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"LEXICAL APPROACH TO ENRICH ENGLISH VOCABULARY IN 6TH GRADERS AT RUMIPAMBA SCHOOL"

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DEDICATION

This research project is dedicated to my constant efforts. I also dedicate it, with gratitude and love, to my parents, Matilde and Pascual, who have been a fundamental source of inspiration, courage, and perseverance, encouraging me never to give up. To my son, who has been my greatest motivation to strive every day. This achievement is the result of my constant effort and that of my parents, whose unconditional support and patience have accompanied me through every stage of my life. Finally, I dedicate this achievement to my family and to all the others who offered me support and words of encouragement and spurred me on to continue down this path.

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RESUMEN

El vocabulario es un elemento fundamental dentro del aprendizaje de una lengua, sobre todo porque cumple la función más crucial para el desarrollo exitoso de las demás habilidades del idioma. El presente trabajo de investigación tuvo como objetivo elaborar una guía didáctica basada en el Enfoque Léxico como una herramienta pedagógica con la finalidad de enriquecer el vocabulario de los alumnos de sexto grado de la Escuela Rumipamba. Este estudio adoptó una metodología mixta con el fin de obtener datos cuantitativos y cualitativos. Se diseñó una encuesta con preguntas cerradas como instrumento cuantitativo, la cual se aplicó a 36 estudiantes con el fin de obtener información sobre sus necesidades, preferencias y dificultades para aprender el vocabulario y las unidades léxicas. Por otro lado, se diseñó una entrevista semiestructurada como instrumento cualitativo, la cual se aplicó a los docentes de inglés para conocer sus opiniones, experiencias, la enseñanza del vocabulario, estrategias de enseñanza, el uso de las unidades léxicas en el aula. Mediante los resultados obtenidos, se pudo evidenciar que los estudiantes presentan un conocimiento y uso limitados de unidades léxicas, así como dificultades para recordar y emplear el vocabulario de manera adecuada y una marcada preferencia por actividades interactivas. Asimismo, los docentes manifestaron interés en incorporar las unidades léxicas en temas cotidianos mediante estrategias interactivas. A partir de los hallazgos obtenidos, se diseñó una guía didáctica denominada LexFun integrada por temas cotidianos y actividades interactivas orientadas al aprendizaje del vocabulario mediante unidades léxicas, con el propósito de enriquecer el vocabulario y fortalecer su desarrollo en el idioma inglés.

Palabras clave: Unidades léxicas, vocabulario, estrategias interactivas, Enfoque Léxico, guía didáctica, enseñanza, aprendizaje.

ABSTRACT

Vocabulary is a fundamental element in language learning, especially because it plays the most crucial role in the successful development of other language skills. This research project aimed to develop a teaching guide based on the Lexical Approach to enrich the vocabulary of sixth-grade students at Rumipamba School. This study employed a mixed-methods approach to collect both quantitative and qualitative data. A survey with closed-ended questions was designed as the quantitative instrument and administered to 36 students to gather information about their needs, preferences, and difficulties in learning vocabulary and lexical units. In addition, a semi-structured interview was designed as a qualitative instrument and administered to English teachers to gather their opinions, experiences, and insights regarding vocabulary instruction, teaching strategies, and the use of lexical units in the classroom. The results revealed that students demonstrate limited knowledge and use of lexical units, difficulties in remembering and using vocabulary appropriately, and a strong preference for interactive activities. Furthermore, the teachers expressed interest in incorporating lexical units into everyday topics through interactive strategies. Based on the findings, an educational guide called LexFun was designed, consisting of everyday topics and interactive activities focused on vocabulary and strengthening its development in the English language.

Keywords: Lexical units, vocabulary, interactive strategies, Lexical Approach, teaching guide, teaching, learning.

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INTRODUCTION

Nowadays, English has become one of the most widely spoken languages in the world, and it is believed that it will remain a dominant language (EL Garras, 2025). Although learning English requires time, effort, and dedication, many people have chosen to learn it because of the experience and opportunities it can provide. For this reason, students consider learning English an opportunity for improvement, since mastering this language brings great advantages that contribute significantly in different areas such as academic, social, professional, and economic, and mainly in the development of communication (Tillayeva, 2020). That is why, today, most children, young people, and even older people have chosen to learn this language and take advantage of the opportunities it offers for travel, work, teaching, and many other possibilities. In fact, Parupalli (2019) states that learning English is bringing about major changes in human beings worldwide.

In Latin America, the development of English as a foreign language has shown limited progress. According to Davies (2021), generally speaking, the teaching of this language in elementary school does not go as well as expected. In fact, after entering college with only a basic level of proficiency. The author notes that this situation is due to a host of factors, the most common of which is the number of hours devoted to teaching and learning the language.

However, the desire to master the language continues to grow in the wake of the COVID-19 pandemic, and thanks to technology, various programs have been implemented to optimize English language learning (Cochrane, 2022). This situation allows both young people and adults to access language learning, making the language one of the most useful and important tools due to its benefits and advantages in education and other areas.

Starting in the academic year 2016, the Ecuadorian Ministry of Education has implemented policies that include English as a compulsory subject in education from 2nd grade to the 3rd year of high school. This meant that public and private institutions should include English in the curriculum to help students develop language skills. Furthermore, some specific requirements were established for educational institutions. Among these, it was stated that teachers should provide proof of B2-level TOEFL certification, and institutions should ensure the availability of adequate teaching resources (Ministerio de Educación, Deporte y Cultura, 2014)

In the meantime, Orosz et al. (2021) conducted a study on perceptions of challenges to English language teaching by Ecuadorian teachers. They analyzed the perceptions of Ecuadorian school teachers of the importance of the English language teaching and learning process and realities of classroom teaching. The study found that while teachers acknowledge the importance of language proficiency, many lack effective strategies to support language development, but it also found that teachers, on the other hand, try to meet the requirements of the education system. Thus, the study stressed the basic role of teachers and that they must be highly qualified to offer quality education.

Similarly, another study on the impact of the hours devoted to learning English highlights how the learning process has been negatively affected, since the hours allocated by the official curriculum are insufficient to cover the content proposed by the Ministry of Education; as a result, vocabulary instruction is often neglected in favor of other skills. Finally, it has been observed that students' actual needs require longer and more consistent exposure to the language (Mero et al., 2024)

Research problem

Language is not just a means of communication but a basic human ability that allows the exchange of experiences and knowledge between generations. Language is also important in education, as it promotes interaction between people (Giannini, 2024). Thus, the acquisition of vocabulary is very important for language development because it is the basis of understanding messages and communicating ideas. If you are learning a foreign language, you need to build vocabulary to move forward.

Although English is a compulsory subject from elementary school, more hours are spent on learning it. There are several challenges for learning English in Ecuador; the most important ones are the lack of resources, the students' constant lack of practice, and the use of traditional methods and strategies (Yunga Albán et al., 2025; Alvarez et al., 2025). These conditions impede the development of students' language skills and constrain their opportunities to attain the required level of proficiency and to achieve meaningful and functional language learning.

In rural conditions, these factors are more apparent. The availability and quality of education resources are important factors in teaching and learning English. On the one hand, the positive influence is taken from access to suitable teaching materials and technological tools that allow effective, high-quality learning (Rivas & Vaca, 2024). When these resources

are insufficient, students have fewer opportunities to practice and reinforce their vocabulary using a variety of resources that help them acquire a broader range of words. Furthermore, a lack of resources also causes students to become demotivated and begin to perceive English simply as a school subject rather than as a communication tool, limiting its use exclusively to class time, which also leads to a rapid loss of the knowledge they have acquired.

Although the Ministry of Education of Ecuador has introduced the reforms of the updated curriculum, there is still a big gap between the official policies and the actual practices of teaching. Studies have indicated that many teachers continue to use traditional teaching methods because of contextual limitations (Álvarez & Van Ha, 2022). Still, classroom teaching uses traditional methods and techniques, such as memorizing word lists and literal translation (Villa, 2023). Such practices may help students to memorize some words for a short period of time; however, they provide limited opportunities to develop vocabulary, that is, to use words appropriately and to understand their meanings in any context. Thus, students face problems in obtaining, retaining, and applying the vocabulary needed for communication.

On top of that, they have no exposure to the language outside the classroom. Learning is based on the basis of classroom teaching, but the development of communication skills requires continuous practice and opportunities to interact in real-life situations. Kim (2023) states that the active involvement and frequent use of English have helped students slowly develop their vocabulary and, in turn, more naturally use the language in communication. If there are few opportunities to use the language regularly, the process of learning is slowed down, and it is difficult to make progress in the language.

Taken together, these factors directly influence the acquisition and development of English vocabulary; the factors mentioned above reduce students' opportunities to learn, reinforce, and use new words in different contexts. As a result, vocabulary development is limited, which hinders listening comprehension, speaking, and writing. Furthermore, this situation leads to students having a limited vocabulary, which prevents them from reaching the required levels. According to the CEFR criteria in Ecuador, students enrolled in EGB must reach level A2 (Ministerio de Educación, Deporte y Cultura, 2016). The CEFR, however, does not specify what vocabulary should be known by students at each level.

Unfortunately, this problem has become evident at Rumipamba school, where sixth-grade students' command of and understanding of English vocabulary are limited. Students

possess a basic vocabulary, which consists mostly of isolated words. This means that, on the one hand, students become accustomed to learning and using these types of words, and on the other hand, they have difficulty understanding and relating to common expressions or phrases. This situation highlights the need to implement vocabulary units through strategies aimed at strengthening vocabulary acquisition.

According to the British Council (2024), many parents and teachers point out that one of the biggest challenges for children learning a new language is retaining and using vocabulary, especially if it is not presented in context. In this regard, the Lexical Approach emerges as a relevant pedagogical alternative, as it prioritizes teaching vocabulary acquisition, which does not prove to be difficult.

All the issues mentioned above constitute the basis for this research, which aims to identify vocabulary learning needs and propose a didactic guide based on the Lexical Approach to support vocabulary development among sixth graders at Rumipamba School.

Justification

This research aims to emphasize the role of vocabulary in foreign language acquisition through an approach aimed at improving it. V. and Rao (2021) claim that vocabulary plays an important role as it contributes significantly to the development of English language skills. Therefore, it is considered essential that vocabulary be taught through a strategic approach or method that facilitates students' correct understanding and communication so that they can convey ideas and thoughts effectively. This vision supports the need to learn vocabulary correctly, such as through dynamic activities based on an approach that allows students to acquire vocabulary in a real context rather than in a traditional way. Therefore, vocabulary is considered an important foundation of language.

According to Nordquist (2025), “the Lexical Approach helps students learn language by using word chunks instead of memorizing vocabulary lists” (p. 1). Based on this theoretical perspective, the present research project aims to apply the lexical approach to enrich the English vocabulary of sixth-grade students. This institution is located in the parish of La Esperanza in the province of Imbabura.

The present research is very significant since it suggests using the Lexical Approach as a practical and effective strategy to expand vocabulary. According to Vance (2021), the Lexical Approach emphasizes that language learning is based on the acquisition of pre-formed chunks or phrases used in real-life contexts, which not only helps learners acquire

vocabulary but also enables them to understand and communicate more naturally. Furthermore, a 2021 study was conducted in which a pre-test and post-test were administered to assess lexical competence in students who were learning English as a foreign language; the results show that the implementation of activities based on the Lexical Approach significantly contributes to improving participants' vocabulary (Sewbihon, 2021).

This research is expected to positive impact on sixth graders at Rumipamba School, as it promotes the use of a Lexical Approach to improve students' vocabulary acquisition. In addition, it helps students improve oral and written comprehension by focusing on real and contextualized language use rather than memorizing isolated terms. Furthermore, the students will become more motivated and engaged in class.

General Objective

To propose a didactic guide based on Lexical Approach activities to enhance English vocabulary development among sixth- grade students at Rumipamba School.

Specific Objectives

- To establish the theoretical foundations of the Lexical Approach and vocabulary acquisition in foreign language learning.
- To identify students' vocabulary learning needs, preferences, and difficulties regarding the use of lexical units.
- To design a didactic guide based on Lexical Approach activities to improve students' English vocabulary learning.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Language Learning Theories

Language is a unique communication tool that allows people to organize and send thoughts, messages, and emotions to the recipient. Language is considered a key component in bringing together a wide and complex concept and in giving people pathways to develop a variety of skills and abilities during the learning process. Language learning theories are ways in which students learn and retain information. As Papi and Hiver (2024) explain, learning theories are cognitive and psycholinguistic processes linked to second language learning. These theories help us understand learner behavior, and teachers are able to adapt to adapt to student's needs.

1.1.1. Behaviorism

Questions often arise about how people learn and why they behave in certain ways. Some theories claim that acquiring a new language requires an understanding of the learner`s behavior and other processes. Behaviorism focuses on examining and studying how controlled changes in the environment influence behavior. The goal is to alter the student's environment to modify their behavior; in this sense, learning is the result of effort and reward (Shahini, 2025).

1.1.2. Cognitivism

According to Muhajirah (2020), cognitive psychology is the scientific study of mental processes such as memory and the organization of information because through these elements, human beings think, process information and impressions, and retrieve memories and knowledge. Schmitt and Schmitt (2020) mention that the human brain stores "chunks," or complete lexical units, which makes it easier for humans to retrieve knowledge and use it in communication. In this way, learning combinations is more effective than learning isolated words.

1.1.3. Constructivism

From a constructivist perspective, Brau (2020) illustrates how students create their own knowledge by interpreting what they learn in light of their environment, thought process, and introspection. This idea supports student-centered learning settings that foster independence, curiosity, and teamwork. The Lexical Approach enables students to find "lexical chunks" on their own in authentic communication contexts. Participating in real-

world activities that require students to learn lexical systems in addition to memorizing words is a fantastic opportunity for personal experience and reflection.

1.2. Language Teaching Approaches and Methods that promote vocabulary learning

1.2.1. Approaches

Approaches and methods are often confused due to their similarity in meaning, and both are related to the teaching-learning process. According to Hasanova et al. (2021), an approach is theoretical and general and refers to the way of looking at teaching and learning. That is, a vision of how to teach a language.

a) Natural Approach

The Natural Approach, developed by Krashen and Terrell, is based on the idea that language acquisition occurs when learners are exposed to meaningful, comprehensible input in low-anxiety situations. As described by Richards and Rodgers (1986), it emphasizes communication rather than formal grammar instruction, focusing on receptive skills (listening and reading) before productive ones (speaking and writing). The method encourages a "silent period" for beginners, where students can absorb the language naturally without being forced to speak prematurely.

1.2.2. Methods

According to Hasanova et al. (2021), a method refers to a structured way of organizing teaching practices to support students' learning and achieve specific instructional objectives while considering learners' abilities, needs, and interests.

a) The Direct Method

The Direct Method emerges as an alternative to the Grammar Translation Method which was considered insufficient to develop students' communicative use of the target language. According to Wali et al. (2022), the Direct Method aims to encourage students to communicate directly in the target language without using the students' mother tongue or relying on translation. Additionally, emphasis is focused on oral communication, pronunciation, and the use of objects, mime, or visual aids to help students connect language forms with their meanings.

b) Total Physical Response

Total physical response is a language teaching method that connects spoken language with physical movement. According to Richards and Rodgers (2010), the method is based

on the idea that language can be learned through movements and physical response. Asher explains that the method mainly involves commands to which the student first reacts physically before starting to respond vocally. Its goal is to integrate motions into the development of comprehension abilities before teaching the learner to speak. While the teacher chooses what to teach, models and delivers new things, and has an active and direct role, the students serve as listeners and interpreters. In addition, physical activities can help reduce stress and create a positive learning environment.

c) Suggestopedia

Suggestopedia is focused on the idea that language learning can be more effective if psychological and emotional barriers are reduced by creating a stress-free, relaxing environment to enhance students' learning through relaxing activities such as listening to music, which can be used to introduce new language materials and stimulate students' memory (Wali et al., 2022).

1.3. The Lexical Approach

1.3.1. Theory of Language

Lexical Approach, which was made popular by Michael Lewis and covered by Richards, contends that vocabulary and lexical units should be prioritized over grammar when learning a language. It suggests that words are learned in "chunks," or preset sequences, such as collocations, fixed expressions, and usage patterns, rather than alone. These lexical units facilitate faster fluency acquisition and reflect real-world language use (Richards & Rodgers, 2010). Therefore, language is understood as a system of lexical chunks, where meaning is expressed through lexical units rather than isolated words or grammar rules.

1.3.2. Theory of Language Learning

From a learning perspective, the Lexical Approach emphasizes how learners acquire language through exposure and use. According to the lexical method, exposure and practice in context are the main ways that vocabulary is acquired. Form, meaning, and usage are urged to be associated by the student. Implicit grammar instruction is incorporated into vocabulary instruction. Activities include analyzing real texts, identifying lexical patterns, and practicing collocations. It promotes a more natural and authentic approach to learning; the observation and discovery of usage are key (Richards & Rodgers, 2010).

1.3.3. Design

This approach is designed primarily around lexical units rather than individual words or grammatical rules; therefore, instruction is organized around lexical patterns. The main goal of this approach is to help students develop fluency in the language by learning chinks such as collocations, phrasal verbs, and idioms in real-life communication (Richards & Rodgers, 2010).

1.3.4. Procedures

In this regard, the Lexical Approach focuses on reading and listening activities designed to identify lexical units through the use of real-life materials such as music, newspapers used in role-playing games, interactions, and other resources. Students are encouraged to store and recall phrases rather than isolated words (Richards & Rodgers, 2010).

1.3.5. Teacher roles

In this approach, the teacher acts as a guide, helping students recognize and memorize useful expressions. They also reinforce the phrases learned through interactive activities such as role-playing and debates and prioritize correcting unnatural phrases rather than grammatical errors (Racine, 2018). The teacher ensures that students practice and can actively use the phrases when speaking and writing.

1.3.6. Learner roles

The student focuses on identifying and understanding lexical chunks in texts and conversations. They often take notes on the material and collect useful phrases, idioms, and collocations. They prefer to use full expressions rather than translating word for word. They also use mistakes as an opportunity to improve their language. On the other hand, they prioritize natural speech over perfecting grammar. Finally, they practice with other classmates using real-world expressions (Racine, 2018). By paying attention to the fragments and putting them into practice, students recycle vocabulary to expand it.

1.4. Lexical Units

According to Lewis (1993), a large part of the vocabulary in the Lexical Approach consists of lexical chunks, which can be individual words, but many are composed of several combined words. Lewis points out that the repertoire of lexical units acquires a central role in the use of language, as it facilitates the production and comprehension of discourse.

Additionally, Lewis proposes a taxonomy of lexical items that includes words, multi-words, polywords, collocations, and institutionalized expressions. In this research paper, some categories will be addressed. This perspective is relevant because students in basic education are disadvantaged when learning isolated words, which is why this approach proposes directly integrating vocabulary learning through useful fragments.

1.4.1. Types of Lexical Units

a) Words

This item is defined as the most basic, familiar lexical unit and the primary building block in language teaching. However, Lewis (1993) rejects the idea that all words should be taught in the same way, proposing instead the division of words into two groups called high- and low-informational content words, which are considered distinct natural categories.

b) Collocation

Regarding collocation, Pujiningtyas and Bram (2023) state that "lexical collocation includes only the content words such as verbs, nouns, adverbs, and adjectives without prepositions and clauses" (p. 286). These combinations of lexical items are important for vocabulary learning because the meaning of a word is closely associated with the words it frequently co-occurs with.

c) Polywords

These are short phrases consisting of two or three words that function as if they were a single word. Although sometimes the meaning of the combination of words is the same as each word, there are others that, when combined, have a completely different meaning (Lewis, 1993).

d) Institutionalized expressions

These are fixed or semi-fixed phrases used as prefabricated units; they are commonly proverbs, well-known sayings, or social expressions such as greetings and farewells. They are also used to respond, give an opinion, or interrupt. The speaker and listener can communicate more easily and efficiently when using these units in speaking or writing (Lewis, 1993).

Table 1

Common lexical items and examples

Types of Items	Classification or combinations	Examples
Words	High content words Words with low or no content	Teacher, car run, pizza. Of, with, by, at.
Collocation	Lexical collocation -Adjective + noun -Verb + noun -Noun + verb -Adverb + Adjective Grammatical collocation -Verb + preposition -Noun + preposition	 Heavy rain, Fast food. Make a mistake, do homework Prices fall, Lions roar Absolutely necessary, highly unlikely. Listen to, depend on, talk about. Interest in, access to, need for.
Polywords	-Textual function polywords (connectors) -Temporal and spatial polywords -Phrasal verbs	By the way, on the other hand In the meantime, upside down Get up, look up, look up to, put off
	-Function in communication	Not yet, just a moment, please Sorry to interrupt, but can I just say, I see what you meant.

Institutionalized expressions		Good morning, see you later, have a nice day.

Note: Adapted from Semiyeva (2025) and Lewis (1993).

1.5. Lexical Approach in Vocabulary Teaching

According to Vance (2021), in vocabulary instruction, the Lexical Approach succeeds in teaching the words and phrases that will be most widely used and useful. As a result, words with high frequency, that is, those that are used more frequently, in the language, are taught. Similarly, attention is paid to words with broad meaning and coverage, indicating they are used in a variety of contexts or have meanings that readily replace more specific words and phrases likely to be used in everyday life. It mainly benefits learners by enabling them to communicate more accurately in real-life situations, increasing their confidence in using the language

1.5.1. Advantages of the Lexical Approach

One of the main advantages of the Lexical Approach is the close link it provides students with the way English is spoken. The goal is not to create perfect grammar from the outset, but rather for students to acquire a ready-made language that allows them to speak more confidently and naturally (Team Teast, 2023). This is particularly relevant in the context of teaching English as a foreign language, where students often feel insecure when speaking because they may have learned isolated words and do not have sufficient vocabulary to communicate successfully. On the other hand, the Lexical Approach aims to enrich vocabulary through prefabricated expressions, facilitating effective interaction.

According to Thornbury (2019), learning set phrases allows learners to develop the language naturally and efficiently. The authors claim that they have discovered that learners are able to express themselves fluently and accurately at an early stage without much hesitation thanks to the effective use of set phrases, as these are the ones most frequently used in everyday speech.

1.5.2. Lexical Approach Activities

As Lackman (2011)points out, “The Lexical Approach emphasizes getting students to notice lexical chunks during their exposure to English. This is called “noticing” or “consciousness raising” and is considered the key to language acquisition” (p.21). In this regard, the teacher plays an important role by providing pedagogical support, such as

implementing instructional learning techniques that facilitate the recognition, comprehension, and use of lexical elements as part of the vocabulary. Intending to apply the principles of the Lexical Approach to educational practice, Lackman proposes a series of activities that promote vocabulary development and other English language skills. In this study, we have selected those activities that are most relevant for vocabulary development among sixth-grade students.

a) Find someone who

Is a game where students walk around the classroom and ask their classmates questions to find someone who matches each activity or description. When they find someone, they write that person's name on their worksheet.

b) Songs

The author notes that this activity is one of the most beneficial because it includes a wide range of commonly used vocabulary. At the same time, this activity needs to be adapted for teaching purposes by separating the song lyrics so that students can focus on identifying complete sentences.

c) Lexical chunk Dictation

This activity is not a traditional dictation, as simple as it may seem; the author considers it a more direct and easier way for students to identify lexical elements, since it involves pointing out lexical elements in a text. After distributing a copy of the test to the students, the teacher will simply provide clues to help them find the relevant passages.

d) Papers on Walls

This is a very dynamic activity that can be carried out in teams or in pairs through competitions, focusing on learning lexical elements. The objective of this activity is for students to recognize lexical structures so that, during the search game, they can find and group fragments and ultimately place them in the correct category.

e) Lexical Chunk Hot Seat

This is a popular game that's great for building vocabulary. It can be played in teams using two chairs. The participants sit on the chairs with their backs to the board, without looking at it. The teacher writes a word on the board, and each team must use miming and gestures to help their teammate guess the word.

f) Slot- Filler Relay Race

This is a dynamic activity that's ideal for teamwork, where students fill in the blanks with expressions. The teacher writes the incomplete lexical structure on the board and divides the participants into groups to compete in turns. Each student takes a turn to complete the expression, and finally, the teacher checks whether their answers are correct or incorrect.

On the other hand, the guide also addresses other dynamic strategies that aid in vocabulary retention as well as the development of other language skills, such as role-playing, image association, memory matching, and flashcards, among others.

These interactive strategies promote active student participation, facilitating language learning; therefore, it was decided to adapt them to a lexical version and incorporate them into the teaching guide.

1.6. English as a Foreign Language in Ecuador

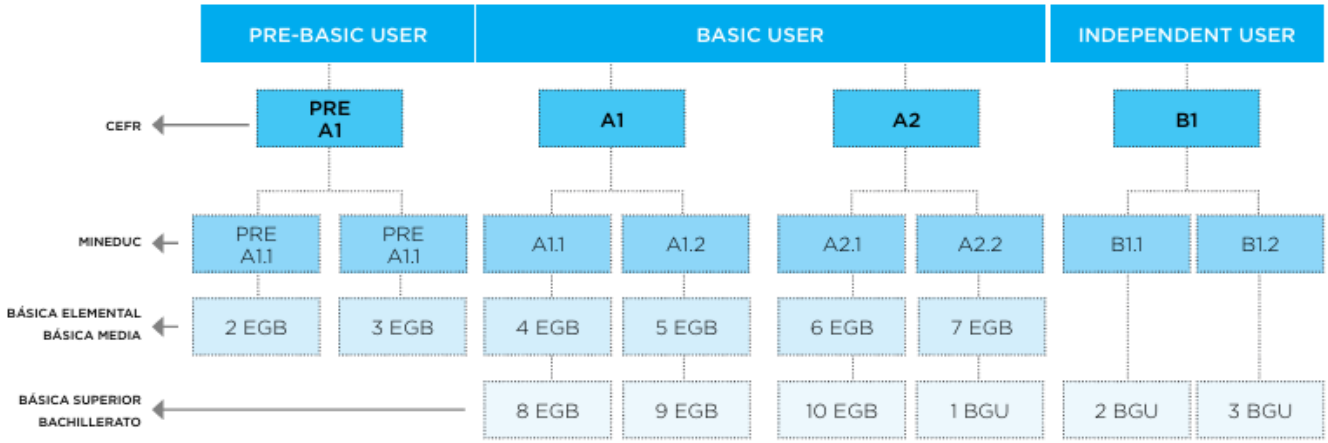
According to Beltrán et al. (2019), in 1950, during the administration of Galo Plaza Lasso, the teaching of English as a foreign language became official in the Ecuadorian curriculum. From that year on, it became a compulsory subject in Ecuador and began to be taught in numerous public and private educational institutions throughout the country, even though initially, few hours were devoted to learning this language. In addition, there were not enough English teachers to guide students in this educational process. After several years, the Ministry of Education and the British Council introduced the Curriculum Reforms Aimed at the Development of the Learning of English (CRADLE), an initiative aimed at strengthening English language teaching in Ecuador.

Even after English was included as a compulsory subject in the national education program, there was still a clear shortage of trained teachers and insufficient resources. For this reason, the CRADLE project set out to provide training for teachers, as well as teaching materials and a unified curriculum (Newman et al., 2023). The project aimed to promote more interactive methodologies and help students develop communicative skills to improve their English proficiency. However, despite these efforts, the program did not achieve all expected outcomes.

Following the closure of the CRADLE program during Rafael Correa's administration, Correa promoted several education reforms at all levels of education in the country, including learning standards aligned with the school curriculum and the Common

European Framework of Reference for Languages (Newman et al., 2023). The introduction of the CEFR provided guidelines for English language teaching, including the selection of content, objectives, methodologies, and assessment according to students' proficiency levels.

In this context, according to Ministerio de Educación del Ecuador (2016), "The English language curriculum is designed for students in Educación General Básica (2nd to 10th) and General Unified Baccalaureate (1st to3rd)" (p.390), so that students are expected to achieve an A2 level by the end of EGB and a B1 level by the end of BGU.



Note: Resource taken from Ministerio de Educación del Ecuador (2019).

1.7. Communicative Language Competence

Communicative competence refers to the ability and skills people possess to communicate effectively and appropriately in any language (Council of Europe, 2001). In fact, it is considered so important that a person be able to demonstrate their potential through communicative competence, that is, the practical applications of communication in real-life situations, going beyond theory, with the aim of understanding and ensuring that the information exchanged is understood. Guevara-Betancourt (2019) points out that English language acquisition involves the development of communicative and linguistic competence at the conceptual, lexical, and cultural levels.

1.7.1. Components of Communicative Language Competence

a) Linguistic

As mentioned earlier, linguistic competence refers to a person's ability to use language, including aspects such as vocabulary, pronunciation, and grammar; it depends not

only on how much a person knows but also on how they organize and apply their knowledge correctly when communicating with those around them (Council of Europe, 2001).

b) Sociolinguistic

This competency is closely related to social and cultural aspects, as it refers to the ability to use language in accordance with the social and cultural norms among the members of a community, including aspects such as rules of courtesy, greetings, and forms of address based on age, gender, and social status (Council of Europe, 2001). Apparently, the development of this sociolinguistic component benefits learners, as it is not only important to know grammatical rules and vocabulary but even more important to know when and how to use the language appropriately according to the social and cultural context.

c) Pragmatic

These three components are closely interrelated to develop the ability to use language functionally and appropriately for communicative purposes, including the skills needed to participate in conversations and express oneself confidently and fluently (Council of Europe, 2001). The development of this component is influenced by communicative experiences; therefore, it is believed that learners improve their use of the language through interactions and experiences.

1.8.The Lexical Competence

Lexical competence is also one of the components mentioned above and is considered important in foreign language learning, since it directly influences the development of writing, listening, and speaking skills; this is because vocabulary plays one of the most fundamental and complex roles in learning (Diyarova, 2024). Like the linguistic component, lexical competence refers to the ability to understand and correctly use one's own vocabulary; this includes correct usage in terms of both linguistic and pragmatic aspects.

1.8.1. Vocabulary

Nordquist (2019) explains that:

> Vocabulary (from the Latin for "name," also called word stock, lexicon, and lexis) refers to all the words in a language that are understood by a particular person or group of people. There are two main types of vocabulary: active and passive. An active vocabulary consists of the words we understand and use in everyday speaking and writing. Passive

vocabulary is made up of words that we may recognize but don't generally use in the course of normal communication. (p. 1)

Based on Nordquist's definition, it can be deduced that vocabulary is a fundamental element in the process of language learning because, through the knowledge of vocabulary, we can express ideas, understand messages, and build conversations, which, in general, allows us to communicate and develop linguistic skills.

1.8.2. Types of Vocabulary

a) Passive Vocabulary

According to Seidlitz Education (2021), everybody has two types of vocabulary: one that is active and another that is passive. The passive includes words that are understood when they are spoken or heard, but are not always used. Conversely, active words are those that are used to speak or write. It's common to have more words in a passive vocabulary. For example, when we watch movies, we only need to understand and not repeat what we hear. However, to write or speak well, one must first understand. So that words from the passive vocabulary are transformed into the active vocabulary, a lot of practice is required. Because of this, students need plenty of opportunities to talk and write if they want to use what they know effectively.

b) Active Vocabulary

Active vocabulary differs from passive vocabulary in that it involves more than simply Word knowledge; it also involves the ability to utilize words accurately and rapidly. Students must be able to recall it with ease (semantic retrieval), utilize it effectively in sentences (syntactic awareness), and determine whether it is appropriate for the given circumstance (pragmatic) (Seidlitz Education, 2021). Although passive vocabulary is broader, active vocabulary is the most fundamental part of oral and written communication, allowing learners to use language effectively. That is why students need to practice a lot, because active vocabulary depends on regular use.

1.8.3. Learning Vocabulary in a Foreign Language

According to Ur (2022), vocabulary is not limited to isolated terms, but can consist of several words together, and a person needs a minimum of five thousand words to be able to communicate. Having a good command of vocabulary is key to adequate performance in learning a foreign language; people cannot express themselves without sufficient

vocabulary. Almi (2024) states that students must strive to enrich their lexicon in order to acquire a foreign language, as the process of learning vocabulary depends largely on exposure to a wide range of words. Furthermore, it is mentioned that vocabulary acquisition is not simply a matter of accumulating words in memory; rather, the effective way to learn vocabulary is closely related to the teacher's understanding and the way the student perceives the difficulties presented by the words. Learning vocabulary in any language will always be essential, as mentioned above. If you don't acquire enough words, effective communication will not be possible. That is why vocabulary is a constant daily learning process. We need to learn and practice new words that we can understand and produce in any way.

1.8.4. Students' Difficulties in Learning Vocabulary

According to Rosyada and Apoko (2023), vocabulary acquisition represents one of the main challenges for students of English as a foreign language, with the most common difficulties being the pronunciation of new words, spelling, understanding their meaning, and retaining the vocabulary they have learned. The authors emphasize that students rely on strategies such as using dictionaries and taking notes, among other resources, to help reinforce retention and the use of what they have learned. For learning to be effective, students must not only know the definition of a word but also how each word is used, how it relates to other words, and how it connects to their prior experiences and knowledge. Furthermore, motivation and active participation are essential elements in this process.

Similarly, in another study on "Students' Difficulties in Mastering Vocabulary", the authors identify several significant obstacles that hinder students' acquisition of English vocabulary. Also, they report that learners struggle with translating between English and Indonesian, understanding word meanings, pronunciation, spelling, and memorization. In addition to these linguistic challenges, external factors such as insufficient learning resources and the negative influence of peers further hinder their progress (Machfudi & Afidah, 2022). This study highlights how difficult it is to learn vocabulary in another language worldwide. This may be even more so due to the lack of adequate materials, the traditional teaching methods that are still used in classrooms, and, as has been mentioned on several occasions, the influence and motivation among the students themselves, which hinders progress.

CHAPTER II: METHODOLOGY

2.1. Type of research

This research Project used a mixed-methods approach, combining qualitative and quantitative data collection techniques. This allowed the collection of complementary data that strengthened the credibility of the findings. “Mixed-methods research focused on answering equivalent research questions by combining observation and numerical methods” (Mondal & Alam, 2025, p. 92). In this study, the quantitative data were collected through a survey administered to sixth-grade students, while the qualitative data were obtained through interviews with English teachers. The combination of both methods provided complementary information about students' vocabulary learning needs and teachers' classroom practices.

Therefore, this project applied quantitative research, which allowed for the analysis and numerical emphasis of data from a specific group. According to Meissel and Brown (2023), quantitative research analyzes variables related to the subject of study, providing numerical data. In this study, quantitative information was collected from 36 sixth-grade students using a closed-ended survey. The data were analyzed through frequencies and percentages to identify students' vocabulary learning needs.

On the other hand, qualitative research explores and interprets in depth the reality of the participants with respect to the topic. Naranjo Toro et al. (2019) define the qualitative method as an in-depth analysis and reflection between the researcher and the participants who construct meaning about the reality of the issues studied. In this study, this approach made it possible to understand teachers' contextual information and complement the quantitative results obtained from the students' survey.

2.2. Research method

This research used the deductive method, as it moved from general theoretical principles to specific findings related to the research context. Mohammed (2024) mentions that this has a useful scientific approach that goes from the general to the specific; that is, it involves the researcher as an examiner of different studies previously carried out and related to the research topic. In this study, the deductive method guided the research process from the review of the literature on the Lexical Approach and vocabulary learning, followed by the collection and analysis of data obtained through the research instruments. This process provided evidence to support the development of the study proposal.

2.3. Research Techniques and Instruments

The research techniques and instruments used in this study were selected to collect relevant information related to the research problem. According to Daverne-Bailly and Wittorski (2022), research techniques and methods are used to collect relevant information to address the research problem. Therefore, this research project employed surveys and interviews to gather quantitative and qualitative data about different areas of knowledge or points of view regarding students' and teachers' views on the Lexical Approach to enrich the vocabulary of sixth-grade students and its effective use in the classroom.

a) Survey

The survey is an essential research tool that allows us to collect numerical data through a questionnaire, enabling researchers to obtain the information that addresses the objectives of the study. "A survey is a study that will provide readers with insight to critically evaluate the questionnaire once it has been developed and to follow the different steps involved in validation" (Prasad et al., 2024, p. 2). To this end, a survey with closed-ended questions was selected and designed, as it facilitates the collection of information from a sample of 36 students, allowing all participants to respond anonymously to the same set of questions with a common purpose. This made it possible to identify the students' preferences, difficulties, and perceptions regarding vocabulary learning through lexical units. Furthermore, the use of closed-ended questions allowed the responses to be organized into categories and the results to be presented using frequencies and percentages, which made it possible to identify the most common response patterns among the participants

b) Interview

Interviews play a fundamental role in research, as they allow for the collection and gathering of detailed data on specific issues related to a problem raised within the research framework. According to McLeod (2024), the interview method is a useful technique that collects data through a structured conversation between the interviewer and the interviewee, with open-ended exploration of subjective experiences. The open-ended interview was chosen because it provided an opportunity to explore in detail the teachers' opinions, experiences, and perspectives regarding the process of teaching and learning vocabulary and lexical units, their classroom practices, and the difficulties observed in that process.

2.4. Research Question

How does the use of the Lexical Approach, as an alternative methodological strategy, affect the teaching of vocabulary in sixth-grade students at Rumipamba School

2.5. Population

This study was conducted at Rumipamba School, a public institution in the province of Imbabura, La Esperanza parish, with sixth-grade students as participants. These students were divided into two classes, A and B. Class A consisted of 17 students, 10 boys and 7 girls, all between the ages of 10 and 11, while Class B consisted of 19 students, 9 of whom were boys and 10 were girls, all between the ages of 10 and 11, for a total of 36 participants in this study. In addition, the collaboration of two elementary school English teachers was secured.

2.6. Procedures and Data Analysis

To conduct this research, a preliminary observation of the vocabulary of sixth-grade students at Rumipamba School was carried out. Following this observation, the research instruments were designed: a 10-question survey for students and a semi-structured interview with 6 open-ended questions for teachers, with the aim of collecting both qualitative and quantitative data. After administering the instruments and collecting the results, the data were entered into an Excel spreadsheet for tabulation and presentation in bar and pie charts.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Interviews for teachers

Question 1: What difficulties do students encounter when learning phrases rather than individual words?

Teacher 1: I think it's mainly a lack of interest and motivation on the part of the students; you could really say that they find the subject uninteresting.

Teacher 2: I would say that for younger students, it's very difficult to understand sentences since they don't even know basic vocabulary, which makes it even harder for them to learn and use sentences. However, there may always be some teaching method or strategy.

Analysis: The findings indicate that several factors make it difficult to learn phrases rather than individual words, particularly limited motivation and insufficient vocabulary knowledge. These findings suggest that both affective factors and insufficient vocabulary knowledge may influence the acquisition of lexical units. This finding is consistent with Andrade-Molina et al. (2022), who highlight the importance of motivation in second language learning. According to the Lexical Approach, to acquire vocabulary through phrases and meaningful expressions, learners need to be constantly exposed to and practice lexical chunks in context, instead of concentrating on individual words. Hence, students require activities that increase their interaction with useful expressions and encourage their active use of vocabulary

Question 2: What strategies or activities help students retain vocabulary?

Teacher 1: Flashcards, drawings, and games are the strategies that help children retain vocabulary the most, since I have observed that these teaching strategies make it easier for them to remember what they have learned.

Teacher 2: With the youngest children, I think the main focus should be on using teaching materials such as videos, flashcards, charts, and music.

Analysis: Both teachers believe that teaching resources like flashcards, drawings, games, charts, videos, and music can help students' vocabulary memory. Such strategies can provide visual and contextual support and make the learning process more engaging and meaningful. Alhazmi (2024) reported that multimedia resources with features such as images, audio, and videos can facilitate better learning and vocabulary retention by providing contextual

support. Similarly, Teymouri (2024) mentions that repetition and practice with flashcards can help in vocabulary retention. Moreover, these strategies may provide students with opportunities to encounter and recycle lexical units in meaningful contexts that contribute to the gradual development of vocabulary knowledge.

Question 3: How would you describe the students' current vocabulary range?

Teacher 1: From my perspective, I can say that they are currently at an intermediate level; obviously, they are expected to reach an advanced level with much more practice.

Teacher 2: I think their level is really low. I'm talking about the youngest ones who are just starting, and I think that might be why their vocabulary is so limited. I've had to start with the basics, like numbers and letters, among other topics, and some of them don't even know how to read or write.

Analysis: These findings reveal differences in students' vocabulary levels, which may be related to their grade levels, as students in higher grades may have a different level of vocabulary than those who are just beginning to learn the language. These differences may also be related to the criteria used for evaluation. From the perspective of the Lexical Approach, Lewis and other researchers have argued that language is acquired more effectively when students use and recognize lexical chunks. In this sense, it is highly advantageous to incorporate the teaching of lexical units from the early stages of acquiring this language, allowing them to expand their vocabulary.

Question 4: How do you incorporate lexical chunks in your English classes?

Teacher 1: I would like to use this approach based on real-life contexts and focus more on teaching vocabulary through interactive strategies. I would primarily apply these vocabulary blocks to topics such as daily routines, greetings, self-introductions, culture, travel, food, and restaurants.

Teacher 2: I am interested in applying this approach with the help of additional teaching materials, since this is a rural public institution and does not have interactive spaces such as English labs; therefore, I would at least like to have more teaching materials that can efficiently and effectively support the teaching and learning of this language.

Analysis: These results suggest that teachers know the importance of teaching vocabulary through lexical units and show interest in implementing the Lexical Approach, since they are not currently using it in their classroom. They also recognized the need to incorporate

real-life contexts, interactive activities, and appropriate teaching materials to facilitate vocabulary teaching through this approach. This finding endorses the necessity of a didactic guide that offers teachers practical strategies and activities based on the Lexical Approach.

Question 5: What common mistakes do students make when using vocabulary in speaking activities?

Teacher 1: The most common mistake among almost all students, from elementary school through high school, is pronunciation, since students tend to pronounce words exactly as they are written.

Teacher 2: For younger children, it has also been more common to make pronunciation mistakes; even in their native language, they often make errors when expressing themselves, so we work more with them on vocabulary repetition or writing activities.

Analysis: The findings indicate that pronunciation is a common difficulty among learners, particularly when pronouncing English words based on their spelling and the influence of the first language. These difficulties may also affect learners' oral language development. Therefore, the systematic integration of pronunciation strategies is necessary for enhancing phonological accuracy and overall oral communication. In addition to the fact that learning vocabulary through lexical units can have a positive influence on oral production, the development of oral skills depends greatly on the knowledge of vocabulary since it enables the student to communicate with more natural and accurate language (Bahodir & Nasrullayeva, 2025).

Question 6: Do students use vocabulary accurately in context? Why or why not?

Teacher 1: I would say yes, since most of them are already able to use vocabulary appropriately based on the context we're dealing with; however, there is a small percentage who tend to get confused.

Teacher 2: Yes, because once they're given the guidelines, they can keep working on it, although they do tend to get confused sometimes.

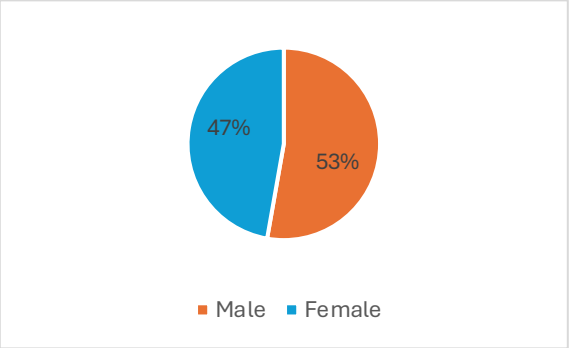
Analysis: Both participants say students are normally right with contextual vocabulary and cite the success to explicit instruction, explanations, and contextual examples given before. This instructional scaffolding reduces conceptual confusion in the task and enables students to continue to apply thematic vocabulary. Hence, although contextualized instruction may

help learners to use the target language more effectively, continued reinforcement through extended practice and exposure to authentic real-world situations is necessary.

3.2. Surveys for sixth graders

Figure 2

Gender distribution

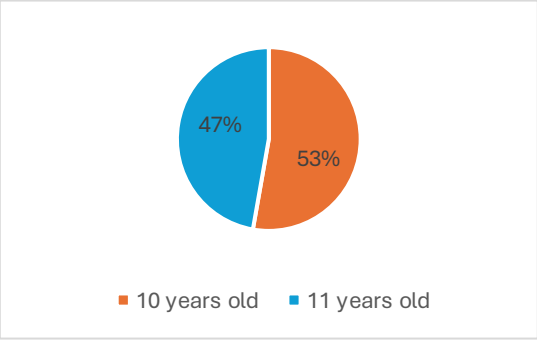


Note: Own elaboration

The results show a relatively balanced distribution between the two genders, with a slight predominance of males.

Figure 3

Ages of the participants

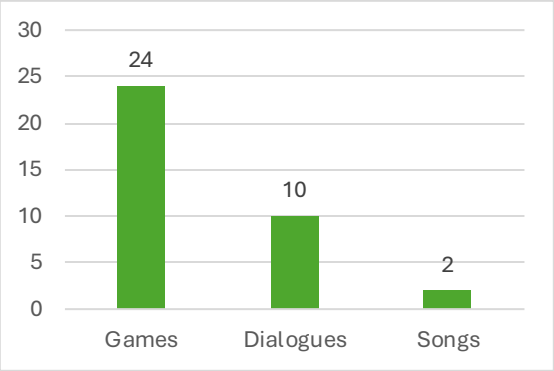


Note: Own elaboration

The age distribution indicates that the participants belong to a similar age range, which provides a relatively homogeneous group for this study. This age similarity can help ensure that the learning activities are appropriate for the students' developmental level.

Figure 4

Activities that help students learn and remember English vocabulary

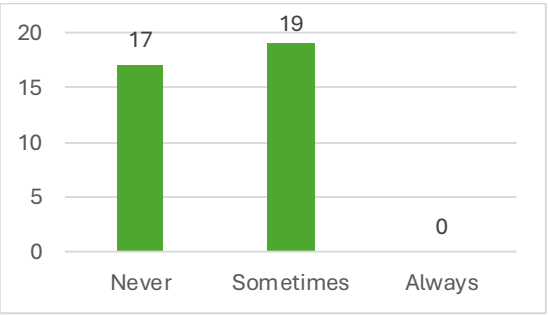


Note: Own elaboration

The graph shows a series of activities that are likely to help students learn and remember vocabulary better. These findings suggest that incorporating engaging and interactive activities may help students interact with and retain new vocabulary more effectively. In fact, in a study conducted by Ahmed et al. (2023) about the effect of using games to learn vocabulary as a second language, they state that games are perceived by students as a motivating and captivating activity that creates an interactive environment and encourages active participation.

Figure 5

Frequency of using complete expressions in English in speaking activities



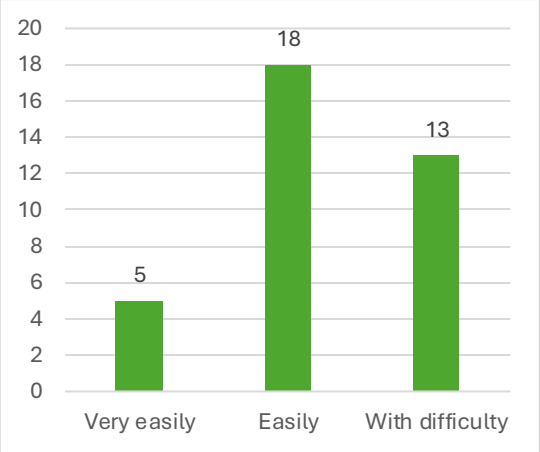
Note: Own elaboration

The figure shows the results on the frequency of use of expressions by students in oral activities. Indicates that students have limited opportunities to use complete expressions during oral communication activities. This suggests that lexical units should be incorporated

more frequently into speaking activities to encourage students to use complete expressions more naturally and confidently. In this regard, Asari (2024) argues that lexical phrases play a far greater role in oral fluency than the other classes of words. The results of this study were considered for the development of the teaching guide, which includes speaking activities for the promotion of the use of full expressions.

Figure 6

Students' ability to remember learned vocabulary

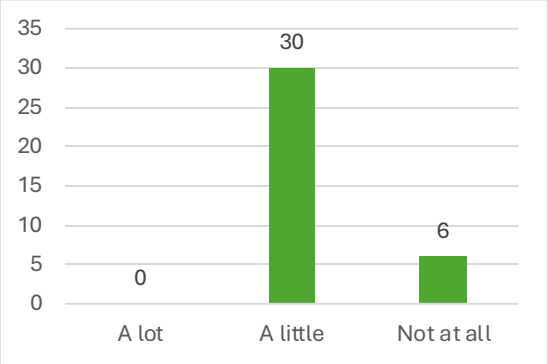


Note: Own elaboration

The findings indicate that the students can generally remember the vocabulary they have learned, although some students still experience difficulties with vocabulary retention and recall. The findings suggest the need to strengthen the learning of vocabulary through activities favoring long-term retention. In this context, recent research has shown that the combination of memory retrieval strategies and mnemonic activities significantly enhances vocabulary retention in a foreign language (Qu et al., 2024).

Figure 7

Frequency of teaching phrases, expressions, or compound words by teacher

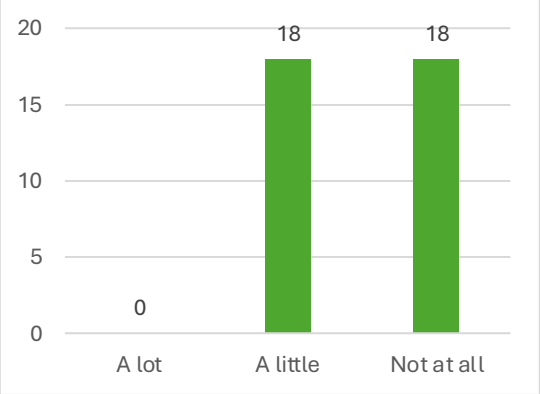


Note: Own elaboration

The findings indicate that phrases, expressions, and compound words are not frequently incorporated into classroom instruction. Although the survey does not allow us to determine the reason for this result, the findings suggest that lexical units are not yet part of standard classroom practice. This highlights the importance of promoting teaching strategies that prioritize vocabulary learning through lexical units rather than isolated words.

Figure 8

Students' knowledge of compound words



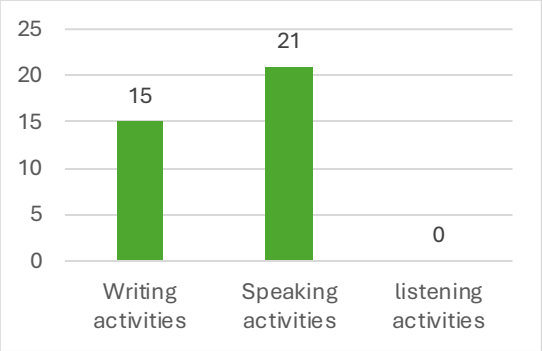
Note: Own elaboration

The graphs show that students have limited knowledge of compound words. This result may be related to the limited frequency with which the teacher covers this topic, as discussed earlier. Therefore, it can be inferred that students are more familiar with single words, and this will likely negatively affect their use and understanding of language in real-

life situations, since, as mentioned, vocabulary is a fundamental part of the development of communicative competence. For this reason. It is considered relevant and important to prepare with useful content, such as the incorporation of compound words, with the aim of developing a broad and functional vocabulary.

Figure 9

Activities in which students find it easier to use phrases, expressions or compound words

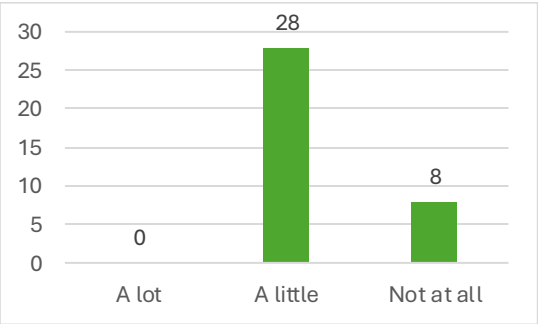


Note: Own elaboration

The graph shows the activities in which students find it easiest to use the phrases, expressions, or compound words. These findings suggest that the students feel more confident using lexical units when they are actively engaged in language production. These results guided the incorporation of communicative speaking activities and guided writing into the instructional plan, intending to promote the use of lexical units in meaningful learning situations.

Figure 10

Appropriate use of vocabulary in class activities

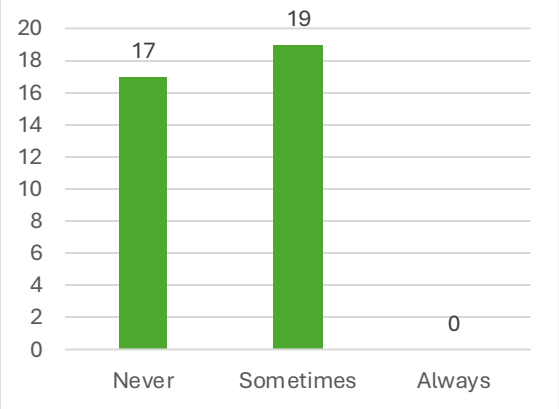


Note: Own elaboration

The findings suggest that students may have difficulties using vocabulary appropriately in class activities. This might be due to the above-mentioned problems and other factors such as limited opportunities that students have had to practice lexical units instead of isolated words, making it difficult for them to choose and use suitable vocabulary in context. Similarly, students have common fears of making mistakes, which affect their ability to express themselves with confidence; therefore, it has been established that the incorporation of lexical units through learning techniques is a meaningful and useful response to the real need identified among students, since the purpose of the Lexical Approach is to help students construct language by retrieving pre-formed lexical chunks rather than word by word.

Figure 11

Frequency of practicing phrases, expressions and word combinations outside English class

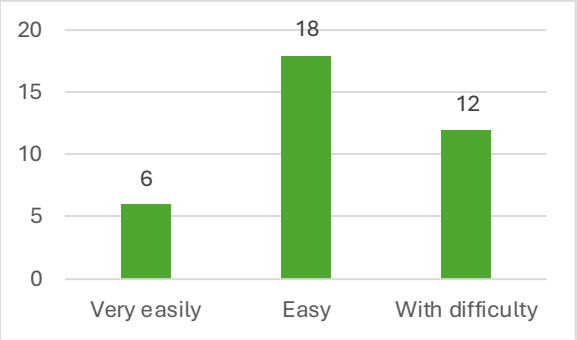


Note: Own elaboration

The results presented in the graph show that most students rarely practice lexical units outside the classroom, while a considerable number stated that they never practice them. This is one of the main problems faced by students at this institution; furthermore, these findings align with the results of the interview, in which one of these teachers noted that students' lack of interest and motivation can reduce their willingness to practice the language outside the school setting. Likewise, insufficient instruction and practice of lexical units can affect their retention and students' ability to use them. As discussed in the research question, learning a foreign language is not easy, but it is possible to master it. Lightbown & Spada (2021) explain that successful language learning is highly influenced by students' active exposure to the language.

Figure 12

Ease of understanding the vocabulary used by the teacher

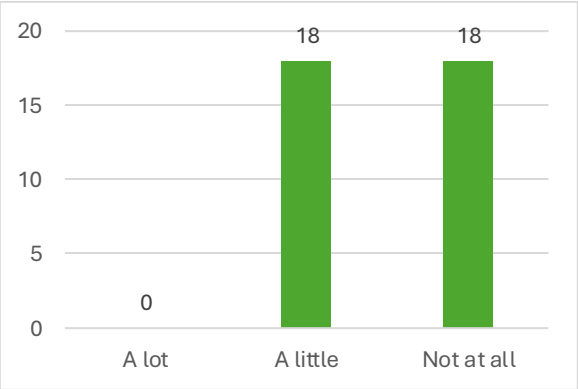


Note: Own elaboration

The figure shows the result related to students' understanding of the vocabulary used by the teacher. These results show that most students have a positive perception of their understanding of vocabulary during English classes. However, there is also evidence that a small proportion of students experience difficulty understanding the vocabulary used by their teacher. This indicates the difference among students in the level of lexical comprehension. In this regard, it is recommended to decrease the use of the students' native language and to give more exposure to the target language through contextualized vocabulary and meaningful activities that foster the acquisition of new lexical items.

Figure 13

Ability to write sentences using English expressions



Note: Own elaboration

The figure shows the results related to students' ability to write sentences using expressions. The results indicate that half of the student population is capable of creating

sentences using expressions. There is a significant difficulty in writing production involving expressions, suggesting that students need more pedagogical support to reinforce these skills. Therefore, the research proposal incorporates writing activities based on the use of lexical units with the aim of strengthening lexical knowledge and reinforcing students' ability to use them.

3.3. Discussion

The results of the student survey and teacher interviews showed several vocabulary learning needs for sixth-grade students at Rumipamba School. The findings from both research instruments showed that students have few chances to learn and use lexical items such as phrases, expressions, collocations, and compound words during English lessons. Teachers acknowledge the importance of contextualized vocabulary instruction and showed interest in the applications of the Lexical Approach. However, the results showed that these lexical units are not yet systematically incorporated into classroom practice. Hence, the results support the design of a didactic guide for the promotion of vocabulary learning based on lexical units and not isolated words. Consequently, the guide was designed to address this need by incorporating activities that expose students to lexical units in meaningful context and provide opportunities for their practice and use.

The results of the survey are in accordance with the data collected in the teacher interviews. Most students reported that they rarely use complete expressions in speaking activities, and they also stated that their teachers do not teach lexical units very often. This situation may explain students' difficulties in remembering and using vocabulary appropriately in speaking and writing activities and suggests the importance of providing more opportunities to learn vocabulary through meaningful lexical units. The proposal addresses these findings by incorporating activities focused primarily on developing vocabulary for speaking and writing, as well as some activities for listening and reading, thereby providing greater exposure to lexical units through the practice of language skills.

On the other hand, the teacher said they would like to include lexical chunks in their classes, but they rely mainly on traditional teaching resources and the materials available in their classroom. The coincidence of both instruments suggests that the scarce use of lexical units by students is related to the scarce exposure they have to this type of vocabulary in English instruction. In this regard, the use of a lexical approach is justified as a pedagogical alternative that enables vocabulary instruction through lexical units combined with

interactive activities. These findings are in line with Lexical Approach principles that posit that language is better acquired through lexical units and multiword combinations rather than through isolated words (Lewis, 1993)

Another important finding was that students preferred to learn vocabulary through games and communicative activities. Most of the participants considered the games as the most efficient techniques for learning and memorizing vocabulary; however, the speaking activities were pointed out as the context in which they felt more confident to use the lexical units. These findings are supported by Ahmed et al. (2023), who reported that game-based vocabulary instruction increases learners' motivation, participation, and vocabulary acquisition. Thus, the inclusion of interactive activities in the didactic guide is a direct response to the preference of students with regard to the learning process identified in the present study.

Therefore, the proposal incorporates some activities of the Lexical Approach proposed by Lackman (Find someone who, Lexical Chunk Dictation, Slot Filler Relay Race, Songs, Papers on Wall, Lexical Chunk Hot Seat) as well as other strategies that aid in vocabulary retention, such as Role play, Picture association, Flashcards, Memory matching, Brainstorming, Slot Filler and Picture description. These allow learners to practice lexical units through interaction.

Both teachers also emphasized the importance of contextualized activities and supplementary teaching materials for strengthening vocabulary learning. However, they also acknowledge that, for the time being, lexical elements are not being integrated into their regular teaching practices. This situation highlights the need for practical classroom materials that promote the application of the Lexical Approach. Therefore, the propose teaching guide was developed to provide teachers with student activities featuring lexical units most appropriate for sixth-grade students, such as collocation and established words and expressions related to everyday topics that promote meaningful vocabulary learning.

The results of both the survey and interview are consistent with the theoretical bases of the Lexical Approach and show the importance of enhancing the teaching of vocabulary through lexical units. The results obtained from this research were the basis for the design of the didactic guide that seeks to provide meaningful, interactive, and contextualized activities to motivate the students to increase their vocabulary and strengthen their ability to communicate more confidently in English.

CHAPTER IV: PROPOSAL

This chapter presents the research proposal, which involves the development of a teaching guide based on the Lexical Approach and its activities designed to enrich the English vocabulary of sixth-grade students at the Rumipamba School.

4.1. Title

LexiFun: Learning English Vocabulary Through Lexical Units

4.2. Objective

To provide a didactic guide based on Lexical Approach activities to support the development of English vocabulary among sixth-grade students at Rumipamba School.

4.3. Development

The following proposal was developed based on the information from the theoretical framework and the results obtained from the collection of both qualitative and quantitative data. Following the analysis and discussion of the results, the proposed plan was successfully developed. The teaching guide features a cover page and brief introduction, justification, and objective, followed by five units. Each unit consists of three lessons, each designed to be completed within 45 minutes. These lessons address everyday topics, a variety of lexical items and activities based on a lexical approach, as well as teaching materials suitable for working on different topics; finally, an answer key is included to provide teachers with guidance when checking students' answers to the activities.

4.4. Table of Contents

Table 2

Table of Contents of the teaching guide

UNIT	LESSON
UNIT 1 **DAILY ROUTINES**	Lesson 1 Greetings and daily routines activities Lesson 2 Weekend routines Lesson 3 Daily routines around the world
UNIT 2 **INTRODUCING MYSELF**	Lesson 1 Self-introduction Lesson 2 My favorite things Lesson 3 In my Free time
UNIT 3 **FOOD AND RESTAURANTS**	Lesson 1 Food and Drinks Lesson 2 Ordering at a Restaurant Lesson 3 Healthy Eating Habits
UNIT 4 **CULTURE AND TRAVEL**	Lesson 1 Ecuadorian Culture Lesson 2 Tourist Places Lesson 3 Travel and Transportation
UNIT 5 **COMMUNITY HELPERS AND JOBS**	Lesson 1 Professions and Workplaces Lesson 2 Community Helpers Lesson 3 My Dream Job

Note: Own elaboration

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The analysis of the theoretical framework showed that the Lexical Approach is a relevant pedagogical alternative for English vocabulary teaching because it promotes the learning of lexical chunks, collocations, and fixed expressions instead of isolated words. This approach supports more meaningful vocabulary learning and encourages students to use language in communicative contexts, especially at the elementary school level.

The student surveys and teacher interviews made it possible to identify the main needs, preferences, and difficulties related to vocabulary learning among sixth-grade students at Rumipamba School. The findings showed that students have limited exposure to lexical units in class, present difficulties in retaining and using vocabulary in context, and show a preference for interactive activities such as games and speaking tasks. Likewise, teachers expressed interest in including more dynamic strategies and contextualized materials to support vocabulary instruction.

Based on the identified need, a didactic guide entitled LexiFun: Learning English Vocabulary Through Lexical Units was designed according to the principles of the Lexical Approach. The proposal includes everyday topics and interactive activities such as games, songs, role-plays, memory matching, slot fillers, and communicative tasks. Therefore, the guide represents a practical pedagogical resource to support teachers in enriching students' English vocabulary through lexical units and meaningful classroom practice.

Recommendations

Based on the results of this research, the following recommendations are provided to support the improvement of English vocabulary teaching and learning through the implementation of the Lexical Approach. The suggestions are directed to English teachers, educational institutions, and future researchers to promote meaningful vocabulary learning through lexical units and interactive teaching practices.

It is recommended that English teachers include lexical chunks, collocations, and fixed expressions in their everyday teaching rather than focusing mainly on isolated words. Teaching vocabulary in terms of meaningful lexical combinations can help students to retain vocabulary and be able to express themselves more naturally in English.

Teachers are encouraged to apply interactive and communicative activities like games, role plays, songs, information gap tasks, memory activities, and pair or group work. Such strategies increase students' motivation and provide them with meaningful opportunities for practicing lexical units in authentic contexts.

The proposed didactic guide is presented as a complementary teaching resource in English classes. The guide was designed according to students' needs, preferences, and difficulties, and Students should be encouraged to practice the English vocabulary regularly outside the classroom by reading, listening to songs, watching videos, or using online educational resources. Continued exposure to the language is important to keep vocabulary alive and to build communicative competence.

It is suggested that future researchers conduct experimental or quasi-experimental research with pre-test and post-test instruments to find out the effectiveness of the proposed didactic guide. This would serve as empirical evidence of its effect on students' vocabulary acquisition and communicative performance.

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ANNEXES

Annex 1: Instrument Validation I

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

Ibarra, 20 de mayo de 2026

Magíster José Obando

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto LEXICAL APPROACH TO ENRICH ENGLISH VOCABULARY IN 6RD GRADERS AT RUMIPAMBA 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,

Nombre: Jhuly Melisa Ipiales Pupiales

C. C.: 1004871271

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INTERVIEW FOR TEACHERS

Title: LEXICAL APPROACH TO ENRICH ENGLISH VOCABULARY IN 6RD GRADERS AT RUMIPAMBA SCHOOL.

Objective: This interview aims to learn about the experiences, strategies, and methods English teachers apply to improve English vocabulary among students at the institution.

Directions:

- Answer the following questions with accurate information.

-The data collected will solely be used for academic purposes.

General Information

- **Name:**
- **Years of teaching experience:**

1. **What difficulties do students encounter when learning phrases rather than individual words?**

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

2. **What strategies or activities help students retain vocabulary?**

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3. **How would you describe the students' current vocabulary range?**

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4. **How do you incorporate lexical chunks in your English classes?**

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5. **What common mistakes do students make when using vocabulary in speaking activities?**

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.....

6. **Do students use vocabulary accurately in context? Why or why not?**

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

THANK YOU FOR YOUR COOPERATION

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		

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SURVEY FOR STUDENTS

Title: LEXICAL APPROACH TO ENRICH ENGLISH VOCABULARY IN 6RD GRADERS AT RUMIPAMBA SCHOOL.

Objective: Gather information from students' perceptions and experiences about learning English vocabulary.

Directions:

- Read the following questions carefully and choose one option you agree with.
- Be honest with all of your answers.
- This survey is private and was created for academic purposes.

Personal information:

Age:

☐ 10 ☐ 11

Gender:

☐ Female ☐ Male

1. **Which of these activities helps you learn and remember English vocabulary best?**
   - Games ☐
   - Dialogues ☐
   - Songs ☐
2. **How often do you use complete expressions in speaking activities?**
   - Never ☐
   - Sometime ☐
   - Always ☐
3. **How easily you can remember the vocabulary you learned?**

- Very easily ☐
- Easily ☐
- With difficulty ☐

4. **How much does your teacher teach you phrases, expression or compound words?**

- A lot ☐
- A little ☐
- Not at all ☐

5. **How much do you know about compound words?**

- A lot ☐
- A little ☐
- Not at all ☐

6. **In which activity do you find it easiest to use phrases, expressions, or compound words?**

- Writing activities ☐
- Speaking activities ☐
- Listening activities ☐

7. **Do you use the vocabulary appropriately in class activities?**

- A lot ☐
- A little ☐
- Not at all ☐

8. **How often do you practice phrases, expressions, and word combinations outside of English class?**

- Never ☐
- Sometimes ☐
- Always ☐

9. **Is it easy for you to understand the vocabulary the teacher uses?**

- Very easiiy ☐
- Easily ☐
- With Difficulty ☐

10. **Can you write sentences using expressions?**

- A lot ☐
- A little ☐
- Not at all ☐

THANK YOU FOR YOUR COOPERATION

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			

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Firmado electrónicamente por:
JOSE MIGUEL OBANDO ARROYO

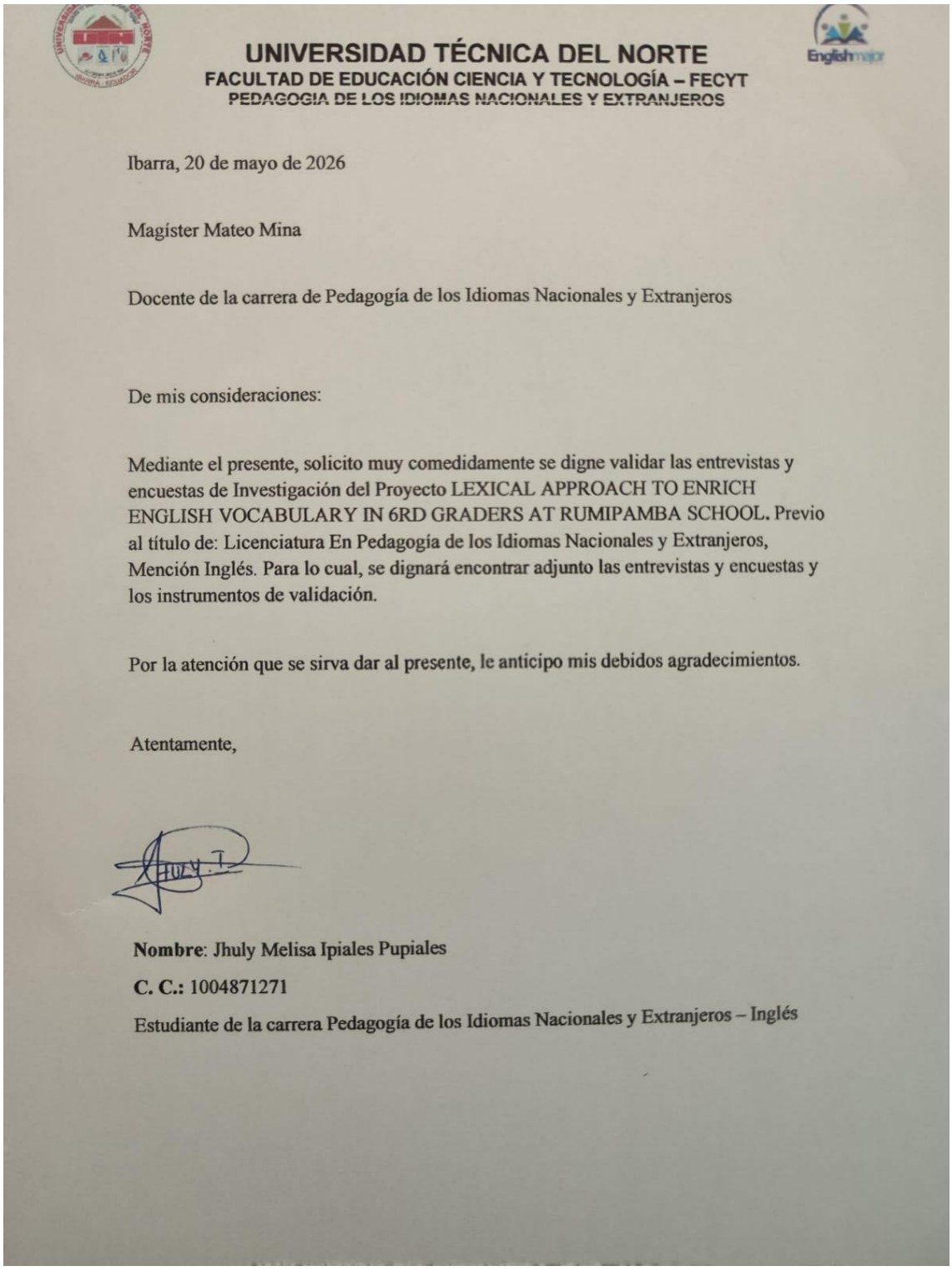
Firma del Evaluador

C.C.: 1001512043

Apellidos y nombres completos	José Miguel Obando Arroyo
Título académico	Magister en Lingüística Aplicada
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

Fecha de envío para la evaluación del experto:	20 de mayo de 2026
Fecha de revisión del experto:	Junio 2, 2026

Annex 2: Instrument Validation II



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

Ibarra, 20 de mayo de 2026

Magíster Mateo Mina

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto LEXICAL APPROACH TO ENRICH ENGLISH VOCABULARY IN 6RD GRADERS AT RUMIPAMBA 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,

Nombre: Jhuly Melisa Ipiales Pupiales

C. C.: 1004871271

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés

5	X			
6	X			
7	X			
8	X			
9	X			
10	X			



Firma del Evaluador

C.C.: 0401733985

Apellidos y nombres completos	Iván Mateo Mina Vásquez
Título académico	Msc
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	immina@utn.edu.ec
Teléfono	0963262467

Fecha de envío para la evaluación del experto:	20 de mayo de 2026
Fecha de revisión del experto:	21 de mayo del 2026

Annex 3: Authorization Request

REPÚBLICA DEL ECUADOR

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

Oficio Nro. UTN-FECYT-D-2026-0153-O
Ibarra, 08 de junio de 2026

PARA: **MSc. Elvis Leonardo Mendoza Angulo**
COORDINADOR ZONAL 1 – EDUCACIÓN

ASUNTO: Trabajo de Integración Curricular Srta. Jhuly Melisa Ipiales Pupiales

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

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, autorice el ingreso de la Señorita JHULY MELISA IPIALES PUPIALES, portadora de la cédula 1004871271, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, FECYT-UTN, correo electrónico: jhulyipiales@gmail.com, contacto: 0986722003, a la Unidad Educativa Rumipamba, para que obtenga información a través de la aplicación de instrumentos de investigación, a 17 estudiantes de sexto grado, el 12 de junio de 2026, lo cual requiere para el desarrollo del trabajo de integración curricular con el tema: "LEXICAL APPROACH TO ENRICH ENGLISH VOCABULARY IN 6RD GRADERS AT RUMIPAMBA SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

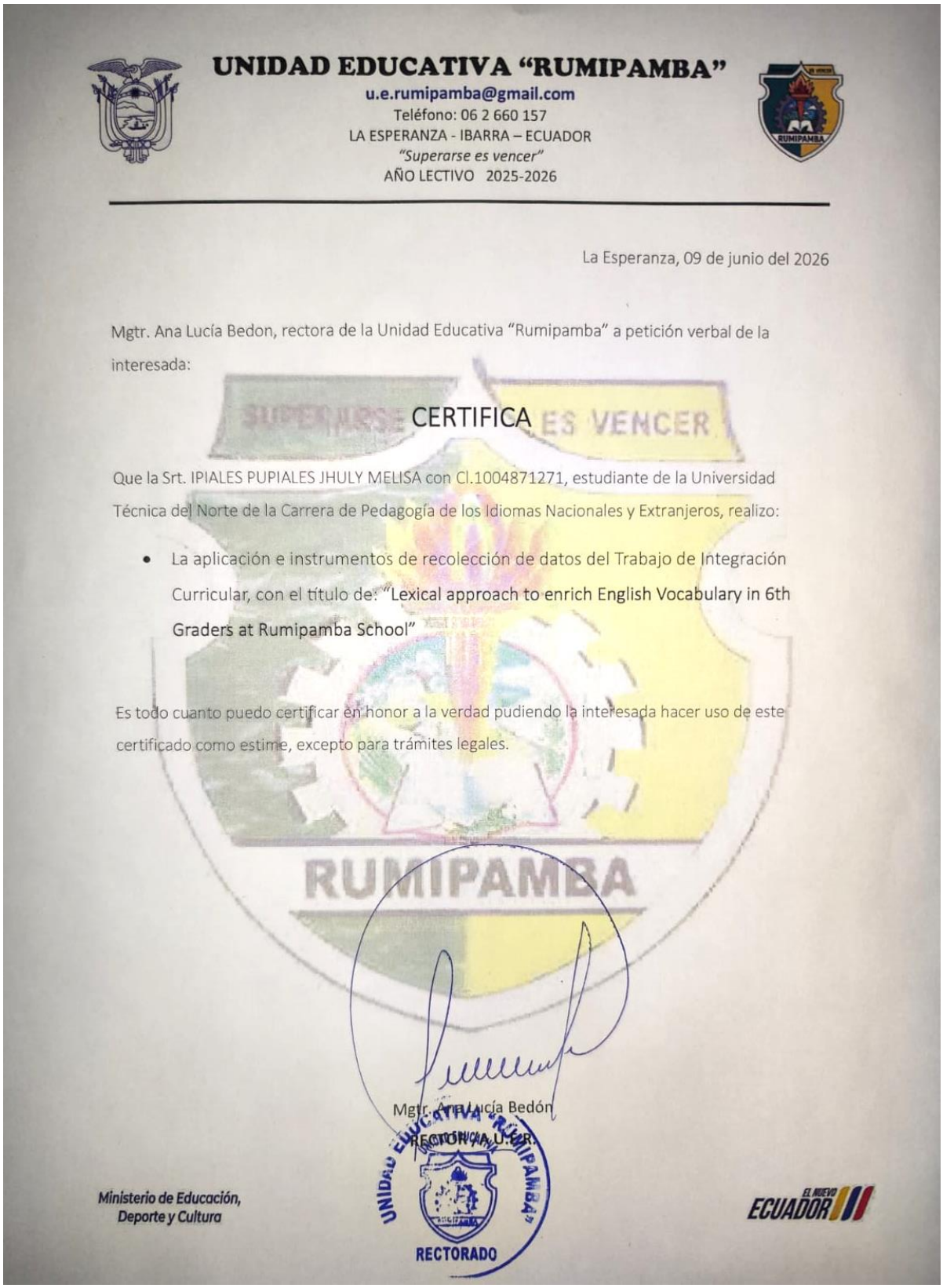
Validar únicamente en Firmec.
Firmado electrónicamente por:
JOSE LUCIANO REVELO RUIZ

MSc. José Revelo
DECANO DE LA FECYT
CC: 1002072179
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Ministerio de Educación
COORDINACIÓN ZONAL 1-EDUCACIÓN
ATENCIÓN CIUDADANA
8-6-2026
15:00

Annex 4: Certificate of Instruments Application



UNIDAD EDUCATIVA "RUMIPAMBA"

u.e.rumipamba@gmail.com
Teléfono: 06 2 660 157
LA ESPERANZA - IBARRA – ECUADOR
"Superarse es vencer"
AÑO LECTIVO 2025-2026

La Esperanza, 09 de junio del 2026

Mgtr. Ana Lucía Bedon, rectora de la Unidad Educativa "Rumipamba" a petición verbal de la interesada:

CERTIFICA

Que la Srt. IPIALES PUPIALES JHULY MELISA con CI.1004871271, estudiante de la Universidad Técnica del Norte de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, realizo:

- La aplicación e instrumentos de recolección de datos del Trabajo de Integración Curricular, con el título de: "Lexical approach to enrich English Vocabulary in 6th Graders at Rumipamba School"

Es todo cuanto puedo certificar en honor a la verdad pudiendo la interesada hacer uso de este certificado como estime, excepto para trámites legales.

Mgtr. Ana Lucía Bedón
RECTORA U.E.R.

UNIDAD EDUCATIVA "RUMIPAMBA" RECTORADO

Ministerio de Educación, Deporte y Cultura

EL NUEVO ECUADOR

Annex 5: Evidence of Instruments Application





Annex 6: Request for socialization of the proposal



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



Oficio Nro. UTN-FECYT-D-2026-0193-O
Ibarra, 08 de julio de 2026

PARA: **MSc. Ana Bedón**
RECTORA DE LA UNIDAD EDUCATIVA RUMIPAMBA

ASUNTO: Socialización de propuesta Srta. Jhuly Melisa Ipiales Pupiales

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

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita JHULY MELISA IPIALES PUPIALES, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta perteneciente al trabajo de integración curricular con el tema: "LEXICAL APPROACH TO ENRICH ENGLISH VOCABULARY IN 6RD GRADERS AT RUMIPAMBA SCHOOL".

Por su favorable atención, le agradezco.

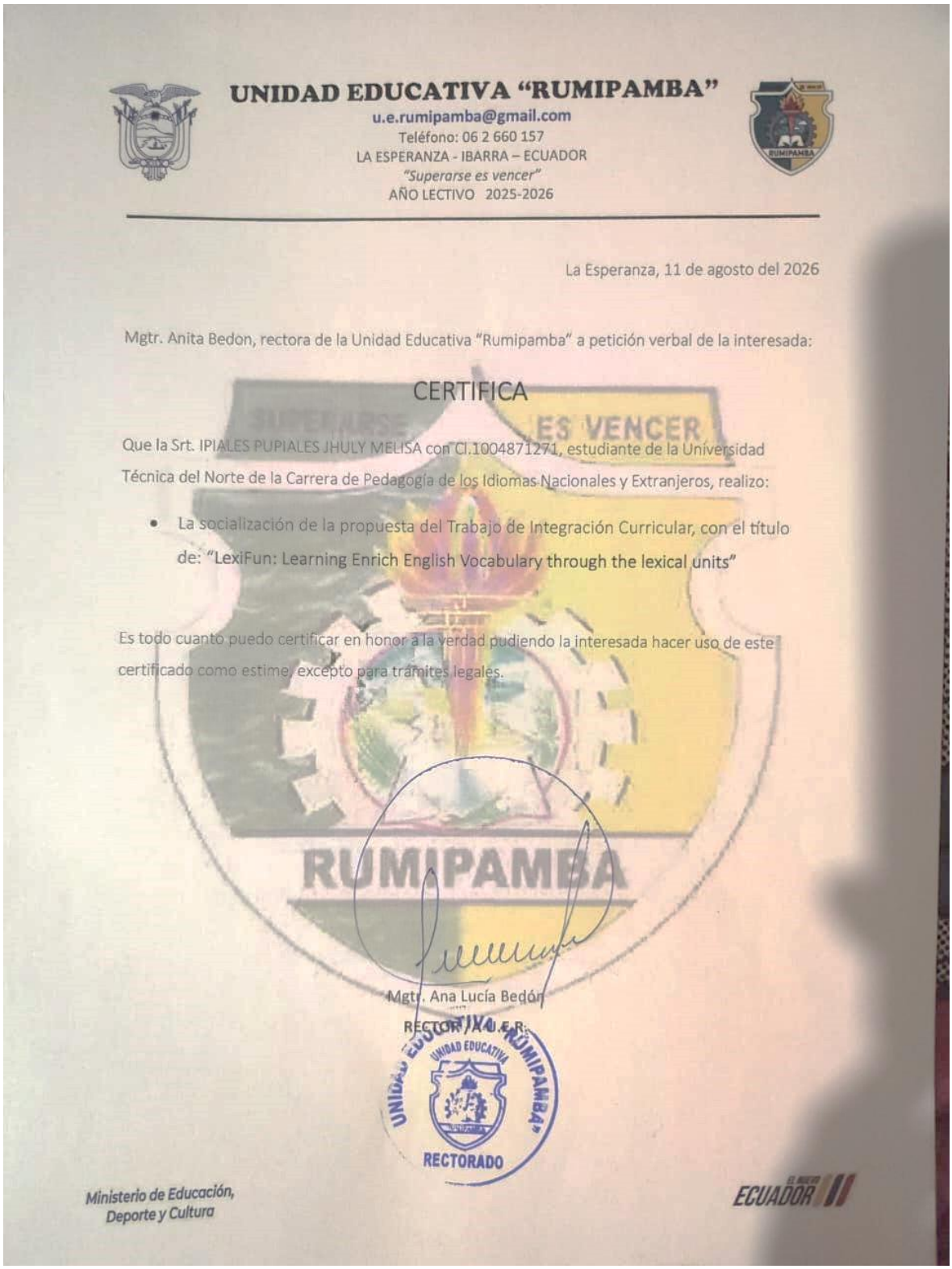
Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO



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

JLRR/M.Báez

Annex 7: Certificate of the socialization of the proposal



UNIDAD EDUCATIVA "RUMIPAMBA"
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LA ESPERANZA - IBARRA – ECUADOR
"Superarse es vencer"
AÑO LECTIVO 2025-2026

La Esperanza, 11 de agosto del 2026

Mgtr. Anita Bedon, rectora de la Unidad Educativa "Rumipamba" a petición verbal de la interesada:

CERTIFICA

Que la Srt. IPIALES PUPIALES JHULY MELISA con CI.1004871271, estudiante de la Universidad Técnica del Norte de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, realizo:

- La socialización de la propuesta del Trabajo de Integración Curricular, con el título de: "LexiFun: Learning Enrich English Vocabulary through the lexical units"

Es todo cuanto puedo certificar en honor a la verdad pudiendo la interesada hacer uso de este certificado como estime, excepto para trámites legales.

Mgtr. Ana Lucía Bedón
RECTORA U.E.R.

UNIDAD EDUCATIVA "RUMIPAMBA" RECTORADO

Ministerio de Educación, Deporte y Cultura

ECUADOR

Annex 8: Evidence of the socialization of the proposal

