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MAESTRÍA EN

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**PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

TEMA

Lexical Approach for the development of fluency in English language in A1 level.

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DEDICATORIA

Dedico este trabajo a mi familia, quienes con su amor y apoyo incondicional han sido mi mayor inspiración para alcanzar esta meta. También a mis profesores, amigos, y pareja que siempre creyeron en mí y me motivaron a dar lo mejor de mí.

Carolina Estefanía Macas Viñamagua

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Franklin David Quiñonez Rojas



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RESUMEN

Esta propuesta de investigación investiga el uso del enfoque léxico para desarrollar la fluidez entre estudiantes de nivel A1. La importancia de este tema aborda la necesidad crucial de mejorar la fluidez en estudiantes con un nivel de competencia más bajo, quienes a menudo enfrentan desafíos en el desarrollo de la fluidez debido a un vocabulario limitado y la falta de confianza en sí mismos. Estas dificultades comunes al formar expresiones coherentes les impiden comunicarse de manera efectiva. El enfoque léxico enfatiza el uso de grupos de lenguaje significativos en lugar de palabras aisladas o reglas gramaticales. Se centra en el vocabulario y las colocaciones para mejorar la fluidez al promover el uso auténtico del lenguaje, lo que permite a los estudiantes comunicarse de manera más efectiva. El propósito del estudio es investigar la efectividad de emplear el enfoque léxico para mejorar la fluidez entre estudiantes de nivel A1. La implementación de la metodología implicó trabajar con un grupo de 17 estudiantes de nivel A1 que estudian en el Instituto PRALI. Estos estudiantes participaron en un diseño experimental que evaluó la efectividad del enfoque léxico en el desarrollo de su fluidez. La recolección de datos incluyó encuestas, entrevistas, pruebas previas y pruebas posteriores, que midieron las percepciones de las experiencias de aprendizaje y los niveles de fluidez, respectivamente. Las pruebas previas establecieron las líneas de base, mientras que las pruebas posteriores evaluaron las mejoras. La retroalimentación cualitativa de las encuestas informó sobre la efectividad del enfoque léxico. A través de este enfoque mixto, el estudio evaluó el impacto del enfoque léxico en la mejora de la fluidez entre estos estudiantes.

Palabras clave: *Enfoque léxico, Fluidez*



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ABSTRACT

This research proposal investigates the use of the lexical approach to develop fluency among A1 level students. The significance of this topic addresses the crucial need to enhance fluency among learners with a lower level of proficiency who often face challenges in fluency development due to limited vocabulary and lack of self-confidence. Those commonly struggles in forming coherent expressions stopping them from an effective communication. The lexical approach emphasizes using meaningful language chunks over isolated words or grammar rules. It focuses on vocabulary and collocations to enhance fluency by promoting authentic language use, enabling learners to communicate more effectively. The purpose of the study is to investigate the effectiveness of employing the lexical approach in enhancing fluency among A1 level students. The implementation of the methodology involved working with a group of 17 A1 level students that study at the PRALI Institute. These students were participants in the study who underwent an experimental design that evaluated the effectiveness of the lexical approach in enhancing their fluency. Data collection involved surveys, interviews, pre-tests, and post-tests that measured perceptions of learning experiences and fluency levels respectively. Pre-tests established baselines, while post-tests assessed improvements. Qualitative feedback from surveys informed the effectiveness of the lexical approach. Through this mixed-method approach, the study evaluated the impact of the lexical approach on fluency enhancement among those students.

Key words: Lexical approach, Fluency



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INTRODUCTION

Nowadays, English learners face challenges in developing oral fluency often due to traditional teaching methods that prioritize grammar over speaking practice. Lackman (2012a) points out focusing only on accuracy or other language abilities can limited students' ability to communicate effectively. The lexical approach which emphasizes vocabulary and phrases may offer a solution. This study investigated whether this approach improve oral fluency in English learners.

In English Language teaching, promoting fluency among low-level students stands as a big challenge and the lexical approach can be a promising way to address this challenge by prioritizing the acquisition and use of vocabulary. The research line of this study lies within the domain of pedagogy, didactics, and management of education, specifically the "Research, Evaluation, and Application of Educational Models." This research line aims to investigate various educational models, their effectiveness, and their applicability within diverse educational contexts.

The research aim of this study is to analyze the influence of the Lexical Approach on the English fluency of low-level English learners A1. Hence this research intends to find out how the Lexical Approach can improve English fluency. The following specific research objectives are set as a guideline to fulfill the research aim:

- To explain the importance of Lexical Approach in English fluency.
- To determine lexical activities that contribute to English fluency.
- To evaluate the impact of Lexical Approach on student's fluency.



To appreciate the importance of this research project it is essential to provide a thorough description of both dependent and independent variables. The two principal variables are “Lexical approach and English fluency”. Richards and Rodgers (2001) claim that the Lexical approach focuses on vocabulary and lexical phrases as building blocks for successful communication. Lexical phrases are multi-word chunks of language that are stored as single units and play a significant role for fluency (Nattinger 1980).

According to Lopez et al. (2021) fluency is the ability to use a language smoothly and proficiently, with minimal interruptions and pauses. Fluency and speaking are closely related aspects of language proficiency, particularly in verbal communication. In language acquisition, the development of fluency stands as very important, particularly for low - level English learners. Fluency not only enhances communication but also signifies a deeper understanding of the language's structures (Lackman, 2012b).

This study employed a mixed-methods research approach, integrating both quantitative and qualitative methods to enrich the understanding of how the lexical approach affects oral fluency in this level of students. By combining these two types of data, the research provided a comprehensive view of the issue. Additionally, action research was utilized to address real-world problems within the classroom setting. This methodology involves collaboration with participants and follows a cyclical process of planning, action, and reflection, allowing for continuous improvement in teaching practices and student outcomes.

The research utilized several key instruments to gather data effectively. An observation checklist was employed during classroom observations to document the implementation of the lexical approach and student engagement. To measure improvements in speaking fluency,



pretests and posttests were administered before and after the intervention. Additionally, surveys for students were distributed to collect information on their self-confidence, vocabulary usage, and perceived changes in their speaking abilities. Finally, structured interviews with teachers offered insights into their experiences and perspectives regarding the effectiveness of the lexical approach in enhancing fluency.

The primary beneficiaries of this proposal were low-level English learners (A1) aged 12 to 19 who attend the same institute. These students come from diverse backgrounds and different places in the country but live in the same city. Their proximity to the institute facilitated easy evaluation and participation in the study. By focusing on this demographic, the research aimed to enhance their speaking skills and overall confidence in using English.

The research took place in the southern part of Quito, where the educational infrastructure is adequate for language learning. The institute utilizes various textbooks depending on the students' proficiency levels, ensuring that materials are for their needs. Additionally, the presence of resources such as TVs, radios, and speakers enhances the learning environment, providing opportunities for interactive and engaging lessons.

The proposed research holds significant practical contributions and importance, addressing a critical social need within the setting. By investigating the efficacy of the lexical approach in developing fluency, valuable insights will be provided into effective language teaching methodologies adapted to the needs of the students. The beneficiaries of this proposal include firstly the students who benefit directly from the research findings and the implementation of the lexical approach. By improving their ability to communicate



spontaneously and confidently in English, students can reinforce their academic achievements and prepare professionally.

Additionally, educators can also be benefited as they gain valuable insights into integrating lexical instruction into their pedagogical practices. This research equips them with strategies to better address the specific needs of low-level English learners. The practical contributions of this research are substantial. It aims to improve teaching practices by identifying effective lexical activities and strategies for this level of students. Furthermore, this research addresses a critical social need by advancing language proficiency among those students. This is an interconnected world, and proficiency in English will not only facilitate the personal growth but also open doors for career opportunities.

The chapters of this research project are organized as follows: The chapters of this research project are organized as follows: Chapter 1 presents the theoretical framework for the study and defines key concepts such as lexical chunks, collocations, and language fluency. Chapter 2 examines the methodology and explains how to assess the impact of the lexical approach on A1 learners. It also covers the research paradigm, key variables, and the characteristics of the participants, including the population and sample. Moreover, the chapter describes the research stages, design, and instruments used to evaluate the effectiveness of the lexical approach.

On the other hand, Chapter 3 presents the findings, comparing pre-and post-test results to evaluate the effectiveness of the lexical approach. The chapter also compares the research findings with the findings of another research. Finally, this chapter identifies the study's limitations and suggests potential future work related to this topic.





CHAPTER 1: LITERATURE REVIEW

The primary objectives of this literature review are to explore studies on the Lexical Approach to examine existing research on the implementation and effectiveness of lexical approach in language teaching, and to investigate Oral Fluency for determining how different teaching methods including the lexical approach influence aspects of oral fluency such as pronunciation speech rate and vocabulary. This helped identify key dimensions and indicators that were used in the study to measure improvements in oral fluency.

The lexical approach is very important for fostering learners' proficiency through lexical chunks. This section examines the existing literature to determine how past research carried out investigations to provide the effectiveness of employing lexical chunks in a group of learners with a low ability to communicate. Aromin and Kim (2021) investigated the effects of the Lexical Approach on EFL learners' speaking abilities by applying quantitative and qualitative methodologies. In the study, 26 males and 44 females aged 18 to 25, representing diverse departments at a university, were recruited as participants. Researchers employed a multifaceted data collection approach, utilizing numerical data alongside descriptive insights obtained through tests, interviews, and videos. The gathered data was through quantitative methods facilitated by online platforms and qualitative techniques.

Mirzaei et al. (2018) conducted a study to examine the effects of lexically focused instruction on the oral complexity, accuracy, and fluency of 54 undergraduate EFL students (19 males, 35 females) in southwest Iran, aged 20 to 25 years. Participants were in their fourth year of English study and had Persian as their first language. They were randomly assigned to either



an experimental or a control group based on their initial English proficiency levels, assessed using a reliable version of the Test of English as a Foreign Language (TOEFL). The study utilized a mixed-methods approach, combining quantitative data from pretests and posttests with qualitative insights obtained through interviews. Results indicated significant improvements in oral proficiency among participants exposed to lexicon-focused instruction.

Sakale and Seffar (2012) from Mohammed V University in Rabat, Morocco, investigated the pivotal role of lexis in fostering the speaking skills of Moroccan EFL learners. Utilizing a mixed-methods approach, the researchers surveyed and interviewed 40 EFL teachers and 200 high school students to explore their perceptions regarding speaking proficiency and the central role of vocabulary. Their findings highlight that the inadequate vocabulary knowledge constitutes the primary obstacle to achieving fluency in English speech. Quantitative data were gathered through structured questionnaires, while qualitative insights were derived from open-ended interviews.

Guanoluisa (2021) conducted the study titled “Lexical Approach Method to Improve the Speaking Skill of 7th Year Students at Isidro Ayora Elementary School in Latacunga-Cotopaxi Province during the School Year 2020-2021”. The research aimed to evaluate the effectiveness of the Lexical Approach in enhancing English speaking skills of students. The research employed a quasi-experimental design involving two groups of forty students each: a control group receiving traditional instruction and an experimental group using the Lexical approach. The results showed the effectiveness of the Lexical Approach Method to improve speaking skills.



The study, conducted by Benavides (2022), explore the impact of lexical approach on enhancing oral production among pre intermediate EFL students add a private English center in Nariño, Colombia. Through action research, the study identifies significant challenges faced by students, including limited vocabulary reliance on their first language and long pauses during speech. The researcher implemented a series of workshops focused on using lexical chunks to improve fluency, accuracy and vocabulary range. The findings showed a significant progress in terms of some oral production.

Additionally, the study titled "The Use of Lexical Approach in Enhancing Learners' Oral Communication Performance" conducted by Tuan and Nguyen (2014), explores the efficacy of employing a lexical approach to improve oral communication skills. The experimental design involved 45 participants aged from 26 to 40, all possessing intermediate English proficiency. Data collection methods included pre-test and post-test assessments, audio recordings, questionnaires, and observations. The investigation took place at Nguyen Hue University to study the impact of the lexical approach on oral communication proficiency.

Teaching through lexical chunks has shown significant benefits for English learners across the mentioned studies. Learners demonstrated notable improvements in speaking proficiency including enhanced fluency, vocabulary range, and accuracy. Those findings showed a better understanding of meaning from context and use of lexical chunks effectively, leading to more coherent and confident speech.

The studies also highlighted an increase in students' confidence in speaking and positive attitudes toward learning, with the learners expressing that the lexical approach made communication more natural and less reliant on their first language. Moreover, statistical



analysis confirmed significant improvements in speaking skills for those taught using the lexical approach compared to traditional methods, suggesting that this teaching strategy effectively supports language acquisition and fosters greater communicative competence.

To gain a comprehensive understanding of the effectiveness of lexical approaching enhancing oral fluency among English learners, it is essential to review relevant studies that have explored various dimension of for communicative competence:

In the study and the lexical approach methods to improve the speaking skills of 7th year students, the researcher identified several keys dimensions of communicative competence that are essential for effective language learning. These dimensions include linguistic competence, which focuses on vocabulary grammar and pronunciation; Social linguistic competence, emphasizing the appropriate use of language in various social contexts; discourse competence, referring to the strategies learners used to overcome communication challenges.

By addressing these dimensions, the researcher presented that the study aimed to enhance students overall speaking abilities, highlighting the importance of choosing lexical chunks and fixes expressions to facilitate more natural and fluent communication. The author also stated that the integration of these dimensions into lexical approach was intended to foster a more comprehensive understanding of language use, leading to improvement in speaking skills among those students.

The study conducted by Benavides (2022), at the university of Caldas, investigated the impact of the lexical approach on enhancing oral production among pre intermediate students by examining several dimensions. In the study, fluency was evaluated by observing the student's ability to speak smoothly and continuously minimizing long pauses and hesitation.



Accuracy also was analyzed for grammatical correctness of speech emphasizing proper vocabulary use and sentence structure for coherent communication. Language Pauses were also analyzed to reduce the frequency and duration pauses, thus improving the flow of conversation. The study also considered student motivation and confidence, assessing their willingness to participate in speaking activities with confidence in using English. Additionally, the use of technology was examined for its role in facilitating interaction and language practice.

The study conducted by Aromin and Kim (2021) examine the effect of the lexical approach on EFL learners speaking proficiency and confidence, focusing on several key dimensions. Speaking proficiency was assessed through the student's ability to understand meaning from context, and the use of fixed and semi fixed expressions and collocations. Speaking confidence was analyzed through self-assessment of their abilities, reflections on personal growth, and evaluations of videos that measure fluency, body language, lexical usage, and coherence.

The study, that explored the impact of lexical approach on enhancing learners' oral communication performance and attitude conducted by Tuan and Nguyen (2014), focused on two main dimensions: students oral communication performance and their attitudes toward the approach. Performance was evaluated by analyzing fluency, accuracy, creative language production under effective use of discourse markers, emphasizing the role of lexical chunks in facilitating these aspects. Students' attitudes were assessed through the motivation, engagement, and perception of the approach's effectiveness.

Additionally, Aromin and Kim (2021) investigated the impact of the Lexical Approach on the speaking confidence and proficiency of 70 EFL students enrolled in online conversation



classes at a university in Chungcheongnam-do, South Korea. The data was collected through surveys, pre/post-tests on collocation, interviews, and recorded selfie videos, employing both quantitative and qualitative methods for analysis. Results indicated significant enhancements in speaking proficiency related to the use of fixed and semi-fixed expressions, and collocation preferences, along with increased confidence levels among students.

The importance of speaking fluency in language learning is becoming more recognized yet it is often overlooked in teaching. During the study observations have shown that fluency is not giving much attention during speaking activities. It was observed that teachers mainly focus on correctness and grammar. This lack of focus prevents learners from developing their skills they need for effective communication. Observations have also shown a fear of speaking from students, presenting concerns about being mocked or feeling embarrassed by their classmates.

A survey conducted with the students highlighted key challenges in developing fluency. The survey reported many students not practicing enough outside of class. It also showed low self-confidence and limited vocabulary stopping them from improving their ability to speak fluently. Without the chance to practice on their own students often feel hesitant and struggle to express themselves smoothly. In addition, interviews with three teachers confirmed these issues showing that fluency is not sufficiently emphasized in their teaching. Addressing this issue is essential for helping students become more confident and fluent speakers who can handle different communicative situations.

According to Nation (1992), the Lexical approach significantly contributes to oral fluency by emphasizing the use of lexical chunks, which are considered by them as prefabricated sequences of words stored in memory. Nation also states that these chunks reduce the cognitive



load during speech by allowing learners to retrieve and use entire expressions without generating them word by word. In that way, according to him this efficient retrieval supports smoother and faster language production. On the other hand, Lewis (1993), presents lexical chunks to facilitate fluency as they mirror the natural patterns used by proficient speakers, providing learners with a practical tool for communication. By focusing on collocations, fixed expressions, and semi fixed phrases, this author states that this approach enhances learner's ability to produce accurate and cohesive speech with less hesitation

According to Mirzaei et al. (2018), lexical chunks play a pivotal role in promoting a smoother and more natural speech among learners by reducing cognitive load and enabling them to focus on the content and flow of their speech. These chunks, stored as unanalyzed units, allow learners to construct more coherent and extended discourse, as they combine grammatical and electrical components that facilitate fluency.

Similarly, Housen et al. (2012) emphasize that lexis-based instruction significantly impacts oral fluency, accuracy, and complexity. This research highlights that integrating formulaic sequences into language teaching helps learners to produce more fluent and idiomatic speech. This process reduces hesitation during real time communication and fosters the automatization of linguistic patterns leading to greater control over language output (Housen et al., 2012b).

Many English learners aspire to communicate fluently in the English language. Whether for academic or other purposes, non-native speakers often put in a lot of effort to reach a level of fluency like native speakers. However, learning how to speak fluently is still a problem for many EFL learners who spend a lot of time and money on learning English without success.



In this regard, Mohammadi and Enayati (2018) conducted an empirical study on the use of The Effects of Lexical Chunks Teaching on EFL Intermediate Learners' Speaking Fluency, focusing on lexical teaching techniques. Their research utilized a mixed-methods approach, combining quantitative with qualitative analysis. The study engaged 60 EFL intermediate learners from the Shahab English Institute in Mahabad, who represented a diverse range of language backgrounds and proficiency levels.

A similar analysis was carried out by Monica (2022) entitled "Enhancing EFL Undergraduate Students' Speaking Fluency through Chunking". The objective was to examine the impact of using chunks on enhancing EFL students' speaking fluency. They were distributed in two groups: control and experimental groups of 20 students. The design used in this research was experimental since pre-and post-tests were applied. The results revealed that using chunks can assist EFL learners to be more fluent in interaction.

On the other hand, the study titled The Role of Teaching Lexical Collocations in Raising EFL Learners' Speaking Fluency by Qader (2018) the significance of lexical chunks in enhancing English as a Foreign language in oral fluency. It explores how the use of collocations can help learners get a more natural speaking. This study employs a quantitative approach using error analysis to examine the effectiveness of teaching lexical collocations. It analyzes the challenges learners face without the correct use of collocations, and it also identifies strategies to overcome this issue. The methodology includes reviewing learner's error by identifying patterns of incorrect collocation use and exploring interventions to enhance speaking proficiency.

The study, Developing Fluency with Multi-Word Expressions by Thomson (2020), investigates the impact of multiword expressions in enhancing fluency in EFL learners. The



study was conducted in Japan which employed an action research framework. Participants engaged in activities such as shadowing, dictogloss, and role play, focusing on 30 targets of multi word expressions. The study used pre and posttests to assess multiple expressions knowledge and its use. The research emphasized the importance of multi word expressions in fluency development and suggests extending interventions to achieve noticeable fluency benefits.

According to these studies, acquiring oral fluency in English learners presents several challenges. One key issue is the limited knowledge and use of lexical chunks and collocations. Qader's study (2018) highlights that EFL learners often struggle to arrange words in appropriate combinations, leading to unnatural speech patterns and frequent errors. This lack of knowledge often results in learners directly translating from their native language due to insufficient familiarity with collocations. Similarly, Monica's research (2022) emphasizes that many learners fail to effectively use lexical chunks, which are essential for fluent and natural speech. This limitation contributes to less cohesive and lower-quality communication.

Additionally, anxiety and lack of confidence act as a barrier when trying to speak fluently. Qader's study (2018) notes that learners' fear of making mistakes leads to impacts of fluency. Monica also highlights that the use of lexical chunks not only produces fluency but also reduces anxiety and increases learner's confidence during speaking.

Several researchers have identified key indicators to measure fluency to address those challenges: In Monica's study (2022), the indicators of oral fluency include the use of lexical chunks, speech rate, appropriate pausing and increased confidence. According to that study learners who incorporated chunks into their speech demonstrated smoother and more cohesive



communication, highlighting the importance of predetermined multi word expressions. Increase studies also mentioned the improvement of the speech rate as it was observed that learners used chunks effortlessly, reducing hesitation and enhancing fluency. Additionally, learners reported increased confidence and reduced anxiety showing that chunks not only improve aspect of fluency but also a positive attitude towards speaking.

In Qader's study (2018), the indicators of oral fluency include knowledge of collocations, accuracy in word combinations, reduced errors and hesitation, and increased confidence. In the study, fluency was marked by learners' ability to use collocations correctly, avoiding common errors such as direct translation. The accurate use of word combinations contributed to more natural and cohesive speech. The reduction of grammatical and lexical errors, along with fewer hesitations, showed progress in fluency development. Additionally, learners with a high knowledge of collocations showed greater confidence and less anxiety when speaking leading to a fluency increasement. These indicators highlight an important role of collocations in improving linguistic accuracy and fluency for easy communication.

The study, *Developing Fluency with Multi-Word Expressions* by Thomson (2020), points out several indicators to measure fluency and the effectiveness of its interventions. These indicators included speech rate, that is the number of syllables spoken per minute, including pauses. Another indicator described in the study was the mean length, that is the average syllables produced between pauses.

Another indicator explained in this study was for phonation time, that is the percentage of time spent speaking. Additionally, no list of multi word expressions was assessed through a closed test on general vocabulary levels were measured using the listening vocabulary. The



combination of those provides a comprehensive view of both declarative knowledge and procedural knowledge.

On the other hand, it is important to consider Task-Based Language Teaching (TBLT) and the communicative approach as they both emphasize the significance of meaningful interaction in language learning. Task-Based Language Teaching emphasizes learning through the completion of meaningful tasks enabling learners to practice language skills in real life contexts and encouraging them to use the language naturally (Richards & Rodgers, 2014a).

A quantitative study conducted by Zúñiga (2016) in an EFL program highlighted the efficacy of TBLT integrating language skills. Their research implemented 6 tasks with first semester students. The findings revealed that TBLT facilitated the integration of the skills, enhanced students' motivation and improved their overall language competence. This teaching method allowed students to practice all the language skills in a contextualized and meaningful way, increasing their retention and engagement in the classroom.

Moreover, the lexical approach aligns with the principles of Communicative Language Teaching (CLT) by emphasizing real-world communication and the use of language chunks. This approach emphasizes interaction as a primary means of language learning, focusing on the ability to communicate effectively in a real-life situation rather than mastering grammatical structures (Richards & Rodgers, 2014b). The study "Communicative Language Teaching in Vocabulary Teaching and Learning in a Swedish Comprehensive Class" by Xia (2010) investigate the effectiveness of CLT in teaching vocabulary to grade 7 pupils in Sweden.

The study highlights several strategies employed during the lesson. Vocabulary was introduced through concrete examples and demonstration in order to ensure that students



understood the meaning and context. Findings indicate that CLT approach significantly improved the student's vocabulary and their ability to use language in contexts. Some activities following the lesson have demonstrated that students had mastered.

CHAPTER 2: METHODOLOGICAL DESIGN

2.1 Paradigm

This study investigated the efficacy of the lexical approach in developing fluency among A1 students, emphasizing vocabulary acquisition and usage to enhance their capacity for spontaneous communication. The development of fluency is crucial for effective communication, comprehension, academic achievement, social integration, and cognitive growth (Nation, 2001). By focusing on lexical chunks and collocations, this study aimed to determine if learners could achieve significant improvements in oral fluency while also expanding their lexis.

Adopting a mixed-method approach, the study employed an exploratory sequential design. This design involved collecting and analyzing qualitative data first to gain insights into students' perceptions and experiences with fluency, followed by quantitative measures to assess changes in fluency. Quantitative instruments included pre- and post-tests, which measure students' speaking proficiency before and after the implementation of lexical-focused lessons. Complementary qualitative data was gathered through one survey and interview, providing a deeper understanding.

2.2 Conceptualization and Operationalization of Main Categories

2.2.1 Operationalization of Main Categories





“The operationalization of the main categories involves defining specific criteria and indicators to measure and assess each category's variables. Moreover, operationalization is crucial to avoid research bias and provides reliability to the study” (Bhandari 2023). In the context of this research, this section outlines the operationalization of lexical chunks, principles, procedure, and pedagogical implications.

The research focused on the effectiveness of Lexical approach in enhancing fluency, therefore the study considered lexical chunks as a key element of this approach. To operationalize this dimension, the study focused on the following indicators: collocations, fixed expressions, utterances, sentence starters, patterns, and idioms. These lexical chunks were identified and quantified through an analysis of the learner, including speaking activities. Furthermore, this study examined the pedagogical procedures and implications of implementing the Lexical Approach. Specifically, the indicators of these dimensions are procedures, activities, materials, teacher roles, student roles, and syllabus design.

The study used a communicative approach integrated with the lexical approach to address specific language needs and challenges. Key strategies included task-based learning along with the incorporation of authentic materials, which were instrumental in fluency development across various dimensions. Tasks were designed to cultivate fluency by focusing on dimensions such as speech rate, pausing aspects, and the length of speech. Additionally, the fluency development was also focused on components such as rate, prosody, and accuracy in their speech.

2.2.2 Conceptualization



This section identifies the main categories to explore the effectiveness of Lexical Approach for promoting English fluency. Consequently, this study considers two primary variables: Lexical Approach as the independent variable and fluency as the dependent variable. Furthermore, both variables are composed of four dimensions, each of which is categorized into indicators.

The Lexical Approach emphasizes the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combinations (Richards & Rodgers, 2001). Unlike common approaches, this approach emphasizes the importance of acquiring chunks of language as holistic units, facilitating fluency and accuracy.

Oral fluency refers to the ability to speak in a smooth way without any effort. It encompasses various aspects, including the flow of speech, the speed of delivery, the use of appropriate vocabulary and grammar, and the capacity to communicate ideas clearly and coherently. Fluency is not solely about speaking quickly but also involves the natural rhythm and pauses in speech that make communication effective and engaging (Richards & Schmidt, 2002). This concept is essential in language learning because it shows the learner's proficiency when using the language spontaneously and confidently.

2.3 Research approach and design

This study adopted a mixed-method approach since it included both quantitative and qualitative data. According to Creswell (2014), mixed methods research might have been the correct choice when the research process specified that quantitative or qualitative data alone



could not sufficiently answer the research question. Given the importance of fluency in language acquisition, this study investigated the efficacy of the lexical approach in developing this subskill.

2.4 Research Scope

The research scope of this study was defined through a lexical approach to enhance oral fluency among learners. The study employed explanatory research to detail the research problem, sample size, duration, criteria, and methodology. This project was designed as a mixed-method action research study with a non-probabilistic nature. The study focused on specific aspects of the lexical approach, including the frequency of lexical chunks, collocations, and formulaic expressions, and their impact on oral fluency. Conducted at a private institution located in the south of Quito, between Maldonado and Susana Letor, the research took place within the context of regular English language classes at the institution.

The study involved a specific sample of 17 A1 English students from the institute, aged 13 to 24 years. A mixed-method approach was adopted, combining both quantitative and qualitative data. The study was conducted from July to November of 2024, with data collected over this period to evaluate the effectiveness of the lexical approach strategies. Due to the limited sample size, the findings were specific to this group and might not be generalizable to other contexts or larger populations.

2.5 Delimitation of population, sample, and sampling

The population at PRALI Institute, located in Quito, consisted of 33 students. However, the sample selected for this study consisted of 17 students. Bryman (2012) defines a sample as a



subset of the population selected for research, with methods of selection based on either probability or non-probability sampling principles. Convenience sampling was applied to this research. This non-probabilistic sampling was selected under the following considerations: 1) This group manages an A1 English level. 2) All the students go to the same institution. 3) They study English. 4) They are my students. 5) The ages of these students fluctuate between 13 to 24 years old. 6) Students have the time to participate in this study. 7) Parents of this group agreed and permitted their children to participate in this study.

2.6 Research context

The present study was conducted at Prali Institute, a private institution located in the south of Quito, between Maldonado and Susana Letor. Students come from a range of different economic and family structures, while they are between the ages of 13 to 24 and enrolled at the A1 proficiency level. The institution did not provide the tools and resources applied in the study; instead, that was the researcher's responsibility. Moreover, the interaction with the students occurred through face-to-face classes, as they received mandatory instruction.

2.7 Research stages

The investigation was divided into six stages: delimitation of the problem, theoretical review, development of the instruments, application, data analysis, and drafting of the conclusions and recommendations. In the first stage, a placement test was administered to assess the students' levels. This stage helped identify areas with significant knowledge gaps or those requiring further research. The results of the placement test also influenced the methodology used throughout the study. In the second stage, information was gathered from



previous studies and researchers who had worked on or developed projects related to the topic.

In the third stage, the researchers developed the instruments, which included a pretest, a posttest, a survey, and a questionnaire. These instruments were reviewed and approved by an expert. In the fourth stage, the researcher administered the pretest, posttest, survey, and questionnaire to collect data for the analysis and subsequent results. In the fifth stage, the researchers analyzed the data to assess the student's progress and improvements. In the sixth and last stage, the results were presented as well as the conclusions and recommendations in a final report of the information obtained during the study.

Table 1

Stages

Stages	Description	Activities	Performers
Delimitation of the problem	Define the object of the study and the methodology.	Review of previous information and researchers.	Researcher
Literature review	Define the Theoretical Framework.	Explore bibliographic information.	Researcher
Elaboration of Instruments	Establish the required criteria to obtain data for the study.	Elaboration of a pretest, a posttest, a survey, and an interview.	Researcher / Tutor
Application of Instruments	Apply the instruments to gather information.	Apply for the pretest, posttest, survey, and interview.	Researcher



Data analysis	Elaborate a report with the results to realize the situation of the students.	Application of the statistical analysis for the data attained to infer conclusions.	Researcher
Final report of data and conclusions	Gather the results of the investigation.	Elaborate a final report with the data and write conclusions and recommendations.	Researcher

Note. Summary of the research project, by C. Macas and F. Quiñonez.

2.8 Instrument description

2.8.1 Oral Fluency Perception Survey

The Oral Fluency Perception Survey was developed to evaluate the students' perceptions of their oral fluency in the context of English language learning. This survey was administered to the 17 students to gain insights into their experiences and challenges with speaking English. It employed a Likert scale for responses, ranging from "Always" to "Never," to capture various aspects of students' perceptions of their oral fluency. The instrument was carefully verified and validated by an expert in the field of English language education to ensure its accuracy and relevance. The survey was paper-based and designed to be completed within approximately 20 minutes. It was distributed and collected in a setting at the institute to ensure reliable data collection.

2.8.2 Teacher Interview on Oral Fluency





The teacher interview on Oral Fluency was designed to assess teachers' perceptions of students' oral fluency within the context of English language learning. The purpose of the interviews was to gain insight into how teachers observed and evaluated oral fluency in the classroom. Conducted with three teachers from the institution, the interviews explored their perspectives and experiences regarding students' speaking abilities, as well as the strategies employed to assess oral fluency.

The interview questions were structured and focused on various aspects of fluency, including observation techniques, instructional methods, and assessment practices. The instrument was verified and validated by an expert in the field of English language education. Each interview was conducted in a face-to-face setting, with sessions lasting approximately 20 to 30 minutes.

2.8.3 Pre-test and post-test on oral fluency

The pre-test and post-test were designed to evaluate the oral fluency of the participants in the study, with the pre-test conducted prior to the implementation of the Lexical Approach and the post-test administered afterward. These instruments were designed to measure changes in students' speaking proficiency resulting from the lexical-focused lessons.

Pre-Test: The objective of the pre-test was to assess the baseline speaking of the students before the introduction of the Lexical Approach. This assessment revealed that fluency was the area in which the students struggled the most. The pre-test consisted of a series of tasks designed to evaluate various aspects of speaking, including pronunciation, range of vocabulary, coherence, fluency, interaction, accuracy, and communicative competence.



Post-Test: The post-test was administered following the implementation of the Lexical Approach to assess changes in students' oral fluency. This test aimed to determine the effectiveness of the lexical-focused lessons in improving students' fluency abilities. It included tasks that evaluated pronunciation, vocabulary usage, sentence structure, and spontaneous conversation skills. To ensure consistency in evaluation, the same rubric was used, enabling a comparative analysis of students' performance before and after the intervention.

2.9 Data collection process

To investigate the efficacy of the lexical approach on oral fluency, a comprehensive data collection process was employed. Initially, both students and teachers participated to provide multiple perspectives. Students completed a survey to provide insights into their perceptions of oral fluency and the lexical approach. Simultaneously, teachers were interviewed to understand their perspectives on assessing oral fluency.

Subsequently, participants completed a pre-test to assess their oral proficiency. Following the intervention, a post-test was administered to measure changes in participants' oral fluency. To complement the quantitative data, participants completed a detailed questionnaire about their experiences with the lexical approach. This mixed method provided a rich data for analysis.

2.10 Ethical considerations

This study was conducted in accordance with ethical considerations to ensure the protection of participants' rights and well-being. Permission to conduct the research was obtained from the institution, ensuring that the study met its ethical standards. The research authorization letter allowed the researchers to carry out the study, ensuring that all procedures adhered to



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institutional policies regarding participant confidentiality and voluntary participation. Before participating, all individuals were fully informed about the study's purpose, procedures, and any potential risks, and they gave their consent to participate.



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CHAPTER 3: IMPLEMENTATION AND RESULTS

3.1 Description of the intervention

The students who participated in this research process attended English classes on weekdays from July 8 to November 11, 2024. The hours were from 07 :00 a.m. to 09:00 a.m., under the presential teaching modality. The intervention officially began on, July 15, with an interview taken to three English teachers and a survey applied to the participants the same day. The development of the lexical pretest activity was carried out on July 16. The presentation of the lexical posttest activity was on September 10 of the same year. The topics of the tasks applied in the class were taken from the institution textbook: Interchange 3B fourth edition by Jack C. Richard. The topics addressed during the intervention were: Describing Daily Activities in Progress, Making and Responding to Invitations, Talking About Routines and Habits, and Describing People's Jobs and Responsibilities.

The pretest phase

The speaking evaluation was taken on July 16th, 2024, to the students who participated in the research study. The evaluation consisted of a task aimed at assessing various aspects of speaking abilities. The task consisted of a "Picture Description" in which students were shown a picture of a scene and asked to describe it. They focused on using a wide range of vocabulary, clear pronunciation, coherent ideas, and smooth fluency. For example, I can see vendors selling goods, people shopping, and children playing near a big house.

The task aimed to provide a comprehensive assessment of the students' speaking abilities and identify areas for improvement before the introduction of the Lexical Approach. The rubric used to assess the pretest activity was created by the authors of this project and validated by an





expert in the field. It was designed to evaluate key aspects of students' speaking performance, such as vocabulary, pronunciation, coherence, fluency, interaction, accuracy, communicative competence. Each criterion was scored on a scale from 1 to 5 points, with different descriptions (Excellent (5 points), good (4 points), satisfactory (3 points), needs improvement (2 points) and poor (1 points)). The “Accuracy” criteria assessed the correctness of grammar and vocabulary usage, while the “Rate” criteria focused on speech. “Intonation” was evaluated based on the natural rhythm and expression of the speaker, and “Vocabulary” assessed the range and precision of language used.

The treatment phase.

The treatment phase took place from July 23 to September 3, 2024 (1 hour per class). Using the Task Based learning approach in combination with the lexical approach, students in the group put into practice information on lexical chunks and collocations to develop oral fluency in English. The summary of the intervention plan is described in Table 1 below:

Table 2

Summary of the intervention plan

Months	Days				
July	4	11	15	16	23
	Beginning of course Planning of the research process	Description of the research process, objectives,	Survey for the students. Interview for the teachers.	First intervention (pretest) Evaluate the student's speaking skill.	Second Intervention “Describing daily activities”.





		and instruments.		Use of key verbs and chunks that are commonly use in the present continuous.
			20	27
	13		Fourth	Fifth
	Third intervention		Intervention	intervention
	“Making and responding invitations”		“Talking about routines and habits”	“Describing people’s jobs and responsibilities”
	Use of common phrases for making plans and invitations	15	Use of routine verbs and adverbs of frequency.	Use of common job titles, workplace, expressions and word chunks that help learners communicate more efficiently about familiar professional roles.
August	familiarizing them with frequent conversational chunks	First evaluation (present continuous)	Focus on frequency lexical chunks and collocations related to daily life	
	3	10		



September	Second	Sixth
	evaluation	intervention
	(simple	(posttest)
	Present)	

Note. Summary of the intervention plan, by C. Macas and F. Quiñonez.

During the initial days of course, a speaking evaluation was taken to determine what aspect of speaking students must improve. After finding out that fluency and the lack of vocabulary was what the struggle with the most, a research process was planned and the objectives of the study, which focused on the impact of the Lexical Approach on the oral fluency of A1-level students, were outlined. Additionally, a detailed description of the research process, including its goals and methodology, was prepared. After that, a survey was administrated to the students and an interview was conducted with the teachers to gather insights into the students' current challenges and perspectives. To establish a baseline, a pretest was conducted as the first intervention. During this, students were engaged in a pair work activity identifying differences between two images and presenting them orally afterward.

The second intervention was the first day in which the Lexical Approach was applied in class. The topic for this session was "Describing Daily Activities in Progress" using the Present Continuous tense. To introduce the topic, key verbs and their "ing" forms were reviewed. Then, students participated in a role play activity where they described what they and others were doing. Visual aids, such as pictures of people engaged in activities, were used. This activity allowed students to practice describing actions in progress using common "verb + ing" constructions.



In the third intervention, the topic "Making and Responding to Invitations" was introduced. This session focused on teaching students how to make plans and respond to invitations using the Present Continuous. Common phrases such as "What are you doing on Saturday?" and "I'm meeting a friend" were explained. Students practiced these conversational chunks through pair work, where they role-played scenarios in which they had to make and respond to invitations. To make the activity more engaging, a card game was used. In that task students drew verbs of action on the cards and worked in small groups to create dialogues based on the Cards.

The fourth intervention focused on "Talking About Routines and Habits" using the Simple Present tense. The session started with the review of verbs related to routine and adverbs of frequency, such as wake up, go to, eat, and always, usually, never. Students then participated in a group discussion, asking and answering questions about their daily routines and habits. Moreover, a class survey was introduced where students collected and shared data about their routines, such as what time they wake up, how often they drink coffee, etc.

The fifth and final intervention was dedicated to Describing People's Jobs and Responsibilities. During this session, common job titles, simple present chunks and workplace vocabulary such as hotel, office, mall, restaurant, school and hospital were introduced. Students worked in pairs, describing the roles and responsibilities of imaginary or real people. Furthermore, job flash cards with descriptions that students used for role-play were provided. They also practiced answering questions about their responsibilities in a simulated job interview.

Posttest phase





Following the intervention, a posttest was conducted to assess the effectiveness of the Lexical approach on students' fluency. The posttest consisted of one task: describing differences, in which students worked in pairs and described pictures. This activity was designed as an information gap task to encourage active communication and the use of lexical resources for effective communication. As Thornbury (2005) states, an information gap activity is a type of communicative task that involves interaction to achieve a specific goal. This task was selected because it provides an opportunity for students to demonstrate their ability to use vocabulary and language structures in context.

3.3 Location

This research was carried out in the PRALI Institute Conde which is based in the South area of Quito.

3.4 Equipment and materials

Hardware:

Projector: For displaying slides, images, and videos that support lesson content and visual aids.

Laptop: for controlling and managing the digital content.

Speakers: For playing dialogues.

Software:

PowerPoint for the slides displayed in the classroom

Textbook:

Interchange Intro fourth edition. For complementing the lesson by providing activities or vocabulary related to the materials used in the course.

Rubric:

For Evaluators, pretest and posttest: applied to assess student participation.





3.4 Type of research

According to its purpose, this study was action research aimed at addressing practical educational issues. Action research seeks to create solutions to educational problems through direct intervention, focusing on improving specific aspects of teaching and learning (McNiff, 2010). In terms of the object of study, the research was descriptive, as it provided data about the participants' performance before and after the intervention, offering insights into the effects of the applied strategies (Creswell, 2014).

The study was both qualitative and quantitative, as it included interviews for understanding, along with surveys, pretests, and posttests to collect data, with statistical tools used to analyze changes in the participants' outcomes. Regarding the manipulation of variables, this study followed a quasi-experimental design, as it didn't employ random assignments of participants but instead focused on a group selected by convenience.

From an inferential standpoint, this research was deductive, as it aimed to test a hypothesis regarding the effectiveness of the intervention. Finally, the research was longitudinal, as it observed the participants' progress over a defined period of time during the intervention. This approach allowed the researchers to track changes and developments over time, providing a clear view of the effects of the intervention (Muijs, 2004).

3.5 Research design

3.5.1 Quasi-experimental

The study was characterized by the fact that the 17 students assigned to participate in the study were not randomly selected. Instead, some criteria were considered by the researcher: 1)



Everyone manages an A1 English level. 2) All the students go to the same institution. 3) They study English. 4) They are my students. 5) The ages of these students are between 13 to 24 years old. 6) Students had the time to participate in this study. 7) Parents of this group agreed and permitted their children to participate in this study.

3.5.2 Pretest-posttest design

Measurements before and after an intervention to assess its effectiveness. The pretest establishes a baseline, while the posttest evaluates any changes due to the intervention (Dictionary of Psychology, 2024a).

Pretest

Initial assessment conducted before the main intervention or treatment in a study (Dictionary of Psychology, 2024b).

Artifact. The pretest involved a task in which participants were required to identify the differences between two pictures and then present their findings to the class.

Date of application. The pretest was applied on July 16th, 2024.

Evaluator. The person in charge of evaluating the first task was the researcher of this study.

Processing of the results. The results of the study were systematically entered into a rubric designed to evaluate the key aspects of oral fluency and vocabulary development.

Posttest



A test administered to students following the completion of an instructional program or module, typically used alongside a pretest to assess their progress and evaluate the effectiveness of the program (Merriam-Webster Dictionary, 2024).

Artifact. The posttest consists of a task in which participants needed to describe the differences between two pictures.

Date of application. The pretest was applied on September 10th, 2024.

Evaluator. The person in charge of evaluating the final task was the researcher of this study.

3.6 Hypothesis and research questions

3.6.1 Hypothesis

Null Hypothesis (H₀): It assumes there is no significant effect or relationship between variables (Bennett et al., 2017a). The lexical approach has no effect on the oral fluency of A1 English students.

Alternative Hypothesis (H₁): It suggests there is a significant effect or relationship between variables (Bennett et al., 2017b). The lexical approach improves the oral fluency of A1 English students.

3.6.2 Research questions

To what degree does the implementation of the lexical approach improve the oral fluency of English learners?

Is there a statistically significant difference in oral fluency before and after the application of the lexical approach?





Which specific aspects of oral fluency (e.g., pronunciation, speech rate, or vocabulary use) show improvement after the intervention using the lexical approach?

3.7. Sample

According to Cresswell (2014a) a sample refers to a subset of individuals, items, or data taken from a larger population, which is selected for the purpose of conducting a study. The type of sampling selected in this study was non- probabilistic as the student in the study were randomly selected following these criteria: 1) Everyone manages an A1 English level. 2) All the students go to the same institution. 3) They study English. 4) They are my students. 5) The ages of these students are between 13 to 24 years old. 6) Students had the time to participate in this study. 7) Parents of this group agreed and permitted their children to participate in this study.

3.7.1 Characteristics of the sample

The summary of the sample used in this study is presented in the paragraph below:

Table 3

Sample

Participants	Sample	Percentage
Males	3	18%
Females	14	82%
Total	17	100%

Note. Sample description, by C. Macas and F. Quiñonez.

A total of 17 participants, 3 men and 14 women, who were enrolled in the A1 English course, were participants in the study. Most of them (24%) were teenagers studying in different



schools in the city and receiving the support of their parents. The rest (76%) were young adults who were working in various jobs. All participants joined the course to improve their language abilities whether for work or school purposes. After taking a speaking evaluation, the results showed that 65% of the participants had a low A1 speaking ability, while the remaining ones (35%) had middle A1 level.

3.8 Data collection

Research techniques are specific methods and procedures used to systematically gather, measure, and analyze information to answer research questions and hypotheses (Creswell, 2014b). The techniques considered for getting the information are described below:

3.8.1 Experimental technique.

This technique involves conducting controlled experiments to test hypotheses and measure the effects of variables under specific conditions (Dean et al., 2015). For example, pretests and posttests.

3.8.2 Field technique.

According to Robson and McCartan (2016), field techniques involve collecting data in natural, real-world settings, allowing researchers to observe and record behaviors or events as they occur naturally. For example, surveys and interviews.

3.9 Research Instruments

To collect data some techniques were selected. Those are described below:



3.9.1 The experiment (pretest-posttest)

This process was already explained in the intervention and research design. Those consisted of different activities that promoted oral fluency based on topics based on the book previously mentioned, *The Interchange Intro* fourth edition by Jack C. Richards. The rubric used to evaluate the students' oral fluency was not adapted from another author's rubric, but it was created by the author of this study.

3.9.2 The Rubric

The rubric was designed by the researchers of this study without any adaptation from any pre-existing rubric. The instrument was developed after a review of related studies. This rubric was grouped into 10 criteria: speech, breakdown, repair, speech initiation, articulation rate, engagement, rhythm, intonation, smoothness and vocabulary. The sum of all these criteria was 50 points. The interpretation of the scores is also presented here: excellent (5 points); good (4 points); satisfactory (3 points); need improvement (2 points); poor (1 point)

The rubric was validated by an expert with significant expertise in language education. The expert holds a master's degree in English language teaching and a PhD in Language and Linguistics with extensive experience in the field of teaching and academic research. The expert reviewed the instrument for clarity, consistency, relevance and precision in the criteria of scale ensuring that it was suitable for evaluating oral fluency.

3.10. Data processing and statistical analysis

Data from this study were processed quantitatively. Raw data obtained from the pretest and posttest were coded in an Excel spreadsheet and analyzed using the SPSS program to



generate both descriptive and inferential statistics. Descriptive statistics provide a summary of data by outlining the relationships between variables within a sample or population. (Kaur et al., 2018). On the other hand, inferential statistics determine the significance of differences enabling researchers to validate the distinctions between groups (Bhaskar et al., 2020). In this study, inferential statistics helped the researcher assess whether the differences between the pretest and posttest means were statistically significant, ensuring the reliability of the results.

3.11 Results of the variables

3.11.1 Independent Variable (lexical approach).

According to Tan (2018), The lexical approach is a teaching strategy in which learners can significantly enhance their language skills. The author mentions that this approach emphasizes learning lexical chunks such as collocations, idioms and fixed expressions which help students speak more fluently and understand contextual usage better. The independent variable the lexical approach was not measured because it is a teaching approach that does not depend on the other variable.

3.11.2 Dependent variable (Oral fluency).

According to Luoma (2004) Oral fluency refers to the ability to speak a language smoothly and accurately. The author considers various important elements in fluency such as speech rate, pausing, hesitation and the ability to self-correctness during communication. This was the variable that was analyzed and measured in this study by administrating a pretest and posttest.



RESULTS AND DISCUSSIONS

The results of this study are presented by following the three research questions: 1. To what degree does the implementation of the lexical approach improve the oral fluency of English learners? 2. Is there a statistically significant difference in oral fluency before and after the application of the lexical approach? 3. Which specific aspects of oral fluency (e.g., pronunciation, speech rate, or vocabulary use) show improvement after the intervention using the lexical approach? In this section the hypotheses of this study are also verified.

Research Question 1

To what degree does the implementation of the lexical approach improve the oral fluency of English learners? To answer this question a pretest and a posttest was taken at the beginning and at the end of the study respectively.

Pretest

Data for the pretest was obtained from the evaluation taken during the first intervention “find the differences” and present them in front of the class. The following criteria were used in the rubric: speech, breakdown, repair, speech initiation, articulation rate, engagement, rhythm, intonation, smoothness and vocabulary. The sum of all these criteria was 50 points (excellent (5points); good (4points); satisfactory (3 points); need improvement (2 points); poor (1point)).

The summary of the pretest data is described in the table below

Table 4

Pretest results

Pretest	N	Min	Max	Mean	SD
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17	2	5	3.09	0.86
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Note. Pretest results, by C. Macas and F. Quiñonez.

This table shows a summary of the pretest results. The average results among the 17 participants in the study were: the maximum 5 and the minimum result obtained was 1. These results showed weaknesses in several areas of fluency. Their speech showed a lack of fluency with frequent breakdowns and limited ability to self- correct. Many hesitated to initiate speech, too and their articulation rate was slow and often unclear. Engagement was minimal as showing little interaction and enthusiasm. Their rhythm and intonation were unnatural making themselves sound as robots. Additionally, their smoothness was interrupted by several pauses and finally the lack of vocabulary didn't permit them to express their ideas in an effective form.

Posttest

Data for the posttest was obtained from the final evaluation. The topic of the evaluation was “describing differences”. The researcher used the same rubric and criteria used in the pretest. The following criteria were used in the rubric: speech, breakdown, repair, speech initiation, articulation rate, engagement, rhythm, intonation, smoothness and vocabulary. The sum of all these criteria was 50 points (excellent (5points); good (4points); satisfactory (3 points); need improvement (2 points); poor (1point). The summary of the pretest data is described below.

Table 5

Posttest results

Posttest	N	Min	Max	Mean	SD
----------	---	-----	-----	------	----



N	Pretest		Posttest		Difference between the means	
	M	SD	M	SD	MD	SD
17	3.09	0.86	6.36	0.70	3.27	1.12
17	6	8	6.36	0.70		

Note. Pretest results, by C. Macas and F. Quiñonez.

After the implementation of the Lexical Approach, the posttest results demonstrated a significant improvement in several aspects of oral fluency among the students who participated in the study. Speech initiation became more confident, and articulation rate increased making speech clearer. Students also showed more interaction and enthusiasm during conversation. Rhythm and intonation didn't increase at all but displayed a little progress, so students sounded less robotic.

Additionally, the given vocabulary provided during the interventions allowed students to express their ideas more effectively. However, smoothness did not show improvement as pauses continued interrupting the flow of speech. Similarly, self-correctness and breakdown showed no progress. To sum up, the lexical approach impacted some aspects of oral fluency while some other elements require ongoing development.

Table 6

Difference between the means

Note. Pretest results, by C. Macas and F. Quiñonez.





These results coincide with the data obtained in Mirzaei, (2008) and Monica (2022) which demonstrated significant improvements in oral fluency including more confident speech initiation, improvement in articulation rate and greater interaction. Mohammadi and Enayati (2018) also suggest that while the Lexical Approach enhances fluency effectively, it may not address all areas of oral proficiency, particularly in smoothness and self-correction as it may require additional strategies and focus.

For determining the degree in which the A1 level students improved their oral fluency, an analysis between the pretest and posttest was done in order to obtain their difference.

Research question 2

After identifying the difference between the means (MD=3.27, SD=1.11) and an increase of approximately 105.18%, a paired t-test was conducted to determine the statistical significance of the difference. The criteria used were $p < 0.05$ = statistically significant and $p > 0.05$ = not statistically significant. The results are described in the following table:

Table 7

Summary of the paired t-test results

				95% confidence interval of the difference				
Pair 1	MD	SD	STD error mean	Lower	Upper	t	df	Sig (2-tailed)
Pretest posttest	3.27	1.11	0.27	2.71	3.83	12.11	16	.000



Note. Pretest results, by C. Macas and F. Quiñonez.

The mean of the pretest minus the mean of the posttest was equal to -3.27. The standard deviation was 1.11. The standard error of difference was = 0.27. The confidence interval of this difference was 95%: From 2.71 to 3.83. The value of t-score was equal to $t = 12.11$, the test statistic follows the t-distribution with 16 degrees of freedom. The two-tailed p-value was less than 0.0001. By conventional criteria, this difference is 'extremely statistically significant.' This decision was made at a significant level: $\alpha = 0.05$. It is concluded that the difference between the means was statistically significant at $p < 0.05$. Regarding the size effect, Cohen's $d = (6.36 - 3.09) / 1.11 = 2.95$, indicating a large effect.

Research Question 3

Which specific aspects of oral fluency show improvement after the intervention using the lexical approach? To answer this question, each criterion of the rubric was analyzed taking the following values into account: The rubric was grouped into 10 criteria: speech, breakdown, repair, speech initiation, articulation rate, engagement, rhythm, intonation, smoothness and vocabulary. The sum of all these criteria was 50 points. The interpretation of the scores is also presented as: excellent (5points); good (4points); satisfactory (3 points); need improvement (2 points); poor (1point).

Table 8

Research question 3

N	Criteria	Min	Max	Mean	SD
	Speed	1	2	1.24	0.44



51	Breakdown	1	2	1.24	0.44
	Repair	1	2	1.24	0.44
	Speech	1	3	1.35	0.49
	Initiation	1	3	1.35	0.49
	Articulation	1	3	1.71	0.68
	Rate	1	3	1.71	0.68
	Engagement	1	3	1.76	0.75
	Rhythm	1	3	1.53	0.62
	Intonation	1	2	1.41	0.51
	Smoothness	1	3	1.53	0.62
	Vocabulary	1	3	1.88	0.81

Note. Pretest results, by C. Macas and F. Quiñonez.

Based on the values of each construct, the criteria that stood out for their low performance were 'Speed' (M=1.24, SD=0.44), 'Breakdown' (M=1.24, SD=0.44), and 'Repair' (M=1.24, SD=0.44). Students from this context struggled with maintaining a consistent speed and often experienced breakdowns and difficulties in repairing their speech. They were unable to initiate speech smoothly, as shown by the 'Speech Initiation' scores (M=1.35, SD=0.49). 'Articulation Rate' (M=1.71, SD=0.68) and 'Engagement' (M=1.76, SD=0.75) were also areas of concern. Students had trouble engaging listeners and articulating their thoughts clearly.



Low performance was observed in 'Intonation' ($M=1.41$, $SD=0.51$) and 'Smoothness' ($M=1.53$, $SD=0.62$), indicating that the students' speech lacked proper intonation and smooth flow. 'Rhythm' ($M=1.53$, $SD=0.62$) and 'Vocabulary' ($M=1.88$, $SD=0.81$) were also identified as areas needing improvement. The students' use of vocabulary was limited, and they had difficulties maintaining a rhythmic pattern in their speech.

After the intervention described previously, a change in order of fluency of the students was evidenced. The difference between the two measurements reported a significant increase. The results after the intervention are presented in the following table:

Table 9

Results after the intervention

N	Criteria	Min	Max	Mean	SD
51	Speed	3	5	3.94	0.44
	Breakdown	2	3	2.18	0.44
	Repair	2	3	2.18	0.44
	Speech Initiation	4	4	4.00	0.49
	Articulation	3	4	3.56	0.68
	Rate				
	Engagement	2	4	2.76	0.75
	Rhythm	2	3	2.59	0.62



Intonation	3	4	3.18	0.51
Smoothness	3	4	3.24	0.62
Vocabulary	3	4	3.29	0.81

Note. Pretest results, by C. Macas and F. Quiñonez.

Based on the values of each construct, the criteria that stood out after the intervention for their remarkable performance were 'Speed' (M=3.94, SD=0.44) and 'Speech Initiation' (M=4.00, SD=0.49). Students demonstrated a notably faster speech rate and were able to initiate their speech smoothly. Improvements were also observed in 'Articulation Rate' (M=3.56, SD=0.68) and 'Intonation' (M=3.18, SD=0.51), indicating clearer articulation and better use of pitch variation. The constructs of 'Smoothness' (M=3.24, SD=0.62) and 'Vocabulary' (M=3.29, SD=0.81) showed positive development, with students using a wider range of vocabulary and speaking with a more consistent flow.

Additionally, 'Engagement' (M=2.76, SD=0.75) and 'Rhythm' (M=2.59, SD=0.62) improved, reflecting better listener engagement and more rhythmic speech patterns. Although 'Breakdown' (M=2.18, SD=0.44) and 'Repair' (M=2.18, SD=0.44) still indicated some speech hesitations and self-corrections, there was evident progress compared to the initial measures. Overall, the intervention positively impacted the students' oral fluency, as they exhibited more organized and coherent speech, better engagement, and a richer vocabulary. However, continued efforts are necessary to further reduce speech breakdowns and improve repair strategies for even smoother communication.

Verification of the hypothesis





Null Hypothesis (H₀): there is no significant difference between the observed and expected values of the data. The lexical approach did not improve the student's oral fluency.

Alternative hypothesis (H₁): there is a significant difference between the observed and expected values of the data. The lexical approach significantly improved students' oral fluency.

Table 10

Criteria for the verification of the hypothesis

<i>P-value</i>	<i>Decision</i>
> 0.05	The result is not statistically significant. The null hypothesis is not rejected
< 0.05	The result is statistically significant. The null hypothesis is rejected.

Note. Pretest results, by C. Macas and F. Quiñonez.



Results of Surveys Applied to Students

1. How often do you practice speaking English outside of class?

Tabla 11

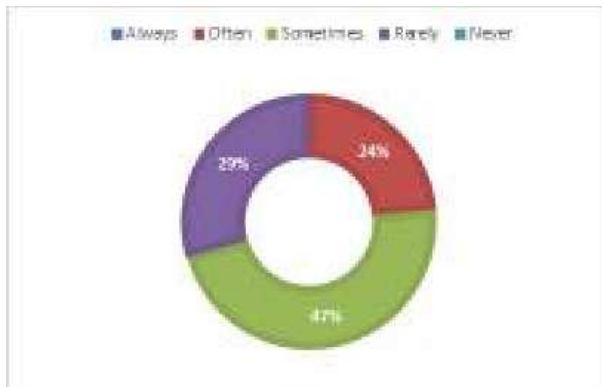
Speaking Practice

Options	Frequency	Percentage
Always	0	0%
Often	4	24%
Sometimes	8	47%
Rarely	5	29%
Never	0	0%
Total	17	100%

Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

Figure 1

Speaking practice



Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

This figure illustrates the percentage of students who practice English outside of the class. As seen in this figure, 47% mentioned that they sometimes practice English outside,



whereas 29% of them expressed it rarely. On the other hand, 24% of students said that they often practice English outside of the classroom.

2. How difficult do you find it to express your ideas in English during classes?

Table 12

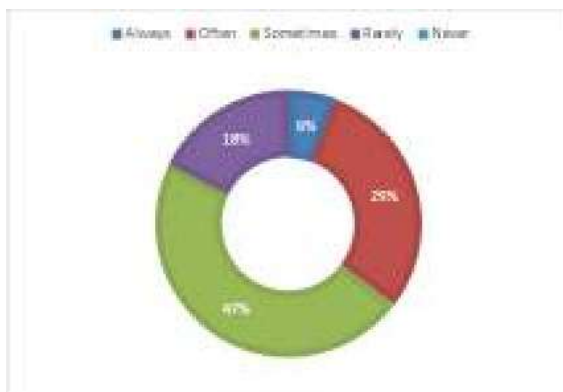
Difficulty of expressing ideas

Options	Frequency	Percentage
Always	1	6%
Often	5	29%
Sometimes	8	47%
Rarely	3	18%
Never	0	0%
Total	17	100%

Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

Figure 2

Difficulty of expressing ideas



Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)



The figure shows how difficult it is for the students to express their ideas in English during classes. A significant portion of students 47% said that they sometimes find it difficult to express their ideas in English, whereas 29% said it often. On the other hand, 18% of the students indicated that they rarely face this challenge. Only 6% of the students indicated that they never find difficulty.

3. How often do you use a dictionary to look up new words?

Table 13

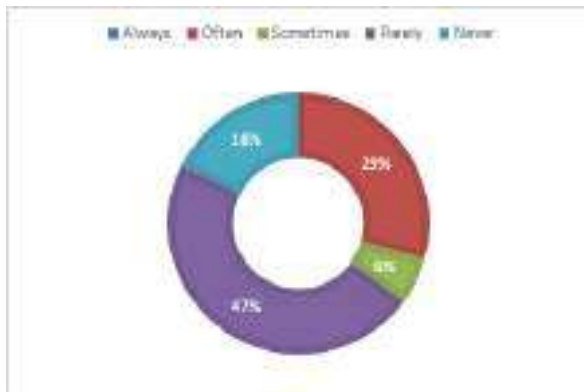
Use of dictionary

Options	Frequency	Percentage
Always	0	0%
Often	5	29%
Sometimes	1	6%
Rarely	8	47%
Never	3	18%
Total	17	100%

Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

Figure 3

Use of dictionary



Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

As can be seen in the figure, 47% of the students rarely use a dictionary to look up new words, while 29% use it often. On the other hand, 18% never use a dictionary, and only 6% use it sometimes.

4. Are you comfortable with speaking English in class?

Table 14

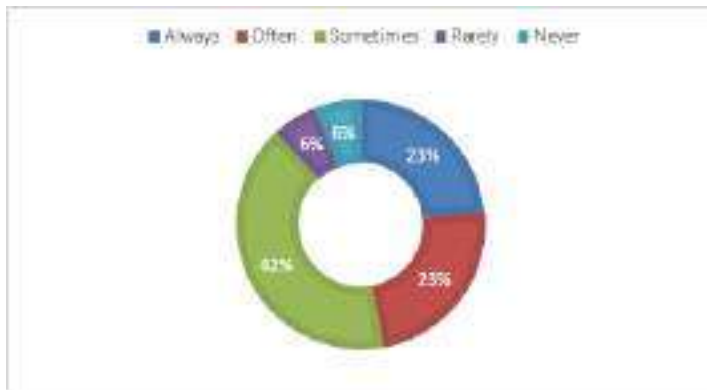
Speaking English in class

Options	Frequency	Percentage
Always	4	23%
Often	4	23%
Sometimes	7	42%
Rarely	1	6%
Never	1	6%
Total	17	100%

Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

Figure 4

Speaking English in class



Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

The results indicate that 42% of respondents sometimes feel comfortable speaking English, 23% often feel comfortable, and 23% feel comfortable often. However, a small percentage (6% each) rarely or never feel comfortable.

5. Do you think activities like Role-plays, Group discussions, Pair work, Games help you learn new English words and phrases?

Table 15

Activities to learn new words

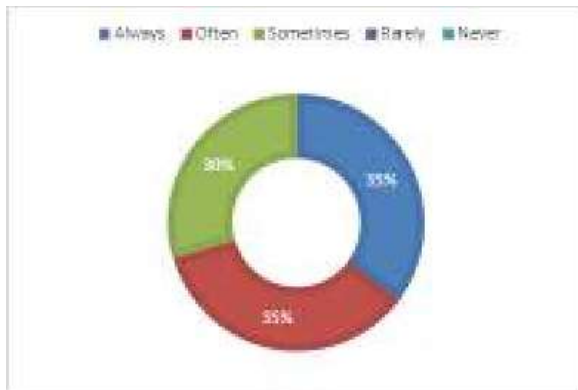
Options	Frequency	Percentage
Always	6	35%
Often	6	35%
Sometimes	5	30%
Rarely	0	0%
Never	0	0%
Total	17	100%

Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

Figure 5

Activities to learn new words





Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

The information in the figure shows that most of the students find interactive activities helpful, with 35% each finding them helpful “always” and “often”. On the other hand, 30% of the learners sometimes find them helpful to learn new words.

6. Do you find speaking activities helpful for improving your English skills?

Table 16

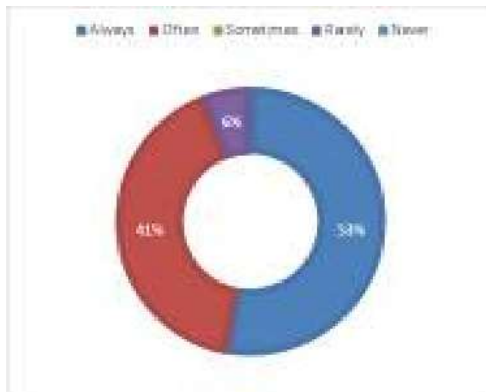
Helpfulness of speaking activities

Options	Frequency	Percentage
Always	9	53%
Often	7	41%
Sometimes	0	0%
Rarely	1	6%
Never	0	0%
Total	17	100%

Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

Figure 6

Helpfulness speaking activities



Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

The results show that 53% of students find speaking activities helpful, and 41% find them often beneficial. Only 6% rarely find them favorable, and no students reported them as never helpful.

7. Do you understand what your classmates say during English speaking activities?

Table 17

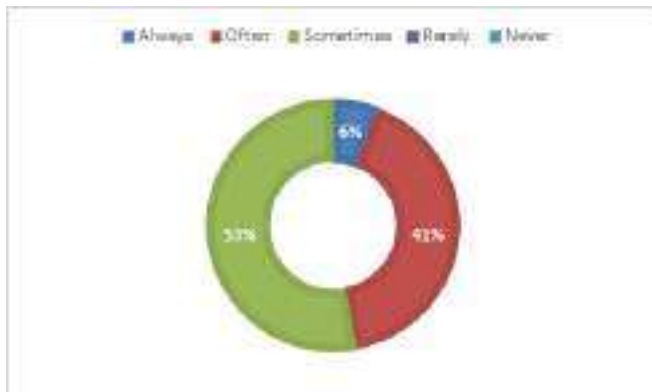
Understanding classmates during speaking activities

Options	Frequency	Percentage
Always	1	6%
Often	7	41%
Sometimes	9	53%
Rarely	0	0%
Never	0	0%
Total	17	100%

Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

Figure 7

Understanding classmates during speaking activities



Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

As indicated in this figure, most of the students (53%) sometimes understand their classmates during speaking activities, while 41% understand them often. A smaller 6% said that they always understand their pairs.

8. Is vocabulary important to you when learning English?

Table 18

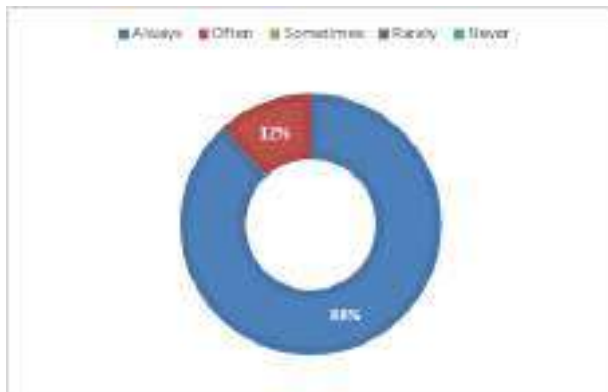
Importance of Vocabulary in Learning English

Options	Frequency	Percentage
Always	15	88%
Often	2	12%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
Total	17	100%

Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

Figure 8

Importance of Vocabulary in Learning English



Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

As seen in this figure, 88% of students always consider vocabulary important in learning English. On the other hand, 12% stated that vocabulary is often relevant.

9. Do you ever use the internet to look up new grammar or words?

Table 19

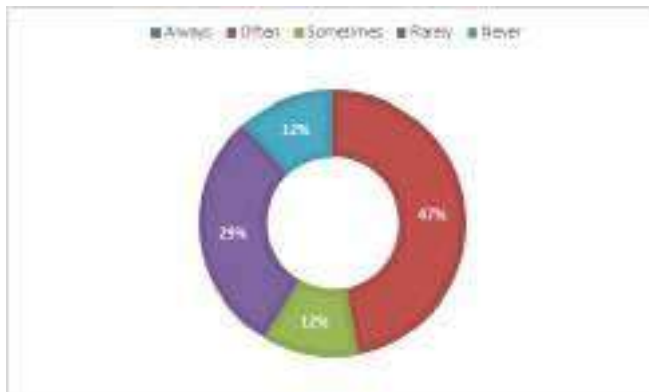
Use of Internet for Grammar and Vocabulary

Options	Frequency	Percentage
Always	0	0%
Often	8	47%
Sometimes	2	12%
Rarely	5	29%
Never	2	12%
Total	17	100%

Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

Figure 9

Use of Internet for Grammar and Vocabulary



Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

The results show that 47% of the students surveyed said that they often use the internet to look up new grammar or words, while 47% use it rarely. An equal percentage of 12% each use it sometimes or never.

10. Are grammar rules helpful when learning to speak English?

Table 20

Helpfulness of Grammar Rules in Learning to Speak English

Options	Frequency	Percentage
Always	10	59%
Often	5	29%
Sometimes	2	12%
Rarely	0	0%
Never	0	0%
Total	17	100%

Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

Figure 10

Helpfulness of Grammar Rules in Learning to Speak English



Note. Source: Survey applied to English A1 students. Elaborated by: Quiñonez, F. (2024)

This figure shows how 59% of the students reported that grammar rules are always important, and 29% find them often helpful. Only 12% find grammar rules in learning to speak English helpful. This positive perception of grammar rules suggests that grammar is valuable in the English learning process.



CONCLUSIONS

The implementation of the Lexical Approach in this study demonstrated notable improvements in several aspects of oral fluency among the participants. The results of the posttest highlighted significant progress in speech confidence and articulation rate. Students demonstrated an ability to initiate speech more confidently, and their articulation rate improved, resulting in clearer and more comprehensible speech. This suggests that the Lexical Approach was effective in reducing hesitation and enhancing clarity.

Additionally, this intervention helped the participants increase their positive attitude and interaction during speaking activities. This aspect indicates that the Lexical Approach helped create a more engaging and interactive learning environment, where students felt motivated to actively participate and express themselves. These improvements underline the relevance of the approach to promote dynamic communication and learner engagement in speaking tasks.

Although rhythm and intonation displayed only minimal progress, the intervention contributed to the development of students' vocabulary. The lexical chunks provided during the study enabled participants to express their ideas more effectively, demonstrating the Lexical Approach's role in supporting vocabulary acquisition. This finding highlights the importance of providing learners with a broad range of lexical items to facilitate effective communication and enhance their fluency.

Despite these positive outcomes, some areas showed limited progress. Smoothness in speech, for instance, did not improve significantly, as frequent pauses continued to interrupt the flow of speech. Similarly, there was no observable improvement in self-correction or in



overcoming speech breakdowns. These findings suggest that further strategies are needed for future interventions to ensure comprehensive development in oral fluency.

RECOMENDATIONS

Based on the findings of this study, several recommendations are proposed to further research. First, future interventions should prioritize activities aimed at improving smoothness and rhythm in speech. Timed speaking exercises and practice with connected speech can help reduce pauses and promote smoother delivery. Additionally, incorporating tasks that focus on rhythm and intonation, such as shadowing exercises or prosody-focused drills, can help students in achieving fluent communication.

To address the lack of improvement in self-correction skills, it is recommended to integrate activities that encourage students to identify and correct their own errors. Recorded speaking tasks followed by self-assessment or peer feedback sessions can be particularly effective. These activities provide learners with opportunities to reflect on their performance and improve their self-correction ability during spontaneous speech.

While the vocabulary provided during the intervention proved effective, additional practice with contextual and situational vocabulary is necessary to enhance students' expressive abilities. Teachers should encourage the use of collocations, idiomatic expressions, and varied lexical chunks to enrich students' speech. This can be achieved through activities like role-plays, storytelling, or topic-based discussions that require the application of new vocabulary in meaningful contexts.



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Additionally, increasing the duration of interventions and providing more diverse speaking opportunities can reinforce fluency development. Activities such as debates, role-plays, and interactive group discussions expose students to a variety of speaking contexts, promoting confidence and adaptability in their communication skills. These activities should be according different proficiency levels to maximize their impact.

Finally, further research is recommended to validate the findings of this study and explore additional dimensions of the Lexical Approach. Studies involving larger and more diverse samples could provide a broader understanding of its impact on oral fluency. Additionally, investigating the approach's effects on other language skills, such as listening comprehension and writing fluency, would offer valuable insights.





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Annex 2: Lesson plan

Characterization of the Direct Method in Teacher's Lesson Plan

To speaking skills is necessary to define the stages, the interaction pattern, the time for each stage, the topic, and the aims of this lesson plan to check at the end of the class if they have achieved them successfully; for this reason and based on the content designed the topic and aims are:

TOPIC: Present continuous tense for future / What are you doing?

Main aim: By the end of the lesson, students will be able to talk about future plans.

Sub-aim: Students will practice speaking for fluency by using the target language in a real situation.

Table

Lesson Plan Activities

STAGE	MATERIALS / ACTIVITIES TO USE
Lead-in	<p>Students will look at the picture of people doing different activities (e.g., studying, watching TV, cooking) and answer questions like:</p> <ul style="list-style-type: none">• What is the person doing?• When do you think this is happening?• Do you do this activity?



Pre-task

Students will look at the word ‘‘Tomorrow’’ on the board and say words and phrases related to the topic (e.g., work, school, shopping, movie, dinner, etc.).

The teacher will review the formation and use of the present continuous tense for future.

Task

Students work in pairs to create a schedule for tomorrow, discussing their plans using the target language and time expressions.

Post- Task

Pairs will share their plans with the class and receive feedback.

Note. Elaborated by: Carolina Macas

Stage 1 – Lead-in:

The use of pictures will connect students' prior knowledge with the topic. This stage is important to get students involve with the topic.

Table

Lead-in Stage Procedure

STAGE	INTERACTION	PROCEDURE	TIMING
Lead-in To engage students in the context of the lesson	T-S	Students will look at pictures of people engaged in various activities (e.g., studying, watching TV, cooking, etc.).	5 min





The teacher will ask questions to encourage students to activate prior knowledge:

- What is the person doing?
- When do you think this is happening?
- Do you do this activity?

Note. Elaborated by: Carolina Macas

Stage 2 – Pre-task

Once students have finished with the lead-in activity, they will express words or phrases related to future. This activity will prepare students for the explanation of grammar. The teacher will provide a clear explanation of the present continuous tense, emphasizing its use for expressing future plans.

Table

Pre-task Stage Procedure

STAGE	INTERACTION	PROCEDURE	TIMING
Pre-task The teacher introduces the task. Explanation of the topic	T-S	First, the teacher will write the word "tomorrow" on the board. Then, Students express words and phrases related to future plans, such as "work," "school," "shopping," "movie," and "dinner." Finally, the teacher will review the structure (be + verb+ -ing) and use	20 min



of the present continuous tense for expressing future plans.

Note: The teacher will use sentence frames and verb collocations to explain that they use the present continuous tense to talk about fixed arrangements in the future.

- I am + verb + -ing + time expression."
- Example: "I am meeting a friend tomorrow."

Then, the students will complete fill-in-the-blank exercises.

Note. Elaborated by: Carolina Macas

Stage 3 – Task

After the explanation, students will complete the task. The teacher acts as a facilitator walk around the groups providing advice or support where necessary.

Table

Task Stage Procedure

STAGE	INTERACTION	PROCEDURE	TIMING
Task		The teacher will provide a list of	
The groups	T-S	common verb collocations to	
complete the	S-S	support students (go: go to the	15 min
task.		movies, go shopping, go on	
		vacation) and time slots.	





Pairs will create a detailed schedule for the following day. The teacher assigns roles A and B, and the students practice the role-play. Student A asks Student B about their plans for tomorrow. Student B responds using the target structure and vocabulary.

Note: The teacher will monitor pairs and provide guidance as needed.

Note. Elaborated by: Carolina Macas

Stage 4 –Post task

After completing the task, students will present the role play using the schedule as a support. This stage is important because students get involved in the task. On the hand, the teacher provides effective feedback.

Table

Post-task Stage Procedure

STAGE	INTERACTION	PROCEDURE	TIMING
Post-task		Pairs will take turns presenting the	
Pairs present	T-S	schedules. They describe their	
their plans	S-S	plans using present continuous.	15 min
with the class.		The teacher will provide feedback	
		on pair’s performance.	

Note. Elaborated by: Carolina Macas





Annex 3 :Interview

Objective: To assess the teacher's perception of students' oral fluency within the context of English language learning, aiming to understand how fluency is observed, fostered, and evaluated in the classroom. **Interviewers:** Carolina Macas and Franklin Quiñonez

INTERVIEW

1. How do you define oral fluency in English for A1 level students?

2. What components do you believe contribute to oral fluency development at the A1 level (e.g., vocabulary, grammar, pronunciation, fluency)

3. What methods do you use to assess your students' oral fluency?

4. How often do you assess your students' oral fluency?

5. What factors do you think influence students' oral fluency development at the A1 level (e.g., classroom environment, materials, student motivation)?

6. What strategies do you use to encourage oral production in the classroom?

7. How do you incorporate oral fluency development into your A1 lessons?

8. How do you address the challenges that could be presented when developing oral fluency in the class?

9. How important do you consider oral fluency compared to other language skills (e.g., reading, writing, listening) at the A1 level?



10. Have you ever heard about the Lexical Approach? Do you believe that the lexical approach is effective in developing oral fluency at the A1 level? Why or why not?
-

Annex 4: Survey

Objective: To assess the students' perception about oral fluency within the context of English language learning.

Instruction: Please answer the following questions to help us understand your thoughts and perceptions regarding speaking. **Teachers:** Carolina Macas and Franklin Quiñonez

SURVEY

1. How often do you practice speaking English outside of class?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

2. How difficult do you find it to express your ideas in English during classes? a)

Always

- b) Often
- c) Sometimes
- d) Rarely
- e) Never

3. How often do you use a dictionary to look up new words?

- a) Always





- b) Often
- c) Sometimes
- d) Rarely
- e) Never

4. Are you comfortable with speaking English in class?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

5. Do you think activities like *Role-plays, Group discussions, Pair work, Games* help you learn new English words and phrases?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

6. Do you find speaking activities helpful for improving your English skills? a)

Always

- b) Often
- c) Sometimes
- d) Rarely
- e) Never



7. Do you understand what your classmates say during English speaking activities? a)

Always

b) Often

c) Sometimes

d) Rarely

e) Never

8. Is vocabulary important to you when learning English?

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

9. Do you ever use a dictionary to look up new words?

a) Always

b) Often

c) Sometimes

d) Rarely

e) Never

10. Are grammar rules helpful when learning to speak English?

a) Always

b) Often

c) Sometimes





d) Rarely

e) Never

Annex 5: Rubric to assess the pre and posttest

Criteria	Excellent (5 point)	Good (4 points)	Satisfactory (3 points)	Need improvement (2 points)	Poor (1 point)
Speed	The speaker maintains a natural, consistent pace with minimal hesitation.	Generally consistent speed, with occasional pauses or hesitations.	Uneven pace, with frequent pauses and hesitations.	Slow or erratic pace, with constant pauses.	Very slow and erratic pace, continuous pauses.
Breakdown	Rarely has breakdowns in speech; speech flows coherently.	Occasional breakdowns, but generally maintains flow.	Frequent breakdowns, struggles to maintain coherence.	Constant breakdowns, cannot maintain flow.	Speech is disjointed and incoherent.
Repair	Self-corrects speech smoothly, with minimal disruption.	Adequately self-corrects with some disruption.	Struggles to self-correct, noticeable disruption.	Cannot self-correct, significant disruption.	No attempt at self-correction; major disruption.
Speech Initiation	Confidently begins speech without hesitation.	Initiates speech with minor hesitation.	Struggles to start speech, noticeable hesitation.	Major hesitation before initiating speech.	Rarely initiates speech, excessive hesitation.
Articulation Rate	Clear and steady articulation throughout.	Generally clear articulation with minor fluctuations.	Struggles with clarity, frequent fluctuations.	Constant fluctuations, unclear articulation.	Poor articulation, difficult to understand.
Engagement	Actively engages with appropriate responses.	Generally, engages, with mostly appropriate responses.	Limited engagement, some inappropriate responses.	Lacks engagement, mostly inappropriate or absent responses.	No engagement or inappropriate responses
Rhythm	Natural, consistent rhythm throughout.	Generally natural rhythm, with occasional disruptions.	Struggles with rhythm, frequent disruptions.	Fails to maintain rhythm, constant disruptions.	No natural rhythm, speech highly disrupted.
Intonation	Uses varied intonation effectively to convey meaning.	Mostly appropriate intonation, with minor issues.	Limited or inconsistent intonation.	Fails to use appropriate intonation, constant issues.	Monotone, fails to convey meaning.
Smoothness	Smooth, effortless speech.	Adequately smooth, requires some effort.	Irregular flow, requires significant effort.	Disjointed, requires constant effort.	Highly disjointed, lacks flow.



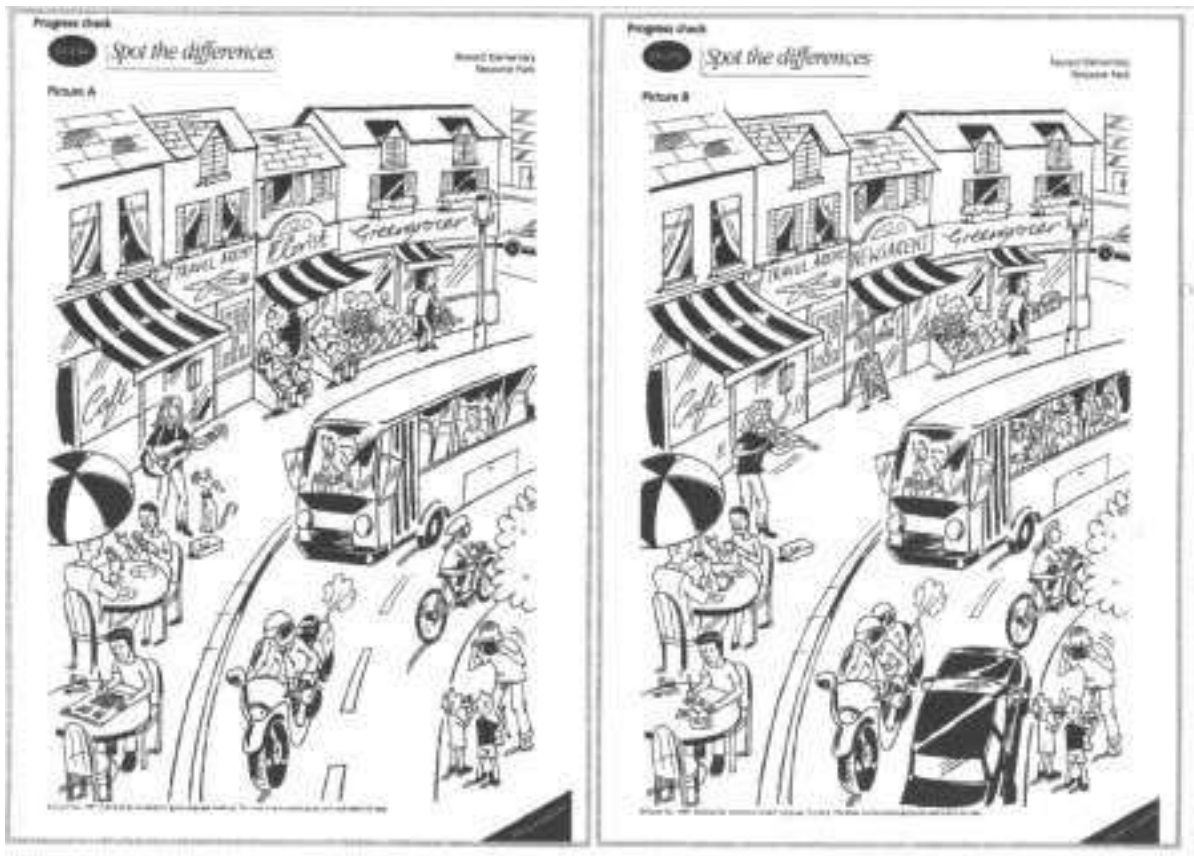
Criteria	Excellent (5 point)	Good (4 points)	Satisfactory (3 points)	Need improvement (2 points)	Poor (1 point)
Vocabulary	Wide range of vocabulary used accurately and appropriately.	Good range of vocabulary, with minor errors.	Limited vocabulary, noticeable errors.	Very limited vocabulary, frequent errors.	Extremely limited vocabulary, mostly inaccurate.

Elaborated by: Macas, Carolina and Quiñonez, Franklin (2024)

Annex 6: Pretest /Find the differences

Objective: To assess oral fluency of A1 level English students before implementing the Lexical approach.

Teachers: Carolina Macas and Franklin Quiñonez



Note. Adapted from *How to teach speaking* (p. 80), by S. Thornbury, 2005.