfoque léxico, estrategias, vocabulario, metodología, enseñanza, aprendizaje.

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INTRODUCTION

In today's globalized world, English has become a key communication tool that transcends borders and connects people from different cultures. As one of the most widely spoken languages in the world, English plays a crucial role in education, business, and technology, benefiting all people. In addition, learning English provides many opportunities, allowing people to communicate effectively with people of different languages. For learners, especially in non-English-speaking countries, mastering English improves their cognitive and communicative skills, developing effective foundations for new language learning and lifelong success. Therefore, recognizing its benefits, English equips learners with the skills necessary to function in an increasingly interconnected world.

Ecuador has taken important steps in the implementation of English language teaching, recognizing its importance in academic and social aspects. The inclusion of English in the national curriculum reflects the country's commitment to improving learners' language skills; however, challenges have prevailed, as English mastering levels remain low compared to global standards. Consequently, this gap results in the immediate need for innovative teaching methods that address the unique challenges faced by Ecuadorian learners. By focusing on the lexical approach, this research seeks to establish a more effective and engaging methodology, fostering positive learning with vocabulary skills essential for effective communication.

RESEARCH CONTEXT

In order to learn a new language, it is essential to have a guide that guarantees effective English learning. For this reason, it is essential to align oneself with the Common European Framework of Reference for language (CEFR), as it provides structured guidelines for assessing and improving language proficiency, enabling one to measure and improve language learning in different educational contexts and thus address the learning gaps seen in Ecuadorian classroom. In other words, "a clear proficiency framework provides a context for learning that can help learners to orient themselves and set goals" (Trim, 2011). According to this framework, fifth graders should reach an A1-A2 level of proficiency in English. However, the reality in this institution shows different results, highlighting the difficulties of students' linguistic proficiency.

Based on the above, this research highlights the importance of implementing a lexical approach to help them achieve their required learning goals. This research seeks to address these issues by focusing on meaningful vocabulary learning through interaction and real-life

context. By integrating this methodology, the proposed project seeks to close the gap between curricular expectations and what actually happens in the classroom, providing learners with the necessary tools to excel in their English learning journey. Finally, this research offers an adaptable and accessible methodology for effective vocabulary instructions for learners. Moreover, it aims to equip teachers with innovative resources and methodologies and encourage more engaging, lexical approach learning experiences that are beneficial to all parties involved. Through this research, it hopes to foster positive and innovative change in English language education, enabling learners to develop their language skills and thrive in a multilingual world.

The problem

Being one of the most commonly spoken languages in the world, English has a global impact in the business and educational fields. According to Rendon et al. (2022) “language is the most important means of communication, particularly English, because it is considered as an international language and used globally as a link to connect and communicate widely within or across different countries whether in education or in business purpose”. Teachers need an effective way to teach English, as it is a complicated process but a fundamental part of children’s education. Ineffective teaching can hinder students’ success in learning English. For that reason, it is important that teachers implement an adequate methodology to ensure that learners acquire the English language effectively.

According to the Education First (EF) (2022) report, the average level of English proficiency in Latin America barely exceeds the lower limit of the index, making these countries the weakest of all. This situation poses serious challenges for Latin American students, who face some difficulties that prevent them from achieving greater proficiency in this language. Factors such as lack of educational resources, limited exposure to English, and the methodologies implemented are some of the main obstacles they face. These factors create a significant learning deficit and alter academic progress. This consequently limits the learner’s ability to adequately develop of English as a foreign language.

In Ecuador, English proficiency among students shows a very low level of fluency and competence. Based on international standards, Ecuador reports a poor ranking of English proficiency among Latin American countries. De Angelis (2022) mentions that “from 2011 to 2013 and again from 2019 to 2021, Ecuador was categorized as having very low proficiency.” This report ranked Ecuador 18 out of 20 Latin American countries, showing a very concerning need for improvement in English language learning. Most of the students have several problems identifying, recognizing, or producing English words. Limited vocabulary restricts the ability

to express ideas, and the traditional methodology taught by the teacher causes some learners to fail to understand the language because of its highly structured grammar and patterns, making it more complicated and confusing for students (PEREDA, 2024). Furthermore, the frustration students experience in trying to meet certain standards, like homework or exams, that limit learners' acquisition of a new language.

According to the Ecuadorian English curriculum, fifth grade students should reach an A1 level of English proficiency. However, the reality in the classrooms differs significantly from this objective, and the Luis Leoro Franco school does not escape this reality. Students commonly lack knowledge about the meaning, pronunciation, and correct spelling of words. Often, students resort to a traditional methodology of mere copying without deepening engagement, making the learner process feel stressful and very complicated. Daar (2020) notes that "having a lack of basic knowledge and vocabulary mastery reduces the student's learning motivation and interest." This, consequently, causes students to have difficulties in completing assignments and develop a growing dislike for the English subject. This situation emphasizes how important it is to use new teaching strategies and engaging activities to get students interested in studying foreign languages and to keep them motivated.

Considering the above described, the questions of this research are: In what ways can the proposal contribute positively to enhancing the students' proficiency in English as a foreign language? Could a lexical approach help strengthen the students' vocabulary knowledge and acquisition? What potential challenges may arise when implementing a lexical approach to improve the students' vocabulary development?

Justification

English has become a fundamental requirement in education, becoming indispensable in schools, high schools, colleges, and other educational institutions. This importance is due to its status as a world language; however, the effective mastery of English requires the development of various linguistic competencies, among which vocabulary plays a crucial role. In the English language, "vocabulary constitutes one of the most crucial skills which is important for teaching and learning a foreign language" (Umar, 2019). A high knowledge of vocabulary, besides helping to understand and produce messages in an effective way, also serves to enhance learners' confidence in real-life communication, enabling them to express themselves more fluently in everyday situations.

This research highlights the usage of the lexical approach because it helps learners to acquire vocabulary in a meaningful way by using lexical chunks in a real context. Albaqami (2022) mentions that “Several lines of evidence suggest that lexical chunks play a substantial role in our daily interaction and trigger confidence, accurateness, and competency in the basic skills, including listening, writing, speaking, and reading.” This approach encourages language teaching by moving away from memorization and word repetition and focusing on the acquisition of compound words in contextualized aspects. This approach not only enriches vocabulary learning but also fosters a genuine interest in learning a foreign language, which is crucial to the academic and personal success of the students.

This research is necessary because it addresses one of the most outstanding factors for students when learning English: the learning strategies implemented in class. Traditional vocabulary teaching strategies have proven ineffective in maintaining students’ interest and ensuring meaningful learning. This research is essential because it offers an innovative solution that allows students not only to learn single words but also to understand their use and meaningful sentences and contexts, becoming an important part of an effective communication. Furthermore, this research promotes creating a dynamic and motivating learning space where students can interact with the language in a more natural and effective way through new teaching methodologies.

This research focuses on its potential to transform vocabulary teaching in early childhood education. By introducing a lexical approach, it establishes a solid foundation for continued learning of a foreign language, which can have a lasting impact on students’ language proficiency. Moreover, this study can act as an innovative educational model, facilitating the implementation of this methodology in other educational institutions while at the same time improving the quality of teaching and learning of the target language. The impacts of this research could influence long-term curriculum design and educational policies, promoting a more effective and natural approach to vocabulary acquisition in educational institutions.

This project lies in its ability to generate a long-term positive impact on the educational environment. As direct beneficiaries, fifth grade learners will experience a substantial improvement in their learning process, which will allow them to improve their English proficiency and, therefore, their future opportunities. In addition, English teachers, as indirect beneficiaries, could adopt innovative methodologies that will enrich their pedagogical practice. At the institutional level, the implementation of this approach will contribute to raising

academic standards, serving as a model for other educational institutions seeking to improve their English teaching.

Objectives

General Objective

- Propose lexical approach to strengthen English vocabulary in fifth graders at Luis Leoro Franco school.

Specific objectives

- Identify the main problem's student in the acquisition the new words in the second language.
- Analyze the methods used by teachers to develop students' vocabulary.
- Design a teaching resource pack focusing on lexical approach in the enhancement of English vocabulary.

CHAPTER 1: THEORICAL FRAMEWORK

1.1 English as a First language acquisition, Second language learning and English as a Foreign language

When talking about English's acquisition as a first language, it refers to a natural and subconscious process to acquire the mother tongue, through which children learn to understand and produce their native language from the earliest years of life. The nature of this acquisition process is well described by Vaidya (2017), who states that "For first language, a child acquires the mother tongue naturally, gradually, automatically and unknowingly but he does not learn it. There is no formal teaching for acquiring the first language." This learning occurs without formal instruction, motivated by the constant exposition and interaction to the English language in a family or in a social environment, where children pick up structures and vocabulary in an intuitive way. Therefore, this instinctive process arises from children's natural need to communicate, which drives them to absorb and apply linguistic patterns effortlessly in their every interaction.

In the teaching and learning process of the English language, it is crucial to differentiate some technical issues, such as English as a Second Language (ESL) and English as a Foreign Language (EFL). The first one refers to the teaching and learning of English in contexts where this language has a dominant presence in the learner's social and academic environment, facilitating natural linguistic immersion and constant practice through communication. Additionally, ESL allows students to develop communicative competences through the interaction with native speakers and continue exposure to real-life situations. Vaidya (2017) emphasizes in his research that learners learn English through formal instructions as opposed to English as a first language, which is acquired naturally. At the same time, this process integrates linguistic skills with cultural and social aspects, promoting an integral learning that facilitates the students' adaptations in environments where English is the main language.

On the other hand, English as a foreign language (EFL) involves studying English in non-English-speaking countries where English lacks a natural presence in daily life and social interactions. EFL typically takes place in academic and formal settings, such as educational institutions, where students rely on structured instruction for language skills. Because the learner does not have an immediate environment in which to master the language, EFL poses unique problems in contrast to ESL. The student rarely has the opportunity to use the language in real communication situations, even though the media can contribute to the development of

receptive skills. Therefore, educators actively develop comprehensive learning plans to overcome these limitations, creating everyday situations and teaching specific vocabulary for practical language practices. Here, students involve themselves with the new language since they are not exposed to the English language environment.

After analyzing these different aspects of English language acquisition and learning, this research will focus specifically on English as a Foreign Language (EFL), as our target population consists of students who experience minimal exposure to English in their daily lives. The selection of this aspect is aligned with the educational context of our select population, as their interaction with the language is limited to a classroom setting, where English is introduced and practiced through structured lessons. As a result, this fundamental characteristic of our research population makes EFL especially relevant for developing effective teaching strategies that maximize learning opportunities despite limited exposure to the target language.

1.2 Theories of language learning

1.2.1 Constructivism in education

Constructivism in education views learning as an active process where students build knowledge through personal experiences and interactions. Two of the most influential perspectives on this theory come from Piaget and Vygotsky, who established crucial foundations for understanding the learning process. Piaget's theory emphasizes that individuals actively construct their understanding of the world through experiences and interactions, while Vygotsky stresses the fundamental role of social interactions and gradual support in the learning process (Sharma & Shukla, 2023). Thus, learning is not a simple transfer of information from instructor to student but a dynamic process where learners construct new meanings based on their prior knowledge. In the educational context, constructivism promotes learning environments where students actively participate in the construction of their own understanding and interact with the study material, their classmates, and the instructor in a continuous process of discovery and readjustment of knowledge.

1.2.2 Alignment with the lexical approach

The constructivist theory is ideally aligned with my research regarding the lexical approach because it highlights the importance of this methodology, which becomes especially relevant when considering the role of interaction and contextualization in the vocabulary learning process; "this mode can activate the knowledge and experience stored in the brain and effectively guide to organize a complete vocabulary network in vocabulary learning" (Gao, 2021). In this way, learners use cognitive structures developed in their native language that

allow them to build connections between new words and familiar concepts. The lexical approach and the constructivism theory highlight the importance of constructing meaning through contextualized chunks or blocks of words. Therefore, this perspective substantiates the importance of creating interactive learning spaces where guided discovery and social context improve effective vocabulary learning in a foreign language.

1.3 Approach and methods

1.3.1 Traditional

In response to changes in learning objectives, linguistic and psychological theories, and learners' needs, language teaching methodologies emerged in the 20th century. The Grammar-Translation Method was one of the first, focusing on accuracy and literary analysis, specifically in the study of Latin. Over time, natural language acquisition inspired the Direct Method, which encouraged oral communication without resorting to translation, leading to improved fluency and comprehension in the target language. Later, the influence of behaviorism shaped both the situational approach and the audiolingual method, which emphasize oral skills through the repetition of linguistic structure. Likewise, "Common to each method is the belief that the teaching practices it supports provide a more effective and theoretically sound basis for teaching than the methods that preceded it" (Rajendran et al., 2024). In other words, each of these methods reflected the theoretical advances and needs of its time in the research for more effective and adequate language teaching in educational and communicative contexts.

1.3.2 Contemporaneous

After several years, language professionals started exploring alternatives to traditional methods with the intention of improving the effectiveness of language teaching and learning. Therefore, communicative movement sought to shift the focus from grammar to communication, considering the classroom as a space for authentic communication and the integral development of teachers and learners (Rajendran et al., 2024). In this context, methods such as Total Physical Response, Silent Way, Community Language Learning, Suggestopedia, Whole Language, and Competency-Based Instruction emerged in response to new learning theories. However, thanks to the need for a more innovative methodology, the Lexical Approach was born, which emphasizes the importance of vocabulary to achieve communicative competence, adjusting to the changing student needs with the goal of improving instruction and better adapting to the educational context.

1.4 Lexical approach in language teaching

The lexical approach is an innovative perspective within the teaching and acquisition of a new language. In 1993, Michael Lewis pioneered this method, emphasizing how vocabulary and word combinations denominated as “chunks” play an essential role in language learning. The lexical approach analyzes and teaches language by focusing on lexical units rather than grammatical structures, where these units include groups of words that work together, such as collocations and set phrases (Schmitt, n.d.). In contrast to other traditional methods, this approach holds that the vocabulary and collocations play a central role in the learning process since they are the base of fluent and communicative competence. Furthermore, the main objective is exposing students to authentic and contextualized lexical blocks, allowing them to deeply develop and understand the natural use of the language. Consequentially, students master English vocabulary more effectively through this approach because they learn words in natural combinations within meaningful contexts rather than studying isolated word lists.

1.4.1 Student role

Students actively engage in discovery activities and vocabulary practice through their learning journey. “The learners assume the role of data analysis in constructing his or her linguistic generalization based on examination of large corpora of language samples taken from “real life” (Richards & Rodger, 2001). The lexical approach fosters the student’s autonomy, encouraging them to take responsibility regarding their own learning and use of strategies to arrive at a sense of understanding through absorbing information. Learners need autonomy to strengthen their vocabulary and master collocation through extensive practice (Graney, n.d.). Such an approach helps learners to create unique interpretations based on real-life experiences. In addition, through this active learning process, learners not only improve their linguistic understanding but also enhance their critical thinking skills, leading to more effective communicative competences in the real world.

1.4.2 Teacher role

The lexical approach suggests a different role for the teacher, who goes from being the sole “knower” to being a passive motivator and facilitator for the learning students. Here, the teacher must form an adequate environment where the students can operate effectively, helping them manage and create their own learning. “Teacher has a major responsibility for organizing the methodological system and providing scaffolding to help learners build autonomy and use the systems” (Richards & Rodger, 2001), p. 136). The teacher must encourage students to become discoverers, providing adequate materials and being supportive in their learning process. The interaction between teachers and learners is essential since teachers can create a

positive environment encouraging active participation through interactive classroom methodologies. Therefore, the teacher guides students as a communicator and integrator to enhance collaborative learning experiences, leading learners to achieve meaningful learning through guidance and motivation by the teacher.

1.4.3 Lexical approach principles

These principles guide the implementation of the effective lexical approach in teaching language, promoting rich vocabulary acquisitions, communicative fluency, and the natural use of the language. These principles provide a new perspective in contrast to traditional language teaching by emphasizing the vital role of lexical units in communication. Such principles propose that success in language learning occurs when students understand how words naturally combine into chunks or patterns. As a result, these theoretical underpinnings reset the way teachers approach language teaching in their classrooms. Azim et al. (2020), based on Lewis' theory, mention some relevant principles that help determine the lexical approach to language teaching:

- Language is based upon lexis.
- The basic reason of misunderstanding lexis is considering grammar as basis of language, and it is misjudged as a pre-requisite for effective communication.
- The key principle is to consider grammaticalized lexis as a unit of language, not the concept of lexicalized grammar.
- Lexis should be considered in central position to create any meaning-centered syllabus.

1.4.4 Lexical competence

Lexical competence is a set of lexical knowledge, skills, and competencies that determine students' ability to find the contextual meaning of a word, compare its meaning in two languages, and use the word in the appropriate context (Baxodirovna et al., 2021). This competence is based on activities that encourage oral interaction, active vocabulary acquisition, and improvement. Therefore, students who developed strong lexical competence understand both the individual meaning words and their relationship within sentences; this enables them to communicate effectively in a variety of daily life situations. This multilayered understanding of vocabulary improves learners' ability to express themselves naturally in the target language.

1.4.5 Lexis

Understanding vocabulary plays an essential role in language learning and communicative effectiveness. Here, teachers must recognize how vocabulary interacts with different aspects of language to create meaningful expressions. “Lexis refers to the vocabulary or the entire stock of words in a language. It is also the use of vocabulary in the normal dictionary meaning of words and the use of idiomatic expression and figurative expressions.” (Ogunsanwo, 1990, as cited in Yusuf, 2021). This perspective of Lexis highlights the importance of teaching vocabulary beyond simple word definitions, adding both literal and figurative meanings in language teaching. In this way, students who master these lexical elements develop stronger communication skills and express themselves more fluently and naturally in several real-life contexts.

1.4.6 Lexical items

The lexical approach considers the acquisition and production of language in a natural and fluent manner when working with complete lexical blocks rather than individual words, making these lexical items essential. An effective strategy is that learners learn through manageable segments; in this way, they develop the lexicon until they use phrases. These word combinations improve language production naturally and serve as a crucial pathway to achieving fluency. “Instead of words, we consciously try to think of Collocations, and to present these in Expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways” (Lewis, 1997, p. 204). Learners progressively strengthen their language proficiency through constant exposure to these essential lexical chunks, which ultimately leads them to communicate more effectively and naturally in real-world context while developing a deeper understanding of language patterns.

Table 1*Taxonomy of Lexical Items (Lewis, 1997)*

Lexical items		
Items	Definitions	Examples
Words	Independent lexical items that carry meaning on their own.	<ul style="list-style-type: none"> • cat • run • happy
Collocations	Word combinations that commonly occur together, forming predictable patterns.	Fully fixed: “a broken home”, “to catch a cold”
Fixed Expressions	Unchanging phrases used frequently in everyday language.	<p>Social greetings: “Good morning”, “Happy New Year”</p> <p>Politeness phrases: “No thanks you, I’m fine”, “I’ll have to be going”</p> <p>Phrase book: “Can you tell me the way to..., please?”</p> <p>Idioms: “You’re making a mountain out of a molehill”</p>
Semi-fixed expressions	Phrases with fixed structures that allow limited variations.	<p>Almost fixed expressions: “It’s/That’s not my fault”</p> <p>Spoken sentences with slots: “Could you pass..., please?”</p> <p>Expressions with specific slot-fillers: “Hello. Nice to see you. I haven’t seen you + time expression with for or since”</p> <p>Sentences heads: “What was really</p>

		<p>interesting/surprising/annoying was...”</p> <p>Extended frames:</p> <ul style="list-style-type: none"> • Academic paper opening example: “There are broadly speaking two views of...”
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Note: Own elaboration

Source: Implementing the Lexical Approach theory

Language students face significant challenges when communicating naturally with native speakers if they do not learn habitual word combinations, particularly collocations. The following examples in the picture show how words come together to form common expressions, helping students sound more natural and fluent in the language they are learning.

Table 2

Examples of Common Relationship between Group of Words

Word Groups	Common Expressions
verb + noun	take a bow or permit entry
adjective + noun	square meal or rough justice
verb + adjective + noun	take vigorous exercise or make happy
adverb + verb	hardly believe or surely be
adverb + adjective	thoroughly exhausted or totally unless
adverb + adjective + noun	absolutely unacceptable behaviour
adjective + preposition	nice to / sad about / please with
noun + noun	jacket pocket / door step

Note: Taken from Dervić, M., & Bećirović, S. (2020). Prerogative of the Lexical Approach in Communicative Language Teaching. European Journal of Education Studies, Vol 7(3).

1.4.7 Lexis in language teaching and learning

Lexical knowledge is an essential aspect of effective language learning, encompassing not just individual words but complete phrases and expressions that enable meaningful

communication. This comprehensive approach to language teaching and learning results in lexis as a fundamental element in mastering a new language. Learners engage with the target language through daily exposure to both listening and reading activities, which provide rich contexts for vocabulary learning. Moreover, this methodology allows learners to transcend the base level of word comparison in their native and target languages and to analyze and identify entire lexical sets. Daily practice and exposition through purposeful repetition help learners internalize and actively retain new vocabulary. The approach emphasizes developing essential skills such as contextual meaning interpretation, recognition of word patterns in collocation, and strategic dictionary use. At the same time, “comprehension of such units is dependent on knowing the patterns to predict in different situations” (Mudraia, 2001, p. 4). As a result, students cultivate deeper linguistic awareness and achieve natural, contextualized language mastery.

1.4.8 Advantages of lexical approach

The lexical approach offers a dynamic and effective approach to language learning, as it places students in the actual use of the language. This approach gives priority to vocabulary and common expressions rather than grammar, enabling students to understand the language in real-life contexts. Consequently, it not only improves fluency but also encourages students’ independence, allowing them to direct their learning using authentic materials. At the same time, this meaningful learning approach adapts to learners’ needs by teaching vocabulary in sentences or chunks that are practical and easily retained. As Yan & Qinglan (2021) explain, “Lexical chunks are easy to store in chunks in the brain, and also easy to extract and use in chunks,” underscoring the cognitive advantage of learning language in manageable and memorable units. Moreover, by focusing on vocabulary and collocations, this approach encourages the motivation and confidence, essential elements that accelerate the learning process and help students express themselves more fluently. Beyond fluency, the lexical approach facilitates a more learner-centered environment in which teachers act as guides and motivators, moving away from totally grammatical instruction and instead applying a more communicative and vocabulary-rich learning experience.

1.4.9 Disadvantages

Despite many benefits, the Lexical Approach presents significant disadvantages that can impact students’ English learning progress. One primary limitation emerges when “learners formulate hypotheses about language patterns by making (conscious or unconscious) generalisations on the basis of the input” (Lewis, 1997), leading them, through exposure alone, to adopt word combinations that do not align with the standard usage. Consequently, this

problem is exacerbated because the natural exposure lacks the clear error cues, which often leads students to internalize and retain these error combinations as part of their learning. Although the teacher's role is essential in distinguishing what is not and what is correct, they need to provide this feedback in a balanced way in order to maintain a positive learning environment. Finally, this continuous reliance on teacher guidance prevents learners from developing the autonomous learning skills that would allow them to effectively acquire and use new lexical combinations on their own.

1.4.10 Lexical approach activities

Lexical approach activities are instructional strategies designed to facilitate language learning through the identification and use of recurring linguistic structures, known as “chunks.” These activities go beyond traditional vocabulary memorization by prioritizing word combinations that occur naturally. In addition, through systematic exposure to these lexical patterns, learners develop enhanced linguistic awareness, allowing them to recognize, internalize, and apply contextualized expressions in various communicative, real-life situations. Therefore, these authentic activities encourage the development of lexical competences by fostering students to analyze and understand how words combine and interact within specific linguistic spaces, thus enriching their ability to construct meaningful and idiomatic expressions in the target language. In this sense, Lackman, n.d., proposes some activities such as:

Lexical chunk dictation

This exercise aims to challenge learners to identify lexical fragments within a text. During this activity, teachers strategically guide the discovery process by providing targeted prompts, such as “A noun plus noun collocation for a type of weather,” leading learners to discover combinations like (morning fog) within the text. As a result, this exercise develops linguistic analysis skills by helping learners identify lexical patterns within text.

Corpora searches

This activity leads learners to investigate how lexical fragments are used in real contexts. This exercise aims to promote autonomy and critical analysis in students by showing how words interact within language. For example, here learners can discover on their own combinations such as “greenish yellow” formed by two-colour collocations with “ish”.

Papers on walls

This dynamic activity turns the classroom into a fun and interactive space for learners. Students actively search and categorize lexical chunks from strategically placed sheets of paper around the classroom, focusing on specific word combinations such as noun + noun, adjective + noun, adverb + verb, verb + noun, etc. (e.g., Can you imagine.../ travelling around the world).

The combinations of teamwork and active learning create engaging spaces where learners collaborate to discover and internalize meaningful lexical patterns.

Lexical chunk hot seat

This interactive game aims to challenge learners to guess lexical chunks with clues given by their team. Before starting with this activity, learners need to understand the formations of lexical chunks, analyzing structures such as the phrase “to have low self-esteem”, which follows an infinitive + adjective + noun pattern. This knowledge allows students to decode similar phrases effectively during gameplay. Finally, this activity aims to strengthen learners’ comprehension and production of key lexical structures by engaging in gameplay with focused language learning.

Slot-filler relay race

This activity aims to promote the learning of lexical patterns through collaborative group work. Learners work in teams and compete to fill in the blanks of semi-fixed expressions with the most appropriate word combination (e.g., My teacher knows how long I’ve ___). By participating in these creative activities, learners strengthen their understanding of flexible linguistic structures while developing the ability to include these lexical expressions in different communicative real-life contexts.

1.5 English Language in Ecuador – Curriculum

The incorporation of the English language into the Ecuadorian educational system is a crucial element in the holistic academic development of students, serving as a fundamental component that improves their linguistic abilities from a young age. According to the Ecuadorian curriculum, learners in the fifth year of Sublevel EG B Media must reach a level of A1.1 to A2.2 in English learning. For this level, teachers must structure lessons around familiar topics, such as school and family, while learners actively experiment with the English language through activities such as song, dance, art, crafts, music, and other subjects. Besides, students must develop their learning through meaningful and developmentally appropriate tasks that strengthen their language skills and encourage critical thinking, creativity, and effective communication.

Likewise, the curriculum emphasizes some key vocabulary skills: students must master spelling essential words in English, including names, colors, animals, and possessions, and develop creative writing abilities by crafting personal stories that combine real-life experiences with imaginative elements from their literary backgrounds (Ministerio de educación, 2016). Finally, all these aspects mentioned above are supported by the Common European Framework

of References (CEFR), which states that people at the A1-A2 level of English can understand and use basic everyday expressions, introduce themselves, ask simple questions about personal information, and maintain simple interaction with other people. And as a final aspect, they must have a basic vocabulary of single words and phrases related to concrete situations

1.6 English vocabulary

Vocabulary is an essential and multifaceted component of language learning and mastery, including not only individual words but also phrases and expressions that transmit specific meanings. In this sense, learners enhance their language competence through vocabulary development by Abuhabil et al. (2021), who state that “vocabulary is an essential skill for learning the four skills: reading, speaking, writing and listening.” This highlights the importance of vocabulary as a fundamental aspect in the language learning process. Additionally, an effective approach to teaching English vocabulary must integrate strategies that enable students to acquire, retain, and use lexis meaningfully in a wide range of communicative situations, from everyday to comprehensions of audiovisual media and written text. Therefore, learners use vocabulary as their primary tool to communicate effectively in English.

1.7 Vocabulary types

The surprising interplay between actively used and passively recognized vocabulary reveals a crucial dimension in understanding how to teach students in an effective way according to their context, learning styles, preferences, and needs. Understanding the types of vocabulary is fundamental in language teaching and learning, as it enables educators and students to approach vocabulary in a more structured and effective way. Language experts distinguish two main groups of vocabulary, such as active and passive vocabulary. According to Dede Gustian (2021), active vocabulary refers to all words that are used in everyday activities, i.e., items that the learner can use appropriately in speaking or writing, while passive vocabulary refers to all words that are recognized and understood but not needed in everyday communication. Based on these aspects, recognizing these different types helps learners develop a deeper understanding and more versatile use of vocabulary in a variety of linguistic contexts.

1.8 Learners’ problem in vocabulary learning

By mastering vocabulary learning techniques, students can significantly improve their English level; however, some learning difficulties may arise for students during this process. Nevertheless, the process of vocabulary learning can be a real challenge for students, impacting

their overall language mastery. Many face difficulties with pronunciation, writing, and spelling, which can hinder their ability to communicate effectively. Furthermore, understanding the different grammatical forms of words and using them appropriately in specific real contexts can also prove problematic and a demotivating factor for students. It is also common for learners to have trouble choosing the correct meaning of words and interpreting idiomatic expressions. A relevant aspect is that “vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly” (Abuhabil et al., 2021). Therefore, these obstacles underscore the importance of identifying and strategically addressing them.

1.9 How the strengthen English vocabulary?

Learning a language is much more than memorizing words; it consists of discovering a universe where vocabulary becomes a fundamental factor for effective and authentic communication. In this sense, the lexical approach emerges as an innovative strategy to strengthen English vocabulary learning in a practical and meaningful way. This approach is characterized by learning English through word combinations or chunks, based on real contexts that facilitate retention and learning, and implementing interactive and engaging learning strategies for students. Based on this, it is important to note that “the way a learner perceives the vocabulary learning task not only influences what strategies will be chosen, but also whether strategic learning of vocabulary will become useful at all” (Gu, 2020). It means that constant practice in a meaningful context and repeated exposure to new words will help develop a large and more functional vocabulary, improving overall language proficiency. In addition, it is essential to maintain a gradual and realistic approach, setting achievable goals and cultivating a positive attitude. In this way, not only is the lexicon expanded, but also comprehension, oral and written expression, and fluency in English are enhanced, providing a solid foundation for effective and natural communication.

1.10 Contribution of chunk to English vocabulary

Lexical chunks play a critical role in the development and learning of English vocabulary. These facilitate fluency in both language production and comprehension, enabling learners to expand their lexicon before fully mastering complex grammatical structures. This approach enables students to expand their vocabulary more efficiently and effectively, making it easier to incorporate new words and expressions in meaningful contexts. Furthermore, through the use of lexical chunks, students can develop their vocabulary more quickly and effectively, beginning to employ their new lexical skills to interact with the real world around them in more meaningful ways. Albaqami (2022) mentions that “a growing body of literature

recognizes the significance of lexical chunks in mastering a foreign language,” as language in real-life contexts contains many word combinations that form the core of linguistic structures. This reliance on familiar linguistic patterns enables learners to successfully handle English vocabulary and significantly enrich their mental lexicon. Therefore, these lexical chunks help learners internalize grammatical patterns in everyday contexts, resulting in greater vocabulary retention and more accurate use of English as a foreign language.

CHAPTER II: METHODOLOGY

This chapter aims to offer a comprehensive overview of the research methodology. Here you will find a detailed explanation of the approach adapted for data collection, as well as the instruments used to obtain the required information. Likewise, this chapter aims to ensure that the research is carried out in an efficient and productive manner by analyzing and evaluating appropriately.

2.1 Description of the study area

This investigation was carried out at Luis Leoro Franco School, located in Ibarra, Ecuador. This educational institution is on Juan Francisco Bonilla and Antonio Cordero Street, located in the province of Ibarra. It offers a system of education from preschool to high school in the morning and the afternoon hours and is divided into four different blocks. This school is coeducational for men and women between 5 and 18 years old. Furthermore, it has a total of approximately 1868 students and 82 teachers from different areas. However, for the present research, only fifth graders were selected with the purpose of contributing to the strengthening of vocabulary through the implementation of the lexical approach and its strategies.

Figure 1
Google Maps location



Note: The Map show the location of Luis Leoro Franco school with the address Juan Francisco Bonilla and Antonio Cordero Streets.

2.2 Research Approach

This research work is focused on the mixed methodology, which combines quantitative and qualitative approaches to analyze the study problem in depth. This approach allows obtaining objective and contextual data, giving a more complete understanding of the investigated phenomena. Likewise, “mixing two methods might be superior to a single method as it is likely to provide rich insights into the research phenomena that cannot be fully understood by using only qualitative or quantitative methods (Dawadi et al., 2021). Therefore, qualitative methods provide a detailed and enriching context, while quantitative methods provide measurable and reliable data. Additionally, the integration of both approaches allows the information to be compared and verified from different perspectives and opinions, reinforcing the validity and robustness of the results.

In this sense, the quantitative method is used, as it allows researchers to collect data to explain, describe, and predict phenomena. This method helps to provide concrete answers and perform detailed analyses of the problem studied. Moreover, it employs numerical values derived from observations to explain and describe these phenomena. According to Taherdoost (2022), this method includes empirical and descriptive statements about the meaning of each case in real words, together with tools that allow determining the degree of compliance with a norm or standard. In this way, it provides a key component for the generation of knowledge based on evidence and numerical data, which can be analyzed systematically.

On the other hand, the qualitative method allows to delve deeper into the options, perceptions, and interpretations related to the data collection. This method is especially useful for understanding how people process and give meaning to their experiences in real context. Additionally, qualitative research examines the way in which people make sense in their own minds and words of concrete and real experiences and then analyzes them in the sense of a behavioral science such as psychology, sociology, politics, and education (Cropley, 2022). As a result, this method makes it easier to obtain detailed and contextual data based on the experiences of the students, which enriches the understanding of the topics addressed. In addition, it allows a more accurate examination of the effectiveness of the strategies implemented to strengthen English vocabulary, contributing to the design of pedagogical approaches that are better adjusted to the real need for the learners.

2.3 Research Methods

2.3.1 Inductive

The term inductive refers to a process that starts with observing specific aspects to draw general conclusions regarding the problem being studied. This approach helps develop a clearer understanding of the problem and provides specific details based on the observations, leading to more reliable results. As Bingham & Witkowsky (2021) note, the “inductive approach, also known in inductive reasoning, starts with the observations and theories are proposed towards the end of the research process as a result of observations”. Additionally, in this study researchers collect and analyze the result in detail, focusing on the learners at Luis Leoro Franco School. Moreover, this analysis identifies key factors that influence the effectiveness of the proposed lexical approach and helps refine pedagogical strategies to better address the learners’ needs.

2.3.2 Deductive

“Deduction involves going from the general to the particular, as when starting from a theory, deducing hypotheses, testing them, and revising the theory (Locke, 2007; Nola & Sankey, 2007, as cited in Woiceshyn & Daellenbach, 2018). Thus, here a set of hypotheses or theories related to the problem at the beginning of the study is developed. In other words, deduction involves moving from abstract concepts to more specific experiences related to the topic under investigation. Moreover, this approach helps to explain causal relationships between certain patterns or variables, providing a clearer picture of the research problem. In this study, the deductive approach is evident in the problem statement, which was based on the low levels of vocabulary observed among learners at the selected institution. This alignment between the identified problem and the theoretical framework ensures that the study remains focused and coherent throughout all its stages.

2.4 Techniques and Instruments

2.4.1 Observation

This technique allows for collecting data through direct interaction with the study environment, providing a clear understanding of the problem and its potential solutions. Likewise, a key tool used in this process is the observation checklist, which allows researchers to monitor behaviors and evaluate whether they meet specific criteria for an activity or assessment. This tool gathers crucial data to identify the root of the problem. The observation checklist is designed with targeted questions related to the issue, using tick-based answers to provide a comprehensive overview. As Sánchez Bracho et al. (2021), this function is not limited to looking at what is happening in the environment but involves detailed research of all events.

Additionally, by utilizing this method, researchers gain a deeper and more accurate perspective on learners' behavior. This checklist was focused on fifth graders, and it had a crucial role because it helps to have the best overview about the classroom situation.

2.4.2 Interview

It is a procedure that allows data collection through open and flexible questions. In this study, six open-ended questions were designed to understand teachers' perspectives on the use of lexical approaches in English classes. In addition, the interview is fundamental to exploring and finding different points, such as personal experiences, motivations, and some perspectives in a detailed way (Sahoo, 2022). Therefore, this qualitative technique enables the research to achieve a deep and contextualized understanding of the phenomenon under study through the interpretive analysis of participants' responses. For this reason, the interview focused on fifth-grade English teachers at the Luis Leoro Franco School to gain valuable insights into the learners' vocabulary acquisition process.

2.4.3 Questionnaire

This instrument was used to gather personal responses from fifth-grade students, providing a clearer understanding of how they felt about learning English and their experiences in English class. As Sharma (2022) explains, a questionnaire is a set of questions directed at a particular group of people, reflecting various opinions that significantly contribute to the focus of the research. As well as eight close-ended questions were applied to collect the students' opinions and final impressions of the English classes they attended. Each response was recorded using tick marks, and all questions were carefully pre-structured to address the specific information required.

2.5 Variable matrix

Table 3

Chart of variable matrix

Variables	Indicators	Data Collection / Techniques	Information sources
The Lexical approach Independent variable	<p>Methods and approaches implemented by teachers.</p> <p>Strategies to improve English vocabulary.</p> <p>The procedure about learning vocabulary in class.</p>	<ul style="list-style-type: none"> • Semi-structured interview 	English teachers of Luis Leoro Franco School
Strengthening vocabulary Dependent variable	<p>English importance for students.</p> <p>English skill with more difficulty.</p> <p>Vocabulary strengthening activities in class.</p> <p>Frequency of vocabulary strengthening activities.</p>	<ul style="list-style-type: none"> • Questionnaire 	Fifth graders of the Luis Leoro Franco School

Note: Own elaboration

2.6 Research questions

- In what ways can the proposal contribute positively to enhancing the students' proficiency in English as a foreign language?
- Could a lexical approach help strengthen the students' vocabulary knowledge and acquisition?
- What potential challenges may arise when implementing a lexical approach to improve the students' vocabulary development?

2.7 Population

The population selected for the investigation was selected from Luis Leoro Franco School, specifically fifth graders. The total population of this segment of the institution was 132 students in four parallels from "A" to "E". Additionally, one teacher works with all students of the educational institution.

Table 4

Institutional population

Institution	Grade	Population	Total
Fifth graders at Luis Leoro franco School	5 th EGB "A"	29	132
	5 th EGB "B"	26	
	5 th EGB "C"	22	
	5 th EGB "D"	27	
	5 th EGB "E"	28	
Teacher of fifth graders at Luis Leoro franco School		2	2

Note: Own elaboration

2.8 Sample

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

2.9 Probabilistic sampling

The probabilistic method is essential to obtain representative samples of a population since it allows estimating parameters with greater precision than other methods. This is due to its systematic and stratified approach, which guarantees reliable results. Sharma (2017) mentions that “probability sampling is any sampling scheme in which the probability of choosing each individual is the same (or at least known, so it can be readjusted mathematically).” Based on this, to ensure the reliability of the research, techniques were applied to limit the population and define an adequate sample. The process began with a scheme that offered equal opportunity to all individuals. Subsequently, stratified sampling was used to identify the specific group to which the data collection instrument would be applied, thus collecting relevant information. Finally, a formula was used to accurately determine the representative proportion of the population using this approach.

$$n = \frac{Z^2 \cdot p \cdot q \cdot N}{e^2 \cdot (N - 1) + Z^2 \cdot p \cdot q}$$

n= Size of sample

N= Universe (132)

Z= confidence level 95% (1,96)

p/q= Population portion (0,50)

e= Sample error level 5% (0,05)

$$n = \frac{(1,96)^2 \cdot 0,50 \cdot 0,50 \cdot 132}{(0,05)^2 \cdot (132 - 1) + (1,96)^2 \cdot 0,50 \cdot 0,50}$$

n = 98,43

2.10 Data analysis plan and procedure

A properly structured approach with detailed and organized planning is essential for the execution of a research study. The development of this research includes several relevant aspects in order to establish a firm foundation that will strengthen this research proposal. To start with this process, it is crucial to have a deep knowledge of theoretical and historical foundations in order to effectively determine the phenomenon in question. This whole process plays a key role in obtaining clear vision for the analysis. Therefore, it is important to define in advance a well-structured methodological approach to make way for a more detailed and reliable exploration.

In identifying the factors that affect vocabulary acquisition, it is necessary to apply a systematic research methodology. This method facilitated the collection of relevant information and the analysis of the effectiveness of the lexical approach in students' vocabulary development. For this reason, the researchers chose a mixed method and used three main tools for data collection. One of the techniques applied in this research was an observation checklist, which allowed the researchers to assess the root of the problem question. This was designed with specific questions related to the problem, which the researcher had to observe in order to have a general vision of the problem and its possible solutions.

Likewise, semi-structured interviews were also conducted with teachers. The purpose of these interviews was to gather qualitative information from different perspectives, providing data on teaching strategies, methodologies for vocabulary instruction, and classroom dynamics. Through the analysis of these responses, it was possible to obtain a more detailed vision for the implementation of the lexical approach in the vocabulary learning process. Additionally, a survey was applied to the students as a quantitative instrument in order to collect information about their opinions regarding English vocabulary learning in the classroom. This tool allowed the collection of valuable data about their experiences, their level of participation, and their perception of the progress achieved. To ensure the accuracy and reliability of these instruments, they were reviewed and validated by teachers from the Universidad Técnica del Norte before being used with the fifth-grade students of the Luis Leoro Franco School.

Finally, after the data collection phase, a detailed analysis and interpretation of the findings was carried out. This stage was fundamental to understanding the problem in depth and to detecting the possible challenges that students face in the acquisition of vocabulary. From the result obtained, relevant conclusions were drawn, and appropriate strategies were proposed to improve the teaching of English vocabulary through the lexical approach. Based on these

findings, practical recommendations were formulated aimed at optimizing teaching methodologies and strengthening students' vocabulary learning effectively.

CHAPTER III: RESULT AND DISCUSSION

3.1 Results

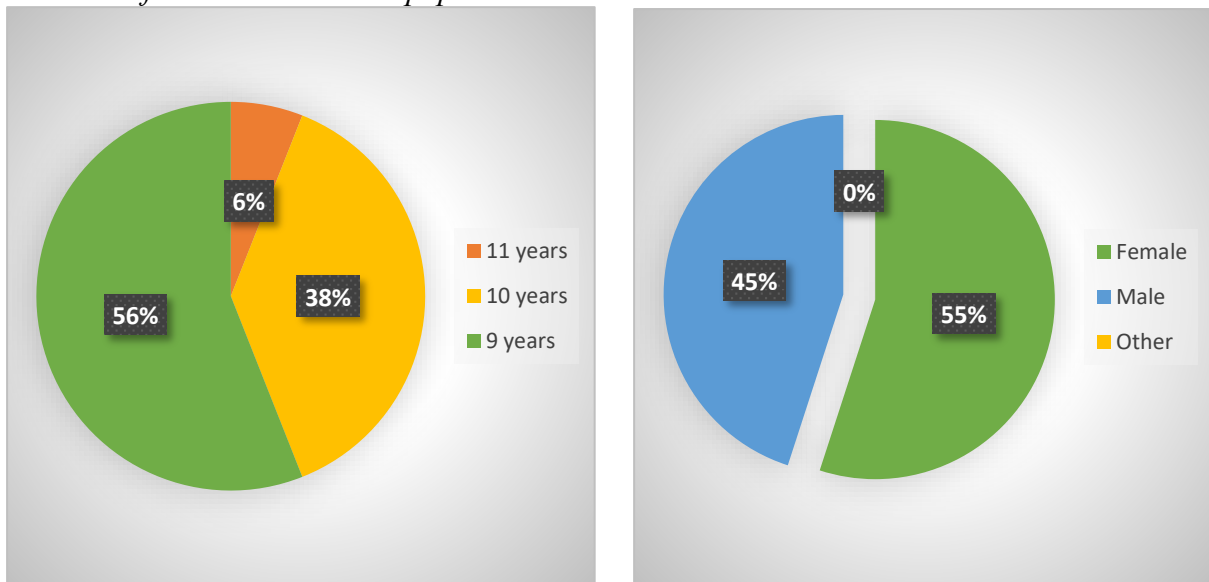
This chapter carefully analyzes the data collected from students and teachers through the different instruments used in this process. The results obtained with these instruments are intended to provide a detailed and informative report of the results. The research was carried out at the Luis Leoro Franco public institution, and during the research process, questionnaires were utilized as a quantitative instrument to collect numerical data from fifth-grade students. On the other hand, interviews and an observation checklist were also applied as a qualitative instrument among the school's institutional teachers to obtain perceptions and perspectives.

3.2 Questionnaire to students

The questionnaire is structured by multiple-choice questions; it includes a set of questions that aim to collect detailed information about the strategies used by the teacher to develop the vocabulary of the students. The questions were strategically formulated to ensure that the data collected would be relevant and valuable in assessing the effectiveness of the teacher's teaching strategies. The population of fifth-grade learners at Luis Leoro Franco school is 132 students; for this reason, it was necessary to apply a sample obtained from a population of 98 students; four grades were selected to receive the information. Therefore, to ensure the accuracy of the questionnaire, it was necessary to collect comprehensive data on the sex and age of the research population. This process effectively identified participants, which helped determine the average age of the learners who participated in the study.

Figure 2

General information about the population



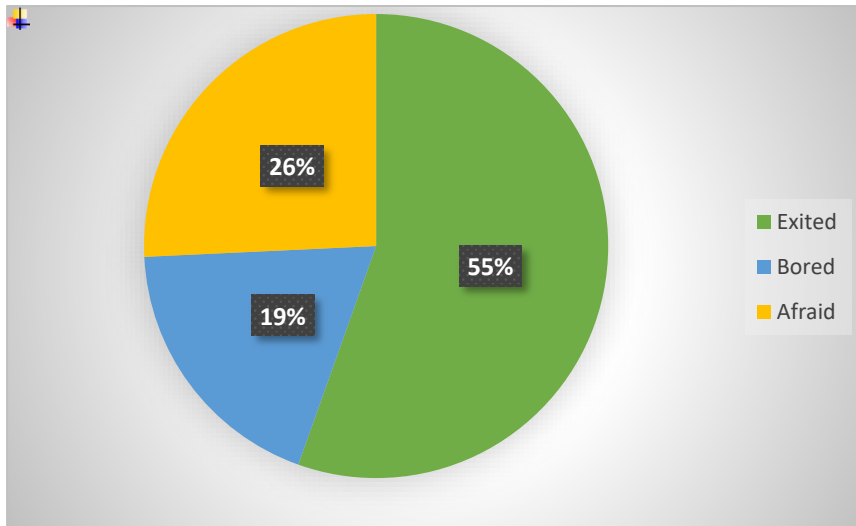
Note: Own elaboration

Source: Questionnaire February 2025

The previous pie charts show general information about the participants who took the data collection questionnaire. On the one hand, the first graph shows the age distribution, revealing that 6% of the respondents are 11 years old; 38% of the participants are 10 years old, while the majority of the participants, representing 56% of the total population, are 9 years old. On the other hand, the second graph highlights the gender distribution of the participants. It shows that none of them identified themselves as “other”. Among the total population, there were 55% male participants, while 45% identified themselves as female. Based on these data, it can be interpreted that males are currently the predominant gender in the group of questionnaire participants.

Figure 3

Emotions in the English class

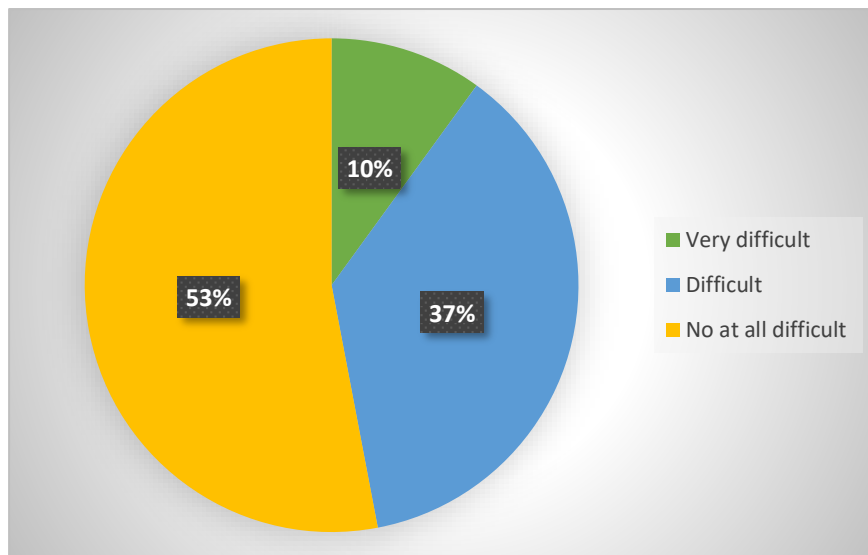


Note: Own elaboration

Source: Questionnaire February 2025

Children's emotional responses to English classes vary depending on their individual learning experiences. Therefore, while many students perceive these classes as exciting and engaging, others experience boredom or fear. Some learners may enjoy English classes due to dynamic teaching strategies or a personal interest in the subject matter. By contrast, those who feel bored may struggle with a lack of motivation, repetitive teaching methods, or difficulty understanding the material. Furthermore, the presence of fear in some students suggest challenges related to anxiety, fear of making mistakes, or low confidence in their language skills. For that reason, to create a more inclusive and supportive environment, it is crucial to implement teaching approaches that encourages participation while also addressing emotional barriers, ensuring that all students feel motivated to participate and develop their English skills effectively.

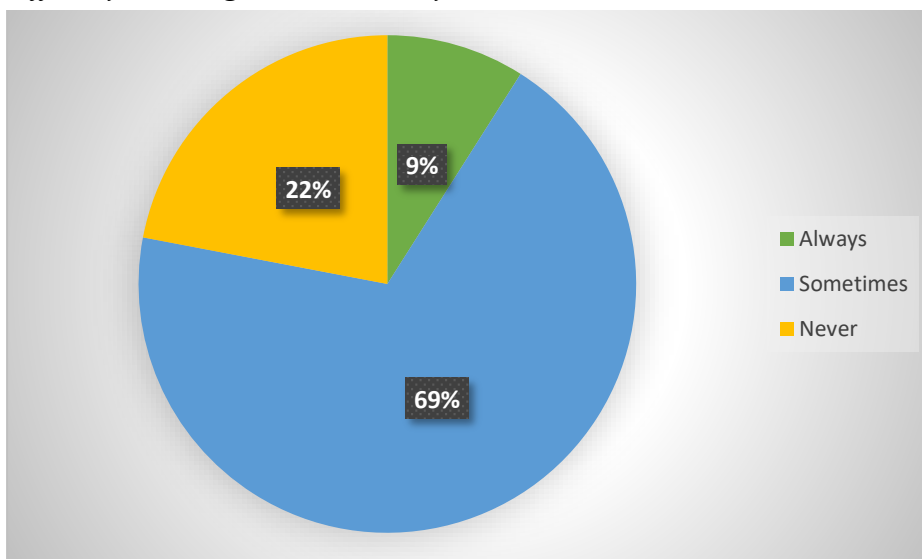
Figure 4
Difficulty learning new vocabulary



Note: Own elaboration **Source:** Questionnaire February 2025

Learning a new language can be a challenging process, especially for children who are still developing their cognitive and language skills. Based on the graph, 10% of children find it very difficult to learn English, 37% find it difficult, and 53% perceive it as not very difficult. These findings suggest that while more than half of the students do not have significant difficulties with the language, a considerable percentage (37%) still encounter obstacles related to unfamiliarity with English, limited practice opportunities, or the complexity of grammatical structures. In addition, 10% who perceive English as very difficult may require additional support, as they may face barriers in understanding and acquiring the language. Given these findings, it is crucial to implement diverse and adaptive teaching strategies that address different levels of difficulty, ensuring that all learners receive the guidance, motivation, and resources needed to develop their English skills.

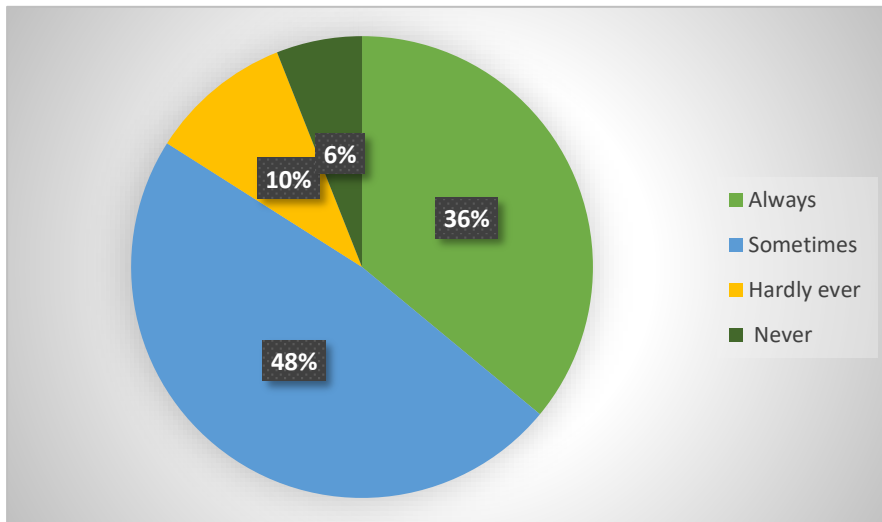
Figure 5
Difficulty learning new vocabulary



Note: Own elaboration **Source:** Questionnaire February 2025

Acquiring new vocabulary is fundamental to language learning, but learners face different challenges in this process. While many children occasionally struggle with learning new words, a smaller group finds it consistently difficult, possibly due to memory retention issues or limited exposure to the language. By contrast, some students experience no difficulty at all, likely benefiting from stronger language skills or greater motivation. Therefore, these differences highlight the need for engaging teaching strategies, such as visual aids and interactive activities, to support vocabulary acquisition and create a more effective and enjoyable learning experience for them.

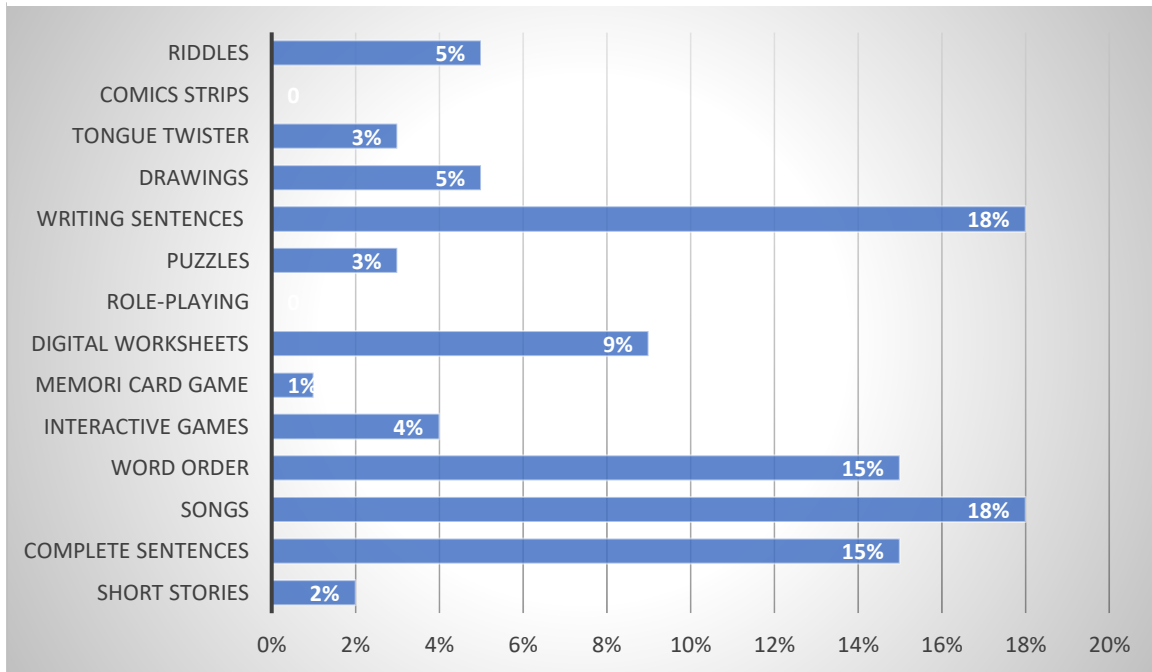
Figure 6
Frequency of interactive activities for vocabulary.



Note: Own elaboration **Source:** Questionnaire February 2025

The frequency with which teachers incorporate interactive activities directly impacts students' vocabulary development and engagement in learning. Data results indicate that 36% of students report that their teacher always includes interactive activities, while 48% of the students report that this occurs only occasionally. This suggests that while many students benefit from dynamic teaching methods, there is inconsistency in their application. In addition, 10% of them mention that these activities are rarely used, and 6% state that they are never implemented, which may hinder vocabulary retention. These findings highlight the importance of integrating interactive strategies more regularly to ensure an engaging and effective learning environment for all students.

Figure 7
Activities used by the teacher to strengthen vocabulary

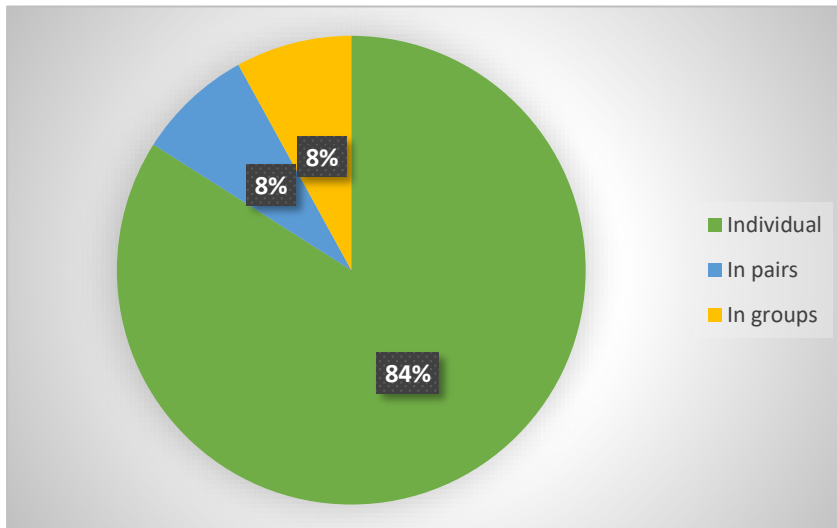


Note: Own elaboration *Source:* Questionnaire February 2025

To improve learners' English vocabulary, teachers implement various activities designed to make learning more effective. Therefore, this research focuses on the most commonly used methods. The analysis identifies ten common activities regularly implemented in the classroom. While some, such as comics and memory games, are infrequently used, others are more frequently integrated into lessons. Among the most frequently used strategies are songs, sentence writing, sentence completion, and working with word order, which appear to be particularly effective and popular with students. Finally, these data provide a clear picture of the strategies employed by the teacher to improve vocabulary and can help identify areas where the use of other activities could be increased.

Figure 8

Organization of activities in the English class



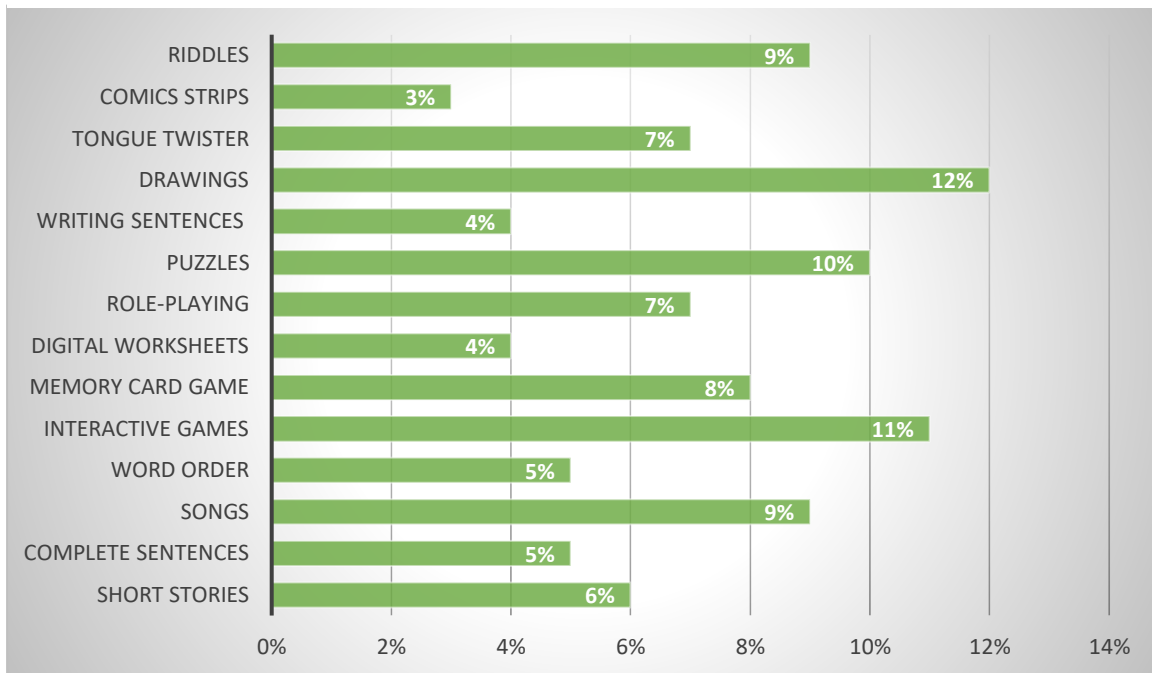
Note: Own elaboration

Source: Questionnaire February 2025

The way in which a teacher organizes classroom activities significantly influences students' participation and learning outcomes. According to the result obtained, 84% of the learners say that activities are mainly done individually, while only 8% work in pairs and another 8% in groups. This highlights independent work, which can foster personal responsibility but could also limit opportunities for collaborative learning. The low percentages of pair and group activities indicate that interactive and cooperative learning strategies are not regularly implemented, which could affect communication skills and student participation. These findings highlight the need for a more balanced approach that integrates pair and group work, enabling learners to develop teamwork skills while reinforcing their vocabulary acquisition in a more dynamic and social environment.

Figure 9

Preferred activities to strengthen vocabulary



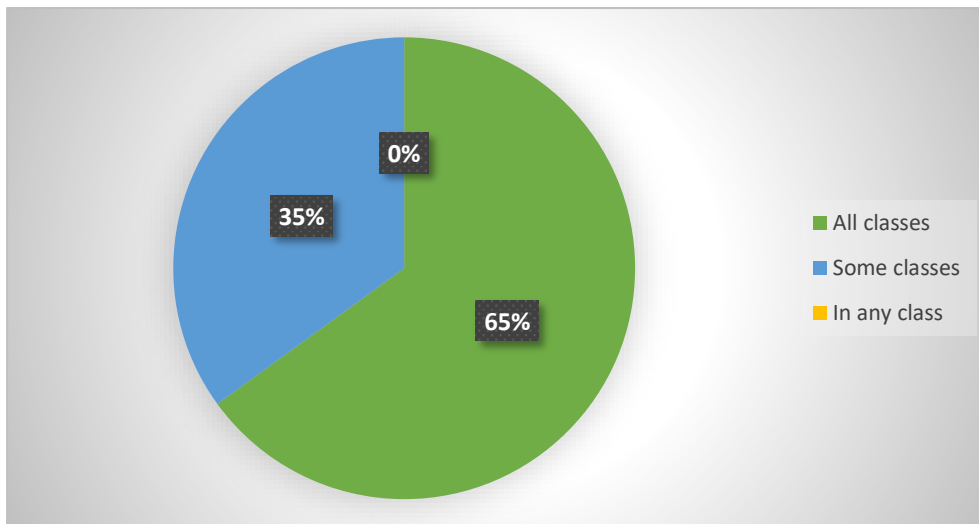
Note: Own elaboration

Source: Questionnaire February 2025

The selection of interactive activities to reinforce vocabulary plays a crucial role in learner engagement and learning effectiveness. According to the data, students show a clear preference for drawings, interactive games, and puzzles, suggesting that visual and hands-on activities enhance comprehension and retention in a playful way. Moreover, activities such as riddles, songs, and memory card games are also highly engaging, indicating an interest in creative and dynamic learning methods. Therefore, it is essential to incorporate a variety of interactive and visually stimulating activities to support vocabulary acquisition. Finally, these findings highlight the importance of integrating a variety of interactive and visually stimulating activities to enhance vocabulary learning, cater to student preferences, and foster a more engaging classroom.

Figure 10

Frequency of implementation of activities in the English classes



Note: Own elaboration

Source: Questionnaire February 2025

The frequency with which students would like to participate in vocabulary reinforcement activities reflects their interest in interactive learning methods. According to the questionnaire results, 65% of learners would like to practice these activities in all classes, while 35% prefer them in some lessons. It is noteworthy that none of the students expressed a desire to exclude these activities from their learning experience. These preferences for frequent implementation of these activities show that students find these strategies attractive and beneficial to their linguistic development. The results emphasize the need for teachers to systematically integrate interactive activities into English classes, ensuring a dynamic and motivating learning environment by enhancing their vocabulary acquisition.

3.3 Teacher interviews

To gain an in-depth understanding of the methods employed by the educators to strengthen the English vocabulary of their students, a semi-structured interview technique was used. The interviewees were two fifth-grade teachers, both of whom were able to provide valuable insights on the subject due to their different backgrounds and experiences. Through their answers, deepened knowledge of the pedagogical techniques they use to reinforce vocabulary.

Importance of strengthening vocabulary in EFL learners.

Teacher A

- **From your point of view, how important is to strengthen vocabulary in EFL learners? Please, explain your answer.**

She explains that it is quite an important aspect since children are facing a new language without any prior knowledge, without knowing the meaning or value of the word in Spanish. So, for them, it is practically like learning to communicate linguistically from scratch.

- **What methods or approach do you use to strengthen the vocabulary in your classes? Please, explain your answer.**

She mentions that before starting a unit, all the new vocabulary that children might need to understand the upcoming activities is reviewed. A vocabulary list is created by identifying words that are completely new to them or relevant to the topic. If the words are only for repetition, they are pronounced first, and then if flashcards are available, they are used. Otherwise, the words are simply related to their Spanish meaning. And students are evaluated after reviewing pronunciation and writing.

- **What activities do you use with frequency to strengthen the vocabulary in your students?**

She states that the choice of activities depends a lot on the topic. For example, if the topic is “food”, a word search could be used to help students first recognize and then understand the words, or activities such as filling in sentences with the required word could be implemented. Everything depends on the text.

- **Have you ever heard about lexical approach strategies to strengthen the vocabulary? If yes, explain your answer.**

She mentions that she has never heard anything related to the lexical approach.

- **How could the implementation of lexical approach strategies strengthen students' vocabulary? Please, explain with details your answer.**

She explains that, from the perspective of the importance of knowing this type of approach, it would help to expand students' vocabulary by integrating new words that already have meaning, rather than isolated words.

- **Do you think that design a teaching resource pack focusing on lexical approach could help EFL students to strengthen their vocabulary?**

She strongly affirms that designing a teaching resource pack focusing on the lexical approach would be beneficial. Any tool that helps improve any skill or situation that aids learners in enhancing their English and learning level is always positive. Having additional support materials would be highly useful, as it would not only include texts or flashcards but also other resources that could greatly assist students.

Analysis

Teacher A reflects on her specific teaching context, emphasizing the fundamental role of vocabulary development in learning English as a foreign language (EFL). She highlights the importance of introducing new words before each unit, using pronunciation exercises, flashcards, and contextual activities to reinforce learning. Additionally, she acknowledges that vocabulary instruction should be adapted to lesson topics to enhance comprehension. On the other hand, despite not being familiar with the lexical approach, she recognizes the value of learning words in context. The teacher strongly supports the development of a teaching resources pack, arguing that various teaching materials could significantly help learners strengthen their vocabulary.

Teacher B

- **From your point of view, how important is to strengthen vocabulary in EFL learners? Please, explain your answer.**

He explains that it is essential to provide students with a strong foundation in vocabulary at all levels, as it serves as the key resource for developing their ability to structure sentences and express themselves.

- **What methods or approach do you use to strengthen the vocabulary in your classes? Please, explain your answer.**

He mentions that for vocabulary instruction, he generally uses the direct method, meaning no translation is involved. Instead, he relies heavily on visuals,

gestures, the Total Physical Response (TPR) method, and any available resources to avoid translating words or directly associating them with their English counterparts.

- **What activities do you use with frequency to strengthen the vocabulary in your students?**

He states that he uses visual and any available materials. Additionally, students are often asked to imagine scenarios based on a specific context to explore the vocabulary they already know and gradually expand it.

- **Have you ever heard about lexical approach strategies to strengthen the vocabulary? If yes, explain your answer.**

The teacher mentions that he has not heard about the lexical approach.

- **How could the implementation of lexical approach strategies strengthen students' vocabulary? Please, explain with details your answer.**

Since he is unfamiliar with this approach, he does not provide a specific answer.

- **Do you think that design a teaching resource pack focusing on lexical approach could help EFL students to strengthen their vocabulary?**

He firmly believes that any material or tool that motivates and helps students will always be useful in the classroom.

Analysis

Teacher B emphasizes the importance of vocabulary in learning English, as it helps students develop their language skills. He prefers the direct method, avoiding translation and instead using visuals, gestures, and the Total Physical Response method to reinforce learning. His approach encourages students to expand their vocabulary by imagining situations and participating in contextualized activities. On the other hand, although he is not familiar with the lexical approach, he recognizes the importance of using a variety of teaching materials in the classroom, firmly supporting the idea that any resource that fosters students' motivation and learning will be beneficial in the classroom.

3.4 Observation checklist

To gain a clear and more precise understanding of how fifth-grade students are taught in class, an observation checklist was used. Observation was conducted on both the teacher and the learners to determine how the classroom is managed and how the children perform. Through this observation, a deeper and more accurate perspective of English was gained.

In the English class, in general, all the children paid attention to the teacher; however, this attention was not constant, as some of them tended to do other activities during class, which made them easily distracted. Most of the children copied what the teacher said, except for a small group that did not perform any activities. In addition, peer interaction was minimal, as most students interacted directly with the teacher when the teacher reinforced class topics. Participation was also limited, as very few students voluntarily, often out of fear or embarrassment, and only interacted when the teacher addressed them directly. Additionally, the didactic resources used were not them directly attractive to them, as they were mainly based only on the English textbook and sometimes on a song. And as a final point, the teacher promoted all the time individual work in class and established time limits for the completion of each task.

Analysis

The observation checklist highlights key aspects of the teaching and learning process in the fifth-grade English classroom. Inconsistent attention and low participation suggest the need for more dynamic and interactive strategies to maintain students' interest. Moreover, the limited interaction between peers and fear of participating voluntarily reflect the importance of creating a more collaborative and motivating environment. On the other hand, reliance on traditional materials, such as textbooks and occasional songs, can contribute to a lack of motivation, highlighting the need for more varied resources. Finally, although individual work favors personal progress, its constant use could limit communicative learning. Incorporating interactive activities, group work, and diverse materials would help improve participation and learning in the classroom.

3.5 Discussion

Acquiring a strong vocabulary is essential for developing communicative skills in a foreign language; however, this study has shown that learners face significant challenges in this area. Data collected through observations, interviews, and questionnaires reveal that while students are exposed to vocabulary development activities, these strategies do not always produce the expected results. One of the main findings is that traditional methods, such as repetition and memorization of isolated words, predominate in classroom instruction, limiting opportunities for meaningful vocabulary acquisition. These findings highlight the importance of vocabulary learning being more effective when words are presented in lexical blocks rather than in isolation, but what is the reason of this difficulties?

On the one hand, during the semi-structured interviews, both teachers provided different perspectives on vocabulary teaching but agreed on the importance of expanding learners' vocabulary to facilitate communication. Furthermore, they resalt the usefulness of engaging strategies, such as games, songs, and contextualized exercises, to make learning more interactive. However, while one teacher emphasized the need for a structured and regulated process for teaching vocabulary, the other preferred a more flexible approach, integrating vocabulary learning into different classroom activities. Despite these differences, both teachers recognized the importance of improving current teaching methods to encourage vocabulary learning.

On the other hand, the questionnaires results revealed that a significant proportion of learners have some difficulties acquiring vocabulary due to a variety of factors, such as lack of exposure, retention difficulties, and the repetitive nature of traditional teaching methods. Furthermore, while some students reported enjoying vocabulary activities, others found them monotonous or ineffective, suggesting the need for more diverse and engaging approaches. Besides, the study showed that interactive activities are not consistently implemented, despite being preferred by learners. Therefore, these findings reinforce the importance of acquiring new methodologies that fit the needs and interests of learners.

Likewise, the observation checklist provides valuable information about classroom dynamics. It was identified that teaching was mostly teacher-centered, with individual activities and little peer interaction, which limited opportunities to implement vocabulary in real context. Moreover, learners' participation was low, as many students were insecure when expressing themselves in English. This lack of confidence, coupled with the predominant use of traditional materials such as the textbook, highlights the need for more dynamic and meaningful strategies.

Therefore, these findings reinforce the importance of adopting approaches that integrate vocabulary into interactive and collaborative activities, facilitating its acquisition in a more natural and effective way.

Finally, the results obtained through interviews and questionnaires confirm that vocabulary acquisition is one of the most challenging aspects of learning English, requiring innovative strategies to make the process more effective. While teachers recognize the importance of using engaging techniques, current practices still focus heavily on traditional methods. Therefore, incorporating a lexical approach could provide a more meaningful way for learners to internalize vocabulary naturally. This study proposes the development of a teaching guide based on the lexical approach, designed to improve vocabulary learning through lexical chunks. As a final aspect, it is important to note that teachers are willing to implement this resource, which makes its application feasible and beneficial for improving students' communicative skills.

CHAPTER IV: ACADEMIC PROPOSAL

4.1 Title

Teaching Resource Pack based on lexical approach strategies to strengthen vocabulary acquisition.

4.2 Introduction

Learning English as a foreign language involves a careful process of teaching and learning. It is known that the methodology applied in language teaching plays a crucial role in the students' learning process. Therefore, the success of language acquisition depends a lot on the strategies and techniques applied by teachers. There are various approaches and methodologies to achieve this goal, which are attractive when learning a new language. For this reason, recognizing the difficulties faced by students, an exhaustive investigation was carried out to identify a problem, propose a solution, and contribute to academic improvement. As a result, a teaching resource package was designed based on lexical approach strategies.

This resource pack was created to assist in enhancing vocabulary acquisition, a crucial component in language learning. Vocabulary is an essential element for communication and comprehension, but many learners have problems acquiring and retaining new words effectively. Therefore, the aim of this package is to offer structured and practical support to students who are having difficulty developing their lexicon. By incorporating interactive and engaging activities, the package offers an accessible and effective way to reinforce vocabulary acquisition.

Unlike traditional methods, which emphasize grammatical rules and the learning of isolated words, the lexical approach focuses on language acquisition. Additionally, this method allows students to internalize the language in a more natural way, making the learning process more effective and relevant to real-life communication. For that situation, this resource pack applies the lexical approach to offer a different perspective on vocabulary teaching. This package provides teachers with a structured framework that facilitates the implementation of lexical strategies in the classroom. Furthermore, by following these strategies, teachers can improve learners' comprehension and retention of vocabulary, enhancing their overall language proficiency. This package is a valuable educational resource that provides both teachers and students with effective tools to reach their language learning goals.

4.3 Justification

The development of this proposal required a systematic approach to ensure its effectiveness in addressing the vocabulary acquisition challenges faced by students. Through this, the main objective was to create an educational tool that would significantly improve the learning experience of those students with difficulties internalizing new vocabulary. After extensive research and analysis, a resource pack was selected as the most appropriate solution, as it provides structured support to both teachers and students.

Besides, teaching resource packs are essential in the field of education as they provide a systematic framework for teaching, facilitating the teaching-learning process. It means that these packages serve as resources that help students develop their skills effectively while providing educators structured methodologies for meaningful teaching. Therefore, the inclusion of this teaching package in this academic proposal ensures that lexical approach strategies are implemented effectively, having an important impact on vocabulary acquisition.

As a result, the implementation of this didactic package allows the practical application of lexical approach strategies, corroborating their effectiveness in language learning. In addition, the strategies selected for this package are adapted according to the specific needs of fifth graders, thus ensuring that the activities and exercises are age-appropriate and engaging for them. By focusing on meaningful and contextually relevant language use, the teaching package resource allows learners to acquire vocabulary in a meaningful way and retain its use over the long term.

4.4 Theoretical foundations

The lexical approach proposed by Michael Lewis is an alternative to traditional methods. It focuses on strengthening vocabulary through lexical chunks, such as collocation, fixed expressions, and sentence structure. These elements allow students to internalize the language in a natural way, promoting fluency and comprehension. Consequently, students are exposed to contextualized language patterns instead of memorizing isolated grammatical rules, facilitating in this way the practical language use. In this way, this approach promotes meaningful and contextualized learning, improving communication in a variety of situations. Therefore, the information presented here will focus on strategies that will help in English vocabulary development, and these strategies are detailed below.

Some key strategies will be implemented, each one with activities designed to facilitate vocabulary learning by chunks. First, the corpora research strategy, using puzzles and riddles,

will enable students to autonomously discover lexical combinations in real context, encourage linguistic patterns analysis, and promote critical thinking. Second, the dynamic of papers on the walls, supported by drawings, interactive games, and memory card games, will turn the classroom into an active space where students will identify and classify chunks, promoting visual learning. Finally, the lexical chunks hot seat, combined with songs, will reinforce vocabulary acquisition through auditory repetition and playful learning. As a result, these strategies will not only facilitate the internalization of linguistic structures but will also make the learning process a dynamic and meaningful experience for all students.

4.5 Objectives

General

- Design Teaching Resource Pack based on lexical approach strategies to strengthen vocabulary acquisition in fifth graders.

Specifics

- Establish lexical strategies to enhance English vocabulary.
- Apply lexical strategies in classroom activities to improve English vocabulary.

CONCLUSIONS

After conducting in-depth research on how the lexical approach can strengthen English vocabulary, several significant findings were obtained. Therefore, these findings provided us with a clear perspective of the usefulness of this approach in order to improve vocabulary learning and retention ability in an effective and meaningful way.

- Vocabulary is a fundamental component of English language learning, but it can be especially difficult to acquire when taught through traditional methods. Fortunately, the lexical approach offers a practical solution by focusing on teaching words in chunks and in context rather than isolated words. This approach encourages the recognition of meaningful word combinations, allowing learners to use language naturally. In addition, through the use of lexical strategies, learners can better understand how vocabulary works in real everyday situations and develop greater confidence in expressing themselves in English.
- The methodology applied together with the research instruments was crucial to understanding the root of the problem and to determining how the lexical approach can help to solve it. On the one hand, the interviews with teachers provided insight into the methods currently used in vocabulary teaching and their limitations. On the other hand, students' questionnaires provided a clearer picture of how vocabulary is being acquired and the main difficulties learners face. The information obtained revealed that traditional strategies do not fully meet learners' needs and that more engaging methods are needed to improve vocabulary learning.
- The research process was carefully carried out, which allowed us to propose a teaching resource package based on the lexical approach. This resource focuses on activities that use lexical chunks within contextualized activities to support meaningful vocabulary learning. This package responds to the interests and needs of learners by encouraging interaction, participation, and improvement of vocabulary acquisition thanks to all the lessons and activities offered, with all units being productive and meaningful and contributing to the development of communicative competence.

RECOMMENDATIONS

Upon conclusion of the study, the following recommendations have been formulated in order to further improve the vocabulary learning of fifth graders. These recommendations are based on the critical needs of students during the learning process.

- Teachers should be aware that a significant portion of classroom activities should be geared toward developing and improving their students' vocabulary, rather than focusing solely on grammar or isolated word lists. Whether through lexical chunk recognition, games, or visual activities, these strategies provide learners with meaningful opportunities to learn and retain new vocabulary. It is also important to design these activities with the learners' level and learning context in mind. Thus, by effectively integrating vocabulary tasks based on the lexical approach into their lessons, teachers can help their students become more confident and fluent in the use of English words and expressions.
- It is essential in today's educational landscape for teachers to be informed about different teaching methods and approaches. Whether in a traditional setting or in student-centered learning, a teacher's ability to adapt and use different strategies can completely enhance their students' vocabulary development and learning. Therefore, being aware of recent research and best practices in lexical instruction can help teachers foster a more engaging and effective learning environment that improves language outcomes.
- Foreign language teachers should explore and use new teaching materials based on lexical approaches and strategies. The teaching resource pack "Implementing the lexical approach to strengthen English vocabulary" is one of them. It helps reinforce vocabulary through lexical chunks taught in context and supported by interactive and meaningful activities. This resource allows learners to learn vocabulary in a real and natural context, promoting more entertaining lessons and higher vocabulary retention.

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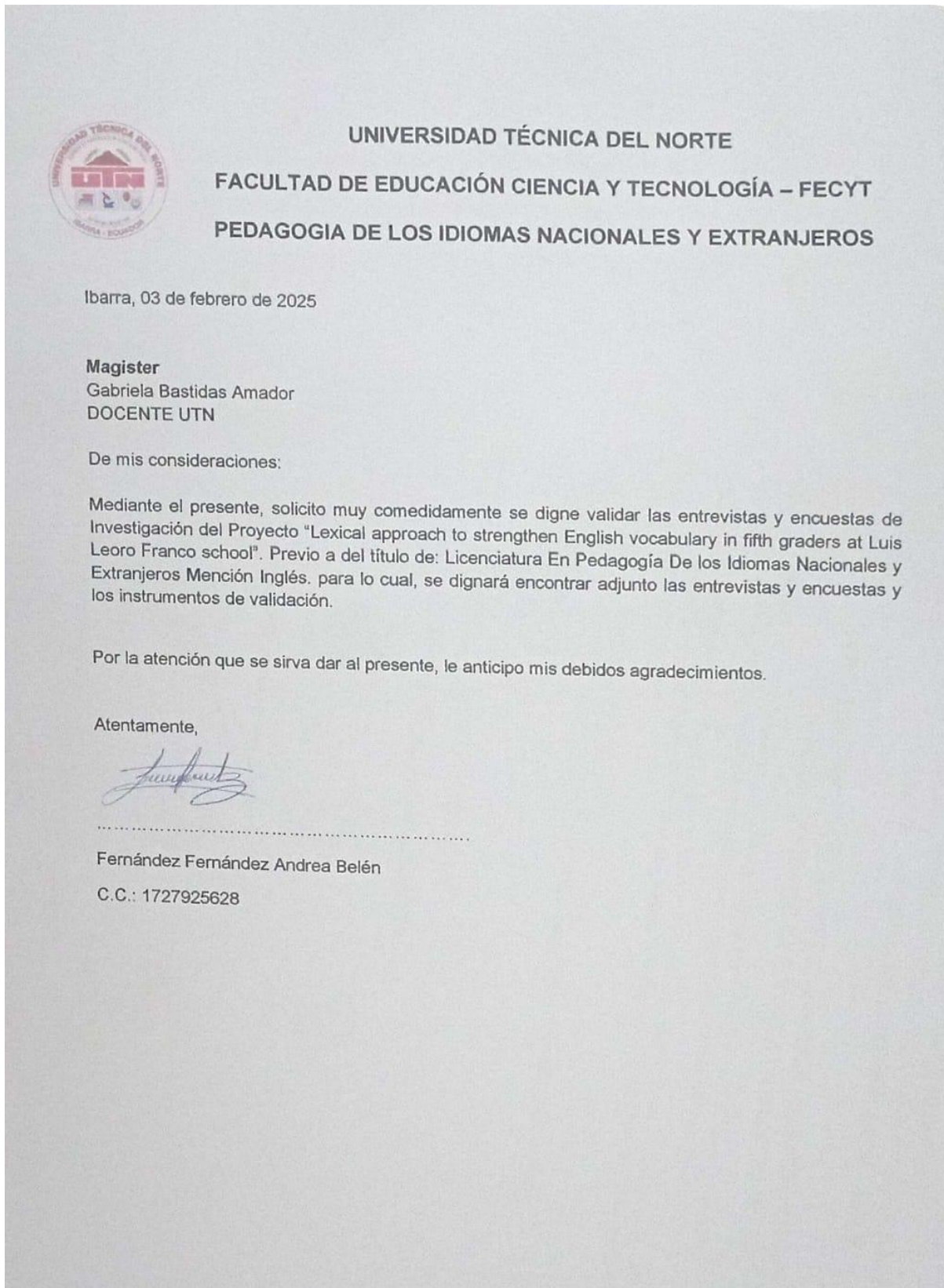
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ANNEXES

Annex 1: Validation of research instruments





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FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT LUIS LEORO
FRANCO SCHOOL

Objective. The purpose of this interview is to know the teachers' point of view about the use of lexical approach in English class, in order to contribute to the process of strengthening vocabulary in the learners.

Instructions: All responses you submit will remain entirely anonymous and are intended solely for academic purposes; therefore, you are encouraged to respond with almost no honesty, drawing exclusively from your personal experience.

1. From your point of view, how important is to strengthen vocabulary in EFL learners? Please, explain your answer.
2. What methods or approach do you use to strengthen the vocabulary in your classes? Please, explain your answer.
3. What activities do you use with frequency to strengthen the vocabulary in your students?
4. Have you ever heard about lexical approach strategies to strengthen the vocabulary? If yes, explain your answer.
5. How could the implementation of lexical approach strategies strengthen students' vocabulary? Please, explain with details your answer.
6. Do you think that design a teaching resource pack focusing on lexical approach could help EFL students to strengthen their vocabulary?

THANK YOU FOR YOUR COOPERATION



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IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

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.

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

Observaciones:

.....
.....
.....



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IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

OBSERVATION GUIDE

Objective. The purpose of this observation is to have a broad knowledge of difficulties that fifth grade students faced in the process of strengthening vocabulary, focusing in the most relevant aspects through direct observation.

General information

Institution:

Teacher:

Class:

Number of students:

Age:

Class topic:

Date:

Criteria	Never	Sometimes	Always
Class participation and attention			
1. Students are attentive and focused during teacher's explanation and activities participation.			
2. Students are easily distracted in class.			
3. Students actively participate in classes.			
4. Students take notes of the new vocabulary.			
Interaction with peers			
5. Students interact with their peers during English activities to strengthen the vocabulary.			
Self-confidence			
6. Students are confident while participating and using the new vocabulary in class.			
Materials and resources			
7. The resources for students are attractive and engaging.			

Classroom activities			
8. The teacher proposes individual work.			
9. The teacher proposes work in pairs.			
10. The teacher proposes group work.			
11. The teacher set time limits for each activity done in class.			



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

ENCUESTA APLICADA A LOS ESTUDIANTES DE QUINTO GRADO DE
EDUCACIÓN BÁSICA DE LA ESCUELA LUIS LEORO FRANCO

Objective: The purpose of this survey is to know the opinion of the students regarding to the English class that they receive, in order to contribute to their process of strengthening vocabulary.

Instructions: This survey aims to collect data will be helpful in an investigation focused on understanding the strategies teachers use in class to strengthen English vocabulary. Your answers are greatly appreciated.

- Read carefully each question.
- Mark with a (X) in the option that consider appropriate regarding to each question.

Age: _____

Gender

Female () Male () Other ()

1. How do you feel when you are in English classes?



Excited ()



Bored ()



Afraid ()

2. How difficult is learning English for you?



Very difficult ()



Difficult ()



No at all difficult ()

3. Do you find difficult to learn new words in English?



Always ()



Sometimes ()



Never ()

4. How often does the teacher do interactive activities to strengthen your vocabulary?



Always ()



Sometimes ()



Hardly ever ()

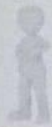


Never ()

5. Mark with a (X). What activities does the teacher use in class to strengthen your vocabulary?

Short stories		Role-playing	
Complete Sentences		Puzzles	
Songs		Writing sentences	
Word order		Drawings/ Pictionary	
Interactive games		Tongue twister	
Memory card game		Comics strips	
Digital worksheets		Riddles	

6. How does teacher organize the activities in English class?



Individual ()



In pairs ()



In groups ()

7. Mark with a (X). Which of the following activities would you like your teacher to use in your English class to strengthen vocabulary?

Short stories		Role-playing	
Complete Sentences		Puzzles	
Songs		Writing sentences	
Word order		Drawings/ Pictionary	
Interactive games		Tongue twister	
Memory card game		Comics strips	
Digital worksheets		Riddles	

8. How often would you like to implement these activities in your classes?

All classes ()

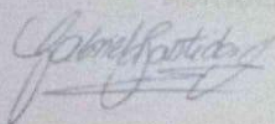
Some classes ()

In any class ()

GRACIAS POR SU COLABORACIÓN

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	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			
8	x			
9				
10				




Firma del Evaluador
 Gabriela Bastidas Amador
 C.C.: 1002238499

Apellidos y nombres completos	Bastidas Amador Amyra Gabriela
Título académico	Magister
Institución de Educación Superior	UTN
Correo electrónico	agbastidas@utn.edu.ec
Teléfono	0999308719


Fecha de envío para la evaluación del experto:	31 de enero de 2025
Fecha de revisión del experto:	03 de febrero de 2025

Annex 2: Authorization

REPUBLICA 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-2024-0024-O**
Ibarra, 13 de febrero de 2024

PARA: MSc. Iván Velasteguí
RECTOR DE LA UNIDAD EDUCATIVA "LUIS LEORO FRANCO"

ASUNTO: Trabajo de integración curricular Srta. Andrea Belén Fernández Fernández

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.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización para que la Srta. FERNÁNDEZ FERNÁNDEZ ANDREA BELÉN, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren (Entrevista y Encuesta), para el desarrollo del trabajo de integración curricular con el tema: "LEXICAL APPROACH TO STRENGTHEN ENGLISH VOCABULARY IN FIFTH GRADERS AT LUIS LEORO FRANCO SCHOOL".


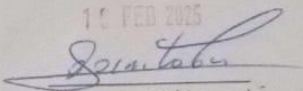
Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
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MSc. José Revelo
DECANO DE LA FECYT

JLRR/M.Báez

 UNIDAD EDUCATIVA "LUIS LEORO FRANCO"
RECIBIDO
13 FEB 2025

MSc. Iván Velasteguí
RECTOR
APROBADO

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
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Annex 3: Evidence of Socialization

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FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO 

Oficio Nro. UTN-FECYT-D-2025-0145-O
Ibarra, junio 23 de 2025

PARA: **MSc. Miriam Paspuezán**
RECTORA DE LA UNIDAD EDUCATIVA LUIS LEORO FRANCO

ASUNTO: Solicitud de autorización socialización propuesta

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita ANDREA BELÉN FERNÁNDEZ FERNÁNDEZ, portadora de la cédula 1727925628, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta del trabajo de integración curricular con el tema: "LEXICAL APPROACH TO STRENGTHEN ENGLISH VOCABULARY IN FIFTH GRADERS AT LUIS LEORO FRANCO SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ Firmado digitalmente por JOSE LUCIANO REVELO RUIZ Fecha: 2025.06.23 15:07:00 -05'00'

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez



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REPÚBLICA
DEL ECUADOR

Unidad Educativa Luis Leoro Franco

"EXCELENCIA ACADÉMICA, DEPORTIVA Y CULTURAL"
Juan Francisco Bonilla 12-29 y Antonio Cordero

Ministerio de Educación



Ibarra, 2 de Julio de 2025

Quien suscribe Doctora Miriam Paspuezan, Rectora de la Unidad Educativa "Luis Leoro Franco":

CERTIFICA

Que, la Señorita. FERNÁNDEZ FERNÁNDEZ ANDREA BELÉN portador de la CC: 1727925628, estudiante de la Universidad Técnica del Norte, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, ha realizado la SOCIALIZACION DE SU PROPUESTA titulada "LEXICAL APPROACH TO STRENGTHEN ENGLISH VOCABULARY IN FIFTH GRADERS AT LUIS LEORO FRANCO SCHOOL", en el área de Inglés de la institución el día miércoles 2 de julio del 2025 a las 10h00

Es todo cuanto puedo certificar en honor a la verdad el interesado puede hacer uso del presente documento como estime conveniente.

Atentamente


Dra. Miriam Paspuezan Pérez
RECTORA
1001516879
vinomiri@hotmail.com
0958844518


Ibarra, 26 de Junio de 2025

EL NUEVO
ECUADOR

