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"USING CORPUS LINGUISTICS TO ENHANCE VOCABULARY INSTRUCTION IN 7TH GRADE AT UE 28 DE SEPTIEMBRE"

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DEDICATION

There are no people more important, cherished, and precious in my life than: my son, the main driving force behind my daily struggles; my husband, for being a fundamental and unconditional pillar, for never letting go of me during all this time; my parents, for encouraging me not to give up; and you, my beloved God, because without you nothing is possible. This title is as much yours as it is mine.

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First, the phrase I cherish: "Always Your will, my God, not mine."

Thank you for always sheltering me with Your heavenly mantle and giving me strength.

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ABSTRACT

This work examines how using corpus linguistics affects vocabulary instruction to seventh-grade students at Unidad Educativa 28 de Septiembre. Rooted in Data-Driven Learning, alongside Krashen's idea of comprehensible input, Schmidt's attention-based noticing concept, and material design compatible with communicative approaches, its foundation rests on established theory. Instructional methods involving corpora appear via activities like studying word patterns in context, working with ranked frequency data, and exploring common phrase pairings during lessons. What changes are tracked through student outcomes in understanding and using vocabulary, where growth shows up clearly across areas such as recall over time, grasp of natural word partnerships, and appropriate usage depending on the situation.

Authentic input comes from corpus linguistics, moving beyond artificial textbook illustrations. This shift supports independent learning alongside analytical skills. Evidence shows that methods using corpora improve how words are remembered, understood deeply, and used correctly together. What teachers know about corpora matters greatly; their understanding shapes effective exercises and guides student involvement. Often beginning with real-world usage, these techniques fit educational goals focused on genuine communication, digital tools, and fairness, especially where materials are limited due to budget constraints.

This work presents corpus methods not only as a new approach in technique but also as an idea rooted in theory, linking observed language patterns to teaching actions. Most classrooms in Ecuador stick to old ways of teaching English. Yet seeing actual usage helps students grasp vocabulary faster. With digital tools added to daily lessons, progress becomes clear. Real-life examples guide better than rules alone. This shift supports both learners and teachers. Instead of memorizing lists, pupils practice meaningful phrases. Schools begin changing how they handle language study. Attention shifts toward communication that matters outside class. Growth shows not just in test scores but in confidence. Teaching evolves because methods adapt.

Keywords: Corpus linguistics; Vocabulary acquisition; Data-Driven Learning; Noticing Hypothesis; Communicative Language Teaching

RESUMEN

Aquí se mira de cerca lo que pasa cuando alumnos de séptimo grado trabajan vocabulario usando datos reales del idioma, en una escuela llamada Unidad Educativa 28 de Septiembre. Inspirado por formas de aprender basadas en ejemplos auténticos, también toma fuerza de ideas como la entrada comprensible de Krashen o el enfoque atento de Schmidt, sin olvidar cómo se construyen materiales para hablar y entender mejor. En vez de memorizar listas vacías, los chicos analizan frases completas, detectan repeticiones frecuentes, exploran juntas habituales entre palabras dentro de clases dinámicas. Lo que cambia queda registrado mediante pruebas que muestran avances: desde recordar términos semanas después hasta elegir combinaciones que suenan bien naturalmente, ajustando el lenguaje al momento exacto.

De verdad, los ejemplos salen del análisis de cómo habla la gente, no de frases inventadas en manuales escolares. Gracias a eso, aprender solo cobra más sentido, también crecer en pensar críticamente. Se ha visto que usar estos datos reales ayuda a recordar vocabulario, entenderlo bien y combinarlo como debe ser. Sin saber manejar esos conjuntos de textos, los profesores difícilmente logran buenas tareas ni motivan a quienes estudian. Partir de conversaciones verdaderas alinea todo con metas claras: hablar con naturalidad, aprovechar tecnología sencilla, dar igualdad, aun cuando hay poco dinero.

No se trata solo de técnicas nuevas, más bien de ideas detrás del uso de textos reales en clase. Gracias al análisis de cómo hablan las personas, surge una forma distinta de planificar lecciones. En lugar de reglas vacías, lo que guía ahora son fragmentos auténticos de conversaciones. Desde ahí, los docentes pueden diseñar actividades basadas en lo que realmente usan quienes hablan inglés. Con herramientas digitales accesibles, cada sesión gana claridad y propósito. Así, aprender palabras deja de ser memorización sin rumbo. Los alumnos empiezan a reconocer frases completas, contextos naturales, formas comunes de expresarse. Todo esto les sirve después fuera del salón: en calles, mercados o viajes breves. Mientras tanto, las escuelas ecuatorianas reciben un modelo adaptable, listo para ajustarse según necesidades locales.

Palabras clave: Lingüística de corpus; Adquisición de vocabulario; Aprendizaje Basado en Datos; Hipótesis del Noticing; Enseñanza Comunicativa del Lenguaje

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INTRODUCTION

Vocabulary is an important part of learning English because it helps learners comprehend and express meaning in different communicative situations. However, in many educational contexts, vocabulary teaching still relies heavily on isolated word lists, textbook examples, translation and memorization. Although these practices can assist learners in recognizing individual words, they don't always offer learners enough opportunities to learn how vocabulary is used naturally in authentic contexts. Thus, students may have problems in identifying collocations, in interpreting meaning based on context, in memorizing vocabulary and in using words appropriately in real communication . The present research seeks to address this problem by investigating the use of corpus linguistics as an alternative for vocabulary instruction for seventh-grade students at Unidad Educativa 28 de Septiembre.

Corpus linguistics gives us access to real written and spoken language and enables teachers and learners to explore the actual occurrence of vocabulary in real communication contexts. Students can identify the recurrent linguistic features from resources such as concordance lines, frequency lists, authentic texts and collocation patterns and acquire a more contextualized understanding of vocabulary. Rather than depending largely on intuition or artificial textbook examples, corpus-informed instruction promotes learners' noticing of patterns of language, the making of connections between form and meaning, and their progressive discovery of how words work together. Thus, in this study, corpus linguistics is seen as not just a technological tool, but also as an instructional approach that may result in more meaningful and evidence-based vocabulary learning. The theoretical background of the study is based on Data-Driven Learning, Input Hypothesis, Noticing Hypothesis, and the principles of Communicative Language Teaching. These perspectives stress exposure to meaningful input, attention to

linguistic features, active learner participation, and use of language for communicative purposes. From this point of view, the acquisition of vocabulary is not just knowing what a word means. This also includes identifying patterns and collocations in the lexicon, inferring meaning from context, developing receptive vocabulary knowledge and accurately using newly acquired vocabulary in communication.

The study is especially relevant in educational environments where students have few opportunities to encounter authentic English outside the classroom. Giving learners authentic examples of language may increase their exposure to natural vocabulary use and promote greater engagement, autonomy and awareness of lexical patterns. Simultaneously, the success of corpus-based instruction is largely dependent on the teachers' ability to select suitable instances of the language, modify materials according to the students' level of proficiency and age as well as provide enough guidance during learning activities. This is why teacher training and practical classroom resources are important considerations in the introduction of corpus-informed practices into basic education.

The research was carried out using a mixed-methods approach in an effort to have a wider perspective on corpus-based vocabulary instruction. Quantitative and qualitative data were combined to explore student perceptions alongside the experiences and practices of educational personnel. The findings presented in the study were obtained by a survey given to sixty seventh grade students, interviews with the Vise Rector, the English Coordinator, and the English classroom teacher, and classroom observations. The combination of these sources allowed for a comparison between what students reported and the evidence from the institution and the classroom.

This study was motivated by questions about the relevance of traditional vocabulary instruction, the suitability of corpus linguistics in resource-scarce educational

contexts, the nature of corpus data that could aid vocabulary acquisition, the impact of corpus-informed instruction on communicative vocabulary use, and the kind of training teachers need to implement these strategies effectively. The questions helped the research to consider not only the students' vocabulary learning but the practical conditions under which the corpus-based instruction was carried out.

The results generally suggested positive attitudes toward vocabulary learning from authentic and contextualized examples. Students were interested in seeing words in real sentences and the potential of corpus-based activities for vocabulary understanding and learning was recognized. However, the findings also highlighted the need for a gradual integration of corpus linguistics with proper guidance for teachers and institutional support. In this sense, corpus-informed teaching cannot simply be reliant on the availability of digital resources, but also on the ways in which authentic language data are transformed into accessible and meaningful activities in the classroom.

Based on the theoretical background and the results obtained, the research also provides a practical teaching proposal for the seventh-grade English teachers. The proposal is a corpus-based teaching guide which intends to make possible the integration of authentic language examples, contextualized vocabulary and collocations, guided practice, communicative tasks and formative assessment into regular English lessons. The guide is learner-centered and is designed to help students move from observing vocabulary in context to using it in speaking, reading and writing activities.

The study is divided into 4 chapters. Chapter I presents the theoretical framework. It embraces the main concepts and theories related to corpus linguistics and vocabulary acquisition. Chapter II describes methodological procedures, research questions, participants, instruments and data analysis process. Chapter III presents and discusses the results obtained from the students' surveys, interviews, and classroom observation.

Finally, Chapter IV presents the instructional proposal that provides teachers with practical corpus-based activities and advice for vocabulary teaching based on authentic language materials and communicative classroom practices.

CHAPTER I

THEORETICAL FRAMEWORK

This study examines the role of corpus linguistics in vocabulary instruction among seventh-grade students at Unidad Educativa 28 de Septiembre. A theoretical framework is required to explain how corpus-informed pedagogy operates in language learning contexts and how it can be systematically integrated into classroom practice. The present framework draws primarily on Data-Driven Learning (DDL), Input Hypothesis, Noticing Hypothesis, and principles of materials development aligned with Communicative Language Teaching (CLT). This chapter first identifies the key variables of the study, then presents the theoretical foundations of the first variable, and finally explains its relevance to the present research design.

1.2. Identification of Key Variables

In order to establish a coherent theoretical framework, it is essential to clearly identify and define the variables under investigation. This study examines two central variables: corpus linguistics in instruction as the independent variable, and vocabulary acquisition as the dependent variable. Each variable is grounded in established theoretical traditions and supported by recent empirical research, ensuring that the study is both conceptually rigorous and practically relevant.

1.2.1. Independent Variable: Corpus Linguistics in Instruction

The use of large collections of authentic texts and corpus tools, such as concordances, frequency lists and collocation analysis, in teaching materials, tasks and feedback is referred to as corpus linguistics in instruction. Corpus linguistics can be incorporated into language teaching through Data-Driven Learning (DDL) activities. During DDL activities, learners work with authentic language data to identify recurring patterns, explore language use and develop a greater awareness of how vocabulary

functions in context. Curry and McEnery (2025) do not view corpus linguistics as a technological tool but rather as an evidence-based approach to language teaching. From this perspective, authentic language data can inform pedagogical decisions by offering teachers and learners observable patterns of real language use rather than intuition alone.

A further significant factor in the effective use of corpus-informed instruction is the preparation of the teacher. Basal et al. (2024) highlight the significance of corpus literacy, as teachers who can interpret and use language data are better equipped to choose appropriate corpus resources and design activities to suit their learners' needs. Similarly, Ma et al. (2022) point out teacher readiness as an important factor influencing the use of corpora in classroom teaching. Thus, using corpus linguistics in teaching involves not only access to corpus tools and authentic language data, but also the teachers' ability to select, interpret and adapt these resources to teaching aims.

1.2.2. Dependent Variable: Vocabulary Acquisition

Vocabulary acquisition is defined as the process by which learners expand their receptive and productive lexical knowledge. This includes the ability to map forms to meanings, recognize and use collocations, acquire multiword units, and understand pragmatic constraints. Vocabulary learning shows results you can track, how well words stick, how deeply they're understood, yet also how easily they move into schoolwork (Zhang & Xia, 2025).

Previous research has reported positive associations between exposure to authentic language examples and vocabulary learning. For example, Saravanan et al. (2025) found that integrating corpus-informed activities into instruction resulted in gains in learners' vocabulary knowledge. In a similar vein, Zhang and Fu (2024) found that data-driven approaches can increase learners' awareness of collocations and recurrent

lexical patterns. These findings provide both theoretical and empirical support for investigating the pedagogical potential of corpus-informed vocabulary instruction.

1.2.3. The Relationship Between Variables

The relationship between corpus linguistics in instruction and vocabulary acquisition is grounded in learners' exposure to authentic and contextualized language. Corpus-informed instruction provides examples of how words and expressions occur in meaningful contexts, allowing learners to observe recurrent lexical patterns and establish connections between form and meaning. Repeated encounters with vocabulary across different contexts may also promote noticing and contribute to vocabulary retention. In this sense, corpus data can support vocabulary acquisition by providing learners with meaningful opportunities to examine how lexical items function in authentic communicative situations. (Khojasteh & Mukundan, 2025).

1.3. Theoretical Foundations of Variable 1: Corpus Linguistics in Instruction

1.3.1. Definition of Corpus Linguistics in Instruction

This approach arose from the need to study authentic language use as it occurs in real-life communication. It now holds an important place in applied linguistics and language teaching as it offers evidence based on actual language use rather than intuition. Rather than making assumptions, researchers examine how language is used in different contexts by analyzing large digital corpora or collections of spoken and written texts. They use tools such as concordances to examine patterns of word use in these collections. Frequency analysis finds the most common words and expressions. Collocation analysis identifies words that tend to co-occur. These results provide useful perspectives on language in use and allow for better decisions in language research and teaching (Curry & McEnery, 2025).

Corpus linguistics is important to education because it closes the gap between authentic language use and classroom practice. Traditional teaching materials might depend on fixed or built examples, which do not necessarily mirror patterns in natural communication. Conversely, corpus data show how words and structures occur in real spoken and written settings. Regular exposure to these examples can help learners to identify common lexical patterns and frequent word combinations. Frequency and collocation data can therefore help to select and present vocabulary that represents natural language use (Zhang & Fu, 2024).

Teaching from real examples of real language data is better than teaching from intuition or strict rules of grammar.You can build exercises on the way people actually speak, and you can see real speech patterns. These activities will help learners to start to recognise which words naturally go together. Guidance allows them to see the fine points of limits on how phrases work in conversation. The change is not merely technical but epistemological: it redefines the role of the teacher from rule-transmitter to facilitator of discovery. This transformation largely depends on teachers' corpus literacy, i.e., their ability to interpret corpus findings and translate them into accessible classroom tasks (Le Foll E. , 2023).

1.3.2. Theoretical Perspectives on Corpus Linguistics in Instruction

Data-Driven Learning (DDL)

Data-Driven Learning (DDL), introduced in the early 1990s, positions learners as active investigators of language who engage directly with authentic examples to identify recurrent patterns of use. Rather than relying exclusively on explicit explanations, learners examine collocations, frequent expressions, and contextualized examples to formulate conclusions about how language functions. This process encourages learners to discover lexical patterns independently and may contribute to greater awareness and

retention of vocabulary. Research has shown that engagement with authentic language data can support learners in recognizing relevant lexical features and developing a deeper understanding of vocabulary use(Zhang & Xia, 2025).

Similarly, Saravanan et al. (2025) showed that learners retained vocabulary more effectively when exposed to data-led methods, particularly after spotting links between words and their less obvious shades of meaning. Similarly, Szudarski (2024) found that direct exposure to unfiltered language samples fosters self-reliance, critical thinking, and a deeper understanding of grammar and structure. Pupils were discovering real speech patterns and common phrases began to form. Clues as to context and society were gradually revealed. Exploration builds ownership. Passive study turns into active discovery. It is a shift that quietly mirrors today's focus on putting learners at the heart of teaching.

Input Hypothesis and Noticing Hypothesis

Materials shaped by authentic language examples increase both the quantity and quality of meaningful input available to learners. Backed by Krashen's idea from 1985, learning happens best when what people hear or read is slightly beyond their present ability, called i+1. Thanks to corpus findings, common phrases and frequent terms come into clearer view, making exposure both authentic and accessible (Gong, 2022).

It happens like this: when students work with corpus materials, they start recognizing linguistic patterns on their own. Schmidt (1990) said that noticing matters; without it, picking up new forms rarely sticks. Tools like word lists or line-by-line examples highlight certain phrases into view, so eyes land on them more often. Vocabulary recall improved gradually with repeated exposure. This finding was supported by classroom studies reported by Tieu and Baker (2022). Similarly, Khojasteh and

Mukundan (2025) found that learners retained vocabulary more effectively when textbooks presented corpus-based examples. Vocabulary retention was stronger when authentic language examples were presented alongside common word combinations.

Materials Development Principles and CLT Alignment

Insights into the corpus improve materials by adding authenticity, sequencing by frequency, and meaningful practice. This is in line with Communicative Language Teaching (CLT) that emphasizes the significance of communicative purpose and the use of language in real life. Corpus-informed tasks can be sequenced across lessons, from warm-ups (collocation mining) to production (guided writing with concordance checks). Corpus-based materials are able to increase the engagement of learners by linking classroom activities to authentic communication situations (Le Foll, 2023).

Khojasteh and Mukundan (2025) argue that corpus-based approaches to textbook design are in accordance with the principles of CLT, in which learners are exposed to authentic input and are encouraged to notice meaningful patterns. This alignment reinforces the communicative purpose of vocabulary instruction, moving beyond rote memorization toward meaningful use.

Teacher Cognition and Corpus Literacy

Corpus-based pedagogy only works if teachers are prepared. Basal et al. (2024) claim that in-service teachers need a corpus literacy training that will enable them to select pedagogical corpora, to scaffold concordance reading and to design corpus-informed tasks. Ma et al. (2022) point out that teachers adapt best when the training is centered on real teaching patterns and tasks that are molded by real language use. When teachers lack experience with language databases, guiding students through such materials can pose

challenges. That gap often undermines the effectiveness of corpus-driven methods in class.

What Le Foll (2023) observed is that learning to work with corpora changes more than skills, it changes the way educators perceive teaching itself. Once teachers learn how to work these collections of real language, their lesson plans start to look like real speech patterns, which keeps students engaged longer.

Equity and Rural Contexts

Using data from authentic language use is a critical factor in advancing equity in language education. The use of authentic samples of speech and writing in the construction of materials provides students in rural and underserved areas with access to learning tools that they often lack.. Teachers can create lessons based on collections that demonstrate how people communicate in real life, instead of just using traditional books. This type of support is particularly valuable where resources are scarce. Flexible teaching methods, some organizations argue, are more effective when adapted to the local context. What works in one village may be a little different in another, but can still be useful. Tools based on oral and written records are easily adaptable across regions. Corpus tools, many of which are freely available online, offer cost-effective solutions for schools with limited resources, bridging gaps in exposure and opportunity (Curry & McEnery, 2025).

1.3.3. Relevance of Corpus Linguistics in Instruction to the Present Study

Zeng et al. (2025) indicated that corpus linguistics is a critical variable in this study because it directly informs the design of vocabulary instruction. Traditional textbook approaches often rely on contrived examples and limited lexical coverage, which fail to reflect authentic language use. By grounding lessons in corpus data, teachers can provide learners with exposure to real English usage, fostering noticing of

collocations and supporting retention through repeated, meaningful encounters with vocabulary.

The relevance of corpus linguistics in the present study lies in how it connects theoretical knowledge with real-world language use. Even though teaching words is recognized as key in learning a language, plenty of classrooms still rely on old resources filled with disconnected terms or stiff conversations. When students are exposed to authentic language, reflecting how English is naturally used, it enhances their understanding far more than scripted textbook examples. As Szudarski (2024) pointed out, pulling examples straight from everyday talk pushes learners to engage with raw, unfiltered language rather than tidy textbook lines.

Corpus linguistics can support vocabulary instruction among seventh-grade students at Unidad Educativa 28 de Septiembre by providing opportunities to work with authentic language examples. Rather than concentrating only on individual words or decontextualized examples, corpus-informed activities can give students opportunities to encounter expressions and sentence patterns within real communicative contexts. This exposure can help learners see how language works in context and how words fit together in larger expressions. As students encounter patterns that repeat, they may become more aware of common structures and vocabulary use. Thus, corpus-informed instruction can support vocabulary development by helping learners comprehend and use words in meaningful communicative contexts rather than by relying exclusively on the memorization of isolated vocabulary.

The following discussion highlights how corpus linguistics aligns with school goals focused on real language use and communication skills, although tech plays a role as well. Though some see it as just data crunching, Curry and McEnery (2025) frame it as a way to grow language research across classrooms. Since ideas need testing, Zeng et

al. (2025) point out how it bridges theory, studies, yet everyday teaching when building word knowledge. Because classroom tasks matter more than ever, this work brings corpus activities into lessons so seventh graders can learn vocabulary better through methods rooted in theory but built for real schools.

The pressure on schools to innovate makes corpus linguistics an answer to current educational needs. The traditional textbook has major drawbacks for classrooms that need to prepare students for interacting globally. Teaching built around language data offers more authentic and up-to-date learning experiences, rather than relying on conventional instructional materials. This approach makes real speech and writing visible to the learners. This type of approach is especially relevant in the public education system of Ecuador. English is not a part of daily life there; contact with native usage takes place mainly inside school walls. As the real patterns come into the room, exposure shifts, patterns used by people across the continents. This shift is illustrated by Basal et al. (2024) in terms of relevance. Classroom input plays a more important part in language development if there are not frequent encounters out of class time.

Another important consideration is equal access to real language materials. Not all students have rich materials in their textbooks, especially those in rural or underserved areas. But Akter and Hans (2024) show how digital collections of speech and writing help bridge that gap. These tools offer accessible opportunities for authentic language exposure especially when schools are under-resourced. The National Rural Education Association echoes this need a year later, calling for practical solutions that work even where support runs thin. Teachers can freely share authentic moments of English online through corpus platforms without gatekeeping. The location should never dictate the amount of exposure. Possible real talk.

Looking at real examples of language helps learners develop deeper analytical skills. Instead of memorizing words one by one, students look at groups of words and start to see patterns. From these observations, they develop a better understanding of how language is structured. Through independent analysis of authentic examples, they hone their analytical abilities over time. Such mental activity supports important goals for education, such as the development of the ability to question and solve problems. Jaihowa and Sinwongsuwatb (2024) argue that real-language data strengthens speech with vocabulary, common phrases, and larger text structures, so that learners can transfer critical analysis to other domains.

Overall, corpus linguistics is an important component of the present study because it offers real data to shape how vocabulary is taught. According to Creswell and Plano (2018), strong teaching methods should rest on solid theory and evidence. This work builds its approach around those principles by leaning on findings from large language collections. As a result, what unfolds comes not just from ideas but from tested results too.

1.4. Theoretical Foundations of Variable 2: Vocabulary Acquisition

1.4.1. Definition of Vocabulary Acquisition

Zeng et al. (2025) indicate that vocabulary acquisition refers to the process through which people learn, keep, and recall word forms when studying another language. What stands out here is understanding terms through sound or print; this counts just as much as forming correct utterances or texts using those words. Far beyond simple repetition, building vocabulary links meanings together, pairs words naturally, and adjusts usage based on situation (Szudarski, 2024). Drawing on evidence from authentic language use, current research views vocabulary acquisition as a process shaped by

attention, exposure to authentic language, and repeated use in meaningful settings (Tieu & Baker, 2022).

1.4.2. Theoretical Perspectives on Vocabulary Acquisition

Accuracy in Collocation Use

Collocational competence is a basic element in vocabulary development. It refers to the ability of learners to combine words naturally and appropriately. Exposure to real phrases, rather than to isolated definitions, is the source of good use of words. In general, collocations are learned by learners through repeated encounters with authentic language. Teaching one sense at a time might restrict the learners' understanding of natural language usage. Authentic language examples show how speech naturally continues. Authentic conversations allow students to identify common lexical patterns more effectively. As time goes by, we get used to expressions like "do homework" and we get tired of non-native combinations like "make a homework". The more common phrases you repeat, the more fluent you become. Meaningful usage helps us to retain patterns better than isolated grammatical rules. Words become more meaningful when they are used in real communicative situations. It's not just repetition, but repeated exposure that helps learners develop an intuitive sense of what words go together. Patterns arise because language awareness is gradually built up through continued exposure.

Learners will learn which words tend to go together as they hear the same phrases over and over in conversation. Recognition is built up gradually with real language examples like concordance lines or high frequency collocations. Instead of memorizing grammar charts, users start to get a feel for what sounds right. With repeated exposure patterns arise spontaneously. The more exposure learners get to real language, the more they start to see patterns in vocabulary. Patterns are strengthened by repeated exposure to real language. Recognition develops progressively through continuous exposure.

Evidence shows that those working with authentic language examples become more aware of how words naturally combine; this awareness supports smoother vocabulary use during communication (Zhang & Xia, 2025). Furthermore, fitting words together correctly is important not only for grammatical accuracy but also for effective communication, because mismatched phrases may confuse listeners and reduce speakers' confidence during interaction.

Student Ability to Infer Meaning from Corpus Data

Corpus linguistics has considerably affected vocabulary learning in that it can promote learner autonomy via inductive learning. They do not only ask teachers or dictionaries, they check real examples in concordances, ranked word lists and natural language settings to find out how words are used. Such engagement helps students to become active agents in their vocabulary development, helping them to develop their critical and analytical skills (Curry & McEnery, 2025).

The Noticing Hypothesis posits that language acquisition depends on learners paying attention to linguistic features. Learners are exposed to real samples of language and can pick up subtle shifts in the use of words. And saying the same structures over and over again helps chunks like 'address an issue' to start to 'stick in'. Meaning is acquired gradually through exposure. Iteration after iteration. You do not gain knowledge by reading grammar charts, but by repeatedly making differences.

Ma et al. (2022) agree on the basis of cases they observed, it seems that students trained in corpus methods demonstrate stronger reasoning when interpreting language, thus reducing the need for instructor guidance. Where there is little exposure to real-world English, such self-sufficient understanding really comes into its own. Interaction with real language data promotes vocabulary growth and the development of independent learning

strategies. This leads to long-term retention and the ability to use the vocabulary in varied communicative contexts.

Self-Reported Improvement in Vocabulary Learning

Despite limitations inherent in subjective accounts, learners' reflections reveal meaningful patterns regarding corpus-driven vocabulary teaching. Evidence indicates many students view methods using corpora favorably, noting stronger belief in their own progress, sharper attention to word usage, yet also a heightened interest when working with real-world examples. Such emotional responses matter greatly because willingness to persist, combined with personal assurance, impacts how well new terms are stored and later recalled (Jaihowa & Sinwongsuwatb, 2024).

Some learners say that they find it easier to pick up on common word pairs, improve their ability to guess the meaning of words, and produce more accurate speech and writing. Examples taken directly from real language data often increase learner engagement because seeing how words are used naturally makes them more meaningful and relevant. Material which reflects authentic language use is meaningful for learners. This is consistent with communicative approaches which focus on the exchange of ideas rather than the repetition of isolated phrases.

It is noted by Saravanan et al. (2025) that emotional aspects, including belief in one's ability and drive to learn, strongly influence how well words are remembered. Engagement tends to grow when students view corpus-driven activities as useful; such persistence supports word learning via frequent contact with language. Learners, according to personal accounts, value the independence offered by corpus resources - this freedom allows them to investigate usage on their own while testing ideas using real-world instances.

Receptive Vocabulary Knowledge

Receptive vocabulary refers to the understanding of spoken or written words (Zeng et al., 2025). One must know the meaning of the terms before using them. Data driven teaching is a strength to expose this recognition skill. Corpus-based approaches allow the natural use of words that are frequent and useful in real communication. Learners can more readily recognize vocabulary when it is presented in contexts similar to everyday language.

Word frequency rankings, derived from sources such as the British National Corpus or COCA, enable teachers to focus on words that are actually used by people in real communication. Real language most of the time reveals what words actually do. Learners see words like “sustainable” pop up over and over in various types of writing through computer scans. One word, in a green report. Later, in government notes. Each time, just changing its feel a little. Repeated sightings slowly bring out shades of meaning, no definitions needed. Over time, students begin to notice subtle changes simply by observing where and how things are said.

Research has consistently highlighted the importance of exposure to comprehensible input for language learning. Because authentic language examples appear in corpus-based exercises, students encounter natural expressions they can understand and use meaningfully. As vocabulary knowledge grows, reading comprehension also improves, enabling learners to process increasingly complex texts more effectively. Reading efficiency tends to increase when well-established vocabulary knowledge facilitates quicker interpretation of context (Khojasteh & Mukundan, 2025).

Productive Vocabulary Use

Productive vocabulary knowledge is the ability to actively use words when speaking or writing. Mastery seems to arise when recognition is combined with accurate recall in real communication. Samples from language data expose us to natural patterns and show us how to properly apply it. Learners learn productive vocabulary more effectively when practice includes meaningful contexts in which to select words. These methods are grounded in actual use and not in isolated memorization. That support takes the form of structured opportunities that mirror the way language works outside of the classroom.

Sometimes students work with real examples that come directly from texts. If you look at what words go together , you may find that some verbs always have the same phrase attached . For example, the word “conduct” is often found in a variety of authentic sources in combination with other words, such as “conduct research”. Instead of memorizing isolated terms, exposure comes through repeated instances. One consequence is improved accuracy in composing on one's own. Phrases such as “conduct research” become so familiar that they seem natural. Gradually, the observed becomes part of the active vocabulary.

It has been shown through study that teaching informed by corpora helps learners choose words fitting their context, leading to fewer mistakes along with smoother expression. In settings tied to academia or work, such gains stand out clearly due to the need for exact word selection when sharing ideas. Confidence often rises alongside skill in usage, since correct application allows individuals to engage more fully during conversations or while completing written assignments (Zhang & Xia, 2025).

1.4.3. Relevance of Vocabulary Acquisition to the Present Study

Understanding word learning matters here because it shows how corpus methods influence results. When students are exposed to very little real English, such as in rural

Ecuador, it affects their ability to communicate effectively. Classroom teaching choices are based on real use and not theory alone. Daily lessons from tools taken from large language collections supported by evidence from corpus-based research. Teachers gain insight by interpreting patterns in spoken and written examples. Growth is slow, especially when learners are exploring phrases used by native speakers. Knowledge builds not just from memorization, but from repeated encounters with meaningful context.

Instructional practices inside classrooms change a little once word patterns guide teaching. Long before activities are incorporated into books or online resources, planning has already started. How students react often hinges on whether vocabulary appears through listening, reading, or mixed practice. Faster gains sometimes happen if images are combined with real examples taken from large collections of language. Moreover, looking at whole phrases helps more than focusing on single words. Better teaching happens slowly, even when routines stay almost the same. Awareness grows alongside experience using digital corpora during planning stages.

Eventually, success measures more than test scores, it includes confidence while speaking. Outcomes reflect both effort invested and resources made available over time. Skills develop best under conditions allowing exploration beyond textbooks. Access to authentic learning materials becomes especially important where materials remain scarce outside urban centers. Practice gains strength if routines include regular interaction with authentic texts. Long-term retention is closely related to relevance perceived by individual students.

1.5. Chapter Summary

This chapter introduced the core concepts guiding the research: how corpus linguistics applies to teaching, along with its connection to vocabulary development.

Rather than isolated definitions, it framed corpus work through real-world texts supported by digital analysis tools, forming a basis for instructional decisions. The foundation was shaped by perspectives including Data-Driven Learning, the Input Hypothesis, the Noticing Hypothesis, and Communicative Language Teaching. Within this framework, the practical success depended on the teachers' understanding and acquaintance with corpora. Without educator readiness, strong frameworks may have little impact inside classrooms.

Another aspect considered was how vocabulary is learned, which was conceptualized as a mix of understanding words, using them correctly, recognizing word partnerships, and figuring out meanings from context, along with personal views on learning. From a theoretical standpoint, activities based on authentic language data help improve learners' ability to combine words appropriately, encourage independent thinking during meaning discovery, while also aiding both comprehension and active use. Studies have shown that learners frequently express greater self-assurance, motivation, and sensitivity to word patterns.

CHAPTER II

MATERIALS AND METHODS

2.1. Type of Research

This study will be using mixed-methods approach which is a combination of both qualitative and quantitative techniques to give a more holistic understanding of the research problem. The mixed-method approach combines quantitative and qualitative evidence to provide a more comprehensive understanding of the phenomenon being studied. Creswell and Plano (2018) argued that this approach combines quantitative and qualitative data in one research design. Participants' experiences provide rich insights into the ways of teaching and learning, while data collected through quantitative methods highlight broader patterns. Taken together, these forms of evidence provide a more holistic understanding of the research problem.

Using both numbers and stories, the research leans on a setup where groups stay as they are, no shuffling people around. This approach is useful when classrooms remain intact, but it provides less experimental control than a true experimental design. Instead of sorting people by chance, the real world determines who belongs to which group. The structure still checks cause and effect -- just fewer knobs turned by researchers. The methodology is adapted to the educational context, considering that it is not possible to assign participants randomly but with the research objectives of the study in mind. The qualitative component will follow a descriptive design, aiming to characterize and analyze current teaching practices.

2.2. Methods, Techniques, and Instruments

To achieve the objectives of this study, a combination of empirical and theoretical methods will be applied, ensuring both the collection of reliable data and the construction of a solid conceptual framework. These methods combine information obtained from

teachers and students with evidence drawn from the existing literature, linking theoretical concepts one by one. Each stage relies on systematic procedures designed to ensure reliable findings, greater understanding, and a close connection between the research process and the educational context. Such procedures contribute to producing findings that accurately reflect the reality under investigation.

Interviews will be conducted with seventh-grade English teachers at Unidad Educativa 28 de Septiembre, promoting open and detailed responses. Instead of rigid formats flexibility will be guaranteed through the use of a semi-structured interview guide while keeping the focus of the study. The discussions will include teaching vocabulary, instructional strategies, and teachers' knowledge of tools that help vocabulary acquisition. The interview can take different directions given the individual responses of each participant, and the participants are asked to be sincere in their answers to the main research topics. The questions asked in an interview can steer the conversation, but it can be richer if one is open to the ideas that emerge. The recordings will be used to check the accuracy of the information collected. The interviews will be transcribed verbatim and then analyzed. The participants' responses will be coded and categorized systematically to generate insights. By listening to the interview recordings on a regular basis, you will be able to identify recurring themes and possible obstacles. These coded data will help to identify what works for vocabulary instruction. The analysis will focus on the recurrent patterns found in the answers of the participants.

Questions might ask you to rate things. Others want short written responses instead. These methods combine number data with real experiences using collections of language samples. A test version runs first, just to make sure every item is clear and functions properly. The aim shows up in three ways: how connected students feel, their

view on usefulness, and changes in understanding words. When teacher conversations join student feedback, the classroom story becomes clearer.

The literature review will be conducted using Scopus, ERIC, and Google Scholar, searches move forward along defined paths. Over time, studies on corpus techniques, vocabulary growth, and teaching backed by proof begin to stand out. Articles reviewed by specialists carry more weight - particularly those published within the last decade. When selected, every source slots into a framework showing how concepts link together. One idea connects to another when thinking about how lessons unfold. Learning gains clarity once attention shifts to what happens moment by moment. Teaching that centers on exchange finds footing alongside these ideas. Past insights start making sense for current puzzles instead of sitting apart. Decisions will therefore be based not only on theoretical perspectives but also on evidence from educational practice.

Every tool used, such as interview scripts, surveys, sound files, methods for converting speech into text, and methods for sorting data, was chosen with care to keep the study solid. Keeping the research questions, theoretical framework, and data collection procedures aligned helps to make sure the instruments measure the constructs of interest.

The approach combines real-life views of teachers and students with clear data analysis. Findings from this mix gain strength by approaching from the side. Theory illuminates real classroom moments, feeding one into the other. Pieces support each other, so the conclusions are more solid. What emerges feeds not only data but also ways to reflect teaching. In the end, the tools, choices and steps provide a clear path, showing how word patterns can improve vocabulary instruction and change the daily teaching in the schools of Ecuador.

2.3. Research Questions

- What are the limitations of traditional vocabulary instruction in public schools?
- How can corpus linguistics be adapted to support vocabulary teaching in resource-limited settings?
- What types of corpus data (e.g., frequency lists, collocations, authentic texts) are most effective for vocabulary acquisition?
- How does corpus-informed instruction impact students' ability to use vocabulary in real communicative contexts?
- What training and support do teachers need to implement corpus-based strategies successfully?

2.4. Variable Operationalization Matrix

Variable	Indicators	Dimensions	Data Collection Techniques	Sources of Information
Independent Variable: Corpus linguistics–based strategies	- Frequency of use of corpus tools in class - Types of corpus activities implemented - Teacher integration of corpus-based tasks	- Instructional strategies - Classroom activities - Teacher practices	- Semi-structured interviews	- Teachers of 7th grade
Dependent Variable: Students' vocabulary acquisition	- Accuracy in collocation use - Student ability to infer meaning from corpus data - Self-reported improvement in vocabulary learning	- Receptive vocabulary knowledge - Productive vocabulary use - Student perceptions	- Student surveys	- 7th grade students

2.5. Participants

The population of this study will be the entire population of the 7th-grade students, between 12 and 13 years of age, of the Unidad Educativa 28 de Septiembre. This group

is the target population as the research aims to analyze vocabulary instruction practices and to evaluate the impact of corpus linguistics strategies at this educational level. The investigation will also involve seventh-grade English teachers, whose teaching practices will be used to diagnose the present situation and introduce the suggested approach. The role they play is important because the study is centered on the classroom methods.

Of that group, with about two full classrooms making up the participants. Between fifteen and twenty pupils can join according to the enrollment. Availability guides the choice, and access granted by the school shapes who takes part. Instead of random picks, whoever fits the open slots gets added. The important things in creating the set are permission and presence. "This is limited to what is achievable. Selection is a matter of chance, not fixed rules.

Most students in the group are thirteen or fourteen, studying in seventh grade, picking up English at different speeds based on what their school teaches. Because they learn in distinct ways and have met English words before through varied classroom methods, testing corpus-based techniques fits well here. Some picked up phrases fast; others needed more time. This mix helps see how useful data-driven tools can be. Adults guiding lessons hold official teaching licenses and have spent years helping teens grasp English, making sure changes made during research follow solid teaching principles. Their background keeps the way classes run both realistic and grounded in proper education training. What happens in these classrooms stays close to real-world conditions, thanks to experienced hands shaping daily routines.

2.6. Procedure and Data Analysis

The research will be carried out in three stages:

1. Diagnosis: Teacher interviews and student surveys to establish a baseline of current vocabulary instruction.

2. Implementation: Integration of corpus linguistics-based techniques into vocabulary classes over a period of about eight weeks.

3. Testing: Administering tests to measure vocabulary growth.

The analysis of data is made up of quantitative and qualitative techniques. The test results will be analyzed using descriptive statistics and inferential tests (e.g. paired t-tests) to determine the significance of the vocabulary gains. The interview and survey data will be analyzed using thematic coding to detect trends in instructional practices and student perceptions.

CHAPTER III

RESULTS AND DISCUSSION

This chapter presents the findings of the study that was carried out to sixty seventh-grade students' survey, supported with interviews to the Vise Rector, the English Coordinator and the classroom English teacher, and first-hand classroom observation. The survey results reveal students' opinions, feelings and attitudes toward the use of corpus linguistics-based activities for the teaching of vocabulary. The analysis is item-by-item and combines quantitative patterns with in-depth qualitative insights.

3.1. Analysis of Students' Survey

3.1.1. I enjoy learning new English words using real examples from texts

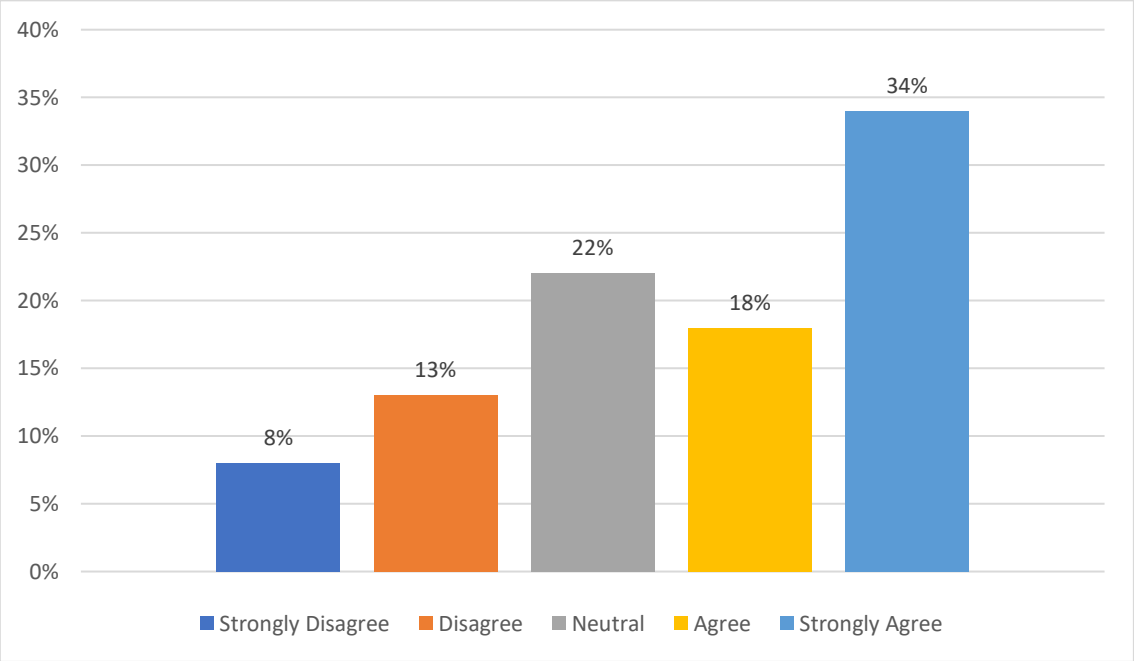
Table 1

Item 1: I enjoy learning new English words using real examples from texts

Response Category	**Frequency**	**Percentage**
Strongly Disagree	8	8%
Disagree	8	13%
Neutral	13	22%
Agree	11	18%
Strongly Agree	20	34%
Total	**60**	**100%**

Figure 1

Item 1: I enjoy learning new English words using real examples from texts



Analysis

As shown in Table 1, in general, students had positive perceptions towards learning new English words through real examples from texts. The majority of responses were Strongly Agree (34%), Neutral (22%), and Agree (18%). But 13% of the respondents chose Disagree, and only 8% of the respondents chose Strongly Disagree. Most of the students (52%) were positive towards learning vocabulary through authentic examples, and only 21% had negative views in general.

Interpretation

The findings suggest that for most of the students, vocabulary should be learned in authentic language because the authentic language provides the real-life context in which words are used in meaningful communication. Vocabulary learning appears to be more interesting and easier to understand when you see it in context, instead of learning individual words. The neutral and negative responses indicate that this is not the choice

of all students. Some may also be more familiar with traditional textbook-based instruction, while others may have had limited experience with corpus-based learning activities. Such differences suggest that students' perceptions are at least partly associated with their prior learning experiences and knowledge of this type of instructional approach.

Discussion

The results confirm the theoretical principles of corpus-based language instruction introduced in this study. Corpus linguistics facilitates vocabulary acquisition through authentic language samples which reflect real communicative use rather than isolated or invented sentences, as Curry and McEnery (2025) claim. Le Foll (2023) also explains that corpus-informed materials increase learner engagement by connecting classroom activities with authentic communication. In addition, Khojasteh and Mukundan (2025) claim that corpus-based instruction corresponds to the tenets of Communicative Language Teaching in that it provides learners with exposure to meaningful language patterns, not just isolated vocabulary items. Consequently, the positive perceptions expressed by the majority of participants corroborate the notion that authentic language materials facilitate more meaningful and motivating vocabulary learning.

3.1.2. Seeing how words are used in sentences helps me understand their meaning

Table 2

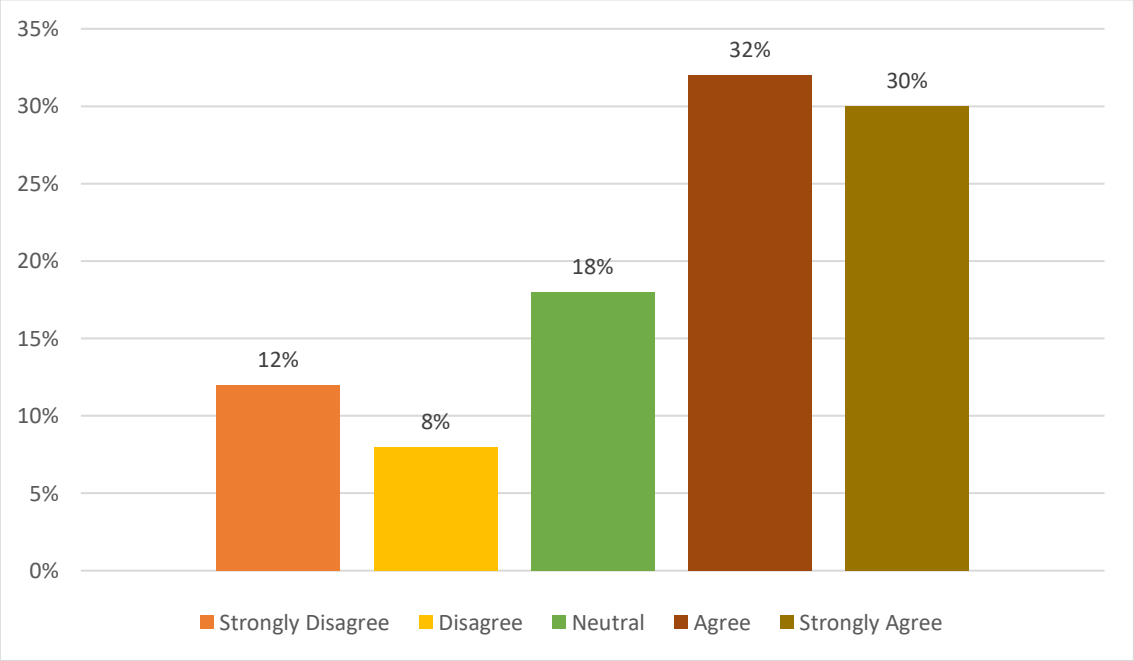
Item 2: Seeing how words are used in sentences helps me understand their meaning

Response Category	**Frequency**	**Percentage**
Strongly Disagree	7	12%
Disagree	5	8%
Neutral	11	18%
Agree	19	32%

Strongly Agree	18	30%
Total	**60**	**100%**

Figure 2

Item 2: Seeing how words are used in sentences helps me understand their meaning



Analysis

As shown in Table 2, most students had positive perceptions of using sentences to understand the meaning of new words. The most common answer was Agree (32 per cent) followed by Strongly Agree (30 per cent). Meanwhile, 18% of respondents chose Neutral, 12% chose Strongly Disagree, and 8% chose Disagree. The positive opinion was given by 62% of the students. Most of the participants said that seeing the words in the sentences helped them understand their meanings better.

Interpretation

The findings suggest that students prefer to learn vocabulary in context rather than as isolated lists of words. Words in the context of a full sentence appear to be more easily

understood for their meanings, their grammatical functions, and their communicative use. This means that contextualized learning leads to a deeper understanding of vocabulary and allows students to apply new words in real-life situations. However, the neutral and negative responses suggest that some learners may still be unfamiliar with this approach or need more practice and guidance before they feel comfortable learning through corpus-based activities.

Discussion

The results are in line with the theoretical underpinnings of contextualized vocabulary learning presented in this study. Schmidt's Noticing Hypothesis (1990) proposes that learners acquire new language more effectively when they consciously attend to linguistic features in meaningful input. Likewise, Tieu and Baker (2022) demonstrated that repeated encounters with real language examples improve vocabulary retention and help identify lexical patterns. In addition, Khojasteh and Mukundan (2025)maintain that corpus-based materials give learners access to authentic input that enables them to discover the most frequent collocations and to acquire vocabulary via meaningful contexts rather than from memorization in isolation. Therefore, the participants' reported positive perceptions confirm the importance of presenting vocabulary in real sentences to encourage deeper understanding and more effective vocabulary learning.

3.1.3. Corpus-based activities help me remember new vocabulary better

Table 3

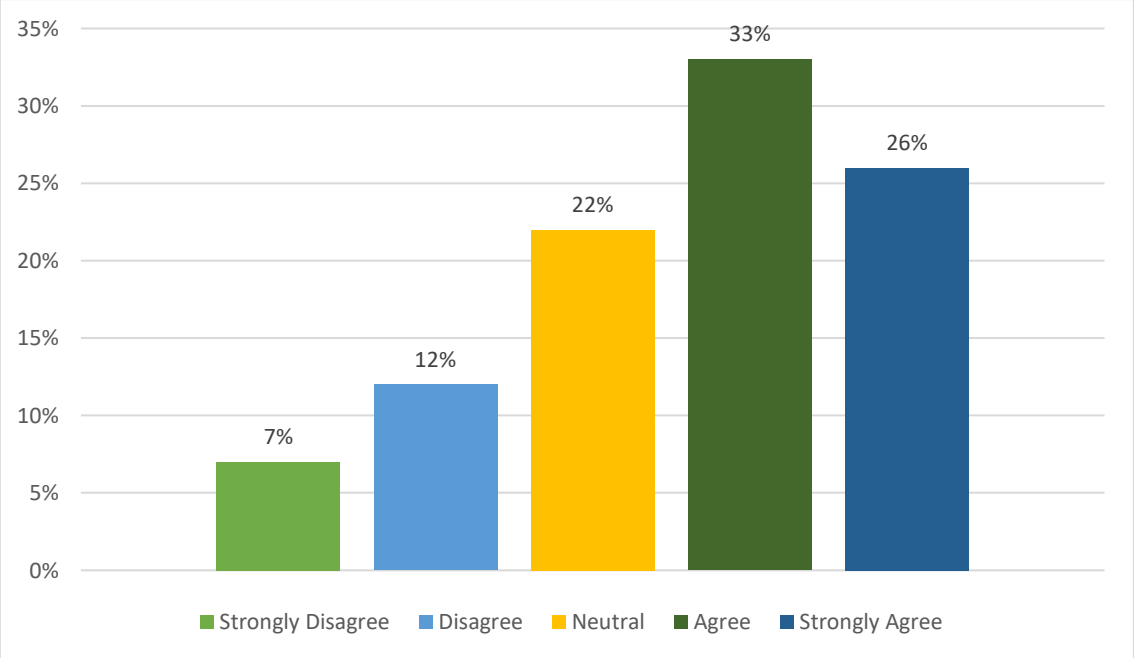
Item 3 Corpus-based activities help me remember new vocabulary better

Response Category	Frequency	Percentage
Strongly Disagree	4	7%

Disagree	7	12%
Neutral	13	22%
Agree	20	33%
Strongly Agree	16	26%
Total	**60**	**100%**

Figure 3

Item 3: Corpus-based activities help me remember new vocabulary better



Analysis

As shown in Table 3, the majority of students had positive views on the effectiveness of corpus-based activities in remembering new vocabulary. The most common answer was Agree (33%) and the second most common answer was Strongly Agree (26%). In addition, Neutral was chosen by 22% of the participants, Disagree by 12%, and Strongly Disagree by only 7%. In general, 59% of the students agreed that the

activities based on the corpus helped them to retain new vocabulary more effectively, whereas only 19% perceived negative effects

Interpretation

The findings suggest that students find corpus-based activities useful for vocabulary retention because of the repeated exposure to authentic language in meaningful contexts. Words encountered in different contexts appear to strengthen memory and promote long-term learning, as opposed to learning isolated vocabulary items. However, the percentage of neutral responses shows that some students may still need to become more familiar with corpus-based learning or may need more guidance from the teacher in order to fully benefit from these activities. This variation shows that instructional support is still significant in the implementation of innovative vocabulary teaching strategies.

Discussion

Findings are consistent with theoretical foundations of the corpus-informed vocabulary instruction provided in this study. Saravanan et al. (2025) noted that learners retained vocabulary better when they were engaged in data-driven learning activities that prompted them to notice the links between words and their meanings. Similarly, Tieu and Baker (2022) found that repeated exposure to authentic language examples facilitates vocabulary retention because it reinforces lexical knowledge over time. Likewise, Khojasteh and Mukundan (2025) argue that introducing vocabulary through corpus-based materials and real-life situations promotes better retention than memorizing word lists in isolation due to the repeated exposure to meaningful patterns of language. Therefore, the positive perceptions expressed by most participants endorse the notion that corpus-based

activities support long-term vocabulary development via authentic and contextualized language exposure.

3.1.4. I feel more confident using new words after corpus-based lessons

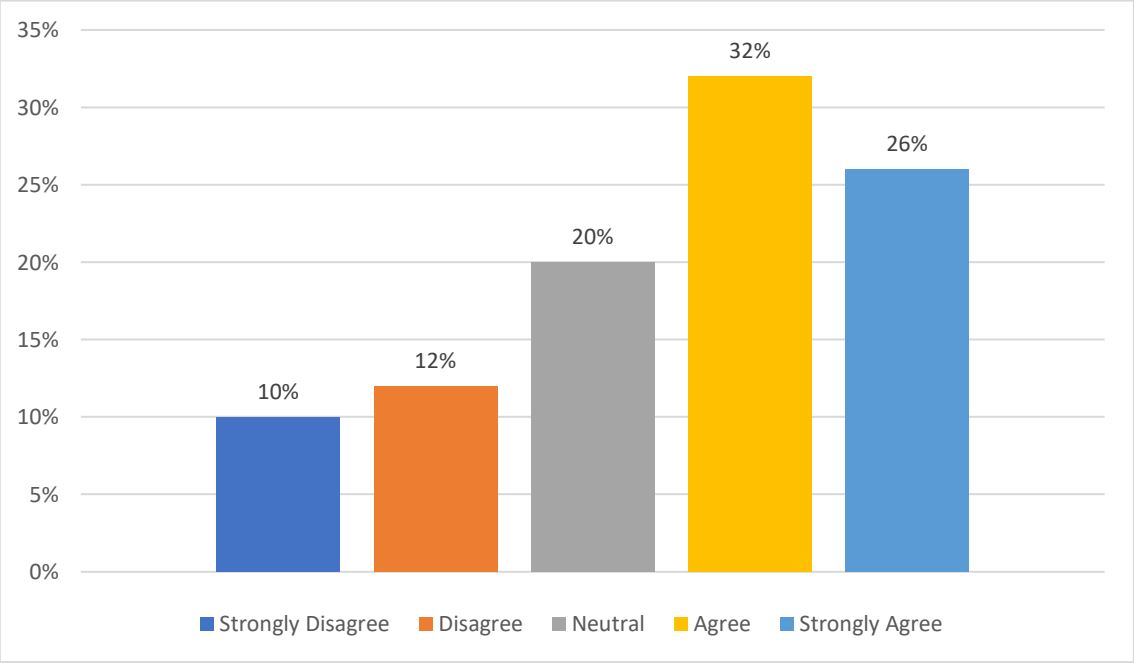
Table 4

I feel more confident using new words after corpus-based lessons

Response Category	Frequency	Percentage
Strongly Disagree	6	10%
Disagree	7	12%
Neutral	12	20%
Agree	19	32%
Strongly Agree	16	26%
Total	**60**	**100%**

Figure 4

Item 4: I feel more confident using new words after corpus-based lessons



Analysis

As a general trend, students had positive perceptions toward their confidence in using new words after corpus-based lessons (see Table 4). The highest percentage response was Agree (32%) followed by Strongly Agree (26%). Also, 20% of the participants chose Neutral, 12% chose Disagree and 10% chose Strongly Disagree. Overall, 58% of the students claimed that the corpus-based lessons increased their confidence in using new vocabulary, while 22% reported negative attitudes.

Interpretation

These results indicate that corpus-based lessons boost students' confidence by providing them with real examples of language that show how vocabulary is used in communication naturally. Seeing words in meaningful contexts may reduce learners' uncertainty and motivate them to use new vocabulary more confidently in speaking and writing. Nevertheless, the balance of neutral and negative responses suggests that some students may need more guidance and practice with the use of new words before they are confident to use them on their own. This points to the need for ongoing teacher support across the learning process.

Discussion

The findings are in line with the theoretical views on corpus-based instruction and vocabulary development as discussed in this study. Le Foll (2023) mentions that corpus-informed materials motivate learners by linking classroom activities to real-life communicative situations and thus helping students to build up more confidence in their language use. Ma et al. (2022) also argue that when teachers give appropriate guidance, the learners are more likely to adjust to the corpus-based approaches and are more willing to use authentic language. In the aspect of productive use of vocabulary, it also stresses

the significance of real-world practice with real language examples, which enables students to use vocabulary in a more precise and confident way in real communicative situations (Zhang & Xia, 2025). Therefore, the positive perceptions reported by most participants imply that corpus-based instruction is conducive not only to vocabulary learning but also to their confidence in using English to communicate.

3.1.5. Learning vocabulary with authentic texts is more interesting than using only the textbook

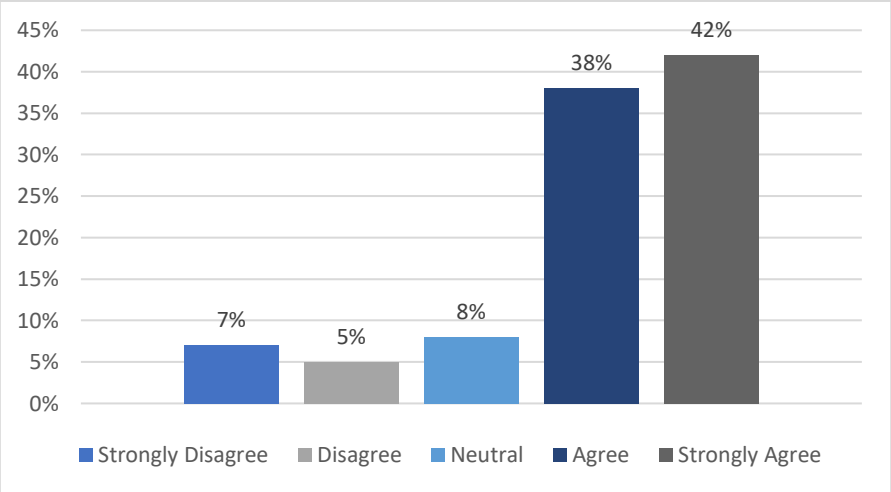
Table 5

Item 5: Learning vocabulary with authentic texts is more interesting than using only the textbook

Response Category	**Frequency**	**Percentage**
Strongly Disagree	4	7%
Disagree	7	5%
Neutral	12	8%
Agree	23	38%
Strongly Agree	25	42%
Total	**60**	**100%**

Figure 5

Item 5: Learning vocabulary with authentic texts is more interesting than using only the textbook



Analysis

As shown in Table 5, the students had very positive perceptions towards learning vocabulary from authentic texts rather than depending on textbooks only. The highest percentage of responses was Strongly Agree (42%), followed by Agree (38%). On the other hand, only 8 % of the participants selected Neutral, 7 % selected Strongly Disagree, and 5 % selected Disagree. The results indicated that in general, 80% of the students were in favor of using authentic texts in vocabulary learning rather than traditional textbook-based instruction, while only 12% of the students had negative opinions.

Interpretation

The findings indicate that authentic texts are more interesting for students than traditional textbooks in learning vocabulary. Use of real language examples seems to increase the learners' interest as it provides the vocabulary in meaningful communicative contexts which are representative of authentic language use. This preference indicates that the use of contextualized materials may foster classroom engagement and motivate students to become more active participants in vocabulary learning. Other students favored traditional instructional materials or were undecided. Overall, the responses

indicate a strong preference for the use of authentic resources in teaching the English language.

Discussion

The results are consistent with the theoretical framework of this study that emphasizes the importance of authentic language materials in vocabulary instruction. Corpus-informed materials enable learners to be more engaged as they connect classroom activities to real communicative situations and not just to textbook examples (Le Foll E. , 2023). Likewise, Khojasteh and Mukundan (2025) contend that corpus-based materials are in line with the principles of Communicative Language Teaching as they expose learners to meaningful language patterns in real contexts, thereby making vocabulary learning more relevant and communicative. Curry and McEnery (2025) also share that corpus linguistics provides authentic evidence of language use where students can learn vocabulary through real language instead of contrived sentences. The high level of agreement reported by the participants, therefore, supports the idea that authentic texts increase students' interest and contribute to more meaningful vocabulary learning experiences.

3.1.6. Corpus examples help me understand how words change meaning in different contexts

Table 6

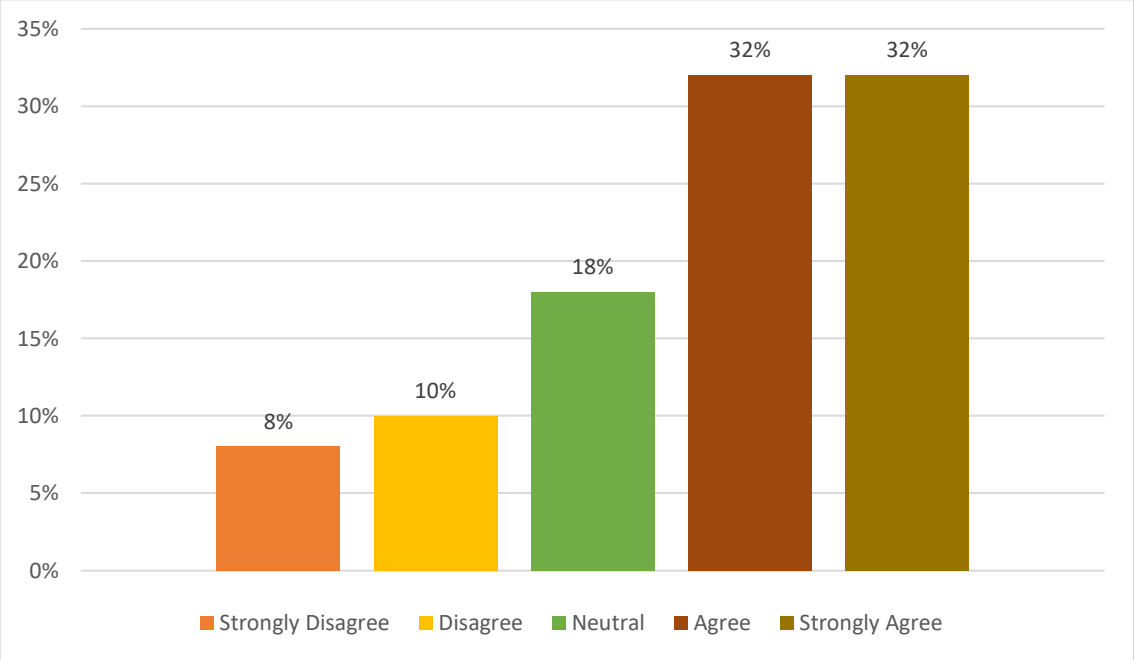
Corpus examples help me understand how words change meaning in different contexts

Response Category	Frequency	Percentage
Strongly Disagree	5	8%
Disagree	7	10%
Neutral	11	18%
Agree	19	32%

Strongly Agree	19	32%
Total	**60**	**100%**

Figure 6

Item 6: Corpus examples help me understand how words change meaning in different contexts



Analysis

As shown in Table 6, students had generally positive perceptions of using corpus examples to understand how words change meaning in different contexts. The highest percentage of responses was equally attributed to Agree (32%) and Strongly Agree (32%) for a total of 64% of the participants. On the other hand, 18% chose Neutral, 10% chose Disagree, and 8% chose Strongly Disagree. Generally, the results suggest that most students felt the corpus examples helped them to understand how vocabulary varies in different communicative contexts.

Interpretation

These results show that students are aware of the usefulness of real language examples to understand that words can have different meanings and functions according to the context in which they are used. It seems that multiple examples are better for learners to find differences in meaning, grammatical use, and typical word combinations, which are difficult to see through isolated vocabulary lists. However, the neutral and negative responses indicate that some students may not yet be able to interpret contextual differences and may need additional guidance from teachers to develop this skill effectively.

Discussion

The findings are consistent with the theoretical framework of this study, which highlights the importance of authentic language input for understanding vocabulary in context. Curry and McEnery (2025) explain that corpus linguistics provides authentic examples of language use that allow learners to observe how words function naturally across different communicative situations rather than through isolated definitions. Likewise, Tieu and Baker (2022) emphasize that repeated exposure to authentic examples helps learners recognize lexical patterns and understand how vocabulary changes according to context. Furthermore, Zhang and Xia (2025) argue that corpus-based instruction promotes deeper lexical knowledge by enabling students to analyze vocabulary use in real communicative settings and apply words more appropriately. Therefore, the positive perceptions reported by most participants support the view that corpus examples facilitate a more comprehensive understanding of vocabulary by demonstrating how meaning varies across authentic contexts.

3.1.7. I can easily identify word patterns (collocations) using corpus activities

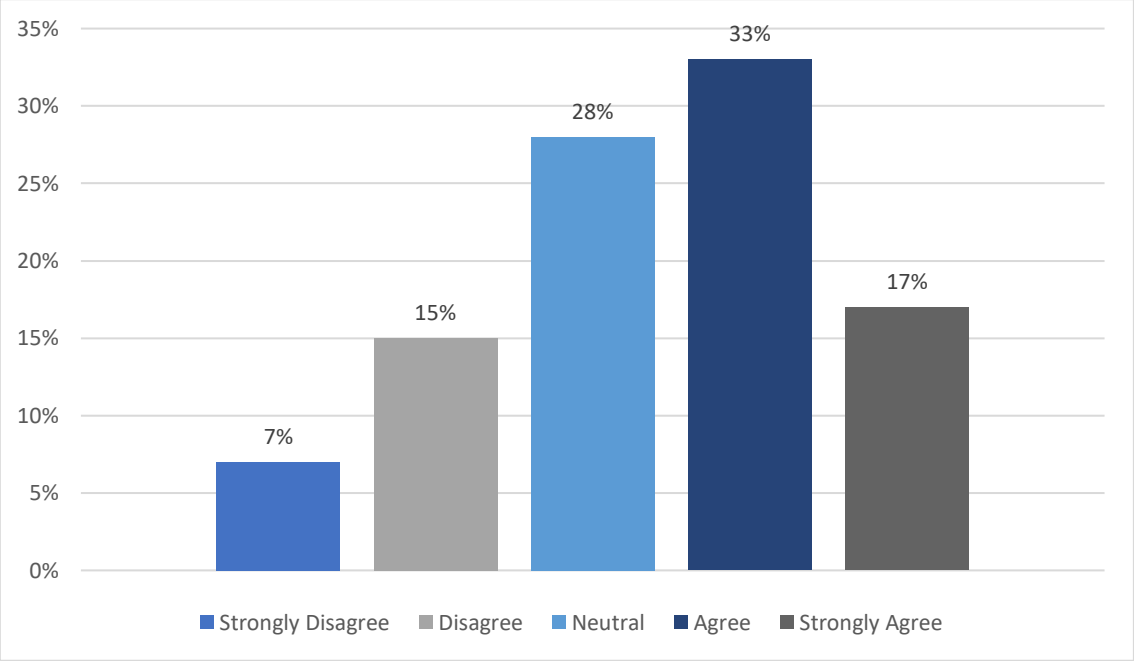
Table 7

I can easily identify word patterns (collocations) using corpus activities

Response Category	Frequency	Percentage
Strongly Disagree	4	7%
Disagree	9	15%
Neutral	17	28%
Agree	20	33%
Strongly Agree	10	17%
Total	**60**	**100%**

Figure 7

Item 7: I can easily identify word patterns (collocations) using corpus activities



Analysis

Students demonstrated positive general perceptions of their ability to identify word patterns (collocations) through corpus activities, as shown in Table 7. The highest percentage of responses was Agree (33%) followed by Neutral (28%) and Strongly Agree (17%). At the same time, 15% of participants chose Disagree and 7% Strongly Disagree.

Overall, 50% of the students agreed that the corpus activities helped them identify collocations more easily, 22% had negative perceptions, and 28% were neutral.

Interpretation

The results show that many students have found corpus activities useful to discover common word combinations that occur naturally in English. It appears that seeing examples of language in use helps learners to notice how words are used together and this helps them to use vocabulary in a more natural way. However, the relatively high proportion of neutral responses suggests that identification of collocations may be a difficult skill for some learners, particularly those with little experience of using corpus-based resources. Therefore, some explicit instruction and guided practice may be required to help students gain greater confidence in identifying lexical patterns.

Discussion

The findings are congruent with the theoretical basis of this study about the function of corpus-based instruction in the development of lexical competence. According to Szudarski (2024), learning from corpora helps students to recognize collocations and other recurring lexical patterns by providing them with real language data. Likewise, Tieu and Baker (2022) claim that the more authentic language examples learners see, the more they will be able to identify the most frequent word combinations and the more suitable use of these in communication. Furthermore, Zhang and Xia (2025) note that vocabulary knowledge involves not only single words, but also the ability to recognize and generate lexical patterns that occur naturally in real communicative contexts. Therefore, the results suggest that corpus activities can help develop collocational knowledge, although some learners might need additional support to successfully identify these patterns.

3.1.8. Corpus-based lessons help me learn correct spelling of new words

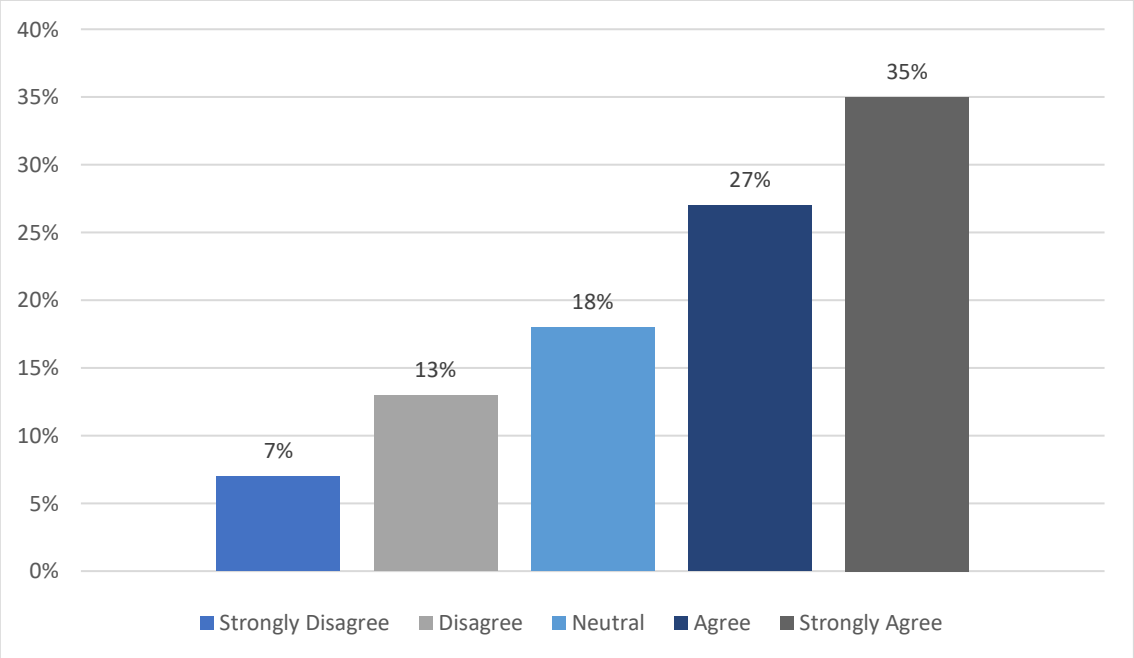
Table 8

Corpus-based lessons help me learn correct spelling of new words

Response Category	Frequency	Percentage
Strongly Disagree	4	7%
Disagree	8	13%
Neutral	11	18%
Agree	16	27%
Strongly Agree	21	35%
Total	**60**	**100%**

Figure 8

Item 8: Corpus-based lessons help me learn correct spelling of new words



Analysis

Table 8 shows that students generally had positive perceptions of the contribution of corpus-based lessons to learning the correct spelling of new vocabulary. The greatest

percentage of responses was Strongly Agree (35%), followed by Agree (27%). In the meantime, 18% of the participants opted for Neutral, 13% opted for Disagree, and 7% opted for Strongly Disagree. In general, 62% of the students agreed that the corpus-based lessons helped them to improve the spelling of new words, and 20% gave negative perceptions.

Interpretation

The findings suggest that exposure to authentic samples of language assists students in recognizing and recalling the correct spelling of new vocabulary. Repeated exposure to words in meaningful written contexts may increase learners' awareness of orthographic patterns and their ability to map word forms onto their meanings and uses. The neutral and negative responses however, show that some of the students may still be using traditional memorization methods, or need more practice to gain confidence in spelling unfamiliar words correctly. This suggests the need to supplement corpus-based activities with explicit instructional support where appropriate.

Discussion

The results are in line with the theoretical background of this study on benefits of exposure to authentic language for vocabulary learning. Corpus linguistics provides learners with access to authentic written language, enabling them to see vocabulary in context and to become more familiar with correct word forms (Curry and McEnery, 2025). Similarly, Tieu and Baker (2022) argue that learners' knowledge of words is promoted by repeated exposure to authentic language examples as they are more able to identify words in meaningful contexts. In addition, Zhang and Xia (2025) claim that the application of corpus-based instruction promotes a more profound vocabulary learning as learners can have a more thorough understanding of lexical items, such as their written

forms and appropriate usage in authentic communication. Therefore, the positive perceptions reported by most participants suggest that corpus-based lessons can be beneficial not only for vocabulary acquisition but also for the accurate recognition and spelling of new words.

3.1.9. I feel motivated to learn English vocabulary through corpus activities

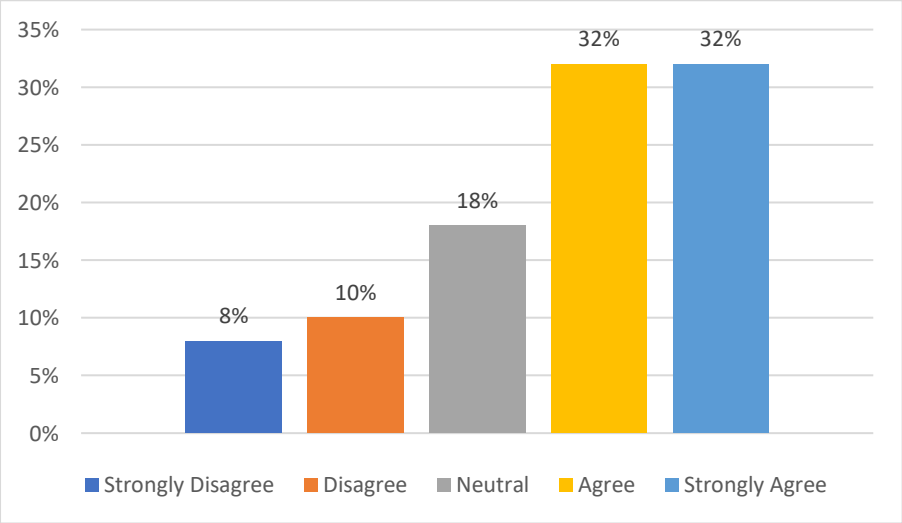
Table 9

I feel motivated to learn English vocabulary through corpus activities

Response Category	**Frequency**	**Percentage**
Strongly Disagree	5	8%
Disagree	6	10%
Neutral	11	18%
Agree	19	32%
Strongly Agree	19	32%
Total	**60**	**100%**

Figure 9

Item 9: I feel motivated to learn English vocabulary through corpus activities



Analysis

Table 9 shows that students generally had positive perceptions of their motivation to learn English vocabulary through corpus activities. The highest percentages of responses were for Agree (32%) and Strongly Agree (32%) in equal measure, making up 64% of the participants in total. At the same time, 18% chose Neutral, 10% chose Disagree, and 8% chose Strongly Disagree. Overall, the results indicate that most of the students were motivated to learn vocabulary through corpus-based activities.

Interpretation

Results indicate that students' motivation is enhanced as they are provided with authentic language in meaningful communicative contexts. Learning vocabulary in the real examples appears to make the classroom activities more interesting and meaningful, and motivates students to actively engage in the learning process. While some participants viewed the use of authentic materials as neutral or negative, the overall findings indicate that authentic materials can increase learners' interest and make the process of learning new words more attractive. At the same time, the presence of some less positive answers suggests that motivation could also be related to individual learning preferences and previous experience with corpus-based instruction**.**

Discussion

The findings are consistent with the theoretical framework presented in this study regarding the motivational value of authentic language materials. As Le Foll (2023) states, corpus-informed materials facilitate learner motivation, as they connect classroom activities with authentic communicative contexts, thus making language learning more meaningful and relevant. Likewise, Basal et al. (2024) claim that corpus-based activities encourage students to be more active participants since they are allowed to explore

authentic language by themselves. Likewise, Khojasteh and Mukundan (2025) state that this pedagogical approach is consistent with the principles of Communicative Language Teaching as it provides meaningful language experiences that enhance learners' motivation and participation in the classroom. These findings are in line with the results of the present study, in which most of the students had positive perceptions of vocabulary learning through authentic language. This suggests that corpus-based activities can help create a more engaging learning environment and, at the same time, help students expand their English vocabulary in meaningful contexts.

3.1.10. Using technology for vocabulary learning helps me learn better

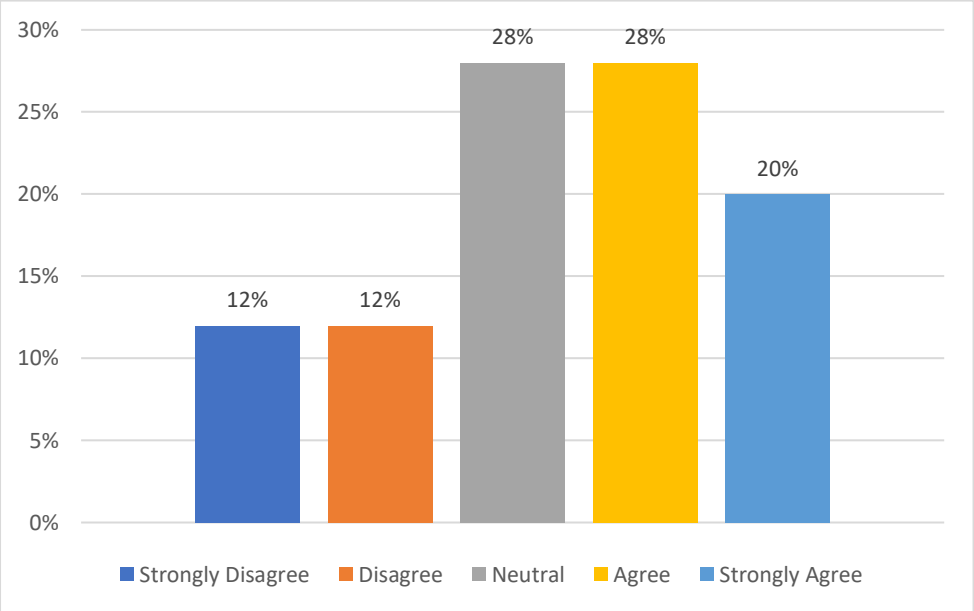
Table 10

Using technology for vocabulary learning helps me learn better

Response Category	**Frequency**	**Percentage**
Strongly Disagree	7	12%
Disagree	7	12%
Neutral	17	28%
Agree	17	28%
Strongly Agree	12	20%
Total	**60**	**100%**

Figure 10

Item 10: Using technology for vocabulary learning helps me learn better



Analysis

Students' perceptions of the use of technology for vocabulary learning are presented in Table 10. The results showed that students' perceptions of the use of technology for vocabulary learning were moderately positive. The highest percentages of responses were equally to Agree (28%) and Neutral (28%) followed by Strongly Agree (20%). And Disagree and Strongly Disagree in total comprised 12% of the responses. Overall, 48% of students reported that technology helped them learn vocabulary better, with 24% holding negative views and 28% remaining neutral.

Interpretation

The findings suggest that students, in general, perceive technology as useful for vocabulary learning but their attitudes are not as positive as those reported for other aspects of corpus-based instruction. Digital resources can provide access to authentic samples of language and chances for independent practice, leading to a more flexible and interactive vocabulary learning process. The fairly high number of neutral responses,

however, suggests that some students may have limited experience in the use of these resources, or are not yet fully convinced of their effectiveness. The results suggest that merely providing access to technology is not enough. To get the most out of digital resources, they need to be integrated into classroom instruction with clear direction and intentional learning activities.

Discussion

The findings are consistent with the theoretical framework of this study regarding the role of technology in corpus-based language learning. Basal et al. (2024) explain that technology facilitates data-driven learning by allowing students to explore authentic language independently and actively participate in vocabulary learning. Likewise, Gong (2022) argues that digital corpus tools create opportunities for learners to analyze authentic language use while promoting greater autonomy and interaction during the learning process. Similarly, Ma et al. (2022) stress that the effective use of corpus-based technology depends on adequate teacher support, so that learners can utilize digital resources effectively and with confidence. In general, students had a positive perception towards technology in vocabulary learning, but the findings also indicate that the technology's effectiveness relies on proper pedagogical implementation and ongoing support from teachers.

3.1.11. Corpus tools make vocabulary lessons clearer

Table 11

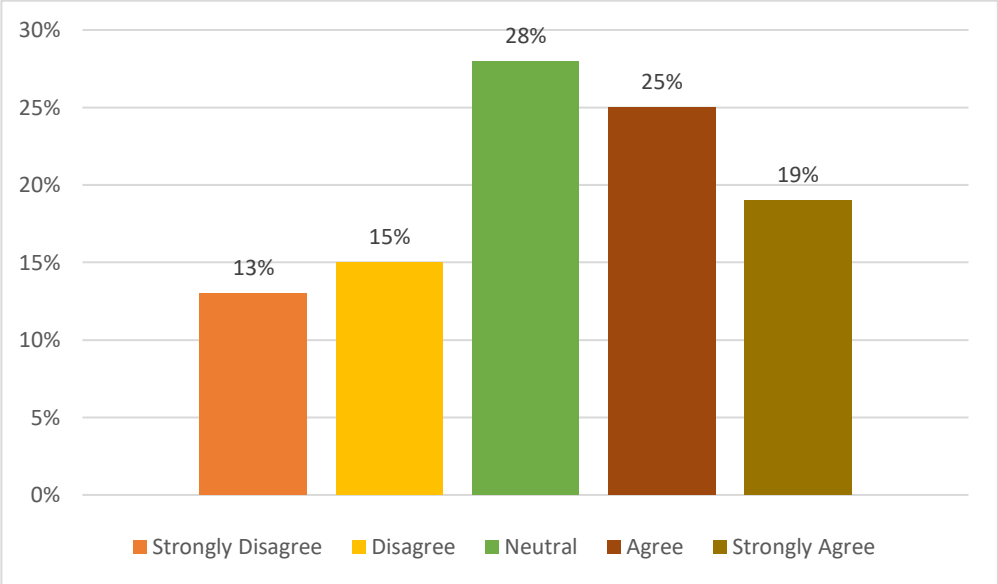
Corpus tools make vocabulary lessons clearer

Response Category	Frequency	Percentage
Strongly Disagree	8	13%
Disagree	9	15%

Neutral	17	28%
Agree	15	25%
Strongly Agree	11	19%
Total	**60**	**100%**

Figure 11

Item 11: Corpus tools make vocabulary lessons clearer



Analysis

The results shown in Table 11 indicated that the students had a mixed perception of the clarity of the vocabulary lessons with corpus tools. The largest portion of responses was Neutral (28%), followed by Agree (25%) and Strongly Agree (19%). At the same time, 15% of participants selected Disagree, and 13% selected Strongly Disagree. Overall, students had positive perceptions of the program (44%), neutral perceptions (28%), and negative perceptions (28%).

Interpretation

The findings show that the majority of the students think that corpus tools are useful to clarify the vocabulary lessons, but not all the participants agree with this idea. Examples of authentic language may help learners to understand vocabulary by demonstrating the use of words in real communicative situations; thus, explanations are more meaningful than isolated definitions. However, the relatively high proportions of neutral and negative responses suggest that some students may find corpus tools difficult to interpret without adequate teacher guidance or prior experience. These findings indicate that the effectiveness of corpus tools is not simply a function of the tools, but also of their incorporation in classroom instruction.

Discussion

The findings are in line with the theoretical framework of the present study, indicating that the effectiveness of corpus-based teaching is related to the use of authentic materials, as well as appropriate teacher guidance. According to Ma et al. (2022), students benefit more from corpus-based learning when teachers explicitly guide them on how to interpret examples of authentic language. Basal et al. (2024) similarly explain that technology-supported corpus activities promote active learning, but the success of these activities hinges on careful instructional planning. Curry and McEnery (2025) also stress that corpus linguistics helps learners to understand vocabulary by exposing them to natural patterns of language use rather than decontextualized explanations. In line with these ideas, the results show that while many students find the corpus tools useful to clarify vocabulary learning, it is still necessary for teachers to guide students to make sure that every learner benefit from this approach.

3.1.12. I participate more actively in vocabulary lessons using corpus examples

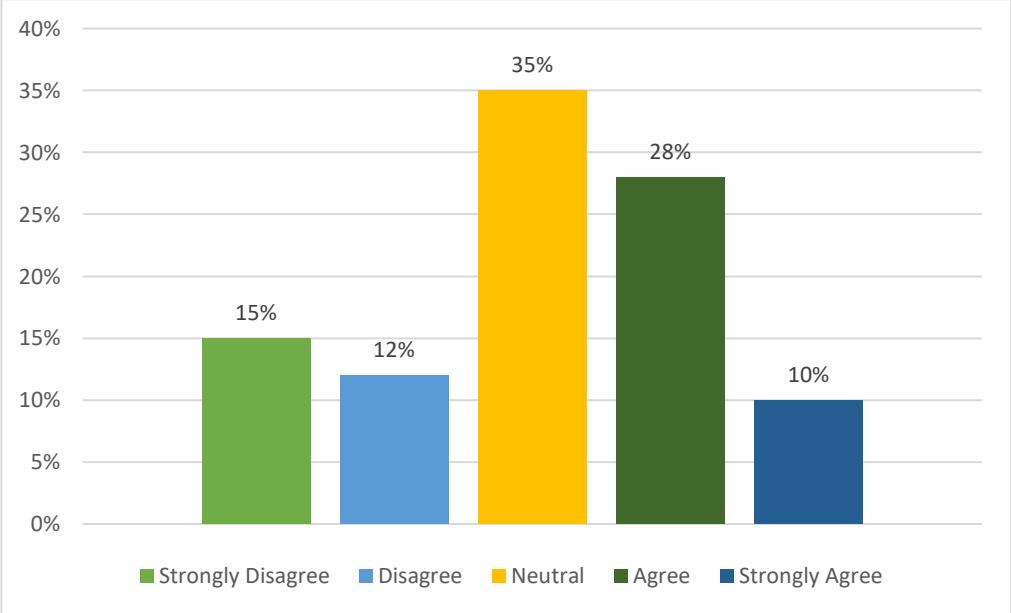
Table 12

I participate more actively in vocabulary lessons using corpus examples

Response Category	Frequency	Percentage
Strongly Disagree	9	15%
Disagree	7	12%
Neutral	21	35%
Agree	17	28%
Strongly Agree	6	10%
Total	**60**	**100%**

Figure 12

Item 12: I participate more actively in vocabulary lessons using corpus examples



Analysis

Table 12 shows that students had mixed feelings about their participation in vocabulary lessons with corpus examples. The highest percentage was Neutral (35%) and the second highest was Agree (28%). Further, 15% of the respondents selected Strongly Disagree, 12% selected Disagree, and only 10% selected Strongly Agree. Overall, 38% of the students reported that the use of corpus examples helped them to be more active in vocabulary lessons, 27% reported negative perceptions, and 35% were neutral.

Interpretation

Therefore, the findings have implications for the use of corpus examples in the classroom in terms of promoting classroom participation, although the effect of corpus examples on active participation was less clear than the effect of corpus examples on other dimensions of vocabulary learning. While authentic language materials may create opportunities for discussion and interaction, not all learners seem to be more actively involved during lessons. The relatively high percentage of neutral answers suggests that participation might be dependent on other factors, such as students' confidence, classroom dynamics, or the instructional strategies employed by the teacher. Therefore, corpus examples by themselves may not be enough to increase participation unless they are combined with interactive learning activities and adequate classroom support.

Discussion

The findings are in line with the theoretical framework of this study that authentic language materials can promote classroom interaction if incorporated with the right teaching strategies. As Basal et al. (2024) note, "the corpus-based activities promote active learner engagement as students can examine authentic language collaboratively". Similarly, Le Foll (2023) states that the corpus-informed materials enhance the learner's engagement by linking the classroom tasks with meaningful communicative situations. However, Ma et al. (2022) point out that the success of corpus-based instruction heavily relies on teacher guidance and the design of learning activities that actively engage students. Thus, although corpus examples have the potential to foster classroom participation, the present findings indicate that authentic materials should be complemented by interactive instructional strategies to enhance student involvement.

3.1.13. I can use new vocabulary correctly after corpus-based instruction

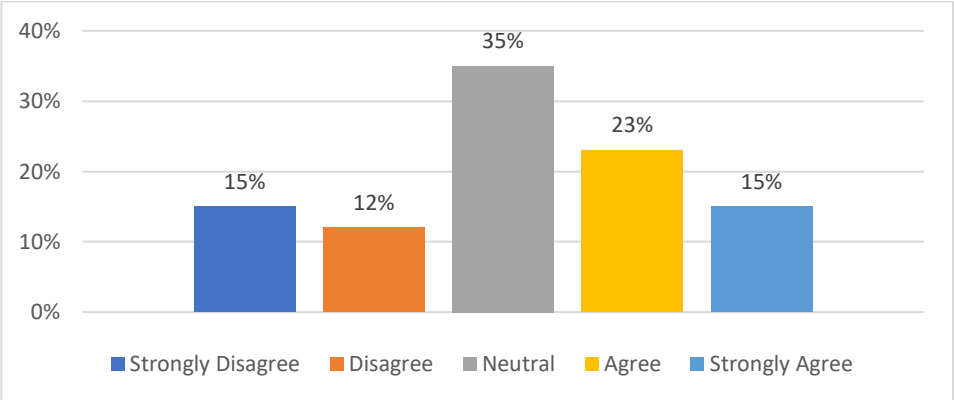
Table 13

I can use new vocabulary correctly after corpus-based instruction

Response Category	Frequency	Percentage
Strongly Disagree	9	15%
Disagree	7	12%
Neutral	21	35%
Agree	14	23%
Strongly Agree	9	15%
Total	**60**	**100%**

Figure 13

Item 13: I can use new vocabulary correctly after corpus-based instruction



Analysis

As shown in Table 13, students had different perceptions about their ability to use new vocabulary correctly after corpus-based instruction. The largest percentage of responses was for Neutral (35%) followed by Agree (23%). Moreover, 15% of the participants selected Strongly Agree, 15% selected Strongly Disagree, and 12% selected

Disagree. Overall, 38% of the students had positive perceptions, 35% were neutral, and 27% had negative perceptions.

Interpretation

These results indicate that corpus-based instruction may facilitate the accurate use of new words by some learners, although this was not consistently perceived by all participants. Authentic language examples offer good opportunities to study the vocabulary in meaningful communicative contexts, but the transfer of this knowledge to correct language production seems to be a more difficult process. The high number of neutral responses indicates that a lot of students may not yet feel confident using new vocabulary correctly. Therefore, continued practice and guidance from teachers may be needed to help learners move from vocabulary recognition to accurate language use.

Discussion

The results are consistent with the theoretical framework of this study, which emphasizes that vocabulary learning involves not only word recognition but also their appropriate use in genuine communication. Zhang and Xia (2025) argue that corpus-based instruction enriches productive vocabulary knowledge by allowing learners to see how words behave in real communicative contexts before they are used in learners' own language production. Likewise, Khojasteh and Mukundan (2025) state that corpus-based instruction encourages meaningful vocabulary development as learners are exposed to the authentic patterns of language that help them use words appropriately. However, Ma et al. (2022) point out that learners require appropriate teacher guidance and continuous practice to effectively transfer vocabulary knowledge into productive language use. Therefore, the present findings suggest that corpus-based instruction provides favorable

opportunities for vocabulary development, but students may need more assistance with confidently and accurately using newly learned vocabulary in communication.

3.1.14. Corpus-based vocabulary learning improves my reading comprehension

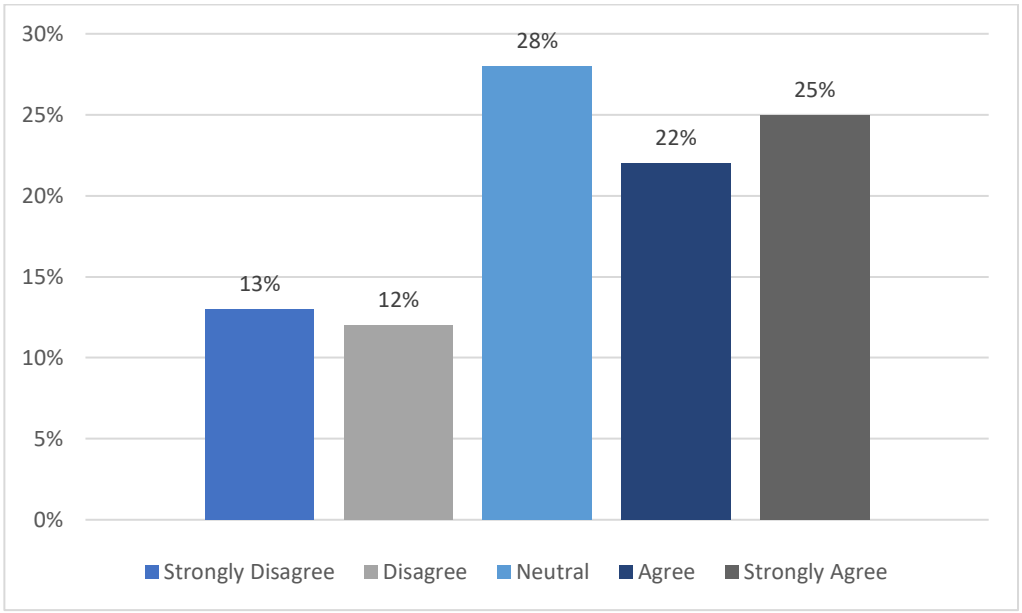
Table 14

Corpus-based vocabulary learning improves my reading comprehension

Response Category	Frequency	Percentage
Strongly Disagree	8	13%
Disagree	7	12%
Neutral	17	28%
Agree	13	22%
Strongly Agree	15	25%
Total	**60**	**100%**

Figure 14

Item 14: Corpus-based vocabulary learning improves my reading comprehension



Analysis

As Table 14 indicates, the students' perception of the effect of corpus-based vocabulary learning on their reading comprehension was moderate. The greatest proportion of responses was Neutral (28%), followed by Strongly Agree (25%) and Agree (22%). At the same time, 13 per cent of the respondents Strongly Disagreed and 12 per cent Disagreed. In general, 47% of the students agreed that corpus-based vocabulary learning helped their reading comprehension, 25% had negative perceptions, and 28% were neutral.

Interpretation

The findings suggest that corpus-based vocabulary learning may improve reading comprehension since it helps students learn vocabulary in real contexts. Learners may find it easier to interpret texts and follow the relationships between ideas as they become more familiar with the meanings, forms and uses of words through real language examples. However, the high percentage of neutral responses suggests that not all students experienced a clear improvement in their reading comprehension. This might suggest that reading comprehension is not only dependent on vocabulary knowledge, but also on other factors, such as reading strategies, background knowledge, and the complexity of the texts presented in instruction.

Discussion

The findings are consistent with the theoretical framework of this study, which emphasizes the association between vocabulary knowledge and reading comprehension. Curry and McEnery (2025) suggest that corpus linguistics helps learners by providing them with real samples of language, thus enabling them to understand vocabulary in the way it is used naturally in a range of communicative contexts, resulting in a better understanding of the language. Likewise, Khojasteh and Mukundan (2025) believe that

the corpus-based instruction facilitates the learners to acquire meaningful vocabulary by exposing them to authentic language which, in turn, enhances their understanding of texts. Besides, Zeng et al. (2025) also argue that promoting vocabulary knowledge through contextualized learning results in better reading comprehension as learners are better able to process lexical information and construct meaning from texts. Hence, the findings indicate that despite the relatively good perceptions of the students, corpus-based vocabulary learning can enhance reading comprehension through the integration of authentic language materials and appropriate instructional practices.

3.1.15. I would like to continue learning vocabulary using corpus-based activities

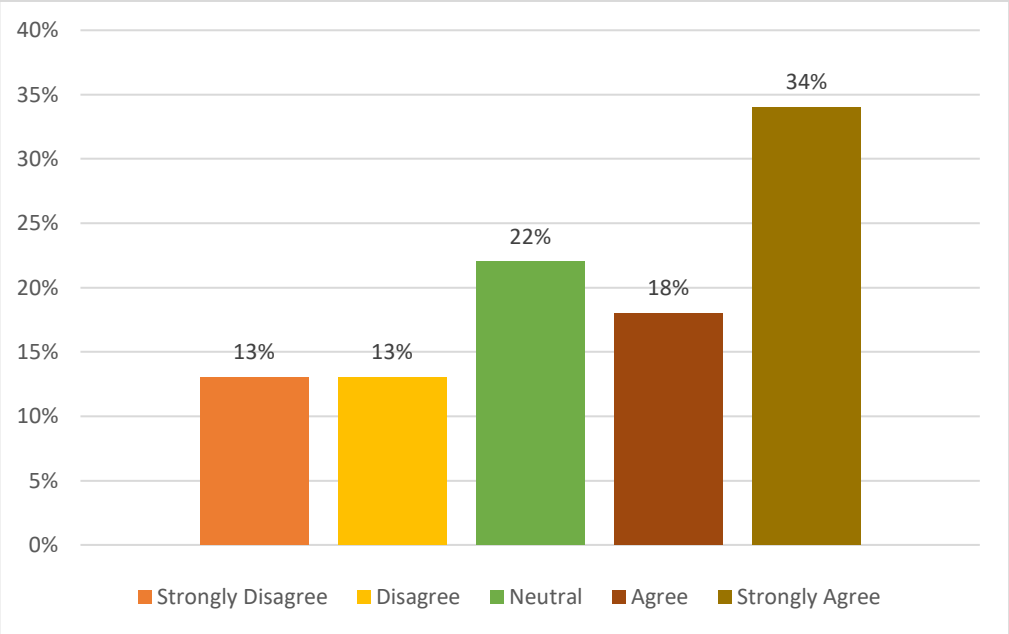
Table 15

I would like to continue learning vocabulary using corpus-based activities

Response Category	**Frequency**	**Percentage**
Strongly Disagree	8	13%
Disagree	7	13%
Neutral	17	22%
Agree	13	18%
Strongly Agree	15	34%
Total	**60**	**100%**

Figure 15

Item 15: I would like to continue learning vocabulary using corpus-based activities



Analysis

Table 15 shows that students' perceptions of their willingness to continue learning vocabulary through corpus-based activities were generally positive. The majority of responses were Strongly Agree (34%), followed by Neutral (22%), and Agree (18%). Then 13% of the participants chose Disagree, and 13% chose Strongly Disagree. Overall, 52% of students expressed their willingness to continue to use the corpus-based activities in learning vocabulary, 26% expressed negative perceptions, and 22% expressed neutral perceptions.

Interpretation

These results indicate that many students are willing to continue learning vocabulary through corpus-based activities as they find authentic language examples meaningful and relevant to their learning process. It appears that exposure to real language makes the teaching of vocabulary more interesting and useful, thus encouraging students to continue to have an interest in this kind of instruction. However, the presence of neutral and negative responses shows that not all learners are equally convinced of the

benefits of corpus-based instruction. Students' acceptance of the continuation of the methodology could be tied to their learning styles, their previous educational background, or their experiences with digital resources.

Discussion

The results support the theoretical framework of this study that stresses the significance of corpus-based instruction in encouraging learner engagement and effective vocabulary learning. According to Le Foll (2023), corpus-informed materials boost learner motivation because classroom activities are more closely related to real-life communicative situations, which makes learning more relevant to students' needs. Similarly, Basal et al. (2024) claim that corpus-based activities motivate learners to actively engage in real language exploration, which in turn increases their interest and autonomy during the learning process. Moreover, Khojasteh and Mukundan (2025) state that corpus-based teaching facilitates meaningful language learning since authentic samples aid learners in comprehending vocabulary in real communicative contexts. Thus, the positive perceptions reported by many participants suggest that corpus-based activities are viewed as an interesting teaching method that students are generally willing to continue using in vocabulary classes in the future.

3.2. Analysis of Interviews

Interviews with the Vice Rector, the English Coordinator, and a classroom English teacher reveal a consistent institutional and pedagogical perspective on incorporating corpus linguistics into vocabulary teaching. All three participants emphasize the importance of authentic, contextually rich materials and their capacity to improve vocabulary acquisition, student motivation, and communicative skills. While the Vice Rector focuses on institutional advancement and professional development for teachers,

the Coordinator and the teacher place greater emphasis on practical classroom application and its impact on student learning.

Table 16

Thematic analysis of the interviews

Theme / Code	Vice Rector (Institutional View)	Coordinator (Managerial View)	Teacher (Classroom View)
Understanding of Corpus Linguistics	Sees corpus linguistics as a valuable innovation that expands vocabulary through real contexts.	Defines it as a methodological tool using authentic language from real-world texts.	Applies corpus linguistics directly to teach vocabulary through authentic examples.
Quality of Teaching Indicators	Notes that real contexts improve teaching quality; sees potential prestige for the institution.	Emphasizes the need to move from rote memorization to contextual learning.	Notes that the use of corpus-based materials enhances understanding and motivation..
Institutional Policies – Support and Training	Calls for teacher training to overcome rigid Ministry guidelines and adopt new strategies.	Emphasizes the need for proper teacher preparation to adapt corpus data for basic education.	Reports no major challenges but acknowledges the importance of teacher autonomy and creativity.
Student Engagement and Motivation	Believes corpus-based tools increase participation and motivation through real-life relevance.	Notes that students become "language detectives," showing curiosity and active involvement.	Confirms that students are more engaged and confident when learning vocabulary in context.
Challenges in Implementation	Identifies lack of evaluation plans and	Points to technological limitations and	Reports no significant challenges, suggesting

	institutional rigidity as barriers.	complexity of authentic texts for young learners.	smooth adaptation in practice.
Impact on Vocabulary Retention and Use	Expects stronger vocabulary retention and communicative competence.	Observes long-term retention and reduction of L1 interference.	Notes improved vocabulary recall and more natural word use.
Suitability for Seventh Grade	Considers corpus-based tools appropriate for students' cognitive level.	Recommends guided adaptation of corpus materials for age-appropriate use.	Confirms suitability and effectiveness for vocabulary learning in real-life contexts.
Recommendation Basic Education	Strongly supports institutional adoption to enhance prestige and student outcomes.	Recommends corpus linguistics with proper teacher training.	Highly recommends it for its authenticity and student-centered approach.

From different points of view, the Vice Rector, the English Coordinator and the classroom teacher, through their conversations, share a view, though multifaceted, of the use of authentic language data in reshaping the way words are taught in early schooling. While their roles impact their views, each recognizes authentic language exposure as vital to new word learning, and to increasing student interest and confidence in speaking. This idea is true at all levels from institutional planning to classroom implementation.

"Corpus linguistics is not only a way of improving word learning, but also a way of changing the perception that others have of the school, of beginning differently," said the Vise Rector. He says students learn better when they are immersed in real examples of language. This is a breath of fresh air in the old classrooms This is in line with global trends in education, but there are barriers to cross: strict instructions from the Ministry

and there is no clear way of measuring success. Leadership needs to support and staff need to be well trained to move forward. Corporations are generally associated with growth, not only in academic terms, but also in terms of status and long term survival.

As the Coordinator, she leads the process of linking ideas to actual classroom practice. Her view of corpus linguistics is not the textbook rules but examples of spoken and written language in real life. Young minds need input made for them so they must be trained in how to simplify raw language material. Even if the tools are limited or the text feels too dense there is value when students start to notice patterns like investigators. Training is more important than hoping that instructors will have enough intuition to guide them well. And behind every successful data driven application are school decisions and ongoing growth opportunities. It's not about how new the strategies are but whether they are incorporated into everyday practice.

The teacher in the room is the progress index. Real progress in vocabulary knowledge is confidence building and motivating for further research and corpus tools can make that progress obvious. Any questions? He doesn't really notice, the change falling into place like a half-remembered routine. In the classroom they lean forward, voices rise at phrases that really live where they live. The meaning is not forced but illustrated by real examples from everyday speech. Abstract ideas change grades and think all at once. It's common here.

One thing is clear when looking at each view: real language in the mix enhances word learning in profound ways. Schools are advancing new ways from the side of the Vice Rector. It alters the training trajectory. "I see staff adjusting steadily," says the Coordinator. For the teacher, what happens in class is most important, there, results show learners making sense for themselves. The use of real examples encourages students to think actively rather than memorizing lists. Meaning is created by doing, not by

memorizing. When words are felt, lessons are different than when stacked. Questions generate more than answers ever will. Students move inside learning as opposed to waiting it out.

You just don't know what works until results show it over time. Schools provide essential support, but it is equally important that teachers develop through learning opportunities. The choices you make as lessons unfold also shape the path ahead. Language insights stalls rather than grows, leave one out But if given space to breathe, it could change the way words are taught: more profound, more lively, learner-centered.

Looking at the findings, it is clear that corpus linguistics represents an important opportunity for teaching and schools alike. Vocabulary development improves when students are exposed to authentic examples, and student motivation also increases. Classrooms shift toward current methods, though adjustments take time and help. Different views line up here: seventh graders fit well into this approach. Basic education might just gain something steady from it.

3.3. Analysis of Classroom Observation

The classroom observation offered a direct insight into how corpus-based vocabulary teaching is realized in practice. The results indicate varying levels of student engagement and understanding, illustrating both the affordances and challenges of using authentic, data-based materials in seventh grade. Students showed interest in learning vocabulary from real-world texts, but the extent to which they stayed on task and felt confident varied depending on the difficulty of the tasks and how much experience they had with the approach.

Table 17

Observation analysis

Item / Theme	Observed Behavior	Interpretation
Enjoyment of learning vocabulary through real-life examples	Students showed limited attention and struggled with comprehension.	Indicates that authentic materials may require more scaffolding to ensure accessibility and understanding.
Understanding word meaning through sentence context	Students responded positively when words were presented in sentences.	Contextual learning supports comprehension, confirming the value of corpus-based examples.
Retention of new vocabulary	Most students remembered the words but not their meanings.	Suggests partial retention; repetition and semantic reinforcement are needed for deeper learning.
Confidence using new words	Students displayed neutral confidence levels.	Reflects early stages of adaptation to corpus-based instruction; confidence may grow with continued exposure.
Interest in authentic texts vs. textbook	Strongly positive reaction to authentic materials.	Confirms motivational benefits of real-world language input.
Understanding meaning variation in different contexts	Students agreed that corpus examples clarified meaning changes.	Demonstrates awareness of semantic flexibility, a key goal of corpus-based learning.
Identification of collocations	About half of the students could identify word patterns; others struggled.	Reveals uneven lexical awareness, highlighting the need for guided practice in collocation recognition.
Spelling accuracy	Neutral performance; some improvement noted.	Authentic exposure aids spelling indirectly but requires explicit focus for mastery.

Motivation to learn vocabulary through corpus activities	Moderate motivation observed.	Suggests that novelty alone does not guarantee engagement; interactive tasks enhance motivation.
Use of technology for vocabulary learning	Strong agreement; technology perceived as helpful.	Confirms alignment with digital learning trends and student preference for interactive tools.
Clarity of lessons using corpus tools	Lessons perceived as clearer and more structured.	Reinforces the pedagogical advantage of corpus tools in organizing vocabulary instruction.
Active participation	Limited participation due to fear of mistakes.	Indicates affective barriers; supportive feedback and low-stakes activities can foster participation.
Correct use of new vocabulary	Neutral; students could recall words but not always apply them correctly.	Suggests that productive use requires more contextual practice and teacher modeling.
Improvement in reading comprehension	Neutral responses.	Reading benefits may emerge gradually as vocabulary depth increases.
Willingness to continue corpus-based learning	Neutral; students showed curiosity but also hesitation.	Reflects transitional attitudes; sustained exposure may strengthen acceptance and enthusiasm.

Watching a class shows you in detail how using word collections works when it is taught to seventh graders. The results indicate that there is some progress but also ongoing difficulties. The approach is in an early phase of being regularly used. Students value real-world texts more, and tech tools are being brought into lessons. But their involvement is uneven, and their confidence is lagging, so the steady support of teachers is still important.

Learners had mixed feelings about reading real-world material. Such texts were more attended to than ordinary textbooks, but attention and understanding varied unpredictably from person to person. But being authentic doesn't always translate to success. Instructional tasks should be subtly formed, easy to get into, but difficult enough to stretch skills. This showed that words were easier to understand when they were in full sentences. This moment showed that natural language samples help to better understanding of words. It is more probable that phrases will be learned when they are found in their natural habitat, speech."

Students usually remembered individual words, but many still struggled to understand what they meant or to use them properly. This means that knowing a word does not mean we can use it correctly, and emphasizes the value of repeated exposure, semantic support and guided practice. Students also reported moderate levels of confidence, indicating that they were still adapting to the approach. With more experience and regular feedback, they will likely feel more confident and use the language more effectively in communicative situations.

The analysis of the results shows that the use of authentic materials combined with technology can improve learners' motivation. The students showed positive attitudes toward authentic content and indicated that technology supported their learning process. These findings are consistent with previous research on digital language teaching environments, which has suggested that interactive tools can encourage learner engagement and enhance learner independence. But the excitement level was about average, which tells us that novelty alone is not enough to maintain attention over time. Exercises that are based on questions, such as finding word pairs or tracing semantic change, seem to be more effective in stimulating curiosity and involving students.

However, usual pairs of words, spellings or tasks are problematic. Half the learners had problems with seeing how words tend to go together. This shows that vocabulary sense is not uniform across the board. Spelling did not improve much which suggests that hearing or reading correct use is not sufficient without direct instruction. Few were willing to take part. A fear of wrong doing had built a wall in the mind. That wall could be slowly worn away, with gentle practice, and encouraging answers.

Even so, the way corpus tools bring order stood out more clearly now. Because lessons felt neater and easier to follow, their teaching value seemed confirmed. Still, learners did not lean strongly toward sticking with it, attitudes still shifting. Given enough time, watching teachers use them along with school backing might grow deeper approval slowly.

Looking back, what happens in class lines up with what people said in talks and forms. Using word collections makes learning feel real, easier to grasp, stronger in holding interest. Still, it only works well when rolled out step by step, with teachers deeply involved. Results show working with large sets of words fits within school goals. But gains come slowly, needing help along the way, repeated practice, emotional backing, if young learners are to gain most.

In retrospect, teaching with real-language data holds promise, but it is an ever-changing landscape. Real examples plus tech help word knowledge grow, but learners are not sure unless they get clear support. It’s not so much the tools as how the lessons tie meaning, generate interest, and involve teachers hands-on that sticks. Things are changing at the moment; given the space to grow, classrooms could begin to explore language with real questions at an early level.

3.4. Triangulation of Data

From surveys came patterns, while interviews revealed personal views, observations in classrooms showed real-time use. One piece fits next to another, though each stands apart. Real examples of language at work tend to pull learners in, keep them involved. Understanding grows when words appear where they belong. Seen this way, methods shift without announcing it. Learning sticks better when context leads.

Most students really liked working with real-life texts in the class. The average guy found these things more engaging than the usual assignments. People tried digital tools and found that technology could make things easier. Stronger memory for words often indicated progress. Comments included that the spelling got sharper as well. With practice, word choices started to flow more naturally. Yet not all became deeply attached to the process. But there were some who doubted even after seeing it over and over again. Examples made sense if guidance shaped their presentation.

Conversations with teachers provided further insights into daily school operations and confirmed past findings. Real choices matter more than concepts in shaping what happens in the classroom. One principal saw literacy studies as a tool, one that could modernize instruction and improve the institution’s reputation. He incorporated those efforts into broader goals relating to learning standards. He rooted reforms in strategy and community perception rather than ideals that drift away. Another perspective focused on shared barriers, including the long preparation time and the support needed to help teachers adapt lessons for children. And she stressed that fit came first; readiness was more important than speed. Real observations came from a teacher in the room: once learners started using these methods, improvements were seen without delay, not only clearer thinking but also greater motivation and richer vocabulary. Her story wasn’t about perfect promises, but what happens every day.

But classroom scenes told a different story. Interest was sparked around everyday reading, but focus only came if assignments appeared doable. Their confidence was low, held back by fear of mistakes. Participation often was blocked by hesitation. Words adhered to memory, meaning slipped through fingers. Right, using them? That was a hard one. This shows the in-between nature of learning from real examples, pulling towards genuine content but leaning hard on teachers in terms of guiding each step.

Triangulation shows where things fit, and where they don't. All sources agree that corpus linguistics enhances real-world relevance, motivation to learn, via context-rich environments. However, mismatches appear: questionnaires register enthusiastic responses, but observation in classrooms shows hesitations, uncertainty; spoken accounts emphasize school reputation and educator preparation, but what happens in classrooms reveals slow changes with steady guidance. Such contrasts work together instead of clashing, revealing how layered it is to bring data-driven teaching into early schooling.

Truth be told, signs point to corpus linguistics being way bigger than just a new technique. Matching school aims with what actually happens in class ties together rules, teaching moves, and how students feel about learning. Still, lasting results rely heavily on step-by-step rollouts, useful responses over time, plus chances for educators to grow professionally. When feelings around language are taken seriously, meaning gets richer, and instructors learn to navigate corpora well - only then do real gains from genuine language exposure come through.

In general, the utilizations of different methods demonstrate that the teaching of words would be improved by the use of language corpora with real examples, better engagement, and better communication skills. The evidence is relevant to schools, leadership practices and actual lessons, but ongoing support is also vital. What's striking here is that learning from language corpora is not a matter of memorizing words, but of

getting inside how people actually speak and write, and making sense of it as you go along.

CHAPTER IV:

PROPOSAL

The application of corpus linguistics to English language teaching has become an increasingly relevant strategy to enhance vocabulary teaching with authentic language. Corpus-Based Instruction (CBI) is based on authentic language data, providing learners with authentic language input and encouraging evidence-based teaching and learner autonomy (Li et al., 2025). Conversely, DDL encourages learners to discover the linguistic patterns and the rules of the language by exploring real examples of the language, which leads to a more learner-centered approach to language learning (Li et al., 2025).

Previous studies have also revealed pedagogical benefits of corpus-based vocabulary instruction. Through discovery learning, learners come across vocabulary in real contexts, acquire rich information about collocations and grammatical patterns, and develop investigative strategies (Idrizi, 2020). Furthermore, the use of naturally occurring language rather than invented textbook examples may increase learners' motivation as it is similar to the language they are likely to hear outside the classroom (Idrizi, 2020)

Based on these contributions and the findings of the present study, which indicated positive perceptions of corpus-based vocabulary instruction, this proposal aims to offer a practical teacher's guide to foster the incorporation of corpus linguistics in seventh-grade English lessons. The proposal aims to offer teachers classroom activities that include authentic examples of language and corpus-informed resources to support the reinforcement of vocabulary learning for meaningful communicative contexts.

4.1 Justification

The results of this study have shown that corpus-based vocabulary instruction is a valuable alternative to enrich English language teaching. The present proposal has been

designed based on these results. The students had positive perceptions towards authentic language examples and corpus-informed activities, but the results also highlighted the need for practical resources to help teachers incorporate these approaches into their regular classroom practice. The proposal aims, therefore, to offer a structured guide for the implementation of corpus-based vocabulary instruction in seventh grade English classes.

Recent research on corpus linguistics and language education also supports the proposal. Curry and McEnery (2025) address the importance of corpus linguistics in the shift from intuition-based approaches to empirical, data-based approaches based on real-world language use. They also note that despite the potential of corpus linguistics to improve pedagogical practices, there are still areas of language teaching where corpus linguistics has yet to be fully integrated. These findings re-emphasize the necessity of equipping teachers with practical strategies that could make corpus-informed instruction more accessible in the school context.

In a similar vein, Khojasteh and Mukundan (2025)emphasize the significance of corpus-based approaches in enhancing the accuracy and relevance of teaching materials to mirror real-life language use. The authors also argue that the pedagogical value of educational materials can be increased and the linguistic needs of learners can be better catered for by incorporating corpus-based findings in them. These contributions guide the design of classroom activities in which students are exposed to authentic vocabulary in meaningful communicative contexts rather than solely to traditional textbook exemplars.

Another important element of this proposal is the support for teachers. Le Foll (2023) underlines that although there is a wealth of research showing the benefits of employing corpora in language teaching, they are underused in pre-tertiary education. The author also found that the development of teachers' corpus literacy and the guidance

for the development of corpus-informed teaching materials can help to bridge the gap between corpus research and classroom practice. The current proposal, therefore, aims to propose not only classroom activities but also practical guidance for teachers in integrating corpus linguistics in vocabulary teaching.

If this proposal is implemented, it will be beneficial for both teachers and students. Teachers will involve pupils in practical classroom activities using authentic language. Students will have more chances to learn new vocabulary through meaningful contexts, recognize common lexical patterns, and use new vocabulary in communicative settings. In this regard, the proposal aims to enhance vocabulary teaching through the promotion of a more contextualized, evidence-based, and learner-oriented way of teaching the English language.

4.2 Objectives of the Proposal

4.2.1 General objective

To provide English teachers at Unidad Educativa 28 de Septiembre with a practical corpus-based instructional guide that supports vocabulary teaching through authentic language materials and communicative classroom activities.

4.2.2 Specific objectives

- To provide teachers with practical guidance on integrating corpus linguistics into vocabulary instruction through classroom activities based on authentic language use.
- To promote the use of corpus-informed materials that help students recognize vocabulary, collocations, and lexical patterns in meaningful contexts.
- To encourage communicative vocabulary learning by incorporating activities that allow students to apply new vocabulary in speaking, reading, and writing tasks.

- To support teachers in implementing vocabulary lessons that combine authentic language examples, guided practice, and formative assessment.

4.3 Description of the Proposal

The proposal is a practical teaching guide for the English teachers who teach seventh-grade students in the Unidad Educativa 28 de Septiembre. It aims to facilitate the integration of corpus linguistics into vocabulary instruction by means of a number of classroom activities based on authentic language use.

The guide is structured into thematic instructional units that present vocabulary by means of authentic examples taken from corpus-informed resources. The lessons are based on a communicative sequence that leads students to notice patterns of language, to see vocabulary in context, to practice new words in guided activities, and to use them in communicative tasks that have meaning. This will encourage students to move away from learning isolated words and get a better understanding of vocabulary as it is used naturally.

Each lesson has specific learning objectives, target vocabulary, recommended teaching materials, classroom procedures, communicative activities, assessment strategies, and teacher recommendations. The activities are flexible so that they can be adapted to the characteristics of the classroom and the resources available in the school.

The proposal also provides practical suggestions to teachers on how to select authentic language examples and integrate corpus-based resources into their lessons without needing to have an advanced knowledge of corpus linguistics. The focus is on using real language to help students learn vocabulary in contexts that make sense, and getting students to take an active role in their learning.

The overarching aim of the proposal is to offer teachers a convenient and user-friendly resource that enhances vocabulary instruction, encourages contextualized language learning, and facilitates the use of authentic materials in English teaching.

4.4 Methodological Approach

The suggested instructional guide is based on the learner-centered approach that favors vocabulary learning through the authentic use of language and active participation in the classroom. The activities have been developed following the principles of Corpus Linguistics, Data-Driven Learning (DDL) and Communicative Language Teaching (CLT) to motivate the students to observe language patterns in context and to make use of newly acquired vocabulary in meaningful communicative situations.

The guide incorporates real language input from corpus-informed resources to expose students to vocabulary in its natural context in spoken and written English . The lessons do not merely teach words in isolation but rather promote the recognition of lexical combinations, the recognition of words in context, and an understanding of how words function in real communication.

The instructional sequence is the slow process of learning. Students are first shown real examples of language, so they can see vocabulary in context. Then they engage in guided activities which help them analyze meaning, pick out collocations and see common lexical patterns. Finally students perform communicative activities in speaking, reading or writing activities using the target vocabulary. This development takes learners through observation, controlled practice and into meaningful language production.

The teacher is a facilitator throughout the guide, encouraging students to explore real language examples, to discuss and to give feedback in the learning process. In turn, students are actively involved in observing, analyzing, practicing and applying vocabulary in communicative settings.

The proposal also incorporates formative assessment strategies so that teachers can track students' vocabulary development within each lesson. Students' progress is monitored by observation, classroom participation, guided practice and communicative performance. This provides timely feedback to support vocabulary learning.

4.5 Structure of the Teachers' Guide

This instructional guide is organized as a series of lessons to facilitate the integration of corpus-informed vocabulary instruction into seventh grade English classrooms. Each lesson follows the same format to ensure consistency and ease of implementation in the classroom.

Every lesson includes the following elements:

- Lesson title, showing the vocabulary topic studied in the class.
- Learning outcome, defining the vocabulary knowledge and the communicative skills that students should acquire.
- Target vocabulary to be practised (the lexical items, collocations or lexical chunks).
- Teaching materials: a list of the resources required for the lesson, e.g. worksheets, authentic language examples, corpus-informed materials, flashcards, or digital resources.
- Warm-up activity, to activate prior knowledge of students and introduce the topic of the lesson.
- Presentation of authentic language in which students see vocabulary in corpus-informed examples in meaningful contexts.

- Guided practice Activities that help students to analyze meanings, spot lexical patterns, recognize collocations, and practice vocabulary with the support of the teacher.
- Communicative practice, e.g. pair work, group activities, role plays, reading activities, short writing activities, or classroom discussions, where students can use the target vocabulary.
- Assess, including formative evaluation strategies to monitor students' participation, vocabulary use, and progress during the lesson.
- Homework or extension activity, giving students additional chances to reinforce their vocabulary learning outside the classroom.

The guide is intended to be flexible, allowing teachers to adapt the activities to the students' needs, classroom time, and available technological resources. The lessons are based on corpus-informed materials but can be used with printed materials too if access to the internet or digital devices is limited.

.4.6 Lesson Plans

This instructional guide consists of six lesson plans to facilitate the incorporation of corpus linguistics in the vocabulary instruction of seventh grade EFL students. Each lesson follows a similar instructional sequence, beginning with authentic language input, followed by guided vocabulary practice and ending with communicative activities. The lessons are sequenced to gradually build vocabulary through repeated exposure to authentic language examples and meaningful use of language.

The lesson plans were intended to provide teachers with practical classroom resources that could be used with printed corpus-informed materials or freely available corpus tools. Each lesson includes: specific learning objectives, target vocabulary, teaching materials,

classroom procedures, formative assessment methods and follow-up activities. This enables teachers to tailor the lessons to the needs of the students and the resources available in their classrooms.

Table 18
Provides an overview of the instructional guide.

Lesson	Topic	Main Objective	Time
Lesson 1	Introducing Vocabulary through Authentic Language	To identify the meaning of new vocabulary through authentic language examples.	80 min
Lesson 2	Learning Vocabulary through Collocations	To recognize common collocations used in everyday communication.	80 min
Lesson 3	Discovering Meaning through Concordance Lines	To infer vocabulary meaning using contextual information.	80 min
Lesson 4	Recognizing Lexical Patterns	To identify recurring lexical patterns in authentic language.	80 min
Lesson 5	Applying Vocabulary in Communication	To use new vocabulary in communicative speaking and writing tasks.	80 min
Lesson 6	Vocabulary Review Project	To consolidate vocabulary through collaborative communicative activities.	80 min

As an example of the proposed instructional sequence, Table 4.2 presents the structure of the first lesson included in the guide.

Table 19
Example of Lesson Plan 1

Component	Description
Lesson Title	Introducing Vocabulary through Authentic Language

Learning Objective	Students identify the meaning of new vocabulary by analyzing authentic language examples presented in meaningful contexts.
Target Vocabulary	School vocabulary and high-frequency lexical items.
Teaching Materials	Printed authentic examples, worksheets, flashcards, whiteboard, markers, projector (optional).
Warm-up	Students observe pictures related to school life and predict vocabulary associated with each image.
Presentation	Students read authentic examples containing the target vocabulary and infer meanings using contextual clues.
Guided Practice	Vocabulary matching activities, identification of lexical patterns, and short comprehension exercises.
Communicative Practice	Pair-work activity in which students create short dialogues using the new vocabulary.
Assessment	Teacher observation checklist focusing on vocabulary recognition, participation, and appropriate language use.
Homework	Students write five original sentences using the vocabulary learned during the lesson.

.4.7 Implementation Plan

The proposed instructional guide is aimed at the seventh-grade English classes of Unidad Educativa 28 de Septiembre. The aim of the guide is to improve the existing English curriculum by introducing the corpus-informed vocabulary activities into the everyday classroom teaching. Its flexible format enables teachers to weave the lessons into their existing planning without changing the current curriculum.

The proposal includes 6 lesson plans. Each lesson plan is for an 80 minute class period. The lessons are ordered in a progressive manner from recognizing vocabulary in

authentic language samples to using vocabulary communicatively in speaking and writing activities. This sequence provides students with the opportunity to acquire vocabulary through repeated exposure, scaffolding and intentional language use.

The English teacher will use the guide as an additional resource in the classroom. All material will be prepared by the teacher before each lesson. This includes printed worksheets, examples of authentic language, vocabulary cards and any technological resources available. The proposal uses corpus-informed materials, but it is designed to be used in classrooms with limited technology and allows for printed materials if there is no internet access.

Lessons will include a variety of individual, pair and group work to encourage active participation and collaboration. The teacher will facilitate student learning by having them analyze examples of real language, recognize patterns in vocabulary and apply new words in communicative situations. Students will be provided with continuous feedback for them to improve their vocabulary and to encourage them to participate in the activities.

Table presents the suggested implementation schedule for the instructional guide.

Table 20
Implementation Schedule

Week	Lesson	Main Topic	Duration
1	Lesson 1	Introducing Vocabulary through Authentic Language	80 minutes
2	Lesson 2	Learning Vocabulary through Collocations	80 minutes
3	Lesson 3	Discovering Meaning through Concordance Lines	80 minutes
4	Lesson 4	Recognizing Lexical Patterns	80 minutes
5	Lesson 5	Applying Vocabulary in Communication	80 minutes

6	Lesson 6	Vocabulary Review Project	80 minutes

The implementation schedule may be adjusted according to the institution's academic calendar, students' learning pace, and the teacher's instructional planning.

4.8 Resources

The effective implementation of the instructional guide depends on the availability of basic human, material, and technological resources that support vocabulary instruction through authentic language examples. The proposal has been designed to use resources that are usually available in educational institutions and at the same time be flexible to different classroom conditions.

The human resources are the English teacher, who is responsible for implementing the lesson plans and facilitating the classroom activity and the students who actively participate in vocabulary learning through collaborative and communicative tasks. School administrators may also help with implementation by making educational resources available when needed.

Material resources include classroom supplies and printed instructional materials that support vocabulary acquisition. These are worksheets, vocabulary cards, flashcards, whiteboards, markers, notebooks, and printed authentic language examples made by the teacher.

Technological resources can be used to enhance the learning experience, wherever possible. These include a computer, projector, internet access and access to corpus-informed platforms or digital materials that provide authentic language examples. The proposal, however, is designed to be effective even in classrooms with limited technological resources.

Table 21
Resources Required for the Implementation of the Proposal

Resource Category	Description
Human Resources	English teacher, seventh-grade students, school administrators.
Material Resources	Teacher's guide, worksheets, vocabulary cards, flashcards, whiteboard, markers, notebooks, printed authentic language examples.
Technological Resources	Computer, projector, internet connection (optional), corpus-informed digital resources when available.

The selection of these resources seeks to ensure that the proposal can be implemented under different educational conditions while maintaining its emphasis on authentic language use and communicative vocabulary learning.

4.9 Assessment Plan

The assessment plan is intended to monitor students' vocabulary development as the instructional guide is implemented. The assessment process is formative, which means the teacher is able to observe the students' progress and provide timely feedback during classroom activities. The assessment is not only about the final results but also about the students' participation, recognition of the vocabulary, contextual understanding, and ability to use the new lexical items in communicative situations.

All lessons will be evaluated using a variety of in-class exercises, such as individual assignments, partner exercises, group conversations, acting out scenes, vocabulary exercises, and brief writing exercises. These activities allow the teacher to observe the performance of the students and identify areas that require more assistance.

This instructional guide has some assessment tools that can be used in the implementation of the proposal to assist in the evaluation process. These tools enable teachers to track vocabulary learning and motivate students to be proactive in their learning.

Table 22
Assessment Instruments

Assessment Instrument	**Purpose**	**Moment of Application**
Observation checklist	Monitor students' participation and vocabulary use during classroom activities.	During each lesson
Vocabulary worksheets	Evaluate students' understanding of vocabulary meanings, collocations, and contextual use.	Guided practice
Speaking rubric	Assess students' ability to use target vocabulary during communicative activities.	Communicative practice
Writing activities	Evaluate the appropriate use of vocabulary in short written tasks.	At the end of selected lessons
Final vocabulary project	Assess the integration of vocabulary learned throughout the instructional guide.	Final lesson

The results of the assessment are to report on student progress and to guide instructional decisions during the course of the proposal's implementation. Feedback should be continuous and constructive, and it should motivate students to improve their knowledge of vocabulary and communicative performance.

4.10 Expected Outcomes

The implementation of the proposed instructional guide is expected to help in the improvement of vocabulary instruction by incorporating authentic language examples

and communicative learning experiences in the regular English classes. It is assumed that systematic exposure to corpus-informed materials will assist learners in acquiring a better understanding of vocabulary as it is used in real communicative contexts.

Students should be able to develop their ability to find out the meanings of new words, to recognize common collocations, and to understand common lexical patterns. Likewise, multiple opportunities to practice vocabulary through speaking, reading, and writing activities are expected to increase students' confidence to use English in classroom interactions.

Teachers are expected to benefit from the proposal, including practical guidance for corpus linguistics integration in teaching vocabulary without the need for extensive prior corpus analysis knowledge. The instructional guide provides classroom activities and pre-prepared teaching materials to aid lesson planning and encourage the use of authentic language resources.

More generally, the proposal is aimed at promoting a more contextualized and learner-centred perspective on vocabulary teaching that encourages active participation, meaningful language use and the gradual development of communicative competence.

In conclusion, the implementation of this proposal is expected to enhance the teaching of vocabulary by providing teachers with useful corpus-informed materials and by giving students valuable chances to learn vocabulary through the use of authentic language. This guide aims at encouraging more contextualized, communicative and learner-centered English lessons and at helping the progressive development of vocabulary knowledge and communicative competence.


English Adventure
7th grade
Well done!
YES YOU CAN!!!
You did it!
A
B
C
U.E.28 DE SEPTIEMBRE
A2


you can do anything
WELCOME TO YOUR ENGLISH ADVENTURE
Hello, English adventurer
Welcome to your new workbook! Together we'll explore new words, fun stories, and complete challenges to master level A2.
Discover: Useful vocabulary for your everyday life.
YOU ARE CAPABLE
Achieve your goals: Earn stars for each lesson you complete.
Practice: Listen, speak, and write with your classmates.

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UNIT 4: ANIMALS AND NATURE (WRITING & DESCRIPTIVE PARAGRAPHS)



UNIT 1

FOOD AND SHOPPING



Can do statement

"I can understand spoken marketplace dialogues—including food items, prices, and common expressions like 'I would like...'—and follow instructions to select items from a list."



Learning Goal

By the end of this unit, you will identify food vocabulary, understand prices, follow grocery lists, and use common shopping expressions.

Grammar Focus

Countable and Uncountable Nouns
Numbers and Prices
Questions with How much...?
The lexical chunk I would like...

Learning Objective: Identify food vocabulary, understand prices, follow shopping lists, and politely request food.

Vocabulary

Food Items
- apple
- banana

Shopping Vocabulary
- supermarket
- grocery store

Numbers
-

UNIT 1:FOOD AND SHOPPING

LESSON 1: HIGH-FREQUENCY MARKET GRID



Objective: Identify frequent food vocabulary and repeated items in a shopping dialogue.

Can Do Statement:
I can recognize high-frequency nouns of food items in short audio recordings.

ACTIVITY 1 Listen and Check

Instructions

Listen to the shopping dialogue, check (✓) the food items you hear on your list, and compare your answers with a partner.

Food Item	Listen & Check (✓)
apple	☐
bread	☐
eggs	☐
milk	☐
chicken	☐
tomatoes	☐

ACTIVITY 2 Count the Frequency

Instructions

"Listen to the dialogue again, count how many times each food item is mentioned, and write the number in the table."

Food Item	Times Mentioned
apple	----------
bread	----------
milk	----------
chicken	----------
eggs	----------

ACTIVITY 3 Complete the Market Grid

Instructions

Listen to the dialogue one more time and complete the Market Grid by writing the missing food items.

Food Category	Food Item
Fruit	_____
Dairy	_____
Vegetable	_____
Grain	_____
Protein	_____

ACTIVITY 4 Find the Top Ten Foods

Instructions

Listen to the recording for the last time and write down the ten food items in the order you hear them, then compare your answers with a classmate and circle the three food items mentioned most frequently.

Order	Food Item
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____

Reflection I Can

- ☐ recognize common food vocabulary.
- ☐ identify repeated food items in a conversation.
- ☐ distinguish frequently used vocabulary.
- ☐ understand the main idea of a shopping dialogue.



WELCOME TO YOUR NEXT LEVEL!

Ready to continue your journey? In Unit 2, we'll dive deeper into exciting new themes, build stronger communication skills, and take your A2 level even further!



WHAT'S INSIDE UNIT 2:

Discover: Expand your vocabulary with new everyday topics and action words.



Practice: Connect, share ideas, and create short stories with your classmates.



Achieve Your Goals: Earn badges and points as you master new grammar challenges.

STEP BY STEP

MY SCHOOL ENVIRONMENT

LESSON 1: SCHOOL CHUNKS CIRCLE TALK

OBJECTIVE:
TO USE HIGH-FREQUENCY SCHOOL COLLOCATIONS TO TALK ABOUT DAILY CLASSROOM ROUTINES THROUGH GUIDED SPEAKING ACTIVITIES.

CAN DO STATEMENT:
I CAN USE COMMON SCHOOL COLLOCATIONS TO DESCRIBE MY DAILY SCHOOL ROUTINE.



ACTIVITY 1: SAY THE SCHOOL ROUTINE

INSTRUCTIONS

STAND IN A CIRCLE WITH YOUR CLASSMATES AND REPEAT THE SCHOOL COLLOCATION SAID BY YOUR TEACHER. THEN TAKE TURNS SAYING A DIFFERENT ONE ALOUD.

TEACHER: OPEN YOUR NOTEBOOK.

STUDENT A: READ A BOOK.
STUDENT B: WRITE NOTES.
STUDENT C: RAISE YOUR HAND.
STUDENT D: ANSWER QUESTIONS.

CONTINUE UNTIL EVERYONE HAS PARTICIPATED.



ACTIVITY 2: COMPLETE AND SAY

INSTRUCTIONS

READ AND COMPLETE THE SCHOOL COLLOCATIONS BELOW WITH THE CORRECT WORD. THEN SAY EACH COMPLETED EXPRESSION ALOUD WITH YOUR PARTNER.

WORD BOX

PAIRS / BOOK / QUESTION / HAND / NOTES / TEXT

1. OPEN YOUR _____.
2. READ A _____.
3. WRITE _____.
4. RAISE YOUR _____.
5. ANSWER THE _____.
6. WORK IN _____.

AFTER COMPLETING THE ACTIVITY, PRACTICE SAYING EACH EXPRESSION CLEARLY.

ACTIVITY 3
MY DAILY SCHOOL ROUTINE

INSTRUCTIONS

LOOK AT THE SCHOOL COLLOCATIONS IN THE BOX. CHOOSE FIVE THAT ARE PART OF YOUR DAILY SCHOOL ROUTINE. AND TELL YOUR PARTNER USING COMPLETE SENTENCES.

SCHOOL COLLOCATIONS BOX

- OPEN MY NOTEBOOK
- READ A BOOK
- WRITE NOTES
- ANSWER QUESTIONS
- WORK IN PAIRS
- RAISE MY HAND
- CLEAN THE BOARD
- LISTEN TO THE TEACHER

EXAMPLE:

FIRST, I OPEN MY NOTEBOOK. THEN, I LISTEN TO THE TEACHER. AFTER THAT, I WRITE NOTES.

REFLECTION I CAN

☐ USE COMMON SCHOOL COLLOCATIONS.
☐ DESCRIBE MY DAILY SCHOOL ROUTINE.
☐ SPEAK USING FAMILIAR CLASSROOM VOCABULARY.
☐ PARTICIPATE IN SHORT SPEAKING ACTIVITIES WITH MY CLASSMATES.

ACTIVITY 4
CIRCLE TALK CHALLENGE

INSTRUCTIONS

STAND IN A CIRCLE AND TAKE TURNS ADDING A NEW SCHOOL COLLOCATION TO THE GROWING CHAIN, REPEATING ALL PREVIOUS ONES BEFORE SAYING YOURS.

EXAMPLE:

- STUDENT A:
- "OPEN MY NOTEBOOK."
- STUDENT B:
- "OPEN MY NOTEBOOK AND READ A BOOK."
- STUDENT C:
- "OPEN MY NOTEBOOK, READ A BOOK, AND WRITE NOTES."



CONTINUE ADDING ONE NEW SCHOOL COLLOCATION EACH TURN.

SELF-ASSESSMENT

- 🎒 FULL: I REMEMBERED ALL THE ROUTINES AND COMPLETED EVERY CHALLENGE!
- 🎒 [illegible] I GOT MOST COLLOCATIONS, BUT FORGOT A FEW IN THE CIRCLE.
- 🎒 EMPTY: I NEED TO REOPEN MY NOTEBOOK AND PRACTICE A BIT MORE!



UNIT 3

FREE TIME AND HOBBIES







A2

U.E. 28 DE SEPTIEMBRE

WELCOME TO UNIT 3



01 WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?



02 N THIS NEW UNIT, YOU WILL LEARN HOW TO EXPRESS YOUR LIKES, INTERESTS, AND ENTERTAINMENT ROUTINES.



03 GET READY TO SHARE YOUR FAVORITE HOBBIES!

CAN DO STATEMENT:

I can understand the general meaning of a simple text about teenage free time while identifying high-frequency hobby vocabulary, the correct use of play, go, and do for sports, and frequency adverbs such as always, sometimes, and never.



LEARNING OBJECTIVE:

By the end of this unit, you will be able to read short texts about free time and hobbies, recognize common vocabulary and collocations related to leisure activities, identify adverbs of frequency, and understand the main ideas presented in simple reading passages.

GRAMMAR FOCUS:

- Present Simple
- Adverbs of Frequency
- Sports Collocations (play, go, do)
- Reading for Main Ideas
- Context Clues

VOCABULARY:

Hobbies
- reading
- drawing
- dancing
- painting
- listening to music

Frequency Adverbs
- always
- usually
- often
- sometimes
- rarely
- never

Sports
- play soccer
- play basketball
- go swimming
- go cycling
- do karate
- do yoga



LESSON 1: SPORTS COLLOCATION SEARCH

CAN DO STATEMENT:

I CAN RECOGNIZE THE CORRECT USE OF PLAY, GO, AND DO FOR SPORTS IN TEXT CONTEXTS.

OBJECTIVE:

TO IDENTIFY THE CORRECT USE OF THE VERBS PLAY, GO, AND DO BY READING A SHORT TEXT ABOUT SPORTS AND LEISURE ACTIVITIES.

ACTIVITY 1:

READ AND COLOR-CODE

1. READ THE TEXT CAREFULLY.
2. FIND THE SPORTS ACTIVITIES MENTIONED IN THE TEXT.
3. COLOR THE VERBS ACCORDING TO THE FOLLOWING CODE:
   - PLAY
   - GO
   - DO
4. READ THE TEXT AGAIN AND CHECK YOUR ANSWERS.

ACTIVE WEEKENDS

EVERY WEEKEND, MY FAMILY AND I LOVE TO STAY ACTIVE. ON SATURDAY MORNINGS, MY BROTHER AND I PLAY FOOTBALL WITH OUR FRIENDS AT THE PARK, WHILE MY SISTER LIKES TO GO SWIMMING AT THE LOCAL POOL. IN THE AFTERNOON, MY DAD AND I USUALLY PLAY BASKETBALL OR PLAY TENNIS IF THE WEATHER IS NICE.

ON SUNDAYS, WE LIKE TO TRY DIFFERENT THINGS. MY MOTHER LOVES TO DO YOGA IN THE GARDEN BECAUSE IT HELPS HER RELAX. MY BROTHER GOES TO THE GYM TO DO KARATE, AND I USUALLY GO CYCLING AROUND THE NEIGHBORHOOD. IN THE EVENING, IF WE STILL HAVE ENERGY, WE ALL GO RUNNING TOGETHER OR JUST STAY HOME AND DO GYMNASTICS IN THE LIVING ROOM.

GO SWIMMING

_____
_____
_____
_____

PLAY SOCCER

_____
_____
_____
_____

DO KARATE

_____
_____
_____
_____



ACTIVITY 2: SORT THE SPORTS

Instructions
1. Read the sports activities from the text.
2. Write each activity in the correct column.

PLAY	GO	DO
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ACTIVITY 3: CHOOSE THE CORRECT VERB

Instructions
1. Read each sentence.
2. Circle the correct verb to complete the sports collocation.

1. I (play / go / do) basketball every Saturday.
2. My sister (plays / goes / does) swimming after school.
3. We (play / go / do) yoga in the morning.
4. They (play / go / do) volleyball during Physical Education class.
5. My friends (play / go / do) cycling on weekends.



ACTIVITY 4: COMPLETE THE READING SUMMARY

Instructions
1. Read the text one more time.
2. Complete the summary using the correct sports collocations from the reading.

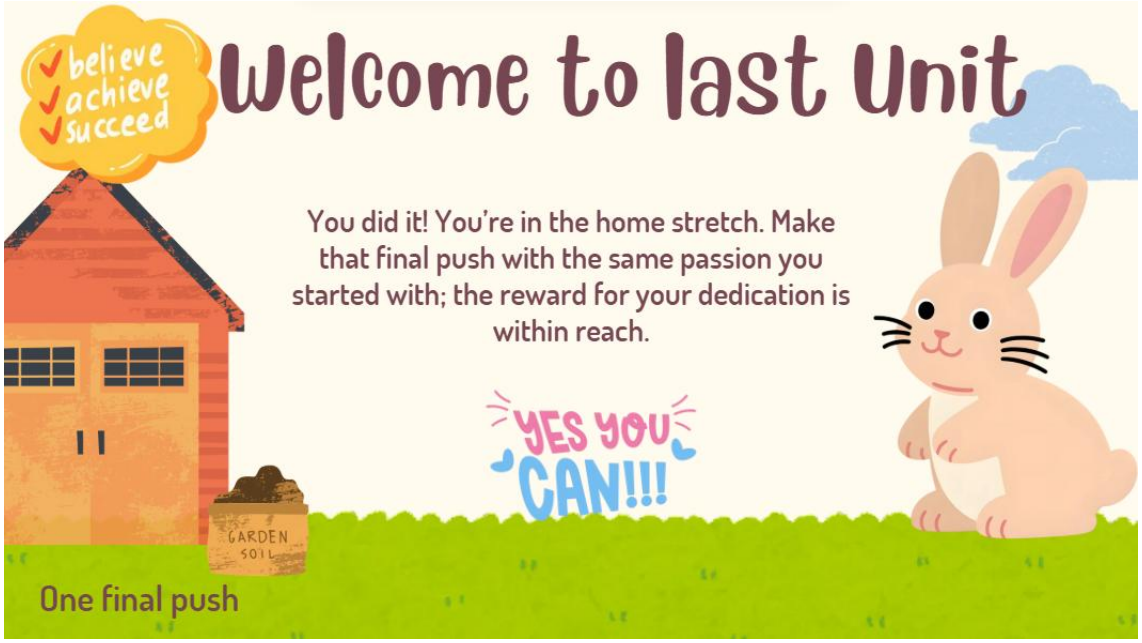
Summary

The students enjoy different sports after school. Some students _____ soccer with their friends, while others _____ swimming at the local sports center. A few students _____ karate every week, and many of them say that sports help them stay healthy and active.

After completing the summary, read it aloud with your partner.

Reflection
Today I can...
- ☐ recognize the correct use of play, go, and do.
- ☐ identify sports collocations in a reading passage.
- ☐ classify sports according to the correct verb.
- ☐ understand the main idea of a short text about sports.


UNIT 4
ANIMALS AND NATURE
A2
U.E. 28 DE SEPTIEMBRE


believe
achieve
succeed
Welcome to last Unit
You did it! You're in the home stretch. Make that final push with the same passion you started with; the reward for your dedication is within reach.
YES YOU CAN!!!
GARDEN SOIL
One final push

Grammar Focus:

- Present Simple
- Descriptive Adjectives
- Subject + Verb + Complement
- Sentence Frames
- Animal Vocabulary

Can do statement:

I can write a short descriptive paragraph about an animal using correct sentence patterns and vocabulary to identify its body parts, describe its physical appearance, and explain where it lives and what it eats

Learning Objective:

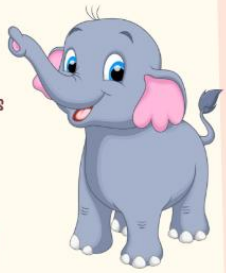
By the end of this unit, you will be able to write simple descriptions about animals by using common adjectives, sentence patterns, habitat vocabulary, and animal body parts. You will also organize your ideas to produce a short descriptive paragraph about your favorite animal.

Vocabulary:

- Animals
  - lion
  - elephant
  - tiger
  - monkey
  - giraffe
  - dolphin
  - eagle
- Habitats
  - forest
  - jungle
  - river
  - ocean
  - desert
  - mountains
  - savanna
- Descriptive Adjectives
  - big
  - small
  - fast
  - slow
  - strong
  - dangerous
  - friendly
  - wild
- Body Parts
  - head
  - legs
  - wings
  - tail
  - ears
  - eyes
  - mouth
  - fur
  - feathers

Can Do Statement:
I can write simple sentences describing animals using frequent adjectives.

Objective:
To write simple descriptive sentences about animals by organizing color-coded word cards into correct sentence patterns.



UNIT 4

LESSON 1: SENTENCE BLOCK BUILDER

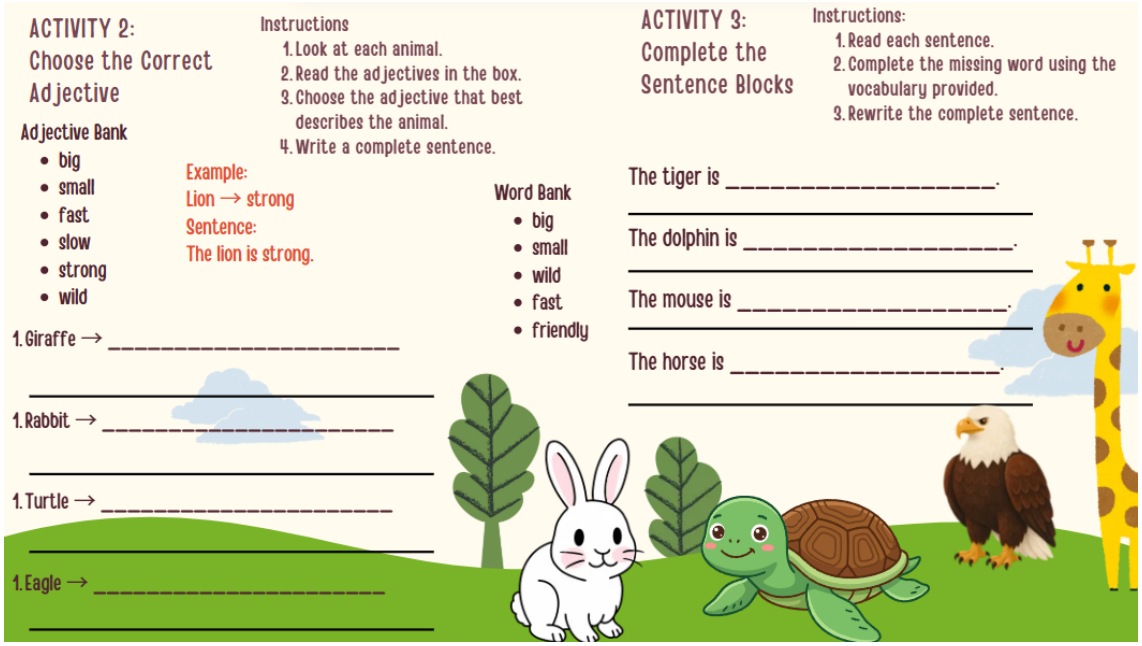
ACTIVITY 1:
Build the Sentence

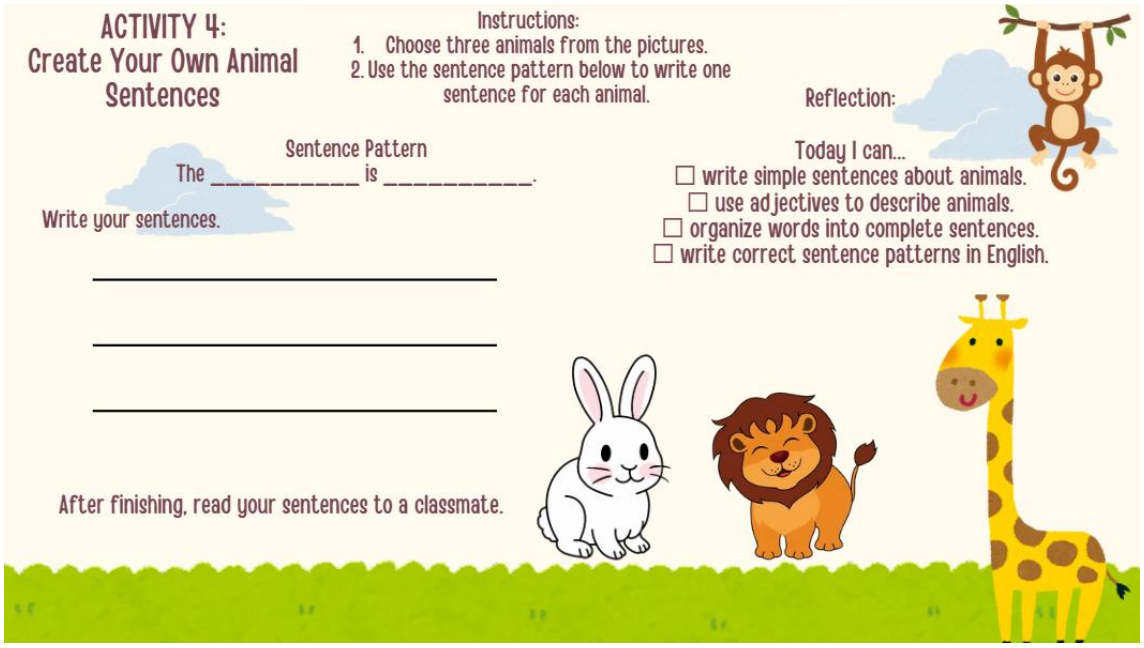
Instructions:
1. Look at the color-coded word cards.
2. Arrange the cards to form a complete sentence about the animal.
3. Write the sentence on the lines provided.
4. Read your sentence aloud.

🟦 The elephant (subject)
🟩 is (verb-action)
🟨 big (complement-adjective)

Sentence:

_____





Note. Each unit includes one lesson with four corresponding activities. The visual materials were created using Canva and ChatGPT, while the audio materials were generated using ElevenLabs.

4.11 Impacts

The implementation of the proposed instructional guide is expected to generate positive effects on the teaching and learning of English vocabulary among seventh-grade students. Considering the objectives, activities, resources, and expected outcomes of the proposal, three main areas of impact have been identified:

- Linguistic Impact
- Academic Impact
- Pedagogical Impact

The following scale will be used to determine the level of impact of the proposal:

Table 23

Numerical Value	Impact Level
-3	High negative impact
-2	Medium negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

4.11.1. Linguistic Impact

The linguistic impact refers to the contribution of the proposal to students' vocabulary development through exposure to authentic language examples and corpus-informed activities. The activities included in the instructional guide are intended to help

students understand vocabulary in context, identify common word combinations, recognize lexical patterns, and use newly acquired vocabulary in communicative situations.

Table 24

Indicators	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**
Recognizing the meaning of vocabulary through authentic contextual examples.							X
Identifying common collocations and word combinations.							X
Understanding how vocabulary is used in different communicative contexts.							X
Using newly learned vocabulary appropriately in speaking activities.							X
Using newly learned vocabulary appropriately in short written activities.							X
Recognizing recurring lexical patterns through corpus-informed examples.							X
Total							18

Linguistic impact level $= \frac{\Sigma}{\text{number of items}} = \frac{18}{6} = 3$

Linguistic Impact = High Positive

Analysis:

The proposal is expected to have a high positive linguistic impact as its activities offer frequent opportunities for students to meet and use vocabulary in meaningful

contexts. Instead of isolated vocabulary items, learners engage with authentic examples, collocations and lexical patterns. This can aid their understanding of how English vocabulary works in real communication, and encourage its use in appropriate ways in speaking and writing activities.

4.11.2. Academic Impact

The academic impact refers to the contribution of the proposal to students' participation, engagement, classroom performance, and development of vocabulary learning through structured learning activities. The instructional guide provides opportunities for individual, pair, and group work while integrating vocabulary into different classroom tasks.

Table 25

Indicators	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**
Increasing students' participation in vocabulary learning activities.							X
Promoting active involvement through pair and group activities.							X
Reinforcing vocabulary through reading activities.							X
Reinforcing vocabulary through speaking activities.							X
Reinforcing vocabulary through short writing activities.							X
Encouraging students to apply vocabulary in meaningful classroom tasks.							X
Total							18

Academic impact level = $\frac{\Sigma}{\text{number of items}} = \frac{18}{6} = 3$

Academic Impact = High Positive

Analysis:

A high positive academic impact is expected because the instructional guide integrates vocabulary learning into varied classroom activities rather than limiting instruction to memorization. Individual assignments, collaborative activities, conversations, vocabulary exercises, and short writing tasks provide students with different opportunities to demonstrate what they have learned. Continuous formative assessment also allows the teacher to identify difficulties and provide feedback throughout the learning process.

4.11.3. Pedagogical Impact

The pedagogical impact refers to the contribution of the proposal to English teachers' classroom practice through the incorporation of corpus-informed vocabulary instruction. The teacher's guide provides structured activities, authentic language examples, instructional materials, and assessment tools that can facilitate the integration of corpus linguistics into regular English lessons.

Table 26

Indicators	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**
Providing teachers with structured activities for vocabulary instruction.							X
Facilitating the use of authentic language examples in English lessons.							X

Supporting the integration of corpus-informed resources into classroom practice.	X
Promoting communicative rather than isolated vocabulary practice.	X
Providing formative assessment tools to monitor vocabulary development.	X
Allowing activities to be adapted to classrooms with different levels of technological access.	X
Total	18

Pedagogical impact level $= \frac{\Sigma}{\text{number of items}} = \frac{18}{6} = 3$

Pedagogical Impact = High Positive

Analysis:

The proposal is expected to produce a high positive pedagogical impact because it provides teachers with practical resources for incorporating corpus-informed vocabulary instruction into regular classroom practice. The guide combines authentic language examples, communicative activities, printed materials, optional technological resources, and formative assessment strategies. Furthermore, its flexibility allows teachers to implement the activities even when technological resources are limited, making the proposal adaptable to different classroom conditions.

CONCLUSION

- The theoretical review confirmed that the corpus linguistics provides the sufficient basis for the vocabulary instruction since it exposes the learners to the authentic language but not to the decontextualized or artificial samples. Students can also use concordances, frequency lists, collocations and other corpus resources to see how English vocabulary is actually used in meaningful contexts.
- The theoretical frameworks discussed in Chapter I suggest that Data-Driven Learning, the Input Hypothesis, the Noticing Hypothesis and Communicative Language Teaching are complementary to corpus-based vocabulary instruction. These perspectives combine to promote learning through authentic input, pattern recognition, meaningful exposure, and active discovery rather than just memorization.
- Vocabulary learning should be viewed as a complex process in which the learner not only knows the meaning of a word, but also its collocations, the inferencing of its meaning from the context, and the suitable use of the vocabulary. The study's theoretical review suggests that repeated exposure to authentic language can support these dimensions while fostering learner confidence, motivation and independence.
- The study employed a mixed-methods approach to investigate corpus-based vocabulary instruction from complementary perspectives. Quantitative data provided evidence of wider student response patterns, and qualitative data from teachers and classroom practices added to a more contextualized understanding of how the approach works in the educational setting.
- The use of student surveys, teacher interviews, classroom observation and the proposed stages of diagnosis, implementation and evaluation provided a

methodological framework for the study of vocabulary teaching. This methodological combination was especially relevant as it allowed the consideration of students' perceptions together with teachers' experiences and observable classroom practices, rather than a single source of information.

- The results indicated that students tended to respond positively to vocabulary learning through authentic examples and contextualized language. For example, most of the participants reported positive perceptions of learning words through real examples, indicating that context-based vocabulary instruction can make word meaning more comprehensible and relevant than isolated lexical items.
- Corpus-based activities had a positive impact on various aspects of vocabulary learning, including vocabulary retention, spelling, contextualized understanding and more natural use of words. The results also suggest that technology and real-life language samples may make vocabulary lessons more engaging and meaningful with adequate guidance for learners.
- Teachers and institutional representatives generally acknowledged the educational value of corpus linguistics and its potential for modernizing vocabulary instruction. However, the successful implementation relies heavily on teacher preparation, institutional support, appropriate adaptation of authentic materials and access to appropriate technological resources.
- The proposal offers teachers a systematic manual to incorporate corpus-based vocabulary instructions into seventh grade English classes, which finds a concrete solution in the findings of the study as summarized in Chapter IV. By looking at real examples of language, providing guided practice and communicative activities and formative assessment, corpus linguistics becomes more user-friendly for use in the everyday classroom.

- The proposed instructional guide is feasible for the educational context since it was designed to complement the existing English curriculum and it can be adjusted to different classroom conditions. The six progressive lesson plans, printed alternatives, and optional technological resources allow for the implementation of corpus-informed vocabulary instruction even with limited internet access or digital resources.

RECOMMENDATIONS

- English teachers should embed authentic examples of language from existing corpus resources into their lessons on vocabulary so that students can see how words are used in meaningful contexts, rather than learning vocabulary mainly through lists and definitions.
- Corpus-based activities should be based on Data-Driven Learning, meaningful input, noticing and communicative principles, so that students can locate recurrent vocabulary patterns and use them in contextualized communicative activities.
- Vocabulary teaching needs to integrate receptive and productive knowledge with activities focusing on meaning recognition, collocation, inference in context and authentic vocabulary use. Students also need to be exposed to multiple opportunities to recycle target vocabulary in different contexts.
- Future studies on corpus-based vocabulary instruction should maintain the combination of quantitative and qualitative methods, as the combination of numerical results, participants' perspectives, and evidence from the classroom provides a broader understanding of the learning process.
- Future implementations should include multiple sources of evidence such as student surveys, teacher interviews, classroom observations and direct measures of vocabulary learning. This would enable students' perceptions of improvement to be differentiated from actual changes in their vocabulary performance.
- Vocabulary lessons should regularly introduce new words through authentic sentences, short texts and age-appropriate concordance examples so that students can understand the meaning and use in context.
- Schools should promote a gradual use of accessible digital corpus tools in English classes and corpus-informed materials. The activities should be initially guided

and simplified so that the learners at the seventh grade level can get familiar with the identification of patterns, spelling, collocations and contextual meanings without being bombarded by complex linguistic data.

- Educational institutions should offer practical training for teachers in corpus literacy, including the choice of appropriate corpora, the interpretation of corpus data, the simplification of authentic examples and the development of age-appropriate activities. Institutional planning should also take into account technological constraints and provide viable options in areas with limited digital access.
- The suggested corpus-based instructional guide should be used as a complementary resource for vocabulary teaching by English teachers, who can adapt its authentic examples, guided activities, communicative tasks, and assessment strategies according to students' proficiency level and classroom needs.
- Unidad Educativa 28 de Septiembre debe propiciar la aplicación progresiva de la guía propuesta en las clases regulares de inglés y debe motivar a los docentes an adaptar los seis planes de lección de acuerdo al tiempo, a los recursos tecnológicos y al ritmo de aprendizaje de los alumnos. To ensure the approach remains feasible and inclusive, printed corpus-informed materials should be made available where digital access is limited.

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ANNEXES

Annex 1

English teacher interview

1. What is your understanding of Corpus Linguistics in English language teaching?

I use the method to teach vocabulary

2. How do you currently teach vocabulary to 7th- grade students?

I teach vocabulary in 7th grade using different ways like active engagement, contextual learning, and frequent repetition, shifting from passive memorization to use words in context. Also I use pictures, flashcards, games, and pictionary for physical, visual, and verbal reinforcement.

3. **What benefits do you see in using corpus-based materials for vocabulary instructions?**

Using Corpus-based materials for vocabulary instruction offer significant benefits by providing authentic, context-rich data, which improves retention and understanding compared to traditional methods. They enable learners to discover natural word combinations (collocations), frequency, and usage patterns, promoting learner autonomy and engagement.

4. How do Corpus-based activities influence students' engagement with vocabulary learning?

These activities influence students' engagement with vocabulary learning in a good way because they learn vocabulary in context instead isolated words, through games, and pictures, etc.

5. What challenges have you face when implementing corpus-based vocabulary?

I haven't faced any challenges at using this method yet.

6. How do Corpus examples support students' understanding of word meaning and use?

Corpus examples support students by providing authentic, context-rich evidence of how words are used in real-life situations, moving beyond simple definitions. They help learners identify common collocations, understand grammatical patterns, differentiate synonyms, and observe register variations, which boosts both comprehension and production.

7. ¿In your opinion, how does Corpus-based instruction affect students' vocabulary retention?

It doesn't have negative effects. This method has many advantages for students' vocabulary retention.

8. **How suitable are corpus-based tools for the 7th grade level?**

These tools are suitable because they facilitate vocabulary learning in context, in a real-life situations, etc.

9. **What changes have you observed in students' vocabulary use after corpus-based lessons?**

Students have learned more new words and they have retented and they are more competent. Students exhibit positive attitudes towards corpus-based activities, finding them engaging and beneficial for learning.
Using corpus-based materials fosters learner autonomy and enhances understanding of language patterns.

10. **Would you recommend corpus Linguistics for vocabulary instruction in basic education? Why or why not?**

Yes, I highly recommend corpus Linguistics for vocabulary instruction in basic education because it provides authentic, frequency-based, and context-rich language data that helps learners acquire usable language, rather than just isolated definitions. It promotes active, student-centered learning and boosts engagement, transforming students into active language investigators.

Annex 2

INTERVIEW FORMAT FOR VICE PRINCIPAL AT UNIDAD EDUCATIVA "28 de Septiembre"

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

INTERVIEW FORMAT FOR VICE PRINCIPAL AT UNIDAD EDUCATIVA "28 de Septiembre"

Objective: Explorar la perspectiva institucional sobre la incorporación de corpus linguistics en la enseñanza del inglés y su impacto en el aprendizaje de vocabulario.

1. Desde su rol directivo, ¿cuál es su percepción sobre la utilidad de la lingüística de corpus en el proceso de enseñanza–aprendizaje del inglés en la educación básica?
   Pienso que poder usar estas herramientas y que los estudiantes tengan conocimiento y acceso a ellas seria magnifico, ya que los estudiantes podrían llegar a tener un vocabulario mas extendido mas aun si se relaciona a contextos reales, esto ayudara a fortalecer los conocimientos e interiorizarlos.

2. ¿Qué beneficios considera que puede aportar, a nivel institucional, el uso de materiales didácticos basados en corpus para el fortalecimiento del vocabulario en estudiantes de séptimo grado?
   Los estudiantes están próximos a culminar la básica media, y la implementación de estas herramientas fortalecerán sus conocimientos ya que será mas real, y como institución podríamos ganar prestigio y los estudiantes serán capaces de comunicarse con más facilidad.
3. ¿Qué tipo de apoyos, recursos o capacitaciones considera necesarios para que los docentes puedan implementar eficazmente actividades basadas en lingüística de corpus en el aula?
   Pienso que la capacidad de los docentes esta demostrada, lo que falta es salir del estereotipo marcado e impuesto por el ministerio de educación ya que ellos nos plantan una rigidez académica, entonces las capacitaciones deberías ir a los docentes, enfocándose en la implementación de nuevas estrategias.
4. ¿De qué manera la institución evalúa o podría evaluar el impacto de estas estrategias innovadoras en la motivación, participación y desempeño de los estudiantes?
   Actualmente no existe un plan de evaluación para este tipo de situaciones, pero será algo pionero, ya que los docentes se basan en currículos nacionales dados por el ministerio de educación y para implementar este tipo de nuevas estrategias, nosotros como autoridad de la institución tendremos que estar inmersos en el tema para poder guiar al docente.

5. ¿Considera que las herramientas y actividades basadas en corpus lingüístico son adecuadas para el nivel cognitivo y lingüístico de los estudiantes de séptimo año?
   Por supuesto que sí, los estudiantes son capaces de lograr muchas cosas y adaptarse a cualquier situación, nosotros como docentes somos los encargados de brindarles esas nuevas herramientas y hacer que ellos se adapten.

Annex 3

English teacher interview

1. **What is your understanding of Corpus Linguistics in English language teaching?**
   I use the method to teach vocabulary

2. **How do you currently teach vocabulary to 7th- grade students?**
   I teach vocabulary in 7th grade using different ways like active engagement, contextual learning, and frequent repetition, shifting from passive memorization to use words in context. Also I use pictures, flashcards, games, and pictionary for physical, visual, and verbal reinforcement.

3. **What benefits do you see in using corpus-based materials for vocabulary instructions?**

   Using Corpus-based materials for vocabulary instruction offer significant benefits by providing authentic, context-rich data, which improves retention and understanding compared to traditional methods. They enable learners to discover natural word combinations (collocations), frequency, and usage patterns, promoting learner autonomy and engagement.

4. **How do Corpus-based activities influence students' engagement with vocabulary learning?**
   These activities influence students' engagement with vocabulary learning in a good way because they learn vocabulary in context instead isolated words, through games, and pictures, etc.

5. **What challenges have you face when implementing corpus-based vocabulary?**
   I haven't faced any challenges at using this method yet.

6. **How do Corpus examples support students' understanding of word meaning and use?**
   Corpus examples support students by providing authentic, context-rich evidence of how words are used in real-life situations, moving beyond simple definitions. They help learners identify common collocations, understand grammatical patterns, differentiate synonyms, and observe register variations, which boosts both comprehension and production.

7. **¿In your opinion, how does Corpus-based instruction affect students' vocabulary retention?**
   It doesn't have negative effects. This method has many advantages for students' vocabulary retention.

8. **How suitable are corpus-based tools for the 7th grade level?**
   These tools are suitable because they facilitate vocabulary learning in context, in a real-life situations, etc.

9. **What changes have you observed in students' vocabulary use after corpus-based lessons?**
   Students have learned more new words and they have retented and they are more competent. Students exhibit positive attitudes towards corpus-based activities, finding them engaging and beneficial for learning.
   Using corpus-based materials fosters learner autonomy and enhances understanding of language patterns.

10. **Would you recommend corpus Linguistics for vocabulary instruction in basic education? Why or why not?**

Yes, I highly recommend corpus Linguistics for vocabulary instruction in basic education because it provides authentic, frequency-based, and context-rich language data that helps learners acquire usable language, rather than just isolated definitions. It promotes active, student-centered learning and boosts engagement, transforming students into active language investigators.

Annex 4

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT

UNIDAD EDUCATIVA 28 de Septiembre

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

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA 28 de Septiembre

Objective: Analyze the perception of the quality of English teaching and the main challenges in vocabulary instruction in seventh-grade students of General Basic Education.

1. What is your understanding of corpus linguistics in English language teaching?
   In my experience, corpus linguistics is a fantastic methodological tool. It involves using databases of real-world texts (both spoken and written) to teach the language as native speakers actually use it in real life, rather than relying solely on the artificial examples often found in traditional textbooks.
2. How do you currently teach vocabulary to 7th-grade students?
   With our 7th-grade students, we combine several direct and indirect strategies. We rely heavily on visual materials, digital flashcards, interactive games, and short readings. We aim to teach vocabulary within a specific context or through lexical chunks so students understand how words connect, instead of just memorizing isolated translation lists.
3. What benefits do you see in using corpus-based materials for vocabulary instruction?
   The main benefit is authenticity. Students can see the real frequency of words and their collocation patterns (which words naturally go together). This prevents them from making literal translations from Spanish that sound unnatural in English, helping them develop genuine communicative competence.
4. How do corpus-based activities influence students' engagement with vocabulary learning?
   They have a very positive influence because they spark curiosity. By working with concordance lines or short text snippets from real-world sources (like songs, short news, or dialogues), students become "language detectives." This breaks the monotony of traditional grammar lessons, noticeably increasing their motivation and participation.
5. What challenges have you faced when implementing corpus-based vocabulary instruction?
   The biggest challenge is the level of complexity of authentic texts, along with the lack of consistent technological infrastructure in every classroom. Sometimes, raw corpus tools are too technical for 11-year-olds. Therefore, as teachers, we have to spend a significant amount of time filtering,

simplifying, and adapting the materials to make them accessible for their level.

6. How do corpus examples support students' understanding of word meaning and use?
   They allow students to see a word in multiple contexts at once. Instead of just giving them a single dictionary definition, seeing repeatedly how a word behaves in different sentences helps them deduce the meaning by themselves and, most importantly, understand subtle differences in usage depending on the situation.
7. In your opinion, how does corpus-based instruction affect students' vocabulary retention?
   I believe it significantly improves long-term retention. When students are exposed to meaningful, real-world language samples, learning becomes deeper. They aren't just memorizing for a test the next day; they are connecting words to logical contexts, making it much easier to recall and use them later.

8. How suitable are corpus-based tools for the 7th grade level?
   They are highly suitable, provided they are used in a guided and adapted manner. At this age, we cannot expect students to use complex corpus software autonomously. However, if the teacher extracts the examples and designs dynamic activities (like matching exercises or fill-in-the-blanks based on the corpus), it becomes an excellent pedagogical tool.
9. What changes have you observed in students' vocabulary use after corpus-based lessons?
   There is a noticeable improvement in fluency and accuracy. Students start using more natural word combinations and make fewer L1 (Spanish) interference mistakes. Additionally, they gain confidence when speaking or writing because they know they are using phrases that English speakers actually use.
10. Would you recommend corpus linguistics for vocabulary instruction in basic education? Why or why not?
    Yes, I would absolutely recommend it, but on the condition that there is proper teacher training. It is an innovative strategy that transforms English teaching by moving away from rote memorization. If we as teachers learn how to adapt corpus data to the basic education level, students will build a much stronger linguistic foundation from an early age.

Annex 5

TEACHER OBSERVATION FORM AT UNIDAD EDUCATIVA

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

TEACHER OBSERVATION FORM AT UNIDAD EDUCATIVA

"28 de Septiembre"

CLASSROOM OBSERVATION GUIDE

ITEM	SCALE	SCALE	SCALE	SCALE	SCALE	OBSERVATIONS
1.Students enjoy learning new English words using real-life text examples.	Strongly Disagree	Disagree	Neutral ✓	Agree	Strongly Agree	Los estudiantes no prestan atención en clase y es difícil para ellos la comprensión.
2.Students observe how words are used in sentences, as this will help them understand their meaning.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree ✓	
3.Corpus-based activities help students better remember new vocabulary.	Strongly Disagree	Disagree	Neutral ✓	Agree	Strongly Agree	La mayoría de estudiantes puede recordar el nuevo vocabulario trabajado pero no recuerdan su significado.
4.Students feel	Strongly	Disagree	Neutral	Agree	Strongly	

more confident using new words after corpus-based lessons.	Disagree		✓		Agree	
5.Learning vocabulary with authentic texts is more interesting for students than using only the textbook.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree ✓	
6.Corpus examples help us understand how words change meaning in different contexts.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree ✓	
7.Students can easily identify word patterns (collocations) using corpus activities.	Strongly Disagree	Disagree	Neutral ✓	Agree	Strongly Agree	Se puede decir que el 50% de estudiantes identifican, el otro 50% no lo hace ya que desconocen palabras.
8.Corpus-based lessons help students learn the correct spelling of new words.	Strongly Disagree	Disagree	Neutral ✓	Agree	Strongly Agree	
9.Students are motivated to learn English vocabulary	Strongly Disagree	Disagree	Neutral ✓	Agree	Strongly Agree	

through corpus activities.						
10.Using technology to learn vocabulary helps students learn better.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree ✓	
11.Corpus tools make vocabulary lessons clearer for students	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree ✓	
12.Students participate more actively in vocabulary lessons using corpus examples.	Strongly Disagree	Disagree	Neutral ✓	Agree	Strongly Agree	No participan por miedo a equivocarse o dar una respuesta incorrecta.
13.Students can use new vocabulary correctly after corpus-based instruction.	Strongly Disagree	Disagree	Neutral ✓	Agree	Strongly Agree	
14.Corpus-based vocabulary learning improves students' reading comprehension	Strongly Disagree	Disagree	Neutral ✓	Agree	Strongly Agree	
15.Student would you like to continue	Strongly Disagree	Disagree	Neutral ✓	Agree	Strongly Agree	

learning vocabulary using corpus-based activities.						

Annex 6

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

Ibarra, 22 de enero de 2026

Magister
Marcia Mantilla
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne a validar las entrevistas y encuestas de Investigación del Proyecto "Using corpus linguisticts to enhace vocabulary instruction in 7th grade of Educación General Básica at Unidad Educativa 28 de Septiembre school".

Previo al título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

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

Atentamente

Coral Zambrano Jeaneth Alexandra

C.I: 1004666242

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – En línea

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR VICE PRINCIPAL AT UNIDAD EDUCATIVA "28 de Septiembre"

Objective. Explorar la perspectiva institucional sobre la incorporación de corpus linguistics en la enseñanza del inglés y su impacto en el aprendizaje de vocabulario.

1. Desde su rol directivo, ¿cuál es su percepción sobre la utilidad de la lingüística de corpus en el proceso de enseñanza–aprendizaje del inglés en la educación básica?

2 ¿Qué beneficios considera que puede aportar, a nivel institucional, el uso de materiales didácticos basados en corpus para el fortalecimiento del vocabulario en estudiantes de séptimo grado?

3. ¿Qué tipo de apoyos, recursos o capacitaciones considera necesarios para que los docentes puedan implementar eficazmente actividades basadas en lingüística de corpus en el aula?

4. ¿De qué manera la institución evalúa o podría evaluar el impacto de estas estrategias innovadoras en la motivación, participación y desempeño de los estudiantes?

5. ¿Considera que las herramientas y actividades basadas en corpus lingüístico son adecuadas para el nivel cognitivo y lingüístico de los estudiantes de séptimo año?

THANK YOU FOR YOUR COOPERATION

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	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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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA 28 de Septiembre

Objective. Analyze the perception of the quality of English teaching and the main challenges in vocabulary instruction in seventh-grade students of General Basic Education.

1. What is your understanding of corpus linguistics in English language teaching?
2. How do you currently teach vocabulary to 7th-grade students?
3. What benefits do you see in using corpus-based materials for vocabulary instruction?
4. How do corpus-based activities influence students' engagement with vocabulary learning?
5. What challenges have you faced when implementing corpus-based vocabulary instruction?
6. How do corpus examples support students' understanding of word meaning and use?
7. In your opinion, how does corpus-based instruction affect students' vocabulary retention?
8. How suitable are corpus-based tools for the 7th grade level?
9. What changes have you observed in students' vocabulary use after corpus-based lessons?
10. Would you recommend corpus linguistics for vocabulary instruction in basic education? Why or why not?

THANK YOU FOR YOUR COOPERATION

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	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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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH TEACHER AT UNIDAD EDUCATIVA 28 de Septiembre

Objective: To obtain information from a teaching perspective on the use of the linguistics corpus as a tool to improve vocabulary teaching.

1. What is your understanding of corpus linguistics in English language teaching?
2. How do you currently teach vocabulary to 7th-grade students?
3. What benefits do you see in using corpus-based materials for vocabulary instruction?
4. How do corpus-based activities influence students' engagement with vocabulary learning?
5. What challenges have you faced when implementing corpus-based vocabulary instruction?
6. How do corpus examples support students' understanding of word meaning and use?
7. In your opinion, how does corpus-based instruction affect students' vocabulary retention?
8. How suitable are corpus-based tools for the 7th grade level?
9. What changes have you observed in students' vocabulary use after corpus-based lessons?
10. Would you recommend corpus linguistics for vocabulary instruction in basic education? Why or why not?

THANK YOU FOR YOUR COOPERATION

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	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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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE EDUCACIÓN GENERAL BÁSICA DE LA INSTITUCIÓN 28 DE SEPTIEMBRE

Objective: To gather students' perceptions regarding corpus-based vocabulary activities, focusing on engagement, motivation, and perceived usefulness for vocabulary learning.

Instructions: Dear students

Read each statement carefully and choose the option that best represents your opinion.

Lea cada afirmación con atención y elija la opción que mejor represente su opinión.

QUESTIONNAIRE

Pregunta	StronglyDisagree (Totalmente en desacuerdo)	Disagree (En acuerdo)	Neutral (Neutral)	Agree (De acuerdo)	Strongly Agree (Totalmente de acuerdo)
1. I enjoy learning new English words using real examples from texts. (Disfruto aprender nuevas palabras en ingles usando ejemplos reales de textos)	StronglyDisagree (Totalmente en desacuerdo)	Disagree (En acuerdo)	Neutral (Neutral)	Agree (De acuerdo)	Strongly Agree (Totalmente de acuerdo)
2. Seeing how words are used in sentences helps me understand their meaning. (Usar las palabras del vocabulario aprendido en	StronglyDisagree (Totalmente en desacuerdo)	Disagree (En acuerdo)	Neutral (Neutral)	Agree (De acuerdo)	Strongly Agree (Totalmente de acuerdo)

oraciones me ayuda a entender su significado)					
3. Corpus-based activities help me remember new vocabulary better. (Las actividades basadas en textos reales me ayuda a recordar mejor el vocabulario nuevo)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)
4. I feel more confident using new words after corpus-based lessons. (Me siento más seguro al usar palabras nuevas después de las lecciones basadas en textos reales)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)
5. Learning vocabulary with authentic texts is more interesting than using only the textbook. (Aprender vocabulario con textos auténticos es más interesante que usar solo el libro de texto)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)
6. Corpus examples help me understand how words change meaning in different contexts. (Los ejemplos de vocabulario del inglés me ayudan a comprender como las palabras cambian de significado en diferentes contextos)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)
7. I can easily identify word patterns (collocations) using corpus activities. (Puedo identificar fácilmente patrones de palabras (colocaciones) usando	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)

actividades de textos auténticos)					
8. Corpus-based lessons help me learn correct spelling of new words. (Las lecciones basadas en vocabulario del inglés me ayudan a aprender la ortografía correcta de palabras nuevas)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)
9. I feel motivated to learn English vocabulary through corpus activities. (Me siento motivado/a para aprender vocabulario en ingles a través de actividades de textos reales)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)
10. Using technology for vocabulary learning helps me learn better. (Usar la tecnología para aprender vocabulario me ayuda a aprender mejor)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)
11. Corpus tools make vocabulary lessons clearer. (Las herramientas de vocabulario en ingles hacen que las lecciones sean más claras)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)
12. I participate more actively in vocabulary lessons using corpus examples. Participo más activamente en las lecciones de vocabulario)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)
13. I can use new vocabulary correctly after corpus-based instruction.	**StronglyDisagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**

(Puedo usar vocabulario nuevo correctamente después de la instrucción)	(Totalmente en desacuerdo)	(En acuerdo)	(Neutral)	(De acuerdo)	(Totalmente de acuerdo)
14. Corpus-based vocabulary learning improves my reading comprehension. (El aprendizaje de vocabulario en ingles mejora mi comprensión lectora)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)
15. I would like to continue learning vocabulary using corpus-based activities. (Me gustaría continuar aprendiendo vocabulario usando actividades basadas en textos reales)	**StronglyDisagree** (Totalmente en desacuerdo)	**Disagree** (En acuerdo)	**Neutral** (Neutral)	**Agree** (De acuerdo)	**Strongly Agree** (Totalmente de acuerdo)

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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	X			
10	X			
11	X			
12	X			
13	X			

14	X			
15	X			

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TEACHER OBSERVATION FORM AT UNIDAD EDUCATIVA

"28 de Septiembre"

CLASSROOM OBSERVATION GUIDE

ITEM	SCALE	SCALE	SCALE	SCALE	SCALE	OBSERVATIONS
1.Students enjoy learning new English words using real-life text examples.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
2.Students observe how words are used in sentences, as this will help them understand their meaning.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
3.Corpus-based activities help students better remember new vocabulary.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
4.Students feel more confident using new words after corpus-based lessons.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	

5.Learning vocabulary with authentic texts is more interesting for students than using only the textbook.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
6.Corpus examples help us understand how words change meaning in different contexts.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
7.Students can easily identify word patterns (collocations) using corpus activities.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	

8.Corpus-based lessons help students learn the correct spelling of new words.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
9.Students are motivated to learn English vocabulary through corpus activities.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	

10.Using technology to learn vocabulary helps students learn better.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
11.Corpus tools make vocabulary lessons clearer for students	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
12.Students participate more actively in vocabulary lessons using corpus examples.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
13.Students can use new vocabulary correctly after corpus-based instruction.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
14.Corpus-based vocabulary learning improves students' reading comprehension	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	

15.Student would you like to continue learning vocabulary using corpus-based activities.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	

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

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	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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Firma del Evaluador

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