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# THE LEXICAL APPROACH IN AN EFL CLASSROOM: A PILOT STUDY ON 1st GRADE STUDENTS' ORAL PRODUCTION AT SENDA DEL SABER SCHOOL

SEMINARIO PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN

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# Abstract

This thesis work aims at demonstrating that activities based on the Lexical Approach facilitate students' oral production in a group of 1st grade of High School students. The intervention was carried out in a school from Santiago, Chile (Senda Del Saber School). The project was carried out in a group of 32 students of 1st grade of High School. The research was conducted within 6 lessons; the first four lessons were about idioms, expressions and phrasal verbs. The other two lessons were used for evaluations.

The results showed that the students improved their oral skills by using the collocations in an oral test. An implication of this could be that the use of strategies from the Lexical Approach can be beneficial for the learning process of students of 1st grade of High School in Santiago, Chile.

# Introduction

"While without grammar little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972, p. 111)

Nowadays in our country, the importance of teaching English as a foreign language has increased, but also it is known that all over the world, English is the most used foreign language. For that reason, the importance of understanding lexis rather than grammar can be a great advance for school and university students.

During our professional practicum as English teaching trainees, we have observed many problems concerning the development of the oral skills, because usually, oral production is based only on memorization and repetition of texts and songs, especially in co-funded schools.

Many researches confirmed the difficulty of productive skills on second language learners, especially because students are exposed to a big amount of grammatical structures, but teachers are not bringing enough lexis to produce language, especially in oral communication as claimed Lewis (1997), Schmitt (2000), among others.

Due to the importance of developing new teaching strategies, it is essential to make teachers aware of the relevance that lexis has on the process of learning a foreign language. Pursuant to our thesis work, the most suitable approach is the "Lexical Approach", which postulated that lexis has a central role at the moment of teaching English as a foreign language, because an important part of language acquisition is represented by the ability to produce lexical phrases as chunks and these chunks become the raw data by which learners notice patterns of language traditionally thought of as grammar (Lewis, 1993).

Other important aspect is the use of audio-visual aids to facilitate the acquisition process of the students as claims the multimedia theory. Taking into consideration all of above, the following project tries to demonstrates that the activities based on the Lexical Approach help facilitate students the oral production by the development of words and word combinations.

Our work is divided into five chapters which are explained in the following way:

In chapter number one, the reader will find the General Objectives, the Specific Objectives, the Working Hypotheses, the Null hypotheses and the Alternative Hypothesis.

In chapter number two, the reader will find the Theoretical Framework, which consisted of a review of second language acquisition theories, the main concepts of the Lexical Approach and researches on its implementation, and of course, the theories that support the hypotheses.

In chapter number three the reader will find the Methodological Framework, which consists of the pilot carried out at school, and the results obtained.

In chapter number four, the reader will find the Data Presentation and Analysis Results. And finally, in chapter number five, the reader will find the Final Conclusions in order to validate the Hypotheses statement.

Inasmuch as the acquisition of a second language is a complete challenge, especially in school students, teachers have to be aware of the importance of implementing new teaching techniques. For that reason, in this study, the most important point is to propose a methodology to facilitate the students' acquisition of English, mainly focused on the students' acquisition of different types of collocations to improve their oral production.

# CHAPTER I:

# INTRODUCTION

## 1. Objectives

### 1.1 General Objectives

- The purpose of this study is to pilot a set of 4 lessons based on the Lexical Approach in 1$^{st}$ grade of High School.

- This study also aims at describing to what extent students improve their oral production by using this methodology in class.

- Establish that better results are obtained in oral production than in written form.

### 1.2 Specific Objectives

The specific objectives of this study are:

- To explain the linguistic principles behind the Lexical Approach.

- To design a set of lessons for 1$^{st}$ grade of High School based on the Lexical Approach.

- To analyze the advantages of implementing the Lexical Approach in EFL classrooms.

**1.3 Working Hypotheses**

1. Activities based on the Lexical Approach facilitate students 'oral production in a group of 1st grade of High School.

2. Students get better results in their oral production than in written form when using techniques based on the lexical approach.

**1.4 Null hypotheses**

1. Activities based on the Lexical Approach have no impact on students' oral production in this group.

2. Students get better result in their written test than the oral production when using techniques based on the Lexical Approach.

**1.5 Alternative Hypothesis**

1. Activities based on the lexical approach improve students' motivation and attention in class

## 1.6 Research Problem

According to the Ministry of Education, the learning process involves more than the expertise of the discipline, the skills and attitudes. In oral communication, it includes the expression of ideas and knowledge in an organized manner; the argumentation development to formulate ideas and opinions; the use of language with increasing levels of precision, incorporating the expertise concepts, and the interaction with others to exchange ideas, to analyze information and develop connections in relation to a particular issue, share views and reach agreement.

However, students of 1st grade of Senda del Saber High School do not produce the second language orally. They tend to use memorization in their oral tests and have little – if any – opportunities to develop oral abilities.

To tackle this problem our study proposes to implement a set of four lessons based on the Lexical Approach. We plan to carry out activities with this methodology to improve their oral production.

## 1.7 Research question

Finally the research question is presented as follows:

Is there an improvement in the oral production in students of 1st grade of Senda del Saber of High School by using strategies based on the Lexical Approach?

# CHAPTER II:

# THEORETICAL FRAMEWORK

## 2.1 Introduction

In this chapter, the most important theories and approaches are mentioned and described in order to make each concept clear as well as the project easier to understand.

They are divided into two main classifications: the first category is about Vocabulary Acquisition and the second category consists of Background of the Lexical Approach.

## 2.2 What Vocabulary acquisition is

Most common people associate the word "vocabulary" with a list of words, words with a specific meaning. The Oxford dictionary states that vocabulary means "The body of words used in a particular language". According to The Free Dictionary Online, vocabulary means "a list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary. On the other hand, as reported by Oxford dictionary, acquisition is "the learning or developing of a skill, habit, or quality"

We could presume, then, that vocabulary acquisition is a process in which people develop several skills to understand and put in practice the lexicon with a communicative purpose, to achieve the main goal of learning a language.

Vocabulary acquisition is a complex process affected by several factors.

## 2.3 Vocabulary acquisition in the second language

Second language acquisition is the process by which a person learns a foreign or second language. According to Nation and Waring (1997) a 5 year-old native English speaker has an amount of vocabulary of 4,000 to 5,000 words, if we add 1,000 word families a year until graduating from university we have around 20,000 word families. A foreign speaker would have to increase his/her vocabulary from 5,000 to 15,000 word families, but there exists the opportunity for native speakers to increase their vocabulary around 1,000 word families a year, if they study in a school where English is the main or second language**.**

According to Schmitt (2000), one of the main language teaching methodologies in the nineteenth century was the Grammar-Translation Method. The objective of this method was to make learning easier through the use of examples of sentences, instead of a whole text. The lessons consist of one or two grammar rules, lists of vocabulary items and practice examples to translate them from the target language into their mother tongue. The Grammar- Translation method emphasizes the accuracy and explicit grammar rules. The problem with this method was not focused on how to use the language; it focused on reading and writing which increase the grammatical competence, but, do not promote the speaking ability in the target language.

By the end of the nineteenth century The Direct Method appeared which focused on the oral language, including listening as the primary skill, but the use of grammar rules was excluded, just as the use of bilingual dictionaries. The main idea was that vocabulary could be acquired naturally through interaction in the classroom, starting with simple and familiar words, using pictures or physical demonstration. The disadvantage of the method was that it needed teachers with a high level in the target language and did not emphasize the differences between L1 and L2.

Then an idea appeared of giving emphasis on reading in a foreign language, and facilitates reading skills by improving vocabulary learning, this approach was created by Michael West and it was called Reading Method, which worked until World War II.

At that time, the American Military required training the soldiers in oral skills; the main notion was learning language as a result of the habit formation. American linguists created a method which reinforced good language habits, focused on sentences patterns, paid attention to pronunciation, oral drills and memorization. The students of this method who were highly motivated, therefore, helped in the success of the approach. After the war, this approach was known as Audiolingualism, which was based on teaching structural patterns. "It was assumed that good language habits, and exposure to the language itself, would eventually lead to an increased vocabulary". (Coady, 1993, quoted in Schmitt, 2002, p.13). In Britain a similar approach was current, the Situational Language Teaching which combined the lexical and grammatical items, depending on the situation (e.g., at the supermarket, at the dinner table) (Celce – Murcia, 1991 quoted in Schmitt, 2002, p.13)

On the other hand, according to Chomsky (1957) quoted in Decarrico (2001) language is represented as a speaker's mental grammar, instead of the behaviorist notion of the habit formation, in which a set of grammar rules generate grammatical sentences.

Hymes (1972) introduced the concept of Communicative Competence. His approach used the language for meaningful communication, giving great emphasis to the sociolinguistic and pragmatic factors leading the effective use of language.

Communication language teaching focuses on the message and fluency rather than on grammar. One of the activities of this approach is the information gap, in which students negotiate an exchange of information. (Schmitt, 2000)

## 2.4 The role of vocabulary in L2 learning

In recent years, vocabulary has taken an important role in second language learning, in fact, as important as the four main skills: reading, writing, listening and speaking. However, to achieve this position has not been easy. Although, researchers support vocabulary since just a few years ago. After different studies, specialists recognized and emphasized the importance of lexis at the moment of learning a second or foreign language. There are many quotations which identify the importance of developing enough lexical competences and especially, which strategies the teacher has to use with his/her students to achieve the objective.

"The heart of language comprehension and use is the lexicon".

(Hunt &Beglar 2005 p.2)

"Research has shown that second-language readers rely heavily on vocabulary knowledge and that a lack of vocabulary knowledge is the largest obstacle for second language readers to overcome".

(Huckin & Bloch, 1993, p.154)

"The single most important task facing language learners is acquiring a sufficiently large vocabulary"

(Lewis, 2000, pp. 8)

"The most striking differences between foreign learners and native speakers is in the quantity of words each group possesses"

(Laufer, 1998. p. 255 quoted in Nation 1990)

As can be observed, researchers have noted the importance of vocabulary learning in the development of higher levels in the L2. In our study, we focus on how teachers can use different techniques based on the Lexical Approach (which will be explained thoroughly later) in order to improve oral performance in English.

As we explained above, lexis was neglected for many years, considered as a secondary element of learning a foreign language. One of the main reasons for this is that grammar has been one of the most essential items in second language. Nevertheless, linguistic researches have shown the opposite. The investigations of Lewis (2000), Nation (2001), and Wilkins (1972), among others, have exposed the importance of the lexicon. As Wilkins claims "While without grammar little can be conveyed, without vocabulary nothing can be conveyed" (1972, p. 111)

If the learner has a basic knowledge of grammar, but knows the vocabulary he/she can express the message (perhaps with many difficulties) but if the speaker has a poor knowledge of vocabulary, he could feel overwhelmed then the receptor can understand a wrong message. According to Folse "The lack of grammar knowledge can limit a conversation; lack of vocabulary knowledge can stop conversation". (2004, p. 3). He shows his experience in the following narration:

> On one occasion, I spent a long and trying hour in a small store in Japan trying to purchase flour without knowing the word for *flour* in Japanese. I couldn't draw it. I couldn't explain it. At one point, I even tried saying "pre-bread," but that just produced more looks of confusion. In the end, I left the store without the flour. I had mastered beginning level polite forms for "Excuse me, where is the___*'l"* but I did not know the Japanese word for *flour* to fill in that key blank space. (Folse, 2004, p. 2)

The story illustrates the vocabulary role in language acquisition, how important vocabulary is at the moment of traveling abroad or getting a job. For that reason, it is claimed that when people travel to another country they use dictionaries, not grammar books (Krashen, 1987). Nevertheless, we must recognize that grammar and vocabulary are united; it is hard to think of vocabulary and grammar as separate

entities because, in order to achieve the communicative competence in second language the student acquire these two aspects together.

Another aspect to consider is how vocabulary is learnt. Acquiring lexis in second language learning is not an automatic process; it is necessary to be exposed to multiple repetitions in a progressive way. As learners of vocabulary, every day we are exposed to different words. Sometimes, we understand the meaning of a word at the moment of reading in context but it is difficult to use it.

We can identify two types of abilities to develop vocabulary.

The receptive knowledge is the capacity to understand a word; this process is related with listening and reading. Productive knowledge is the capacity of produce a word of our own; this process is related with speaking and writing (Schmitt, 2000). There exists the conception that at the moment of learning a word first developed a receptive form and then the productive form. Also Nation created a list of different kinds of knowledge necessary to know a new word.

- The meaning(s) of the words

- The written form of the words

- The spoken form of the words

- The grammatical behavior of the words

- The collocations of the words

- The register of the words

- The associations of the words

- The frequency of the words

Nation (1990, p.31)

Most of these types of knowledge are used in different communicative situations. It is not necessary to use the type of word knowledge simultaneously because it is a gradual process. Students can first develop a particular type and then

the others.  For that reason, it is not possible to know the whole list at the same time. Besides, learners can handle the types of knowledge in different degrees. (Schmitt, 2000)

On the other hand, vocabulary learning strategies are divided into Explicit Learning (direct or intentional learning) and Implicit Learning (indirect or incidental learning) contribute to vocabulary development.

Explicit learning focuses attention on the information to be learned, which gives the greatest chance for its acquisition. But it also time-consuming, and for all the most diligent students, it would be arduous to learn and adequately sized lexicon. The "depth of processing' hypothesis also suggests that the more a piece of information is manipulated, the more likely it is to be retained in memory" (Schmitt, 2000, p.121) The Keyword method (Hulstijn, 1997) represents a relative deep processing. Specifically, it combines elements of phonological form and meaning in a mental image, it helps learners to move on to the stage of implicit learning through reading and listening skills.  An important fact is the learner's ability to guess the meaning of words from the context.

The second one (implicit learning) is associated with learning vocabulary "in context". It occurs when a person is using language for communicative purposes, e.g., when people constantly review a vocabulary list, their mastering of the words and their meanings tends to become 'automatic'. The best method for this approach is learning, so, to avoid the main problem of second language learners it is necessary to increase the amount of exposure. According Schmitt (2000) explicit and implicit learning are necessary and complementary.

In this section we are going to introduce the background of the Lexical Approach, to then explain the principals of it.

## 3. The Lexical Approach

A long time ago, linguists assumed that grammar was more important than vocabulary, giving less emphasis to words and more emphasis to the structures of language. For that reason they argued that the acquisition of a language depended on the domain of grammatical rules.

During the 1990s, the interest on the vocabulary use increased. Authors as Nation (1990) provided guidance on classroom and useful evidence about vocabulary acquisition. Simultaneously, John Sinclair created the COBUILD (1987). This and other corpus studied how language works, explaining the occurrence of lexical chunks in native speakers' language.

The Lexical Approach is a method for teaching foreign language that appeared in 1993 when Michael Lewis published the book The Lexical Approach, The State of ELT and the Way Forward, offering an alternative to grammar-based approaches. In this text Lewis presented the idea that lexis has a central role at the moment of teaching English. He states that grammar is not the basis of language acquisition, and the balance of linguistic research clearly invalidates any view to the contrary.

One of the main purposes of this approach is to "develop learners' proficiency using words and word combinations" (Lewis, 1993 p. 95). It is based on the idea that an important part of language acquisition is representing by the ability to produce lexical phrases as chunks and these chunks become the raw data by which learners notice patterns of language traditionally thought of as grammar (Lewis, 1993).

At the same time, Lewis considers that lexis has a strong influence at the moment of communication. The idea is to be able to understand and produce lexical phrases as chunks (collocations, fixed and semi-fixed expressions and idioms) could be the key to fluency and a future communication competence. The reason is that

native speakers use a lot of prefabricated items that help them to communicate and pay attention to the develop of chunks rather than grammatical structures.

A central object in the Lexical approach is to make a distinction between vocabulary - traditionally understood as a stock of individual words with fixed meanings -  and lexis, which includes not only the single words but also the word combinations that we store in our mental lexicons. Fluency does not depend so much on having a set of generative grammar rules and a separate stock of words, but it depends on having rapid access to a stock of chunks as native speakers do. (Lewis, 1993)

There are a number of principles which explain the main background of this approach.

1. Language consists of grammaticalised lexis, not lexicalized grammar.

This is one of the most important principles that Lewis establishes the significance of teaching a language using structures made of words and lexical chunks instead of grammatical structures.  At the same time lexical structures extend the possibility to generate language and fluency rather than grammatical rules and separate stock of words.

2. The grammar vocabulary dichotomy is invalid; a lot of language consists of multi-word 'chunks'. Lewis suggests that vocabulary cannot be differentiated from grammar, he prompts that language is easily acquired when it is learnt in chunks instead of isolated words. Language is considered as a set of multi-word chunks.

3. A central element of language teaching is raising students' awareness and developing their ability to 'chunk' language successfully.

Lewis declares that recognizing lexical chunks in language is a requirement for learning language. It is necessary that learners develop enough abilities and awareness to chunk language.  Lewis claims that:

"The central idea to efficient acquisition and effective communication is chunking. Unless you chunk a text correctly, it is almost impossible to read with understanding, and unless you speak appropriate chunks, you place a serious barrier to understanding between yourself and your listeners". (1997, p.58)

4. Collocation is integrated as an organizing principle within syllabuses.

Collocations are fundamental in language and are a central item in this approach. One of the reasons to learn and use collocations is to develop spoken language. Collocations could make speech sounds more natural since they are integrated in the natural spoken and written language.

5. Successful language is a wider concept than accurate language.

One of the main points of Lexical Approach is to give emphasis on successful communication based on the acquisition of lexical chunks, which makes the communication more effective instead of producing an accurate language.

6. The primacy of speech over writing is recognized; writing is acknowledged as a secondary encodement, with a radically different grammar from that of the spoken language.

7. Socio-linguistic competence—communicative power—precedes and is the basis, not the production of grammatical competence.

The main way to achieve grammatical competences is the ability to use and respond to language properly in a social setting.

8. Grammar as structure is subordinate to lexis.

The lexical approach rejects the notion that grammar is superior to lexis.

9. Grammatical error is recognized as intrinsic to the learning process.

The learner is susceptible to make grammatical mistakes when learning a language. These mistakes are part of the learning process and are consider an intrinsic part of the process..

10. Grammar cannot be acquired during a set of mechanical drilling of structures because it is not a productive skill.

11. Task and process, rather than exercise and product, are emphasized.

12. Receptive skills, particularly listening, are given enhanced status.

An important belief is that develop the production of language, it is necessary to pay attention to reception.  The more exposure to the language determines the production of the language.

## 3.1 Advantages of the Lexical Approach

Some of the reasons about why it is important to learn a second language are: talking to new people, using English when you are travelling, understanding films and TV programs, understand pop songs, help you to get a good job or study at the university, and do business all over the world, understand more about the world if you can read English and American magazines and newspapers because it is the international language for most people. (Lewis, 1992)

That is why in many cases students find the earliest stages of learning a second language very fun because they feel they are making considerable progress in something new. On the other hand, after a while learning a foreign language they do not feel progress and for that reason the excitement is lost.

Nevertheless, teachers can help students at this level making new activities, and encouraging students to perform more difficult tasks, by emphasizing that language learning, in their real life. (Lewis, 1992)

## 4. The importance of understanding Lexis

In the following pages we are going to explain what Lexis is and its components.

## 4.1 What is Lexis?

The standard view divides language into grammar (structure) and vocabulary (words); the Lexical Approach challenges this fundamental view of language: it argues that language consists of chunks, which, when combined, produce continuous coherent text. (Lewis, 1997)

So what exactly is lexis? Broadly we may say that grammar helps us to use novel language –new combination of lexical items- to talk about unusual situations, while lexis helps us to handle highly probable events of fluently and naturally by providing us with prefabricated ways of dealing with them. There is nothing new in that, except that lexical language is seen to cover a greater area of the totality of language, particularly speech, than has usually been acknowledged.

Therefore, in simple words lexis is a more general word than the common vocabulary. Vocabulary is often used only to talk about individual words of the language; lexis covers single words and multi-word objects, which have the same status in language as simple words, the items we store in our mental lexicons ready to use.

Lexis includes the following categories: words, lexical items, deslexicalized verbs, expression, phrasal verbs, noun phrases, chunks, idioms and collocations. Since we use items belonging to this last category, we will give a more detailed explanation of what collocations are.

## 4.2 Collocations or Word Partnerships

Collocation is the phenomenon whereby certain words co-occur with other words with more than random frequency: less formally called word partnerships, the concept is central to the Lexical Approach. Different kinds of collocations, and the differences between strong and frequent collocation are central to understanding the Lexical Approach.

Collocation is about words which co-occur, not ideas or concepts. An example helps to make this clear. In Britain people drive cars and drink coffee, but in English they do not, or at least not very often. If you are confused consider these examples:

*So, how did you come this morning?*

>*Oh, I brought the car. /I drove.*

>*Oh, I drove the car.*

*Would you like a coffee?*

>*No thanks, I've just had one.*

>*No thanks, I've just drunk one.*

Such examples are not unusual, while many ELT examples popular for their apparent clarity are unlike in actual use precisely because they are too explicit. Teachers need to focus on collocations which do occur, rather than combinations which "ought" to exist, or which are easy for learners to understand. (Lewis, 1997, p 25-26)

## 4.3 Classification of collocations

Many of the grammatical and lexical patterns mentioned before as phrasal verbs, noun phrases, chunks and idioms correspond to collocations. But also collocations could be classified into specific groups as unique collocations, strong collocations, weak collocations and medium –strength collocations.

### 4.3.1 Unique collocations

This type of collocations is not very common to find; the unique collocations are those collocations uniqueness in their corpus.

e.g. Several commentators have pointed the uniqueness of *foot* used as a verb in the collocation foot *the bi*ll. We cannot imagine *footing the invoice,* or *footing the coffee. Similarly, we shrug our shoulders, but no other part of our anatomy* (Lewis, 2001, p.63).

### 4.3.2 Strong collocations

The strong collocations are related to words that almost always go together or words that are associated closely with other words, that is to say, they refer to the predictability of a collocation. Actually, a large number of collocations are strong, but unique collocations are never strong.

e.g. We many talk of *trenchant criticism* or *rancid butter*, although this does not mean that other things cannot be *trenchant* or *rancid*.(Lewis2001, p.63)

### 4.3.3 Weak collocations

Weak collocations contain a word that could be collocated with many other words.

e.g. *A white shirt*, *red wine*, *a black mood* and *a blue film*. Also we can notice multi – word expressions containing *good*: *He'll do it in his own good time* (Lewis 2001, p.64)

### 4.3.4 Medium–strength collocations

The medium –strength collocations are those collocations that we could find in the middle of weak and strong collocations, and these ones are made up at words that commonly go together more frequently than weak collocations.

e.g. Most intermediate students will know the words *hold* and *conversation* ,but many not know that you can *hold* a *conversation* (Lewis, 2001, p.64)

## 5. Importance of collocation inside the classroom

From a pedagogical point of view collocations are important for the following reasons (Lewis, 2001)

Collocations are fundamental to all language use. People do not speak or write using vocabulary items just to fill slots in grammatical structures. "To an important extent vocabulary choice is predictable. (…) So, the very definition of collocation-the way words combine-gives it a status which we cannot deny" (Lewis, 2001, p.53)

There are some patterns of collocation, which help to make learning easier. Classrooms should be places where learning is encouraged so they should also be places where learners need to be encouraged to notice predictable patterning. Also this area of predictability is enormous, knowing a few collocations make up a huge percentage of all naturally-occurring text.

Usually teachers underestimate the role of memory in language learning but it is important to understand that we know collocations because we have met them. And the number of times that a lexical item is heard or read in context and understood is the most crucial element in the learners' acquisition.

Besides "Collocation allows us to think more quickly and communicate more efficiently" (Lewis, 2001, p.54). Students could listen at the speed of speech and read quickly because they recognize multi-word units rather than process word by word.

Complex ideas are difficult to express in complex language but it is more difficult to express them in simple language. The complexity needed is lexical complex noun phrases, frequently made of simple words. If students are exposed to good quality input and they are aware of lexical nature of language, they will recognize and produce longer chunks themselves. For example:

Collocation: revised edition

Students' attempt: a new book which is very similar to the old one but improved and up-to-date

As we could see, the students try to explain a simple phrase with a lot of words and s/he got confused.

On the other hand collocations allow us to express complex ideas quickly so we can communicate without using all our brain space focusing on the form of the words.

Other important factor is that learners create what they say from individual words so their pronunciation, stress and intonation could be difficult for the listener. If a student learns the stress patterns as a whole, their intonation and stress will be better. Teaching collocations helps our students improve their pronunciation.

Moreover students read every word as separated units so during silent readings, students may be chunking in a wrong way; that is why teachers should read the texts aloud in class; then students would listen to the text correctly chunked. If they have not identified items correctly, they will not store them correctly in their mental lexicon.

## 6. Pedagogical value of collocation

Two simple observations make clear the value of noticing, recording and learning words together with partner-words. Firstly, words are not normally used alone and it makes sense to learn them in a strong, frequent, or otherwise typical pattern of actual use. Secondly, it is more efficient to learn the whole and break it into parts than learning the whole as an extra arbitrary item.

As teachers, we have to accept the importance of collocations in second language learning, to build vocabulary and acquire linguistic competences. It is also important to understand how to insert collocations into the learning process in students of English as a second or foreign language.

So now we are going to show the steps to include collocations into the classroom.

## 6.1 Give importance to the collocations

The first step to teach collocations is to make them the central item of the class. The teacher has to explain collocations with the same importance as we teach other contents. "In order to teach collocations we have to give them the same kind of status in our methodology as other aspects of language such as pronunciation, intonation, stress and grammar" (Lewis, 2001, p.59).

For this reason it is essential to teach collocations as we teach vocabulary to our learners. We have to present the collocations from the easiest to the hardest and encourage students to learn collocations for themselves and at the same time, present the collocations to them in context as we present individual words (Lewis, 2001). In this way students will understand the meaning of the word but also they will understand how to use it in a conversation or in a text and most importantly, in which context the collocation must be used.

## 6.2 Selecting the collocations

Even though there are collocations everywhere in the daily life, the teacher has to be very self-conscious about what he/she wants the students to learn. For that reason, teachers have to make a list of collocations, related with the topic of the class, in other words, to contextualize the collocations with the rest of the lexical or grammatical items of the class.

Also, it is very important not to mix the collocations; this is, we could not teach strong collocations with weak collocations in the same class. It is necessary not to mix their complexity level their lexical and even their grammatical level so as not to get the students confused.

In addition, it is very important to select the collocations carefully, to be aware of their real needs, to give our students useful input, teaching vocabulary that they will be able to use in the future.

Furthermore, it is essential to have the attention of the students through a correlation of the content of the class. "Draw students' attention to important ones and let them find and record others for themselves" (Lewis, 2001, p.63).

## 6.3 Appeal to the previous knowledge

Every time we teach a new content to our students it is crucial to appeal to the previous knowledge to link what the learners already know with the content that we are going to teach. But when we talk about collocations this plays a fundamental role, because there are many collocations that contain vocabulary well known by the students.

Therefore, it is not necessary to teach lots of new words to the students, but to take advantage of the words already known by the learners. "Many native speakers function perfectly well using limited vocabulary with which they are collocationally competent" (Lewis, 2001, p. 62).

## 6.4 Student's awareness

One of the most important stages of teaching collocations is making students aware of the collocations that they are learning, making the students aware that collocations are indispensable in the process of second language acquisition. On the simplest level, teachers are able to encourage students to think bigger than a simple word; students are able to see word expression (Lewis, 2001).

The teacher has to make the students understand that the simple fact of knowing a word is not enough to improve our communicative competences, because we have to know the other existing combinations that follow the word that we already know and their different usages.

To make all that we mentioned before possible, the literature about making students aware of the collocations gives the following pieces of advice for teachers.

## 6.5 What a collocation is

Students have to read texts that contain collocations, so it is necessary to adapt existent text with the list of collocations that we are going to teach, because it is important to provide students good basis of information, in which they can practice the content in a spontaneous context.

Another important step when we teach collocations is that the teacher has to train the student to be able to identify words and expressions that are collocations to reinforce the knowledge about this content through the noticing of new terms, helping students to create list of collocations. In this way the students get focused on the analysis of phrases, not on the meaning of particular words avoiding the literal translation.

## 7. The significance of L1 in the Lexical Approach

At this point we do know that language consists in chunks instead of words. Every teacher knows that learners have a tendency to translate word-by-word; therefore, we need to reconsider the role the learners' L1 should play in the classroom.

The relationship between learning a first language (L1) and a second language (L2) has always been debated. The Lexical Approach claims that there is an implicit assumption that the two processes are more similar than different, that the human mind handles language in certain non-language-specific ways.

We often complain that learners translate word-by-word but rarely suggest a better way. The secret, of course, is to translate chunk-by-chunk. Such a translation will have some rough grammatical edges, but almost certainly will successfully convey the content. But learners cannot translate chunk-by-chunk until they can successfully identify the chunks. The ability to chunk correctly is a necessary, though not sufficient, condition for successful translation. Developing the ability to chunk texts of various kinds is central to implementing the Lexical Approach.

To summarize: a lexical view allows us to identify specific areas in which word-by-word translation would be unsatisfactory:

• Idioms, both traditional and the Fixed Expressions of the normal spoken language.

• Collocations and expressions using de-lexicalized verbs or other common words which individually carry very little meaning, but which are often elements in multi word lexical items.

A lexical view also gives us a general strategy and procedure for effective translation of referential language:

• Find and translate the key noun

• Search for appropriate collocating verbs and/or adjectives

• Search for adverbial phrases that collocate with any adjective or verb.

Therefore, translation is a form of consciousness-raising, which is a central technique in the Lexical Approach.

Increased learner awareness of certain lexical parallels can be helpful. Some of the difficulties encountered in L2, are based on, or intensified by the learners'

general linguistic naivety. Most learners will not have thought closely about features of their mother tongue. It is helpful, therefore, to show learners others alternatives in which their own language and the language that they are learning are lexically similar:

• Collocation is a feature of all languages

• Different genres contain different kinds of collocation

• Fixed Expressions exist in their language as well as in English and have immediately recognizable pragmatic meaning.

• Expressions suitable for use to one person may not be suitable if a different person uses it; all languages have ways of marking formality.

Learners will have views on the way people use their language as L2; calm discussion of this can make learners more aware of problems they face in actually using English for real purposes outside the classroom.

This chapter has exposed how over the years different linguists have provided different approaches about teaching a second language, especially in the acquisition of vocabulary rather than grammar. On one hand, some of them state the way in which vocabulary is learned and acquired, and on the other hand, other authors claim the lexical approach, which mainly consists of teaching collocations.

As future teachers, we think that in Chile students have to increase their vocabulary and their productive skills especially oral production in the target language and even when every teacher has his/her own method, it is important to have in mind all the approaches mentioned above.

In the following chapter, the methodological process will be presented and explained.

# CHAPTER III:

# METHODOLOGICAL FRAMEWORK

## 3.1 Introduction

In this chapter the investigation process will be explained step by step. This pilot study was carried out in order to check if the hypothesis is validated or null. The hypothesis is based on the idea that activities based on the Lexical Approach facilitate students' oral production in a group of 1$^{st}$ grade of High School students.

The investigation process consisted in an intervention, which involved 4 lessons taught in a 1$^{st}$ grade of High School, finishing the intervention with a written and oral test.

Throughout the analysis we could realize that students presented an improvement in their oral skills due to the exposure of collocations related to their everyday life and it is important to mention the use of Spanish and English as well. So if we observe the graphs we can conclude that the hypothesis is confirmed.

## 3.2 Methodological procedure

### 3.2.1 Type of Study

The elaboration of the present research is based on an interpretative paradigm, with a mixed method approach mainly qualitative.

The interpretative paradigm suggests us a reality made of different subjective perceptions or understandings. The active agents, in this case 1$^{st}$ grade of High School students, are involved in a social construction of meaning, that is to say, a meaningful learning in the use of collocations.

The quantitative approach enables us to make enquiries into an identified situation. The information is analyzed in order to achieve measured results.

On the other hand, the qualitative approach denotes multiple perspectives but mainly a natural setting by which it explains the phenomenon through different sources of information. At last, the mixed method approach incorporates significant assumptions in the analysis of the data collection.

One member of our team led the teaching procedures, which made the investigation more achievable thus we accomplished the intervention. The current work has the purpose of giving us an idea of to what extent students of 1st grade of High School improve their oral production by using this approach in class.

### 3.2.2 Subject of the study

Senda Del Saber School, located in Puente Alto, is a co-funded establishment. About a thousand and four hundred boys and girls attend this school every year from playgroup to Fourth grade of High School. As mentioned above, the research was conducted in 1st grade of High School with a total of 32 students, with ages ranging from fourteen to fifteen years old.

Finally, one teacher was involved in the teaching process, while a second member observed and took notes for a journal. The student-teacher kept a journal to record all aspects of the class. Both journals; the observer's and the student-teacher's, were analyzed together with the results of the students' evaluation.

### 3.2.3 Procedure

The previous oral test did not work; they were not equivalent to this oral test, because they were about to learn a song or learn a dialogue by heart and repeat it in front of the class. As we said before, it is not equivalent to our oral test because in

this test they had to produce language, use their vocabulary and put together the sentence; there was nothing to read; then, the only parameter more or less equivalent to this test was the written test, that is why the comparison between both tests, due to the fact that in the written test they produced language too. Therefore, if we compare what they did orally with what they did in a written form, it can be noted that the oral test obtained better results, but if we compare this oral test with the previous ones we got lower results, because the other oral test consisted only in repetition, memorization and the major difference between this test and the previous ones is the production.

This is not an accurate comparison; instead, it is of a complementary nature. We decided to compare the oral test with the written one because the written test had the same contents; the same exercises, for instance, matching. There was a mixture of methodologies, a mixture of oral and written exercises; therefore, for a request of the school we had to do a written and an oral test. The results of the oral test were better than the written test because, as we can infer, this methodology is better for oral results than the written ones.

## 3.3 Intervention stage

The first stage of the intervention process consisted of the creation of four lesson plans, plus two more for assessments (written and oral) and the creation of material for the lessons, focusing on the teaching of collocations, based on the Lexical Approach.

The lesson plans were created based on the ESA (Engagement - Study – Activate) model, using activities proposed by Lewis and by the multimedia theory.

In this process, we can highlight the exposure to collocations, such as idioms, phrasal verbs and expressions, and their comparison between Spanish and the

target language. These lesson plans were designed for 4 classes **(lesson plans can be found on Appendix A)**, where the contents and materials were based on the strategies suggested in the Lexical Approach.

The first class was about idioms of technology; reading skill was the main ability that we developed, in order to make students recognize meanings of idioms by reading a text. Then, based on the reading activity, students practiced by matching idioms with their meanings. The final activity consisted of a role–play, in order to make students improve their oral skills, by the usage of idioms already studied. However this activity could not be performed by time restrictions.

In class number two, the teacher appealed to previous knowledge and the lesson was centered on students being able to recognize collocations to report and reported verbs to express opinions. On the first stage of the class, the teacher showed the collocation, making students brainstorm about the meanings; after that, the teacher made a comparison about the collocations and their meanings in Spanish. Then, the students rewrote sentences using the content.

The content of the third class was phrasal verbs with "look", for students to recognize them and express their opinions using them. As in all lessons, teacher appealed to previous knowledge, to then tell a story to students, in which they guessed the meaning and matched the phrasal verbs with their respective pictures. With the same story students had to fill in the gaps with the missing phrasal verbs. After that, students rewrote sentences with the correct phrasal verbs.

The fourth class was a review of contents already studied in the previous three classes; it was a mixture of different activities, where students could apply the collocations that they had learnt, in an oral way.

In class number five the written test was given **(Tests can be found on Appendix C)**; it consisted of five different items, in which students had to complete all the contents already covered in class.

Item number one was about choosing the correct idioms and matching them with their meanings on four exercises. In item two students had to match six different phrasal verbs with their definitions; then in item number three students added the correct phrasal verbs in the correct forms into four different sentences. Item number four was about rewriting four sentences using phrasal verbs; finally there was a reading activity, in which students had to read a text and then matched the expression with its synonyms.

In the last class of the unit, the students were evaluated through an oral test, it consisted of three items. For the first item they had to make up a sentence with the idioms of technology that students picked up of a set of papers. In the second item, in pairs students had to participate in a role-play activity using the expressions covered in class, to finally, in the last item, answer a set of questions using phrasal verbs.

### 3.3.1 Words Selection

**Selection criteria**

To select the words of the lesson we considered the following criteria:

- School book "Teen Club" and the unit: technology and inventions.
- Thematic collocations depending on the book's unit.
- Intensive listening and reading in the target language
- Translation
- Repetition and recycling activities to keep words and expressions that have been learned active
- Guessing the meaning
- Noticing patterns
- First and second language comparisons
- Repetition

### 3.3.2 School book unit and its content.

The first step was to analyze the main contents of the education program related to the course that we were going to work, specifically 1st grade of secondary education. The book is Teen club 1° grade which is provided by Ministry of Education.

### 3.3.3 List of the most frequent collocation

**How the collocations were chosen**.

To decide which collocations were accurate we searched on the internet the lexical items as collocations, phrasal verbs and idioms.

The selected words were chosen from different internet pages. The criteria for selection was: looking for several words related to the main context of the lesson plan, in this case "Inventions"  as Lewis states  "learning items in context may be easier than learning them out of context" " (2000, p.230).

 The words were chosen according to Lewis' criterion "The idea that knowing the meaning of a word is useless unless you know something of how the word is used is relatively new in ELT". (2000. p.60). For that reason we selected a list that put the words in context, thus, students were able to know how to use the collocations.

The following lists correspond to the words used in the lessons.

**Words of lesson plan class N°1**

| All-singing, all-dancing | **Definition:** Piece of equipment or system that has a lot of advanced technical features, and therefore is able to do many things. |
| --- | --- |
| | **Type of word:** Idiom**.**  Fixed expression |
| Garbage in - Garbage out: | **Definition:** Used to express the idea that if wrong or poor quality data is put into a computer, wrong or poor quality data will come out of it. |
| | **Type of word**: Idiom, fixed expression. |
| Leading edge | **Definition:** The most important and advanced position in an area of activity, especially technology. |
| | **Type of word:** Idiom, fixed expression |
| | **Definition:** Attractive additional features or |

| Bells and whistles: | filings |
| --- | --- |
| | **Type of word:** Idiom, fixed expression |

**Words of the lesson plan Class N°2**

| Make progress | **Definition:** To continue to develop or move forward. |
| --- | --- |
| | **Type of word:** Collocation |
| Explain | **Definition:** To tell someone about something in a way that makes it easy to understand. |
| | **Type of Word:** Reporting verb |
| Mention | **Definition:** To write or speak about something or someone, especially without giving much information |
| | **Type of Word:** Reporting verb |
| Persuade | **Definition:** To make someone believe that something is true |
| | **Type of Word:** Reporting verb |

| | |
|---|---|
| **To point out** | **Definition:** Mention something in order to give someone information about it or make them notice it |
| | **Type of Word:** Idiom |
| **To make a** | **Definition:** To create or prepare something by combining materials or putting parts together |
| | **Type of Word:** Reporting verb |
| **Suggestion** | **Definition:** An idea or a plan that you mention for someone else to think about |
| | **Type of Word:** Reporting verb |
| **Report** | **Definition:** To give people information about something that you have heard, seen, done, etc. |
| | **Type of Word:** Reporting verb |
| **Barking Up the Wrong Tree**: | **Definition:** To have the wrong idea about how to get or achieve something |
| | **Type of word:** Idiom, fixed expression. |

| | |
|---|---|
| **Once in a Blue Moon:** | **Definition:** Very rarely |
| | **Type of word:** Idiom |
| **Cut to the Chase**: | **Definition:** To stop wasting time and start talking about the most important thing |
| | **Type of word:** Idiom |
| **Pull your socks up:** | **Definition**: Use when you are telling someone that they are not doing a job well enough and that they must do better**.** |
| | **Type of word**: Idiom |

**Words of the lesson plan class N°3**

| Look up to someone | **Definition:** To admire or respect somebody |
|---|---|
| | **Type of word:** Phrasal verbs |
| Look for | **Definition:** to search for someone or something |
| | **Type of word:** phrasal verb |
| Look through | **Definition**: To examine or read something |
| | **Type of word**: Phrasal verb |
| Look up | **Definition:** To try to find a particular piece of information by Looking in a book or on a list, or by using a computer |
| | **Type of word:** phrasal verb Semi fixed expression |
| Look at | **Definition**: To examine something closely |
| | **Type of word:** Phrasal verb. |
| Look after | **Definition**: To be responsible for or to take care of somebody/something |
| | **Type of word**: phrasal verb. |

**(Oxford advanced American Dictionary)**

## 3.4 Data collection Instruments

Our sample was consisted of 32 students at social risk of a co-funded school, located in Puente Alto.

For this investigation we used a journal. It was a very useful tool because it allowed us to systematize the experiences that we had in class and then analyze the results. We chose this instrument because it is functional due to the fact that it serves us to evaluate a context. The other instrument that we selected was Observation because we could combine it with other techniques; in this case the Journal, which captures the direct experience and we can get very detailed information.

The data collection was carried out by a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the journal and the quantitative results were obtained through the analysis of the marks they students got in their tests.

We chose a SOWT analysis because it facilitated the comprehension of the strengths, it helps to clarify and summarize the main issues and opportunities faced in class. It also allowed us to explore more efficiently the positive factors and delete the effect of the negative factors. It generated new ideas to improve the classes and make them better for the students.

This analysis gave us valuable results like maximizing the strengths and minimizing the weaknesses of the classes. Through the analysis we could take advantages of the opportunities and overcome the threats identified.

One of the most important advantages of this analysis was that we could create new strategies, because it did not only increase the knowledge of the classes, but we could respond efficiently in the future with the creation of an improvement plan to account for the weaknesses and the threat.

The next Chapter presents the corresponding analysis of the results through some graphs according to the data gathered.

# CHAPTER IV:

# DATA PRESENTATION & ANALYSIS OF RESULTS

## 4.1 Strengths, Weaknesses, Opportunities and Threats (SWOT)

In the following table we are going to explain the strengths, weaknesses, opportunities and threats of the classes given on Tuesday 1st, 15th from 9.50 to 10.30 AM, and on Thursday 10th and 17th from 8.00 to 9.30 AM.

According to the observation some strengths found were that idioms were related to students' context and expressions of their interest, so students' attitude towards the lesson was good. Also, students like some activities designed, like matching, filling the gaps, the use of pictures and to work in groups. In addition to that, the teacher was able to create a confident environment.

The weaknesses found were that students did not understand all the activities and they did not remember the meanings of the collocations; some activities like re-writing sentences and information gap were not interesting for them; students had tense, production and timing problems.

The opportunities are the use of a new methodology and that students could use the new vocabulary in their next English classes, in their oral tests, and outside classroom.

Finally, the threats found were the lack of ICT (Information and Communications Technology); students suffered the loss of a school assistant, so they were not concentrated on the class and there were many days between one class and the others; students' bad behavior and the fact that classes started too early in the morning was another factor of threats.

## 4.2 SWOT Analysis

|  | Strengths | Weaknesses |
|---|---|---|
| **Internal Analysis** | <ul><li>Idioms related to students' context.</li><li>Matching activities.</li><li>Students' attitudes.</li><li>Teacher's disposition.</li><li>Use of pictures.</li><li>The expressions were of the students' interest.</li><li>The use of the strategies related to Lexical Approach.</li><li>A confident environment.</li><li>To activate prior knowledge.</li><li>Filling the gaps activities.</li><li>To work in groups.</li></ul> | <ul><li>Re- writing activities.</li><li>Timing problems.</li><li>Problems with tenses and production.</li><li>Information gaps activity.</li><li>Students did not understand the activity and they did not remember the meanings.</li></ul> |
|  | **Opportunities** | **Threats** |
| **External Analysis** | <ul><li>To use a new methodology.</li><li>Students can use the new vocabulary outside of the classroom and they can use it for the next English classes.</li><li>One student's disposition.</li></ul> | <ul><li>Lack of ICT.</li><li>Students suffered the loss of a school assistant.</li><li>Too many days between one class and the other.</li><li>The classes started too early.</li><li>Students´ behavior.</li><li>One student's bad disposition.</li></ul> |

### 4.2.1 Weakness and threats analysis

In the following lines we are going to explain the weaknesses and threats, analyzing those two points, related to the activities that we have done in classes.

### 4.2.2 Weaknesses

One of the more recurrent weaknesses of the lessons was related to re-writing activities, because students did not understand how to create the sentences and they felt confused when they had to change only part of the expressions. The main problem was the difficulty to understand what the sentence said, so it was very hard for the students to write the correct phrasal verb or idiom in the correct answer for they did not recognize the meaning.

One of the alternatives to this problem is to use familiar words to create sentences, words that they have learnt in previous classes or suitable words for their age. Also, we should encourage the use of a collocation dictionary to start thinking in chunks, rather than in isolated words. As Lewis stated "The reason learners find unseen reading so difficult is because they don't recognize the chunks – they read every word as if it were separate from every other word…' (2000, p.56)

Another negative factor was that students had difficulties with tenses and production simultaneously. This problem affected the gap activities because of the lack of awareness. The main idea was to focus more on the use of collocations rather than on grammatical competence because our students are not native speakers and they could make mistakes, but at that moment of feedback and correction were necessary to help students. An option is the use of tenses that students already know, and if they have problems with the present simple the teachers could spend time of the class to review the contents.

On the other side, there were some timing problems because of the students' difficulty to understand the re- writing activities. To improve this, it is important to control the time and evaluate if all activities to be performed are required in order to achieve the objective of the class.

The last problem is that students did not understand one of the activities and they did not remember meanings. For that reason it is essential to give clear instructions and when the class starts, the teacher should repeat last class's words to improve the previous knowledge and remind the context.

### 4.2.3 Threats

The most important threat is the lack of ICT in the classroom. It is very complicated to create a didactic lesson when you do not have the appropriate resources, but there are other ways to teach collocations in context, for example, with flash cards, pictures and words; also, it is possible to help students to link the word and images or use color cardboard, realia and so on. This kind of techniques could appease the lack of technology.

As a conclusion the main problem of the class is the little previous knowledge students had, which made the teaching process difficult. It is necessary, then, to identify what the students know and what students have to learn to develop the activities. At the same time, it is important not to focus on the form. It is necessary to analyze the background of the students to create new activities and timing control.

Another problem found is the necessity of practicing pronunciation. The only activity that had included pronunciation was at the end of the class, with the Role-play, and according to Lexical Approach, if a student learns the stress patterns as a whole, their intonation and stress will be better. So teaching collocations helps students to improve their pronunciation. On the contrary, if they do not have

identified items correctly, they will not store them correctly in their mental lexicon. For that reason it is important that teachers could read the texts aloud in class, and then students hear the text correctly chunked.

On the other hand, in Lesson Plan II, the only error is the lack of activities that included pictures. These types of activities are helpful to students because, we must remember that, according to Thornbury (2002), learners can increase their vocabulary by imaging, which means that words are better memorized with images. Even abstract words can be associated with some mental image.

Schmitt (1997) produced a complete list of vocabulary learning strategies, which represents the different process to learn the meaning and how to use a word. One of them, called Memory Strategy (MEM), is associated with the elaborative mental processing that facilitates long-term retention, retain the word with some previous learned knowledge, strategies to recall as imagery or grouping, using physical actions or target word's orthography or phonological form.

Finally, in Lesson Plan III, some previous mistakes were repeated. These are the case of practicing more pronunciation and giving complete feedback. Instead of having done the item to add the correct phrasal verb in the correct form, the teacher should have done an activity related with pronunciation. For example, make learners repeat as a group every word out loud or show cards in with the phrasal verb with or without pictures, for students to repeat after the teacher.

Other threat that might be considered is the disarray of the explanation in lesson plans, because it is slightly confusing. Activities could be explained with more detail and in a clearer manner; they could look more organized, clearer and neater.

To finish, the possible disadvantages found in Lesson Plans are focused on the activities themselves, because some of them could be boring to learners. Also students might feel weary to be exposed to the repetition of the same words throughout the class. Perhaps, teachers may include some games, movies, or songs activities to engage and motivate students.

## 4.3 Tests Analysis

By the end of the unit, we did two summative assessments. Which consisted of a written test and then an oral test, to evaluate the students' progress and learning and also to have a record of the results of the students.

The following graph shows the results of the tests regarding students' marks.

### 4.3.1 Written Test Pie Graph
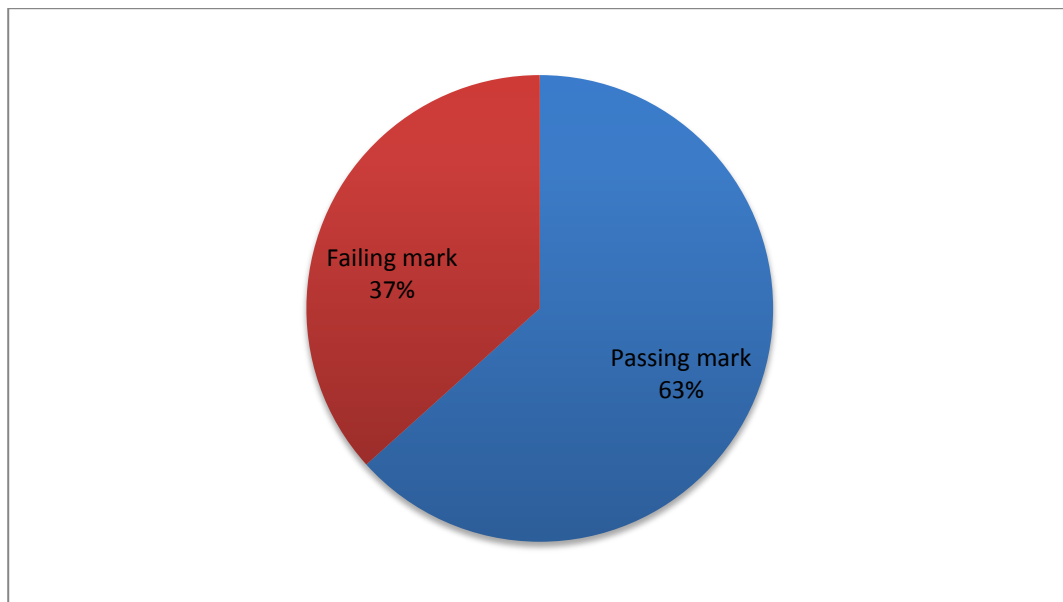


**Summative assessment number I**

Through this summative assessment we realized that 63% of the students got a passing mark (above 4.0) on the test, 20 out of 32 students. On the other hand, 37% of students got a failing mark (below 4.0), in other words, 12 students.

That is to say, more than 50% percent of the students got a mark above 4.0, which is rather than good, because it was a test that measured the learning accomplished through the unit. This is very different to what students usually do, because their tests consist of developing an activity of the book used in class, so those tests do not measure the level of learning and the ability of application of contents of the students.

**4.3.2 Oral Test Pie Graph**



**Oral Test**

Got a red mark 22%

Got a blue mark 78%
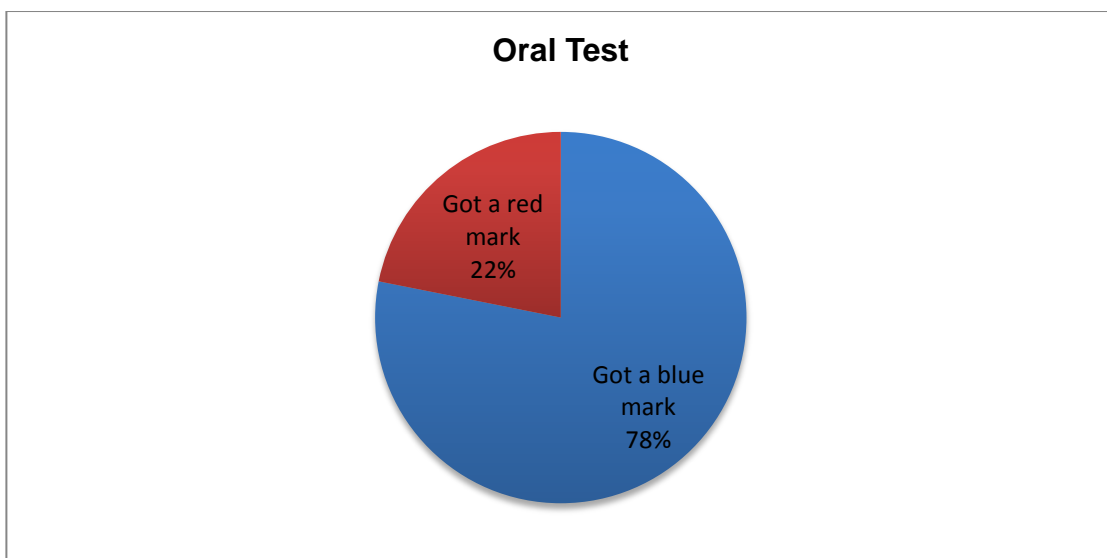
**Summative assessment number II**

The oral test was the second summative assessment of the course during the unit, in which the students were able to apply the same contents of the written test in an oral way. Even when the students had already taken oral tests before; for those tests they only had to memorize songs in order to assess their pronunciation, so this was the first test in which students had to really produce language.

In the oral test 78% of the students got a passing mark (above 4.0), and just a 22 % got a failing mark (under 4.0).It means, again, that more than half of the

course, were able to improve their oral skills, but also they were able to apply the contents in context in an oral situation. Also, it is important to highlight that 14 students improved their mark in comparison with the written test while 11 students lowered their mark.

### 4.3.3 Written v/s Oral Test Graph
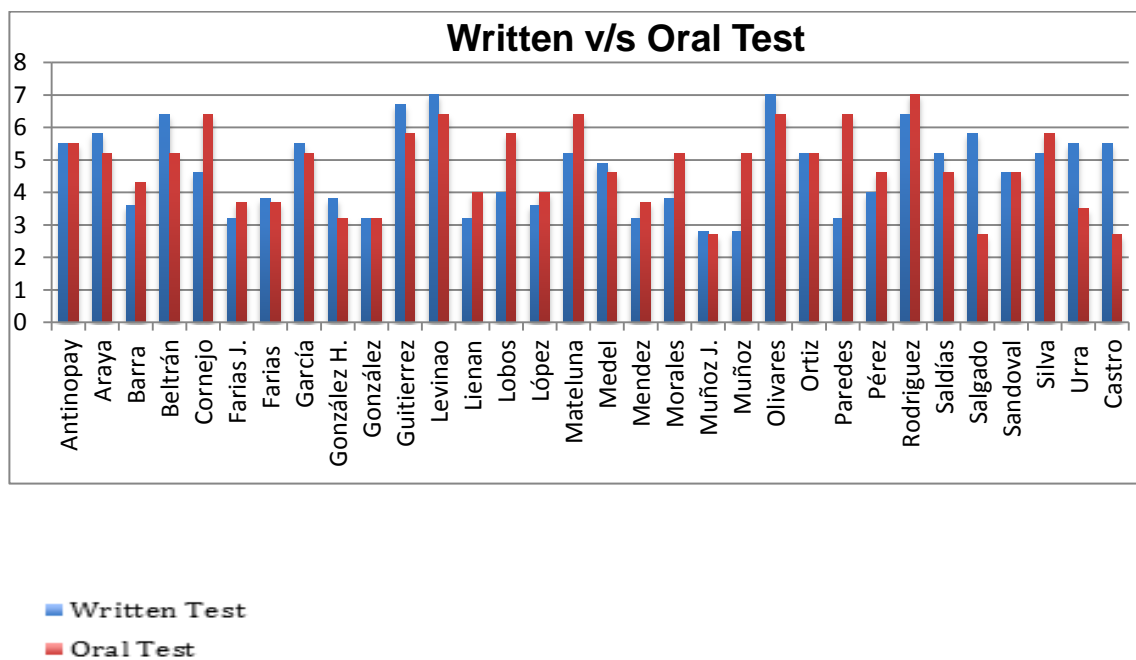


This graph illustrates the comparison of results of the written test versus the oral test of every students of the course.

In blue we can see the written test results into marks; in contrast in red we can see the oral test results into marks, followed by the 32 surnames of the students.

# CHAPTER V:

# CONCLUSIONS

## 5.1 Introduction

This section will be focused on the elaboration of conclusions based on; firstly, confirmed if the objectives and the hypothesis were accomplished, secondly a discussion between the results of the study with the literature, and thirdly in which way our study helps to start new investigations.

## 5.2 Main Findings

The main conclusions are divided into the objectives and the hypothesis exposed as the bases of the current research.

The intention of the study was to pilot a set of 4 lessons based on the Lexical Approach in 1st grade of High School and then to implement a written and an oral test.

One of the objectives was to describe to what extent students improve their oral production by using the methodology mentioned in class. It was important to analyze and to understand the Lexical Approach in order to accomplished this objective and find out how important is the use of vocabulary in this methodology. Even though the students were able to answer the oral test using the collocations taught in class, we could not compare their grades with other tests because they were only exposed to oral test to evaluate pronunciation and memory.

Another key goal was to design a set of lessons for 1st grade of High School based on the Lexical Approach, We believe that is of vital importance to provide the students with explanations using their context and using all the necessary materials.

The last objective was to analyze the advantages and disadvantages of implementing the Lexical Approach in EFL classrooms. We could do this trough the SOWT analysis using the facts mentioned in the journal and in the observations.

Our hypothesis was 'activities based on the Lexical Approach facilitate students' oral production in a group of 1$^{st}$ grade of High School'. The hypothesis was confirmed because trough the different activities, students were able to answer the oral test using the correct collocations and they had better grades than in the written test.

## 5.3 Discussion

There are some researches that we read when we were doing the study of our Theoretical Framework that are suitable for establishing a discussion about our results: they were about how to teach collocations and they highlighted that collocations are not easy to learn for second language learners.

One of them is the productive and receptive knowledge of collocations by advanced Arabic- Speakers ESL/EFL learners. The results of this study make apparent a need for more attention to the teaching collocations. The results of this study were better to the receptive part than the productive one. It is important to make a comparison for further investigations and we can ask ourselves why the first study was better for receptive skills and our study was better for productive skills, perhaps the environment was a factor or students' previous knowledge or students' ages.

Another important research that we mentioned is from the University of Hawaii in the year 2009 with Japanese students. This research is more comparable with our study because due to the explicit instruction of the teacher to provide a meaningful input, students improved their competences in the target language (Tomoko, 2009). We improved the oral production of our students thanks to the

interaction we had with them, the wide range of tools we used to make their learning process more meaningful and, of course, input is always a key when we are teaching.

Although the study adequately addressed the objectives of this thesis, there are a number of limitations:

1. The study was based on a small number of selected collocations (14) and a population sample of 32 participants. More items and a larger population would make it more feasible to generalize the findings.

2. This study was restricted to only three types of collocations (idioms, expressions and phrasal verbs) and therefore does not capture the participants" overall knowledge of collocations. Examining more types and considering other aspects of collocations, such as high/low frequency, may yield different results.

## 5.4  Study Projections

The results found in this research have meaning and significance for future teachers, because the results are part of some easily understood objectives and a methodology characterized by capture and adequately describe the organizational reality and the strategic problems faced by teachers and students.

The practical utility of our study is to face students to the daily English speaking so they can use all the collocations learnt outside the classroom and in future oral tests. Other practical utility is that teachers could implement this methodology in other courses even though in university students, because the previous researches were done in university students and in adults.

This methodology also helps to renovate or build pedagogical proposals to contribute to the improvement of the education.

## 5.5 Suggestions for Further Studies

The suggestions for future researches are the following: Firstly, contrast our study with another course, for instance 4th grade of High School. Secondly, to notice if the age is an important factor when they are learning collocations and thirdly, whether it is appropriate to do it at school, or if it is better to implement the approach with older students.

The second suggestion is to create a long- term study for 4 years, this means from 1st to 4th grade of High School. This approach will be put into practice, in one unit of the school, each year. Also the results of this latter suggestion could be compared with another course of the same grade that has not studied the collocations, to test the progress and detect the improvements in speaking skills.

Another prompt is to employ more classes to teach collocations, with the intention that students feel more acquainted and could learn the contents better.

Other view is to create a similar research, but in this case, it could be focused on developing writing skills rather than oral productions, using informal vocabulary, for example, to teach greetings. On the other hand, develop reading skills to teach academic vocabulary in order to read a paper.

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# APPENDIX A

## LESSON PLANS

# Lesson Plan N° 1

**Main Objective:  by the end of the class students will be able to:**
- To speak about technology collocations by creating a role-play.

**Subsidiary aims:**
- To recognize the meaning of the collocations by reading a text.

**Key Activities:**  Reading comprehension activities, vocabulary (matching), Speaking activities (role-play)

## Contents

| Language Skills /strategies: | Lexis | Grammar | Function | Pronunciation |
|---|---|---|---|---|
| Reading skill strategies: Scanning Skimming | All-singing, all-dancing; garbage in, garbage out (GIGO); leading edge; bells and whistles. | Present Simple | Reading activities, Asking concepts, Eliciting information, Speaking activities | |

**Assumptions:**
Ss have seen some vocabulary about technology.

**Lexical Approach Strategies:**
Intensive listening and reading in the target language – Translation – Repetition and recycling activities to keep words and expressions that have been learned active – Guessing the meaning – Noticing patterns.

| | Interaction  (teachers/students) classroom language function | Materials-Timing |
|---|---|---|
| **Presentati on** ---------------- **Engageme nt (warm-up)** -------------- | →T elicits information about how Social Networks change their life. Ss recognize the topic. →T shows Ss a bag; there are 4 collocations inside of it. Ss have to pick up one and say the phrase out loud and guess the meaning. →T asks Ss go to board and put the phrase next to the picture they may think is the correct meaning. | A Bag Little pieces of paper  **25 min** |
| **Practice** -------------- **Study** -------------- | →T gives Ss a handout with examples of the idioms  →T gives to Ss a reading passage about Technology. Ss have to read it carefully.  →T gives Ss a handout with vocabulary Ss have to match words with their meaning  →T rehears the idioms by giving Ss a handout with the idioms divided; they have to match the correct alternative. | Reading text  **40 min** |

| | | |
|---|---|---|
| **Production**<br>----------------<br>**Activate**<br>**(Wrap-up)**<br>---------------- | →T asks Ss to create a role-play with her/his partner. The role-play must include all the idioms.<br><br>**Summarizes the lesson by asking: what did you learn today? What was the topic? Can you make a prediction about the future?** | A Role-play<br><br>**25** |

# Lesson Plan N°2

**Main Objective:  by the end of the class students will be able to:**

- Use collocations about report and reporting verbs in context.

**Subsidiary aims:**

- Recognize Collocations about report.
- Express opinions using Collocations about report and reporting verbs.

**Key Activities:**  - Re-writing sentences – matching  /-listening  activity –- activity-role-play

<table>
<tr><td colspan="5" align="center"><b>Contents</b></td></tr>
<tr><td><b>Language Skills /strategies:</b></td><td><b>Lexis</b></td><td><b>Grammar</b></td><td><b>Function</b></td><td><b>Pronunciation</b></td></tr>
<tr><td>Use of collocations to report to express opinion in an oral way.</td><td>Collocations to report:<br><br>Make progress, Barking Up The Wrong Tree, Once in a Blue Moon, Cut to the Chase, Pull your socks up.</td><td>Reporting verbs:<br><br>Explain, mention, persuade, report, To point out<br>To make a suggestion<br>To report</td><td>Express opinions using collocations and reporting verbs.</td><td>To pronounce right :<br>Make progress, Barking Up The Wrong Tree, Blue Moon, Cut to the Chase,<br>Pull up one's socks</td></tr>
</table>

**Assumptions:** students have seen some reporting verbs, and know partially the reporter speech.

**Lexical Approach Strategies:**
Intensive listening and reading in the target language – First y second language comparisons – Translation – Repetition and recycling activities to keep words and expressions that have been learned active – Guessing the meaning – Noticing patterns.

| Stages | Interaction  (teachers/students) classroom language function | Materials-Timing |
|---|---|---|
| **Presentation** ---------------- **Engagement (warm-up)** --------------- | →Teacher starts with the routine of the class and the menu.<br><br>→Teacher shows the collocations, and asks to the students about their meanings.<br><br>→Students brainstorming. | Board<br><br>Marker<br><br>Data show<br><br>PPT<br><br><br>**20 min.** |
| **Practice** ---------------- | → Teacher shows a power point presentation about the reporting collocations and explains their meanings.<br><br>→Then teacher makes a comparison with meanings in Spanish. | Data show<br><br>PPT<br><br>Board |

| | | worksheet |
|---|---|---|
| **Study**<br>---------------- | →Teacher gives a worksheet.<br><br>→Students re-write the sentence using reporting collocations.<br><br>→Teacher reads a story in which appear collocations about report and gives a worksheet about it.<br><br>→Students listen and then read the story to finally match the collocations with their meanings in context. | **45 min.** |
| **Production**<br>----------------<br>**Activate (Wrap-up)**<br>---------------- | →Teacher gives to the students some information gaps that contain the collocations.<br><br>→Students in pair, have to perform the information gaps as a role-play.<br><br>→Teacher summarizes the lesson by asking: can you explain for what we use collocations of report? Can you make sentences with it? How many collocations words we saw today? For what we use each one? | worksheet<br><br>**25 min.** |

# Lesson Plan N°3

**Main Objective:  by the end of the class students will be able to:**
- Listen a text comprehensively by identifying explicit information about phrasal verbs with the verb "look".

**Subsidiary aims:**

- Recognize phrasal verbs with the verb "look".
- Express opinions using the different phrasal verbs with the verb "look".

**Key Activities:**  Re-writing activities, vocabulary (matching), listening activity, question/answer activity.

| Contents | | | | |
|---|---|---|---|---|
| **Language Skills /strategies:** | **Lexis** | **Grammar** | **Function** | **Pronunciation** |
| Reading skill strategies: Scanning Skimming Listening activity Lexis | Look up to someone, look for, look through, look up a telephone number, look at and look after. | Present Simple | Reading activities, Asking concepts, Eliciting information, Speaking activities | |

**Assumptions:**
Ss should know the Simple Present and the meaning of the verb look.

**Lexical Approach Strategies:**
Intensive listening and reading in the target language – Repetition and recycling of activities – guessing the meaning of vocabulary from the context – Translation.

| | **Interaction  (teachers/students) classroom language function** | **Materials-Timing** |
|---|---|---|
| **Presentation**<br>-----------------<br>**Engagement (warm-up)**<br>-------------- | →T writes on the board the six phrasal verbs and asks Ss if they have ever heard any of those words<br><br>Ss brainstorming<br><br>→T tells a story to the Ss and they have to pay attention to all the words with Look that the T mentions. | Whiteboard<br><br><br>**15 min** |
| **Practice**<br>---------------<br>**Study**<br>--------------- | →T gives to Ss a handout with vocabulary.<br>Ss have to guess the meaning and match with meaning of the word and also with the pictures below.<br><br>→T reads one more time the story.<br>In pairs Ss have to complete the story with the phrasal verbs they can remember.<br><br>→T requests Ss to do the next activity, which is about to add the correct phrasal verb to the sentences.<br>Ss have to add the correct phrasal verb in the correct form. | Listening text "Uncle Bob goes flat hunting"<br><br>Handout<br><br>**40 min** |

| | →T explains the next activity<br>Ss have to re-write the sentences with the correct phrasal verb. | Handout |
|---|---|---|
| **Production**<br>---------------<br>**Activate<br>(Wrap-up)**<br>---------------- | | **35** |
| | →T explains the final task<br>Ss have to answer four questions by speaking with her/his partner using the phrasal verbs.<br><br>**Summarizes the lesson by asking: what did you learn today? What was the topic? Can you make up a sentence with any of the six phrasal verbs?** | |

# Lesson Plan N°4

**Main Objective:** by the end of the class students will be able to:
- To speak about all the collocations that they learnt in the previous classes.

**Subsidiary aims:**
- To practice the meaning of the collocations by doing exercises.

**Key Activities:** Answering questions, Information gap, Speaking activities (role-play)

| Contents | | | | |
|---|---|---|---|---|
| **Language Skills /strategies:** Speaking skill strategies: Speak with the classmate | **Lexis** All-singing, all-dancing; garbage in, garbage out (GIGO); leading edge; bells and whistles; Make progress; Barking Up The Wrong Tree; Once in a Blue Moon; Cut to the Chase; Pull your socks up and Phrasal verb of Look | **Grammar** Past Simple | **Function** Asking concepts, Eliciting information, Speaking activities | **Pronunciation** How to pronounce questions |

**Assumptions:**
Ss have seen all the collocations, besides they have some knowledge of past simple.

**Lexical Approach Strategies:**
Intensive listening and reading in the target language – Translation – Repetition and recycling activities to keep words and expressions that have been learned active – Guessing the meaning – Noticing patterns – Repetition.

| | Interaction (teachers/students) classroom language function | Materials-Timing |
|---|---|---|
| **Presentation** ---------------- **Engagement (warm-up)** -------------- | →T elicits information about all the collocations they can remember. Ss recognize the topic. →T explains that the class is focuses on exercise all the collocations, and then they can practice for the oral test. | Handout **10 min** |
| **Practice** --------------- **Study** --------------- | →T asks if they remember all the idioms that they learnt in the first class. Ss have to raise their hand and answer →T writes four questions on the whiteboard about phrasal verb with Look Ss have to answer four questions by speaking with her/his partner using the phrasal verbs. | Handout **35 min** |

| | | |
|---|---|---|
| **Production**<br><br>---------------<br>**Activate**<br>**(Wrap-up)**<br>---------------- | →Teacher divides the class into two groups and assigns one Ss per group as a helper, then T gives to the students some information gaps that contain the collocations, and these helpers have to explain to their classmates what the T had explained to them.<br><br>Ss in pair have to perform the information gaps as a role-play, helped by their peers.<br><br>**Summarizes the lesson by asking: what did you learn today? What was the topic?** | Handout<br><br>**45 min** |

# APPENDIX B

## WORKSHEETS

# WORKSHEET N°1

She showed us the new ***all-singing, all-dancing*** graphics software she'd bought for her computer.

Jill: Why is my computer generating all this gibberish? Jane: You must have made a mistake in the program. **Garbage in, garbage out.**

Samsung is a company on the ***leading edge*** of machine-tool technology.

My Iphone has all the latest ***bells and whistles***.

1. Matching

Match the first part of the idiom with its correct last part

| | |
|---|---|
| All-singing | Whistles |
| Bells & | Garbage out |
| Leading | All-dancing |
| Garbage in | Edge |

## My purchase

Last month I bought my new smartphone Samsung Galaxy S4. Even the cost was expensive, I am very proud of my purchase because Samsung is the company on the leading edge of cellphones-tool technology.  Besides my smartphone has the new all-singing, all-dancing graphics software and with the most advanced operating system Android 4.2.2 Jelly Bean also has all the latest bells and whistles like I can control my phone by just waving my hand over the screen without actually touching the screen. But one bad point is the quick settings toggle dropdown in the notifications panel is a perfect example. There are no less than 20 toggles. The basics, like turning on and off Wi-Fi, Bluetooth and GPS are handy, but the others can be very overwhelming, especially for first time smartphone or Android users garbage in, garbage out.

**Vocabulary**

Choose the correct idiom from the box and match it with its meaning.

> Bells and whistles – All-singing, all-dancing –
>
> Leading edge – Garbage in, garbage out (GIGO)

1. Very modern and technically advanced. _____

2. Additional features or accessories, which are nonessential but very attractive. _____

3. It refers to the most advanced technology available. _____

4. If you give nonsensical instructions to people or computers, those instructions will produce nonsensical results. _____

# WORKSHEET N° 2

Name: _____

Date:_____

I.   Re –write the following sentences using the words in the box.

| Make progress | Pull your socks up | Cut to the chase |
|---|---|---|
| Once in a blue moon | | Barking up the wrong tree |

1. My sister never calls me.

   My sister calls me **once in a blue moon**_____

2. I thought you were a nice person, but I made a mistake.

   _____

3. She has to study hard, to advance on school.

   _____

4. Please stop talking, and say what you want.

   _____

5. You have to be brave and tell to her that is over.

   _____

### The amusing world of films

| To point out: Indicar/Señalar | Still images: Imágenes fijas | Strip: Banda | Mention: Mencionar | Make suggestions: Hacer sugerencias |
|---|---|---|---|---|
| Reports: Reportar | Explain: Explicar | Persuade: Persuadir | Indoctrinating-citizens: Adoctrinar ciudadanos | To led: Ha llevado a |

A **film is** also called a **movie** or **motion picture**. **To point out** a film is a series of **still images** on a **strip** of plastic which, when run through a projector and shown on a screen, creates the illusion of moving images. To get to the point a film is created by photographing actual scenes with a motion picture camera; by photographing drawings or miniature models using traditional animation techniques. It is important to **mention** that the process of filmmaking is both an art and an industry.

To watch a film in the year 1800 would have been something very rare, but nowadays also we can **make suggestions** about what kind of films we want to buy. But this has led to directors to make bad decisions about movies.  As the same time directors have to improve their work, to make movies better and popular every day.

Hollywood **reports** that the film industry has made great advance since it's begins until today. It is important to **explain** that  Film is considered to be an important art form, a source of popular entertainment, and a powerful to **persuade**  about educating—or **indoctrinating—citizens**. The visual basis of film gives it a universal power of communication.

II.    Match the sentences with the right expression.

1.Get to the point                                    a) Barking up to the wrong tree.

2.Something very rare                            b)Make progress

3.Make bad decisions                            c)Cut to the chase

4.Improve their work                              d)Once in a blue moon

5.Made great advance                           e)Pull your socks up

**Information Gaps**

**Student A**: You want to be a famous actor/actress but you are bad at acting. You have to use the following Collocations to convince the director and get the new script:  ***Pull your socks up*** and ***Make progress***.

**Student B**: You are a famous movie's director and a freak actor/actress wants to get the new script of your movie, you contract him/her but he/she is bad acting. You have to use the following Collocations to say him/her that he/she doesn't like you: ***Barking up to the wrong tree, Cut to the chase*** and ***Once in a blue moon.***

**Student A:** You and your friend will go to the cinema to see a movie, but you and your friend are indecisive, you choose the movie and after to see it you feel repent because it doesn't like you, so you begin to critic the director. You must to use the following Collocations to express these ideas: ***Barking up to the wrong tree, Cut to the chase*** and ***Pull your socks up.***

**Student B:** You and your friend will go to the cinema to see a movie, and your friend choose the film, but after to see it you feel disappointed because it doesn't like you, so you begin to critics the film. You must to use the following Collocations to express these ideas: ***Once in a blue moon*** and ***Make progress.***

**Information Gaps**

**Student A**: You want to be a famous actor/actress but you are bad at acting. You have to use the following Collocations to convince the director and get the new script: ***Pull your socks up*** and ***Make progress***.

**Student B**: You are a famous movie's director and a freak actor/actress wants to get the new script of your movie, you contract him/her but he/she is bad acting. You have to use the following Collocations to say him/her that he/she doesn't like you: ***Barking up to the wrong tree, Cut to the chase*** and ***Once in a blue moon.***

**Student A:** You and your friend will go to the cinema to see a movie, but you and your friend are indecisive, you choose the movie and after to see it you feel repent because it doesn't like you, so you begin to critic the director. You must to use the following Collocations to express these ideas: ***Barking up to the wrong tree, Cut to the chase*** and ***Pull your socks up.***

**Student B:** You and your friend will go to the cinema to see a movie, and your friend choose the film, but after to see it you feel disappointed because it doesn't like you, so you begin to critics the film. You must to use the following Collocations to express these ideas: ***Once in a blue moon*** and ***Make progress.***

# WORKSHEET N°3

Name: _____ Date_____

**<u>Vocabulary</u>**

I. **Make progress**: to progress

      **Progresar**



> Example: We ***make progress,*** working hard.

II. **Barking up the wrong tree:** to make the wrong choice, thinking about two or more options.

      **Elegir mal,** teniendo varias opciones.

> Example: If you think that I like, you are ***barking up the wrong tree.***

III. **Once in a Blue moon:** something very rare.

      Algo muy raro (**más raro que pescado con orejas**)

> Example: I wear dresses ***once in a blue moon***.

IV. **Cut to the chase:** to get to the point without wasting time

      **Ir al grano**

> Example: After a few introductory comments, ***we cut to the chase*** and began negotiating

V. **Pull your socks up:** to make an effort to improve your work or behavior because it is not good enough.

      Esforzarse en mejorar el comportamiento,

      o en el trabajo (**ponerse los pantalones**)

> Example: He will lose his job unless he ***pulls his socks up*** and starts doing a lot better.

# WORKSHEET N° 4

**Exercise** N°**1.** Match the phrasal verbs with the definition:

1. Look up (to someone)
2. Look for
3. Look through
4. Look up (a telephone number)
5. Look at (possibilities)
6. Look after

a. Take care of *(a baby, plant)*
b. Try to find a telephone number
c. Read quickly for the main points
d. Try to find
e. Value someone's opinions, to admire *(Especially someone older).*
f. Look at and check to see if it is okay

**Exercise N°2.** Read through the story with a partner and see if you can remember which phrasal verb goes in each gap

---

**A Little help for you!**

*Advice:* suggestions about what you think someone should do or how they should do something (Consejo)

*Flat:* a set of rooms to live in, with all the rooms on one level of a building (Departamento)

*Price range:* the amount of money that you can afford to pay for something (Un presupuesto)

---

Uncle Bob goes flat hunting

I really admire my Uncle Bob; I've always _____ him as someone I can go for advice. But now he comes to me. My Uncle Bob is _____ a new flat. He spent the weekend _____ the newspapers trying to find something in his price range. He decided he needed some advice so he _____ my phone number in his address book and gave me a ring. The next day we spent the afternoon _____ some possibilities on the outskirts of San Sebastian, in a suburb called Renteria. In the end we managed to find the perfect flat and although it was pricey, I think Uncle Bob´ll _____ it well.

**Exercise N°3**. Add the correct phrasal verb in the correct form, to the following sentences.

1. If we go to the cinema, maybe Frank could _____ the children for a few hours.
2. Uncle Gerry was someone I always _____. He always had such good advice.
3. If you want the number I can _____ on my smartphone.
4. "Did you get a chance to _____ that book I lent you? I think you'll like it."
5. "Can I help you?" "Yes, I'm _____ a summer dress."

6. I _____ the wallet everywhere but I couldn't find it.

**Exercise N°4.** Key word sentence transformations
Rewrite the first sentence so that it means the same as the first sentence, using the key word. You must not change the key word in any way.

      Example:     Angela started to smoke when she was twelve.
          ***took***
          Angela_____

      Answer:     Angela took up smoking when she was twelve.

1. When you buy things in a market, you have to be careful of cheap imitations
   *Look*
   When you buy something in a market you _____

2. Paul was trying to find the best necklace to give to his girlfriend.
   *Looking*
   Paul _____

3. Although I respected my father, it was my uncle who I really admired.
   *Looked*
   Although I respected my father, it was _____

4. If you don't know the telephone number, you could try to find it in his address book.
   *Look*
   If you don't know the telephone number, _____

5. The neighbours have said they would take care of the dog while we are away.
   *Look*
   The neighbours _____

6. I read the catalogue quickly but I didn't see anything that caught my eye.
   *Looked*
   I _____

**Final task**   In pairs, ask each other these questions. You must use the **phrasal verbs** in your answer, and you must *both* answer the question.

1. Who do you **look up to**?
2. Do you like to **look through** a newspaper or magazine before reading it, or do you just start on page one and *go through* it?
3. If you have to **look up** a telephone number, where do you look?
4. Have you ever or do you often have to **look after** a child or animal for someone?

# APPENDIX C
## TESTS

# WRITTEN TEST

## Idioms, Expressions and Phrasal verbs

Name: _____Date: _____ Grade: _____

1. Choose the correct idiom from the box and match it with its meaning.

> Bells and whistles – All-singing, all-dancing –
>
> Leading edge – Garbage in, garbage out (GIGO)

i.   It refers to the most advanced technology available.
_____

ii.  Additional features or accessories, which are nonessential but very attractive.
_____

iii. Very modern and technically advanced.
_____

iv.  If you give nonsensical instructions to people or computers, those instructions
will produce nonsensical results.
_____

2. Match the phrasal verbs with the definition:

| | | | |
|---|---|---|---|
| i. | Look up (to someone) | a) | Take care of (a baby, plant) _____ |
| ii. | Look at (possibilities) | b) | Try to find a telephone number _____ |
| iii. | Look for | c) | Read quickly for the main points _____ |
| iv. | Look up (a telephone number) | d) | Try to find _____ |
| v. | Look after | e) | Value someone's opinions, to admire_____ *(Especially someone older)* |
| vi. | Look through | f) | Look at and check to see if it is okay_____ |

3. Add the correct phrasal verb in the correct form, to the following sentences.

i. If you want the number I can _____ on my smartphone.

ii. If we go to the cinema, maybe Frank could _____ the children
for a few hours.

iii. I _____ the wallet everywhere but I couldn't find it.

iv. "Did you get a chance to _____ that book I lent you?
I think you'll like it."

4. Rewrite the first sentence so that it means the same as the first sentence, using the phrasal verbs.

i. Paul was trying to find the best necklace to give to his girlfriend.
*Looking*
Paul _____

ii. If you don't know the telephone number, you could try to find it in his address book.
*Look*
If you don't know the telephone number, _____

iii. The neighbours have said they would take care of the dog while we are away.
*Look*
The neighbours _____

iv. I read the catalogue quickly but I didn't see anything that caught my eye.
*Looked*
I _____

5. Read the text and then match the expression (column B) with its synonymous (column A)

## The amusing world of films

| To point out: Indicar/Señalar | Still images: Imágenes fijas | Strip: Banda | Mention: Mencionar | Make suggestions: Hacer sugerencias |
|---|---|---|---|---|
| Reports: Reportar | Explain: Explicar | Persuade: Persuadir | Indoctrinating-citizens: Adoctrinar ciudadanos | To led: Ha llevado a |

A **film is** also called a **movie** or **motion picture.** To point out a film is a series of still images on a strip of plastic which, when run through a projector and shown on a screen, creates the illusion of moving images. To get to the point a film is created by photographing actual scenes with a motion picture camera, by photographing drawings or miniature models using traditional animation techniques. It is important to mention that the process of filmmaking is both an art and an industry.

To watch a film in the year 1800 would have been something very rare, but nowadays also we can make suggestions about what kind of films we want to buy. But this has led to directors to make bad decisions about movies. As the same time directors have to improve their work, to make movies better and popular every day.

Hollywood reports that the film industry has <u>made great advance</u> since it's begins until today. It is important to explain that Film is considered to be an important art form, a source of popular entertainment, and a powerful to persuade about educating—or indoctrinating—citizens. The visual basis of film gives it a universal power of communication.

Match the sentences with the right expression.

| | |
|---|---|
| i.Get to the point | a) Barking up to the wrong tree. |
| ii.Something very rare | b)Make progress |
| iii.Make bad decisions | c)Cut to the chase |
| iv.Improve their work | d)Once in a blue moon |
| v.Made great advance | e)Pull your socks up |

# ORAL TEST

→The first part of test was about idioms of technology, students had to make up a sentence with the idiom they picked up.

All singing-all dancing – Bells and whistles – Garbage in-Garbage out – Leading edge

→The second part was about expression; they had to do a role-play with a partner

**Student A:** You and your friend will go to the cinema to see a movie, but you and your friend are indecisive, you choose the movie and after to see it you feel repent because it doesn't like you, so you begin to critic the director. You must to use the following Collocations to express these ideas: ***Barking up to the wrong tree, Cut to the chase*** and ***Pull your socks up.***

**Student B:** You and your friend will go to the cinema to see a movie, and your friend choose the film, but after to see it you feel disappointed because it doesn't like you, so you begin to critics the film. You must to use the following Collocations to express these ideas: ***Once in a blue moon*** and ***Make progress.***

→And the last part was about phrasal verbs and they had to answer the questions

5. Who do you **look up to**?
6. Do you like to **look through** a newspaper or magazine?
7. If you have to **look up** a telephone number, where do you look?
8. Have you ever or do you often have to **look after** a child or animal for someone?

# RUBRIC ORAL TEST

Student's name: _____ Date: _____

| Criteria | 5 | 3 | 1 |
|---|---|---|---|
| **Knowledge of the topic** | A very good understanding of the topic shown. Use of the correct collocations. | Good understanding of topic shown. Use the correct collocations in most of the questions. | Some understanding of topic shown. Little use of the collocations to answer. |
| **Voice: clarity, pace, fluency** | Student spoke clearly and at a good pace. The Answers were fluent and expressive. | Student usually spoke clearly. The answers were usually fluent and expressive. | Student occasionally spoke clearly and at a good pace. The answers were not fluent |
| **Vocabulary, sentence structure, grammar** | The vocabulary was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct. | The vocabulary was mainly appropriate for the topic. Sentence structures were usually correct. The presentation content was occasionally grammatically correct. | The vocabulary was not appropriate for the topic. The presentation content was not grammatically correct |
| **Pronunciation** | Pronunciation and intonation is correct and confident | Pronunciation is usually correct | Pronunciation is not correct |
| **Answering questions** | Questions answered with little difficulty. Very good knowledge of the topic was demonstrated. | Most questions answered.<br><br>Answers showed good knowledge and understanding of the topic. | Not all questions could be answered. Questions answered with difficulty, and little knowledge of the topic was demonstrated |

# TOTAL NUMBER OF POINTS

| Puntaje | Nota |
|---|---|
| 0 | 2 |
| 1 | 2,1 |
| 2 | 2,3 |
| 3 | 2,4 |
| 4 | 2,5 |
| 5 | 2,7 |
| 6 | 2,8 |
| 7 | 2,9 |
| 8 | 3,1 |
| 9 | 3,2 |
| 10 | 3,3 |
| 11 | 3,5 |
| 12 | 3,6 |
| 13 | 3,7 |
| 14 | 3,9 |
| 15 | 4 |
| 16 | 4,3 |
| 17 | 4,6 |
| 18 | 4,9 |
| 19 | 5,2 |
| 20 | 5,5 |
| 21 | 5,8 |
| 22 | 6,1 |
| 23 | 6,4 |
| 24 | 6,7 |
| 25 | 7 |

# APPENDIX D

## PHRASAL VERBS
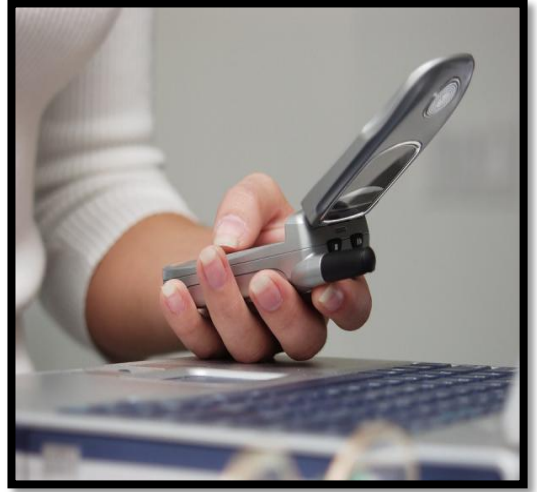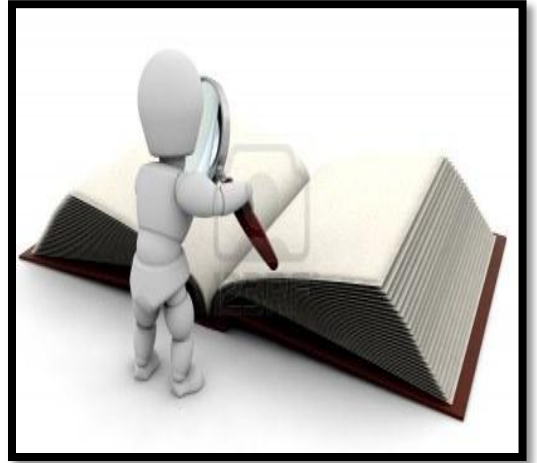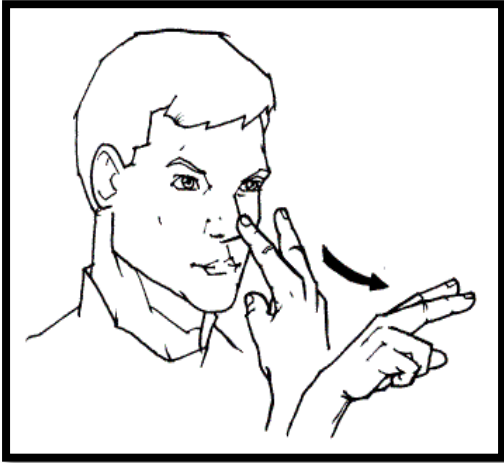
# APPENDIX E

## JOURNAL AND OBSERVATIONS

# JOURNAL

## Tuesday, October, 1<sup>st</sup> 2013

The classroom's lighting was efficient. The classroom was arranged by three rows with two students for each desk, a disadvantage was the lack of TIC'S, because the classroom has not audiovisual resources.

The class worked well; at the beginning the lesson was a little difficult because the learners wanted to know all the meaning of the different idioms. In general the lesson was enjoyable students were involve in the class, they wanted to participate and know what the words means, obviously some students participated more than others, but they were interest because I used idioms of technology close to their world.

I found it very challenging, firstly, because is a "new" method. I think the use of Noticing, rewrite activities and also the use of L1 in the classes were strategies very useful for this class and the next ones. I consider that give them the challenge of achieve some task for their own and figure out the meaning of words, (though could be frustrating at the very beginning), at the end they felt very good to realize that they can do it.

The matching activates resulted good; apparently they prefer the activity of match meaning with pictures.

The re-writing activity was a little bit complicated for them, they could not understand so, I wrote the exercises on the whiteboard and we did the activity together, even then was difficult for them.

About timing, I could not be able to finish the class because I spent more time to solving doubts about the other exercises, therefore I did not do the final task.

# Thursday, October 10th, 2013

This class was the most difficult class ever, firstly because three days before the school suffered the loss of a school assistant. Wednesday was his funeral and the day after I had classes with my course so they were sad and shocked yet. And secondly the time issue, the class is from 8 to 9:30am so students were sleepy and without will of doing anything, I tried to cheer them up and I asked them some random questions before that, I requested to tell me what did they learn last class and they told me Idioms and their meanings.

Despite all the bad things and news the class in general was pretty good, when I gave students the handout with the expressions, it really caught their attention besides the handout had pictures therefore it was more attractive to them. The expressions were totally of their interest obviously there were people that never worked but at least they participated in the class.

The activities were good, like reading the handout and then read the meanings of the expressions in Spanish, it was really worthy that strategy because they remember the expressions almost perfectly every time I asked them the meanings. The re-writing activity was a difficult one because they did not get that they had to change only the part that means the same as the expressions, so then wrote all the sentences and then put the expression or they replaced the expression but without coherence, when I realized this problem I wrote the sentences on the board and picked an student up to came to the board, then we correct the sentence as a group and not individually this solution worked well because in that moment most of them got the idea of re-write.

All the time I felt comfortable in the class they asked me questions, some of them told me that they did not get the idea so they requested me an explanation and for the first time they expressed me: "Miss I have a doubt" that was really important for me because most of the time when I asked Is it clear? They told me "Yes", I think the handout was the key because of the pictures and furthermore the explanations in Spanish.

I have to improve the time because once again I did not have time to end the class and that is my weakness. I waste time; I mean the time passes faster when I explain the activities because I want them to have no doubt about the subject.

## Tuesday, October 15th, 2013

The class was less tedious that the before one, but the behavior of my students were bad at the beginning, although the time was perfect because I had classes with them from 9:40 to 11:30am so students were more awake and more active. I began the class asking them what did they learn last class and if they remember any expression or idiom.

Then I introduced the topic which was Phrasal Verbs, specifically with Look. I wrote down on the board the six phrasal verbs and I asked them if they have ever seen or heard these words. After that I showed them pictures related to the phrasal verbs and requested them to match the pictures with the phrasal verb they might think was correct, this activity is based on the theory of noticing, this means I based the activity only in their prior knowledge. This activity worked really well because they enjoyed to see the pictures after that activity every time I had the possibility to show the pictures and ask them the meaning, I did it.

The second activity was about a story I told them a story about my uncle looking for a flat, they only had to hear the story after that I gave them a handout. The handout had matching exercises and filling the gaps exercises, first I requested them to match the phrasal with its meaning for clear their ideas and then they had to fill the gaps of the story only with the phrasal verbs they heard in the story that activity worked good because they think about the context and besides they asked each other.

The matching activity was more difficult to them because they had some doubt about the meanings of the phrasal verbs, so I showed them the pictures and asked them one by one the meaning after that they did the activities without problem. The activity of filling the gaps was easier than matching and it did not take much more time until here the timing was according to the lesson plan. The following activity was re-write sentences and this activity it was the most difficult for them because as happened

before, they have problem with replace sentences, so as I did before I wrote the sentences in the board and we solved the doubts as a group. At this point the timing was totally out of control due to the re-write activity so I could not finish the class.

I felt the class was interesting and also funny but I had some problem with the timing because of the activity of re-write and also because I gave them a speech about their behavior.

**Thursday, October 17th, 2013**

The target of this class was to practice the speaking skills so I did all the final tasks that I could not be able to do in the other classes like information gap, role-play and answering questions activities.

Students participated but they had problems with the information gap activity. Regarding to the answering questions activities, they answered the questions but with grammatical difficulties not with the phrasal verbs, besides they still have some problems with the present simple.

In the information gap moment they did not understand they have to use the expressions and that I was giving them the context in where to use and how to use them. I divided the course into two groups, in two circles and I assigned a monitor for each group, Dayana Olivares and Javier Rodriguez, I explained them the activity and they had to explain to their classmates how to do the activity. One group had more success in the use of monitors, because Javier had more disposition than Dayana to explain. Even though some students did their dialogues most of them did not understand because they did not remember the meanings of the expressions and idioms.

I felt very disappointed because my students are very lazy, they do not care about nothing but at least they accomplished all the tasks.

For the first time I was on time with my activities, so I improved in this aspect.

# OBSERVATIONS

**Tuesday, October, 1st, 2013**

The class starts with an introduction of idioms about technology. Teacher writes them on the board and asks "Have you ever read or heard them?" The answer is negative. Then teacher gives a handout emphasizing idioms including a few pictures, students try to know the meaning but they are anxious and confused, teacher does not give them the meanings. After this they read a text including all the idioms, the text is red together and they have to do a matching activity. Even though the activities are prepared to know the meanings, the students are a little confused. They do not guess the meanings through context.

**Thursday, October, 10th, 2013**

At first the students play a game. Between one and other activity, they talk and they talk a lot. As a first activity teacher asks about the idioms saw the last class, they remember them but they do not remember the meanings. They talk to each other and look for the meanings in the handout. Then the teacher gives a new handout with some expressions, students read the expressions with insecurity.  Some students work hard, in silent and with interest, others just talk and do not work with the handout. After a few minutes students get distracted and talk.

Students try to work in the other activity which is rewrite the sentences using the expressions seen in the class. They do not have problem with the expressions, they have huge problems with tenses.

The class could not finish because the teacher in charge needs time to give homework.

**Tuesday, October, 15<sup>th</sup>, 2013**

Students remember the expressions, they also remember the meanings but they need to see the handout, which shows they care about their materials, This class is about phrasal verbs with the verb LOOK, teacher gives the meanings and students guess of which phrasal verb the teacher is talking about, then teacher shows pictures and students try to know the meaning. Students get excited because teacher does not give the meanings or if their guesses are correct. There is a student who understands and knows all the meanings but he does not answer loud. Teacher corrects their guesses. Teacher gives a handout and students comment that they do not understand. Then they have to rewrite the sentences using the correct phrasal verb, they do not have a lot of problems, only with the tenses. Students want to answer the exercises on the whiteboard. The teacher could not end the class because of time.

**Thursday, October, 17th, 2013**

The class is divided into two groups, they work in circles and the teacher assigns a monitor for each group, teacher explains the activity to the monitors and they have to explain it to their classmates, the activity is Information gap, the context is given. Students are confused because they do not remember the meanings of the expressions and idioms. One of the groups works more efficiently because the monitor has a good disposition to explain the activity. As the other classes the problems are with the tenses.