

Lexical Approach: a way to enhance students' oral production within remote teaching at a private English Center

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Abstract

This action research project points out the Lexical Approach's implication on the development of oral production at an English center in the department of Nariño. The focus was on the development of oral production in a pre-intermediate EFL English course. The main constructs outline not only the significance of the Input in teaching vocabulary but also the lexis importance in language production through constant reflection upon the implementation of the Lexical Approach teaching workshops.

The findings show that the participants of the study made significant progress in terms of some oral production components such as lexical range, accuracy, fluency, and the number of long pauses. Learners could improve the way they express themselves in English. Furthermore, during the action stage, the participants developed a more accurate and confident speech integrating chunks in which they could integrate their own reality in different real meaningful contexts.

Key words: Language Input, Lexical Approach, Lexis range, Oral Fluency.

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Introduction

The present study is an action research project that seeks to examine the impact of the Lexical Approach on students' oral production. The learners who took part in this project were enrolled in an EFL pre-intermediate English course at a private English center in the department of Nariño, Colombia. Firstly, one must recognize that, according to Lewis (2000), the Lexical Approach makes the connection to accuracy, since collocations can provide increased accuracy in language use, even more than using grammar rules. The significance of the study relies on the implementation of the Lexical Approach in the light of foreign languages theories; that, with the main purpose of improving students' oral performance particularly oral lexis.

For this study, an action research project based on a qualitative procedure was used (Creswell, 2016). Thus, this project arose from an exhaustive needs analysis where different data were gathered by means of *participatory observation*, *teachers' interview*, *student's survey*, and *students' artifacts*. As a teacher and researcher, the results of this stage showed that there were difficulties in L2 oral production, lack of vocabulary and learners' dependence on L1, and oral pauses that were tackled implementing lessons inside the Lexical Approach.

This study addresses what the research project intends to focus on after a reflection on data collection to enhance students' communicative and linguistic competence in the English language. The study starts with a justification, a detailed description of context, and a description of the problem. Moreover, a research question, objectives, a theoretical framework and a narrative explanation based on data collection instruments are also discussed.

The findings describe that the Lexical Approach was crucial for the students to enrich their oral confidence, increase their lexis, enhance their accuracy, communicate their thoughts,

and integrate their own context in real scenarios. However, I arrived at the conclusion that it is necessary to continue working with this type of approach to strengthen students' speaking performance; particularly, fluency in academic levels since university students require a higher language lexis background to talk within several communicative fields. Therefore, classes need to be based on both social and academic oral practice because it provides learners with the possibility to qualify their target language skills in an international test.

To conclude, it is important to highlight that the project made a significant contribution to the English center in terms of this EFL approach implementation. Thus, this study will serve as future frameworks for other research studies concerning the speaking skill and the use of different scenarios in class.

Significance of the Study

Through this research, the impact of the Lexical Approach on the oral production on pre-intermediate students was assessed. One reason was because this approach represents a balance of meaning-focused input, meaning-focused output, form-focused input, and fluency development (Lewis, 2000)

Moreover, another important component developed with the Lexical Approach within the communicative approach is not simply one that encourages students to develop their vocabulary boundaries and teachers to spend more time on vocabulary build-up, but also to increase their oral performance framed on a communicative contextual setting.

This research contributes to implement a useful educational approach to acquire and practice English as a foreign language based on increasing vocabulary to build communicative competence. That allows the English Center to reflect upon and analyze new teaching experiences and internal curricular processes to explore other alternatives in class to fulfill student's expectations and to overcome class problems.

This topic is important because students are motivated to learn English as a foreign language. Hence, it is interesting to explore the impact of the Lexical Approach in pre-intermediate students as a way to improve oral production. Moreover, I wondered if the project could help me show my students the advantage to enrich their lexis range to perform orally in international exams certifications mastering their proficiency at a social or academic level.

From my professional experience, the current study allowed me to increase my knowledge, reflect, and change certain aspects of my teaching practice. I found his study could contribute not only to pre-intermediate students but also to the other language levels, as various elements are

necessary when oral L2 production takes place. Having high L2 speaking production levels is not only beneficial in the academic domain but it is also useful in everyday life. It offers students the opportunity to increase their background knowledge and improve proficiency, in both accuracy and fluency, as well as in more complex lexical patterns.

Finally, this research could be significant because it may contribute to the existing literature at the university library. Also, it might support future studies as a reference taking into account it has been developed in Pasto settings.

2. Context of the research

2.1 Description of the Context

With the advent of English as an international language, ESL students are required to achieve communicative and linguistic competence so as to keep up with international standards which are requested through the Common European Framework as well as with requirements stated by the Colombian government within the national Bilingualism program implemented in private and public institutions.

Colombia is currently carrying out a Bilingualism project ‘Colombia la más educada 2025’ which aims to enhance learning a second language to be competitive worldwide, besides University English teachers are involved in researching new methodologies in the Colombian context. Traditional methods of teaching where the students were passive are gradually being replaced by other alternatives, which intend to raise learners’ awareness on the use of the language and its applicability in real life contexts.

In the context of Pasto, English teachers are devoted to improve their level of English through international assessment taking an international standard qualification as IELTS test that could be reflected on student’s improvement. The Brighton English Center has a constructivist learning which follows the Common European Framework reference for languages (CEFRL). The English center follows didactic methodologies in context with a personalized interaction to promote meaningful and professional competence of the foreign language, which increase students labor and academic expectations. Moreover, Brighton is adjusted to the Education Minister policy with the Institutional educative project (PEI) to bring an organized teaching and learning process through different competence assessment through a humanistic pedagogical framework. The English center academy works with different books depending on the level,

visual aids, authentic material which teachers design according to their classes purposes, and the interactive online language resources to provide a flexible, meaningful, enjoyable, and participatory environment to mainly focus on the learner-centered strategies and methodologies.

Students at Brighton are enrolled in five cycles to complete each level of English proficiency from A1 to C1 level. The number of hours during a week are six hours; twenty-four hours per month. The English course covers the communicative skills such as reading, writing, listening, speaking, and are aligned to the Common European Framework. According to the syllabus of the academy, each English level A1, A2, B1, B2, C1 is divided into 5 cycles with an additional international exam training at the end of each level according to the level of difficulty in each exam to certify their language achievements through a standardized test. If the students have evidenced some previous knowledge, they have to take a diagnostic English test, where they are placed in the level of proficiency according to the assessment based on the Common European Framework criteria in the language skills.

In regard to the local organization, students are set in comfortable classrooms within an area to up to ten students with squared tables that are arranged in a circle layout with enough light and it is provided with technological equipment as laptop computer, television, stereo, illumination, internet connection and the basic tools for a teacher. Students are required to participate into interactive tasks involving the four skills of the language where students are the main focus.

Students belong to a medium and high social economic stratum and their ages range between 16 and 65 years old who come from Pasto. They are university students whose English language needs depend on their professional field to increase their national and international

perspectives to achieve their standards to be able to qualify their English language competence with an international test that it is approved either nationally or internationally.

For that reason, students expect to get a high quality service to reach proficiency level in each of the four language skills through constant interaction and comprehension of the language with different challenging approaches, methodologies, strategies, and innovative resources to use inside and outside the ordinary classroom.

2.2 Description of the Problem

In this part of the project, Brighton English center presents different problems focused on strengthening learner's linguistic and communicative competence in the different levels of English as the students show noticeable difficulties to communicate orally in English. Consequently, I decided to conduct a diagnosis to identify the students' main difficulties in the English class.

After analyzing the data gathered, by means of participatory observations (appendix A), teachers' interview from Brighton English Center (appendix B), A1 students' survey (appendix C), and Student' speaking performance in the form of transcripts (appendix D). I found that learner's language competence is affected by lexis recognition in their learning process, particularly in their speaking skill. L1 interference in learner's acquisition is noticed in the participatory observation as well. Among the most significant difficulties identified in this diagnostic stage, the following are mentioned: Learner's needs along with the importance of INPUT before Intake process takes place must be taken into account in the learning process. At the same time, interaction in the class, innovative resources as visual materials and appealing activities and methodologies in terms of learner-centered processes are key components to guide

this practice through constant feedback within the teacher's interview. These problems are evidenced in the following information taken from participatory observation.

“Students use hesitation language in Spanish to create answers. Students answer with short sentences without much detail. Besides, Students need the teacher's support to be able to recognize vocabulary related to the topic studied.”

Students are aware of the importance of lexis to improve their speaking skill since they need to augment their knowledge of vocabulary to express their ideas using more complex sentences within communicative settings.

“They love to learn more vocabulary, new vocabulary or some verbs that they can conjugate or use sentences and expressions to communicate more effectively” (Participatory observation)

In terms of students' limited range of vocabulary, it was seen that the learners lacked vocabulary to utter complete meaningful sentences in their oral production, or they were not able to mention the word in English. For example, *the students' transcript* in the diagnostic stage depicted that the lack of vocabulary was prevalent and their first language was used to make themselves understood using translation processes; they stopped several times to ask for vocabulary or they even stopped their speech using simple sentences.

“They try to remember the words but when they said them in Spanish, they wanted me to translate them” (Students' transcript)

“Students tried to speculate about the possibilities and they used the L1 to express their views and mentioned that they didn't understand” (Participatory observation)

Furthermore, the number of long pauses in students' speech demonstrated that students had problems to elaborate complex ideas in a given communicative context. That is why they

spoke using isolated sentences or words that affected the final descriptive speaking task. The following sample describes this issue.

“Students tried to describe a picture with directions but they didn’t know the exact word to use and they limited and hesitated while thinking of a word to give details about it”

(Participatory observation)

Apart from the aspects mentioned above, the lack of students’ lexis in the class indicated that the learners did not have enough fluency to speak in class to express their ideas clearly. Additionally, the learners lacked specific vocabulary to participate in class. To exemplify this, in the questionnaire administered the students responded that the main problem they had is the shortage of lexis.

“On the other hand, we need to have a high deepening to increase vocabulary according to readings” (Students’ survey)

It is also important to mention that the use of isolated words and the high number of long pauses while the students participated in class were remarkable characteristics of their lack of oral production; Therefore, teachers are concerned that lexis could be enhanced through a constant speaking exposure to the spoken language to provide lexis rehearsal.

“I have noticed that through speaking the students memorize the vocabulary better”
(Teachers’ interview)

Finally, the students’ restricted production of language is due to a limited language exposure into the classroom considering that there should be constant practice to perform interactive conversations. To demonstrate this, in *the students’ survey*, they expressed the limited contact with real spoken language; that is why, at the end of the diagnosis, it was determined that students’ main linguistic difficulty was a lack of lexis for oral production.

“More interaction among classmates into different scenarios to push us to communicate only in English. In this way, we can practice as if we were outside in a foreign country”

(students’ survey)

“Unexpected Assessment Speaking tasks are needed. For example: the academic director could arrive out of the blue and pick randomly a student to interact among us” (students’ survey)

To conclude, students show that the speaking interactive tasks are important to keep in contact with this skill. It demonstrates progress in terms of linguistic and communicative components into their contextualized, educative and professional needs to be able to cope with an international English qualification for forward preparation. Then, I could evidence the need for the design and implementation of some intervention workshops based on the Lexical Approach which will be aligned with their English interests through chunks of the language to empower learners to use the English oral language in and outside the class. Therefore, the students have more probabilities of improving their speaking performance naturally, mainly their oral lexis. The students support it as the way to use contextualized language and to improve their vocabulary in a particular interactive task.

“The most important resource is the teachers’ innovation to take into account through interactive activities to enhance fluency within improvised conversational topics to test the student’s creativity” (Teachers’ interview)

3. Research Questions and Objectives

3.1 Research Question

What is the impact of the Lexical Approach on the oral production of pre-intermediate students within remote teaching at a private English Center in Pasto?

3.2 Objectives

3.2.1 Research objectives

General research Objective

To analyze the impact of the Lexical Approach on the oral production of pre-intermediate students within remote teaching at Brighton English Center.

Specific research objectives

To evaluate the impact of Lexical Approach lessons on students' oral production within remote teaching.

To measure the extent to which meaningful the Lexical Approach helps in the improvement of vocabulary in EFL within remote teaching.

4. Literature Review

4.1 The Lexical Approach

This research aim is to analyze the impact of the Lexical Approach on the oral production of pre-intermediate Students. Lewis (2000), defines the Lexical Approach as a 'belief in the centrality of the lexicon to structure second learning and use of the language, and in particular to multiword lexical units or "chunks". It indicates that the Lexical Approach focuses on enhancing linguistic patterns for communicative purposes. Then, Willis (1990), assures "Lexical Approaches in linguistic communication teaching seek to develop proposals for syllabus design and teaching founded on a view of speech in which lexis plays the central role". (p. 6) In the process of applying the Lexical Approach sequence, the students will develop oral comprehension skills paying attention to lexicon collocations. Regarding this, Richards & Rodgers (2001), affirm "Learners in the Lexical Approach must take on the role of "discourse analysts". (p. 137) It certainly gains linguistic competence to foresee comprehensible output.

Using lexical chunks facilitates the transfer of information to create a map of knowledge to convey meaning at the moment of using the linguistic features. Thus, the Lexical Approach is used to facilitate the students' comprehension to acquire a foreign tongue with a relation between using terms to lexis and producing the spoken communication. Bearing in mind the meaning of lexis. Lewis (2008) argues "The Lexical Approach places communication of meaning at the heart of speech and learning. This leads to an emphasis on the main carrier of meaning, vocabulary." (p. 15). Consequently, learners will approach language constructs through understanding its use, which is the main goal for communicative purposes. It is defined by Racine (2018),

“communicative competence is the ultimate goal and emphasis is placed on using the linguistic component successfully, rather than accurately”. (p.2). The Lexical Approach will lead to reaching communicative competence based on practicing without paying attention to grammatical constructions.

4.1.1 Lexis importance

Bearing in mind the Lexical Approach, whose main aim is to include relevant insights throughout lexis, it fulfills an important role in language acquisition. Lewis (2000), states “acquisition involves taking and incorporating new material into the knowledge that has already been taken.” (p.159). In the same way, to guarantee acquisition, the student needs to be exposed to oral communication through meaningful Input when they are in the process of learning. This is supported by Krashen (1989), who claims that “central hypothesis of the theory is that acquisition occurs in only one way: by understanding messages.” (p.140). therefore, if you want to express any oral ideas, you will have to use the linguistic features to do it with the previous comprehension about that linguistic characteristic.

The main purpose is to internalize the linguistic process to understand the whole concept without translating it to the mother tongue. It tends to be difficult to switch every expression whose meaning could be understood through the context. Therefore, it will be necessary to recognize the complete unit rather than isolated terms. Smith (2007), mentions “there are often expressions which the non-native needs to acquire as wholes, either by meeting them naturally or by them being sanctioned as ‘what we say by the teacher or book.” (p. 828). In other words, it appears that language acquisition happens in a complete significant unit to convey meaning.

Students must project their understanding of the whole expression into a contextualized meaning rather than switching features. Lewis (2008), reckons that “the secret, of course, is to

translate chunk-for-chunk. Such a translation will have some rough grammatical edges, but almost certainly successfully conveys the content.” (p. 62). It would be a rough translation of an individual expression. It must follow a complete interpretation to comprehend it as a particular unit.

Fixed expressions as Idioms, collocations, and common expressions are part of the speech that could be difficult to translate word-by-word. Although L1 interference is inevitable, the learner will develop the ability to notice the lexis and understand it as a whole. Lewis (2008), claims “translation is a form of consciousness-raising, which is a central technique in the Lexical Approach.” (p. 65). Teachers must foresee increasing pupils’ lexis target awareness through constant Input to achieve intake features to put them into a pragmatic context. Furthermore, teachers have to use authentic materials from a real L2 environment as a way to perceive context in real life. Therefore, learners will be able to compare the L1 to L2 characteristics in the learning process.

Lexis is expanded to be able to recognize new familiar fixed expressions as one of the most important bases to acquisition. In that sense, oral performance will positively affect production within individual communicative contexts. Lewis (2000), states “Any truly meaning-centered approach must maximize the student’s ability to communicate as much as possible, [...] In those circumstances. ‘increasing vocabulary’ in the straightforward naive sense of that term, has an important role to play” (p. 194). Therefore, exposure to lexis is another key concept to enhance learning that foresees linguistic use in contextualized contexts. On the contrary, Thornbury (1998) argues that the Lexical Approach lacks coherent linguistic theory to limit curriculum specifications. (p.12). The Lexical Approach leads to develop a syllabus, which enhances language exposure as happened in our first language.

It could be impossible to produce linguistic communication without placing a context that connects to daily life situations. Linguistic features are acquired in the learning process to be able to connect all fixed expressions, chunks, and collocations into meaningful units inside pragmatic and sociolinguistic competence as it is proposed in the Lexical Approach.

4.1.2 Classroom Practices

Learning lexis does not mean remembering immediate groups of terms, recognizing expressions together has the most importance in the classroom practices. Lackman (2010), advocates that “the Lexical Approach focuses not on individual expressions but clusters or chunks.” (p. 6). Lexis could be built in separate ways that foresee to reach several combinations to integrate a whole significant idea. Lackman (2010), agrees that “learners tend to notice and remember chunks, [...] because they can perceive that by changing the slot-filler, they can use the expression in many ways.” (p. 7). Students will identify a combination, for instance, “Could you please pass me a cup of coffee / the salt/ketchup ...?” They will remember those expressions and replace them with a suitable word to complement the whole idea to achieve communication. Ziafar & Namaziandost (2019), state an opposite point of view based on Harmer (2001) that the Lexical Approach is that no one has yet proposed a way to incorporate fixed and semi-fixed phrases into the understanding of a language system. (p.248) I can conclude, teaching practice under the Lexical Approach emphasizes acquiring many fixed expressions to enhance vocabulary range to reach oral production.

It is important to integrate all those discourse patterns into a lesson, which are integrated according to the learners’ level. Lewis (2008), clarifies “There are varied kinds of terms which will require diverse kinds of treatment in the classroom. Treating all expressions similarly will lead to chaos; exploiting individual kinds of words in distinct ways and spending more time on

some than others.” (p.117). Therefore, it is essential to include those lexical patterns in the classroom practices to enhance real, fluency, accuracy, and communicative goals in realistic outgoing settings. Scheffler (2015), claims another position that learners do not have access to massive exposure like native speakers - and learners need explicit grammar teaching too. (p.94)

Racine (2018), claims “discovery of lexical chunks, adding knowledge of usage restrictions to vocabulary already known by students, providing practice opportunities for communicative use, and encouraging the retention of lexical knowledge by way of elaborative tasks are involved in the acquisition process.” (p. 5). Chunks exposure is meaningful through suitable materials applicable to realistic contexts.

4.1.3 Collocation in teaching

Learners face individual situational communicative contexts where the natural world environment challenges them to use combined expressions to utter clear messages to the receptor. Moon (2010) relates “Corpus linguistics, has, however, taught us the usefulness of looking at a natural speech in large enough quantities to see recurring patterns of lexis in texts of all kinds.” (p. 199). It appears that the spoken language is based on fixed expressions, which allows learners to utter more naturally. Richard, J. & Rodgers T. (2001), acknowledge “not only should they notice common collocations in the texts they meet, but more importantly, they should select those collocations which are crucial to their particular needs.” (p. 137). Students will foresee collocation to their communicative scenarios.

Interaction is flexible to a long range of lexis that speakers use to explore the target speech in unpredictable communicative settings. Torres (2012), suggests “Our mental lexicon is efficient and highly organized where semantic related items are stored together.” (p,241). Furthermore, learning collocations will easily ensure remembering whole patterns to recall them

when it is needed to establish an interaction. Lewis (2000), states “the most crucial element in a learner’s acquisition of a lexis item is the number of times it is heard or read in a context where it is at least partially understood. [...]. Good quality Input should lead to good quality retrieval.” (p.54). That is why students handle a variety of chunks to be effective in their fluency.

Learners can associate language construction with different combinations to utter a complete idea for communicative purposes. Cortina (2009) explains that collocations are both stored and retrieved in memory mechanically, possess a pragmatic function and are established by the context. (p.243) Learning through collocations not only strengthens learner’s linguistic competence but also their ability to associate their ideas in conversational settings.

In the event that learners could reach more fluency in their discourse, they need to integrate lexicon patterns to structure confidently complete ideas in their speech. Furthermore, language oral proficiency could enhance flexible communicative contextualized messages as a native speaker can. According to Kweldju (2005) lexical meaning includes metaphorical meaning, and metaphoric competence as a requirement for native-like proficiency. (p. 62). Hence, linguistic and communicative practice in a classroom needs to be based on real language chunks practices as the foundation to develop confidence before producing and using it accurately. Lewis (2000), remarks “Advanced students do not become more fluent by being given lots of opportunities to be fluent. They become more fluent when they acquire more chunks for instant retrieval” (p. 55). Quality and quantity Input to build lexis schema enhances successful learning to put into practice in distinctive communicative contexts.

Teaching and learning processes systematically take part to reach the acquisition process. For that reason, learners will require some time to become aware of the expressions and suitably use them.

4.2 Teaching speaking

Communicative competence is “the ability to use the language correctly and appropriately to accomplish communication goals; what it is not is using the speech as a native speaker” (NCLRC, 2014). Therefore, this research aims to lead students to improve oral production as the final oral task assessment, which includes the linguistic, sociolinguistic, discourse, and strategic components.

In the linguistic component, the aim is to provide pupils with a wide range of vocabulary, simple and complex structures that will allow them to express their opinions through experiences and in a more contextualized way. The sociolinguistic component refers to a conscious process within a specific context where language is utilized depending on the topic and on the people who are communicating. The persons take into consideration the attitude expressed by other speakers, the environment, and how they must address the conversation. The discourse component is a more complex process where longer speeches take place and as a whole, they must be coherent. Finally, the strategic component is the art of not allowing the conversation to stop due to faulty pronunciation, lack of vocabulary, and misunderstandings among others.

The Lexical Approach is to be applied to see the impact on the student’s oral production within chunks to communicate purposes as advice, complaint, request, and so on accurately and fluently. Dellar & Walkley (2016), point out that the “lexical view would mean seeing fluency as generally coming from knowing, and being able to recall, appropriate language automatically.” (p.29). therefore, all the chances to practice speaking in class will fossilize or will otherwise guarantee performance constantly.

4.2.1 Speaking in the Lexical Approach

Learners need a lot of Input of complete phrases and vocabulary to speak, they understand much more than they can produce and that is why the quality of the Input produced by teachers is so important.

Speaking skills are achieved with adequate exposure through good Input from specific activities where pupils can hear in the other mother tongue and start comprehending it. The goal of the Lexical Approach is that learners can experience other types of exposure to add movements and actions to facilitate comprehension and retention.

Harmer (2007), states “students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions”. (p. 345) It is important to take into account other types of students; in this way, this type of methodology faces this aspect. In other words, the Lexical Approach creates a natural atmosphere to engage learners to explore chunks to expand their ideas. In this way, pupils will not feel nervous uttering the new expression when they are prepared to do it. Ur (1996), states that “speaking is included in all other kinds of knowledge, and many if not most foreign students are primarily interested in learning to speak. Classroom activities that develop students’ ability to express themselves through speech would therefore seem an important component of a language”. (p. 120) The Speaking skill is a useful component in linguistic process development. Furthermore, students enjoy talking about the new code. Regarding this, the Lexical Approach provides the pupils with confidence and tools to be able to express what they have learned. Moreover, they can reduce anxiety and will not be scared about making mistakes.

4.2.2 Designing Speaking Activities

Developing interaction will be essential to increase students' fluency to bear in mind the students' needs to avoid drilling repetition and enhance production. Brown (2007), assures "all the tasks must include techniques designed to help students to perceive and use the building blocks of linguistic features" (p. 275) learners will produce complete meaningful ideas to explore the language through previous speech rehearsal to connect single ideas with more complex spoken statements.

Exposure must be as authentic as possible to provide pupils with multiple insights from several context sources to get real contact. This meaningful Input will require richer feedback to further acquisition. Brown (2007), reckons "part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject." (p. 276) Teachers are responsible to enhance oral tasks where learners can negotiate meaning and use their speaking skills in different oral social interactions.

To enhance production among learners to utter fluently and reduce the hesitation process, it is necessary to introduce lexis to give them a guide to use the expression accurately. Ur (1996), argues "It is a good idea to teach or review essential vocabulary before the activity starts." (p. 122). The teacher will provide learners with guidance to complete a specific oral task into a real context to use the chunks appropriately depending on the expression, fixed phrases, and chunks functionality. Harmer (2007), states "when teaching speaking, we need to make students aware of fixed phrases, functional sequences and adjacency pairs." (p. 345). All these expressions, fixed and semi-fixed phrases, chunks are part of the spoken real speech to be used in real scenarios. Harmer (2007), remarks "students need to be aware of what real conversation looks like and should give them the more important phrases for communicative purposes." (p.344). In

this sense, students will be able to structure and convey more complex, understandable, meaningful, and engaging messages to pre-planned ideas.

4.3 Remote learning and teaching during the Covid-19 outbreak

Education during the pandemics was a completely new challenge to cope language and teaching switching from face-to-face setting to remote learning which immediately changed the way to approach learners in the educational community worldwide. Marchlik, Wichrowska & Zubala (2021) reported that the suspension of face-to-face classes took place on 12th March 2020 and said that classes would only be temporarily suspended, but as it occurred later, that was just the beginning of a much longer period of remote education. (p. 7108) Teachers must adapt immediately to this new remote teaching and learning environment. Therefore, teachers had to design strategies to keep an interesting teaching environment bearing in mind meaningful learning processes, active participation, interesting classes, besides guaranteeing communicative competence within the four language skills.

Communicative environments taking advantage of the internet connectivity became the main, and active tool in the learning and teaching processes through both synchronous and asynchronous ways. Learners could connect with educational remote platforms, online resources as remote games, visual aids, handouts, workshops, websites, online apps, WhatsApp, videos, YouTube, interactive whiteboard, and others to facilitate contact with new knowledge.

Remote platforms as zoom, google meet, Microsoft teams allowed real-time interactions among teachers, students, and the academic community to adapt along new educational conditions as well. According to Cardenas-Claros & Oyanedel (2015), ICTs are used to ‘prepare learners for learning’; to ‘increase students’ participation’ as well as ‘verification tools’. After class ICTs are used to stimulate students’ ‘self-reflection’ on their learning processes. (p.218)

Teachers got the most significant reward from the ICT tools to guarantee target language interaction to promote not only participation to express freely bearing in mind shy learners, but also motivate learners to promote their own autonomy, reflection, and critical points of view within language skills. Finally, teachers should reflect on the way to implement ICT tools to get advantages in their prompts to complement, communicate, share, and work collaboratively in learner-centered teaching and learning remote atmospheres.

4.4 Review of the research

In regards to this study, there is a significant study made by Boers, F., Eyckmans, J., Kappel, J., Stengers, H., and Demecheleer, M. (2006) that puts the Lexical Approach to test formulaic sequences and perceived oral proficiency inside 32 upper-intermediate to advanced college students in Brussels, Belgium. This study was a small-scale experiment between the experimental and the control group. Both groups were taught with similar insights. The only controlled variable was the varying emphasis that was given to the importance of phrase-noticing from one group to the other. (p. 249) Some findings were observed after assessing the oral performance in an interview by external blind judges who did not know in advance which student belongs to each group. The experimental students' awareness of formulaic sequences was raised sufficiently for them to recognize usable chunks in a new text and to subsequently 'recycle' these in a conversation. Furthermore, counting the number of word combinations in the interview helped students to build a repertoire of formulaic sequences that was useful to contribute to improving their oral proficiency. (p.257) This research suggests that the Lexical Approach is one possible way of embarking learners to create prefabricated chunks to facilitate fluent production under real-time conditions.

In the same way, a progressive result in oral production shows the following research study made by Sewbihon-Getie, A. (2020) a quasi-experimental design in a general Secondary and Higher Education Preparatory School, grade nine, found in Bahir Dar City, Ethiopia provided a positive impact in using the Lexical Approach in the students' lexical competence. The researcher employed a Pre-Test and Post-Test within the experimental group and was instructed by using the new teaching method (Lexical Instructional Approach) whereas the control group students were taught with the conventional method i.e. the usual teaching method. (p.81) Although both groups got the same kind of Input providing the same vocabulary contents, the experimental group showed a positive impact in the ability to combine words that can go together naturally.

Besides analyzing the information gathered from both groups, students' knowledge of homonymous terms was developed, the students established their idiomatic expressions, learners became aware of the strategies how to combine terms that can co-occur naturally. Finally, grammar patterns, word usage, function, etc. were understood and improved. (p.86) In this concern, this study remarks on the importance of including lexis patterns to enhance the competence to use chunks in verbal interaction.

It is also important to relate local research in my context. Revelo, J. (2019) refers to the positive effects of using the Lexical Approach for kids at learning English in third graders in a public school in Pasto. The researcher used didactic, visual aids to implement the Lexical Approach through awareness activities, memory-enhancing activities, and retelling. In addition, the oral approach drill was used. This drill consists of a repetition of the "chunks" in an order where the teacher and students are involved in a determined order. Finally, at the production level, the student had to manage what was taught in daily worksheets.

Based on this research, it could be concluded that learners started to learn and reach a very good English level for their age and context with the use of the Lexical Approach. A major difference was that students were able to remember easily what was taught after two or three weeks with the method and activities. They could pronounce, utter, recognize, read, and write correctly words, small sentences, and expressions from simple dialogues with proper spelling. Therefore, the Lexical Approach can be applied to build effective multiple, fixed lexis chunks, which improve communicative purposes.

According to the mentioned studies, it is believed that the Lexical Approach may have a positive effect on the language acquisition process. Furthermore, taking into account these studies to apply and compare the effect of the Lexical Approach in teaching multi-word prefabricated chunks will enhance communicative skills at the same time.

5. Methodology

5.1 Type of study

This research is a qualitative study corresponding to the action research, which means “learning by doing” (Parson and Brown, 2002); action research is a form of investigation designed to be used by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection, which can be then used by the participant-researcher in reflection, decision-making and the development of more effective classroom strategies. This research will show that using the Lexical Approach is a good way for teachers to apply lessons in the classroom based on this approach to improve students’ oral production.

The action research practice has a cycle procedure. Celce-Murcia (2001) says “action research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures. The researcher begins by planning an action to address a problem, issue, or question in his or her own context. After observing the apparent results of the action, the researcher reflects on the outcome and plans a subsequent action, after which the cycle begins again” (p. 490). Additionally, an action research proposes the development of needs analysis, in this research, the needs analysis was carry out by means of diagnostic test at the beginning of the implementations to assess students’ oral production before the intervention, and at the end, there was an evaluation to know the achievements of the students after Lexical Approach lessons. I consider that action research provided me with the necessary tools to understand and reflect upon the main difficulties students had; it also gave me the time to realize the achievements and the weaknesses the learners presented during the implementation of Lexical Approach classes.

As a qualitative research, it was engaged in a process of improvement and reform. As, Kemmis & McTaggart (2005) explain, action research has four stages, consisting of planning, acting, observing, and reflecting. Different research instruments in the diagnostic stage were used such as participatory observation form, students' survey, teachers' interview, and a students' artifact based on audio recordings. These instruments were administered to collect data regarding students' language and learning needs when they were involved in an EFL context. All of these instruments helped to collect reliable information for the study since it came from three different sources; teachers, students, and the researcher.

5.2 Participants

This diagnostic stage was carried out with an A1 class at a private English center in Pasto, Nariño. The participating students were among eight women and men, whose ages ranged between eighteen and forty years old. The students enrolled were from medium and high socio-economical strata. Regarding the student' background knowledge in English, the learners had been exposed to English from high school. They were placed in the A1 English level because they wanted to start their process as beginners, based on the CEFR (Council of Europe, 2001). All of them were exposed to regular English lessons based on the guidelines required by the English center. Qualitative data regarding L2 performance was provided through the various instruments used.

5.3 Data Collection Instruments

5.3.1 Participatory observation

Some remote participatory observations (appendix A), were conducted to have a direct evidence of how the English lesson are approached. Recordings made in the classes provided a detailed description of each lesson from the beginning to the end of the teaching-learning process

which helped to take into account each feature of the language acquisition process. The observations were followed by an interpretation and analyzes of the class teaching and learning procedure, continuing with a reflection focused on main points to consider in the improvement of the students' English learning process.

These exploratory remote observations were carried out taking into account the teaching methodology, teaching materials and resources, student's performance and student's behavior under assessment conditions which were focused on the four language skills. The information, which was explored in the observatory class, was focused on contextualized communicative methodology in different ESL topics inside classes.

5.3.2 Students' Surveys

A students' survey (appendix C), was administered to explore the development of the class from the students' perspective. It was arranged into four sections: first, students' English learning process to get a general view of the importance of the English language in their lives, their preferences, and their performance in each of the language skills; second, methodology to explore different ESL strategies in how to approach an English lesson the best way; third, appealing materials and resources to help the students discover strategies for learning a second language; fourth, assessment to perceive how the evaluation process is developed at Brighton English Center to reflect on all the class components about second language acquisition through practicing the four skills. The topic was in relation to the ESL learning acquisition based on class development, activities, strategies, resources, learning and teaching process, and assessment inside the classes.

5.2.3 Teacher's Interview

A teachers' interview (appendix B), was piloted to analyze their teaching and learning performance in the students' acquisition of a foreign language. A semi-structured questionnaire was developed in three sections whose topic was the effect on the students' learning process to explore how the class, the materials, resources, strategies and assessment details are delivered inside the classroom.

5.2.4 Students' artifacts

Additionally, to analyze students' oral production, a students' artifact (appendix D) was collected to identify and reflect upon their oral production. This students' artifact came in the form of audio recordings, which were gathered in the diagnostic stage to examine into a discourse oral analysis. This students' artifact is used to recognize and analyze the main weaknesses and strengths students have in their performance, in this particular case, in their oral production.

6. Research stages

6.1 Diagnostic stage

The diagnosis is the first research phase in which the first data is collected and analyzed to identify students' needs and the main research problem. The data collection instruments used in this stage were participatory observations (appendix A), a teachers' interview (appendix B), a students' survey (appendix C), and a students' artifact in the form of transcripts from audio recordings (appendix D). As a first point, participatory remote observations were described, interpreted, and reflected upon by the researcher. General facts of the lesson were mainly identified, considering learners' reactions to teaching methodologies, learners' use of teaching material and resources, students' performance, and students' behavior under assessment conditions inside remote environments. As a second point, a semi-structured interview was completed by six English teachers based on the same criteria as for the observations. Furthermore, a survey was proposed to the students as a way of analyzing their perceptions towards the English class, for instance, their language skills performance, methodologies and strategies in the lesson, assessment process, main difficulties in their performance, and the importance of the lexis inside remote lessons. Finally, I collected a students' artifact based on oral interventions they did during these diagnostic classes. The artifact was collected as a way of analyzing students' oral performance, the amount of time they spoke along with the oral production components pauses, vocabulary range, fluency, and accuracy. These components were taken into account as the oral assessment criteria under the discourse analysis through T-meaningful units in their oral production proposed by McKay, (2006). The following chart summarizes the instruments used to collect the information to identify the research problem. All

of them took into account students, teachers, the researcher's perspective, and the respective consent form.

Table 1 Instruments used in the diagnostic stage

No.	Data collection technique	Data collection instrument	Rationale
1	Participatory Observation	Observation format	The participatory observation to A1 class was recorded to gather as much information as possible about the current methodology, resources and evaluation implemented during the lessons.
2	Interview	Semi-structured interview	This interview comprised 12 questions, which were an important part in the present study and was completed to gather as much information as possible about the current methodology, resources and evaluation implemented during the lessons.
3	Survey	Students' survey	This instrument enclosed 18 questions that were administered to analyze students' perceptions towards methodology, resources and evaluation implemented during the lessons.
4	Audio-recording	Students' artifact	This instrument was implemented in order to identify student's oral performance as well as students' pauses, fluency, vocabulary range, and accuracy in speaking component.

Regarding the lesson plans developed in this diagnostic stage, the lessons were designed with the English center template following the English center curriculum based on topics within the practice of the four language skills and the grammar and vocabulary components within the knowledge, pragmatic, and social competence. In terms of language objectives, The Common European Framework (CEF) A1 level user was taken into account to use familiar simple directions practicing some verbs in past tense to talk about the past, future plans and intentions and very basic phrases aimed at the satisfaction of needs of a concrete type at the clothing shop. Based on these remote lessons, I evidenced that the learners' difficulty was oral production since they were not able to maintain a conversation due to their long pauses and lack of target lexis. This issue is noticeable in the analysis of the instruments.

6.1.1 Findings and Analysis of the diagnostic stage

I collected the raw data results from three different instruments: the teacher's participatory observation, a students' survey and a teachers' interview. After this and based on Creswell's proposal (2016), a triangulation was carried out to confirm validity and reliability

among the instruments and the three sources of information, in this particular study, the researcher's view, the teacher's view and the students' view. Then, the information was read to establish some codes using the pawing technique. The data gathered was carried out based on Grounded theory introduced by Glaser and Strauss (1999). This method is explained by using four phases: the first phase is to come up with some codes based on the data from the data collection instruments, the second step is counting the codes manually and analyzing the similarity of them to create categories, the third is delimitating the theory, and finally, writing the theory.

From this analysis, four categories emerged and they are explained in the following chart. It shows the main categories and the subcategories based on the data collected in the diagnostic stage. The instruments evidenced the number of occurrences each subcategory has as well as the percentage. At the end of the chart, there is a sample that illustrates the main issue the category refers to.

Table 2 Data analysis triangulation table in diagnostic stage

No.	Code/Category	Code/Subcategories	Operationalization	Data Collection Instruments			Total	Percentage	Sample
				Participatory Observation	Teachers' Interview	Students' Survey			
1	Importance of language lexis in the L2 acquisition process	Input Language Based on Lexis	This code illustrates that students' need lexis Input in their language acquisition process.	168	161	10	339	45,7%	" Increase more vocabulary through reading taking into account foreign idiomatic expressions"
Total of Occurrences Category				168	161	10	339	45,7%	
2	Perception to promote students' oral language	Interactive Activities Enhancing Oral Production	This code shows that language interactive activities stimulate students' language production.	73	76	27	176	23,7%	"I always try to make it more interactive as much as possible. I focus on designing a lesson in which my students are owner of the class and they are the ones participating the most"
Total of Occurrences Category				73	76	27	176	23,7%	
3	Difficulties in speaking production	L2 Exposure Time is Limited	This code shows that ESL learners exposure in L2 is limited	18	13	0	31	4,2%	"Students here in Colombia and also in Pasto context is not the most useful setting for them to practice"
		Lower Students' Oral Production	This code represents that students are limited with oral language skill.	12	12	7	31	4,1%	"I think that it is the most difficult part to use the new words. I think they are in a comfort zone they only use the word that they already internalized"
		Need to Promote Pronunciation Activities	This code depicts that students need to be exposed to more pronunciation activities in class.	12	6	4	22	3,0%	"It is really important to include pronunciation when teaching vocabulary because my students need to know how to produce it orally"
		Student's Silence Period Frequently in L2 Oral Production	This code illustrates that students' language production is interrupted with a silence period to organize the L2 Output.	16	3	0	19	2,6%	"I have to say in this situation my students were waiting for my answer or waiting for my explanation to understand something"
Total of Occurrences Category				58	34	11	103	13,9%	
4	Poor language lexis	L1 Interference in L2 Understanding	This code represents that students' first language interferes in the second language acquisition.	58	10	0	68	9,2%	"They try to remember the words but when they talk they said it in Spanish and they want me to translate"
		Student's Lack of L2 Lexis	This code depicts that student's range L2 lexis is limited.	22	8	1	31	4,2%	"At the beginning it was hard because they didn't know a lot of things. They were like getting really confused in some sentences, they forgot things or they didn't do the sentences correctly"
Total of Occurrences Category				80	18	1	99	13,3%	
5	Influence of Students' affective factors	High Level of Students' Anxiety	This code means that students feel anxious in an EFL setting.	15	7	3	25	3,4%	"Students are usually shy, they are afraid of speaking because they think they are going to do mistakes. They don't speak in English often, also you know students do not like much activities that have to be with producing something"
Total of Occurrences Category				15	7	3	25	3,4%	
TOTALS				394	296	52	742	100,0%	

The first category, with 339 occurrences, was *Importance of language lexis in the L2 acquisition process*. It showed awareness of the importance of English lexis. In the survey, students expressed that they liked to improve every day English idiomatic expressions, and wanted to practice and rehearse their lexis. Furthermore, there is a perception towards the lexis fossilization within a continuous exemplification practice in the following evidence which was taken from the teacher's interview.

" I always say learning a new language is not impossible but it requires discipline to rehearse what they have learned. " (Teacher's interview)

In the category *perception to promote students' oral language*, the importance of oral production in the English language is evidenced by the teacher's, the students', and the researcher's points of view. Students expressed the necessity of English exposure to face real interactions; the teacher and the observer described students' perceptions and ways of thinking about the importance of oral production in English. To exemplify this, in the following extract taken from the teachers' interview, the importance of developing oral production in English is visible:

"I always try to make it more interactive as much as possible. I focus on designing a lesson in which my students are owner of the class and they are the ones participating the most" (Teachers' interview)

The next category, *difficulties in speaking production*, with 103 occurrences, refers to students' problems when carrying out oral production. From this category, learners revealed certain issues such as lack of target production, difficulty in uttering complete ideas using the English language, low every day time exposure in the foreign language,

complexity to pronounce words orally, and affective filters that limit students' speaking performance.

In the following excerpts, taken from the interview by teachers and the participatory observation, it was clear that students recognized that they had difficulties in oral speaking production:

"I think that it is the most difficult part to use the new words. I think they are in a comfort zone they only use the word that they already internalized" (Teachers' interview).

"I have to say in this situation my students were waiting for my answer or waiting for my explanation to understand something" (participatory observation).

The third category displayed is *poor language lexis*, which is lack of vocabulary in the students, whose lexis range is limited and there is a need to enhance more vocabulary since students showed difficulties to distinguish language expressions in the performance that affect the target language understanding. Therefore, the dependence in the first language to convey meaning is evidenced. It is important to mention that the most common problem students had at the moment of speaking dealt with long pauses they had when they were uttering, and the use of Spanish, as illustrated in the following excerpts:

"At the beginning it was hard because they didn't know a lot of things. They were really confusing in some sentences; they forgot things or they didn't do the sentences correctly" (Teachers' interview).

In these samples taken from the teacher's interview, it is evident that students could not build coherent sentences in the target language because they did not know the

appropriate words to express their ideas; therefore, they stopped the intervention and they ended up using Spanish instead. In addition, students suggest enhancing their lexis based on the most common real expression in the near context.

In the last category, *Influence of Students' affective factors* with 3.4% frequency with the lowest percentage shows the students' lack of confidence at the moment to communicate their ideas. It evokes the importance to build the students' self-confidence to guarantee L2 production.

Furthermore, a students' artifact was implemented to observe students' L2 oral production, (see Appendix D). Student's oral production was transcribed manually to analyze each utterance analyzing the students' discourse in different T-units. From these transcriptions, it is evident that students depicted a low performance in their oral production because they did not know how to connect the words they knew; for this reason, they stopped the conversation and they did not continue speaking. In addition, other difficulties were perceptible as uttering simple sentences.

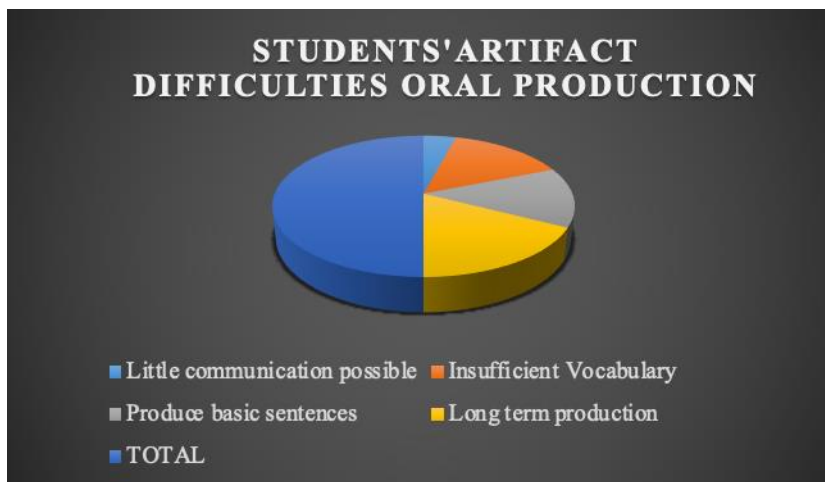
" emmmmm.... my mom, my brother, and me... emmm.... My family ... my mom wake up ehhe... wakes eh my mom wakes at the seven o'clock. (Students' artifact)

It is evidenced that pre-intermediate students have oral production issues due to lack of communication in the target language. Their utterances were simple phrases with basic vocabulary that sounded cutting ideas without a complete understanding. Moreover, students showed a lot of long pauses that interrupted their whole communicative meaning.

" I will never (como se dice espalda) (con mala postura) como se dice sometimes bad position because relax my body I forget (Students´ artifact)

From the analysis of the student´s discourse that was analyzed with t-unit of the language discourse, it was categorized with the four main issues focused on fluency due to students´ fragmented discourse, vocabulary range that was really limited with their first language interference, poor accuracy using isolated words that did not complete a whole meaningful sentence, and long pauses that interfere in the final oral performance as it is shown in the graph below (see Graph 1)

Graph 1 Difficulties oral production in the diagnostic stage



Having as a reference the information presented and the codes, which emerged from the analysis of the four instruments, I can conclude that students from pre-intermediate level had difficulties with the speaking skill. Their oral production is mainly affected since the data showed that the learners could not connect accurate ideas, they had long pauses, and they lacked the ability to join vocabulary in the proper context within much hesitation. Furthermore, Interference process from the first language is noticeable as well.

I consider that Lexical Approach remote lessons provide learners with different opportunities to develop their academic repertoire as well as to improve their oral speaking performance because this methodology allows them to gain vocabulary that is put into practice in real situations where students have to speak; while speaking, they can have more alternatives to enhance their production.

6.2 Action Stage

Once the research problem was defined, some actions were urged to take for the purposes of improving students' levels of oral production. This section describes the way this stage was carried out where six workshops based on the Lexical Approach were implemented taking into account the lexis strategies proposed by Lewis (2000).

6.2 1. Workshops

Workshops were the type of intervention on which special attention was given to the Lexical Approach to fulfill the research objectives and purpose. These workshops were designed for five different speaking phases: warm up, presentation, practice, production and evaluation along with the implementation of Lexical Approach lessons where there was a learning aim, speaking aim, speaking strategy, and Lexical Approach strategy; having as a reference the communicative competence model where the learners are the center in the remote learning.

6.2.2. Workshops oriented towards oral production development

The workshops were designed from the point of view of improving and building up oral fluency. Different speaking tasks were planned such as photo descriptions, simulation oral dialogue, recycling a dialogue, phone call, role-playing, job interview, oral presentations,

group and peer conversation. These tasks invited the participants to use the vocabulary presented through the Lexical Approach in which the learners were encouraged to a thoughtful use of language and free expression in real time where they challenged their oral production in terms of fluency, accuracy, vocabulary range, and long pauses. Arguing, discussing, describing, role- playing, describing photos were different language functions students worked as possible effective ways to increase their fluency.

6.2.3 Data analysis in the action stage

After the implementation of each workshop, it was necessary to analyze the information taken from the data collection instruments: the participatory observation, the peer observation, the students' survey and artifacts. To analyze the data provided by the instruments, it was taken into consideration an A priori data analysis. In this type of analysis, the codes are developed before examining the current data; it means that these are pre-established before analyzing the data according to the research objectives and purpose. This approach is different to grounded theory where the codes emerged after the analysis of the data. Creswell (2016) argues an A Priori analysis is carried out to delimitate the data and avoid losing the focus of the research. The following is the analysis of each workshop.

Workshops 1-2: My last journey – At the travel agent

The following chart illustrates the data found mainly in the four instruments. Firstly, a participatory observation was completed by the teacher to identify the main class events considering learners' oral production in the main oral task. Secondly, a peer observation was done by an English language teacher following a pre-established format (see appendix B) which considered the fluency, vocabulary range, accuracy, pauses, and ICT tools in the

main speaking task along with the implementation of the Lexical Approach. Additionally, a student's survey (see appendix C) was proposed to the students as a way of analyzing their perceptions towards the lesson; for instance, fluency in student's ideas, the use of different lexical expressions, language accuracy, and the number of pauses the students had during the intervention. Finally, the students' artifact was another source to gather data in these workshops; workshop #1 the students spoke about last journeys by using some colligation for the past simple and chunks of travelling through photo which was video recorded and then transcribed. Workshop #2 was designed with the main purpose of exposing learners to content related to social communicative task at a holiday context. This workshop was planned taking into account some chunks of holiday places, and at the travel agent language patterns. These artifacts were collected with the aim of identifying the main issues the students depicted at the moment of their oral production.

Seven categories were pre-determined to identify the impact of the Lexical Approach on students' oral production. Furthermore, practice these colligation and chunks within interactive remote Lexical Approach tasks benefited their target outcome. Finally, the evaluation stage to use the Colligation for the past simple and chunks of travelling in workshop #1 and a simulation oral dialogue at the travel agent in workshop #2. The students performed each workshop based on language patterns and chunks studied in the main final speaking task that was assessed to verify the output at the final stage.

Table 3 Taxonomy workshops 1 and 2

N o.	Code/Cate gory	Code/Subcateg ories	Operationaliz ation	Data Collection Instruments								Total		Percentage	
				Participatory Observation		Students' artifact		Peer observation		Students' Survey					
				Worksh op 1	Worksh op2	Worksh op 1	Worksh op 2	Worksh op 1	Worksh op 2	Worksh op 1	Worksh op 2	Worksh op 3	Worksh op 4	Worksh op 3	Worksh op 4
1	Struggling in oral production	Lack of fluency in their oral production	This code illustrates that students' need smooth speech in their language production.	3	3	17	129	1	1	2	2	23	135	8,24%	21,77%
		L1 affecting L2 language production	This code represents that students' first language interferes in the foreign language acquisition.	3	0	35	66	1	1	1	0	40	67	14,34%	10,81%
		Poor language lexis in oral performances	This code depicts that student's range of L2 lexis is limited.	1	6	10	33	2	0	9	6	22	45	7,89%	7,26%
		Shortage of using complex sentences in their speaking skill.	This code shows that students' L2 oral production is based on basic sentences.	1	4	31	46	2	1	2	7	36	58	12,90%	9,35%
		Total of Occurrences Category		8	13	93	274	6	3	14	15	121	305	43,37%	49,19%
2	Importance of fluid L2 oral production	High motivation to participate in the spoken task.	This codes shows that students are willing to produce the L2 language.	1	9	0	2	1	3	4	10	6	24	2,15%	3,87%

		Oral language confidence inside their own reality	This code depicts that students utter better L2 language taking into account their own reality.	3	12	5	23	1	3	16	2	25	40	8,96%	6,45%
		Positive feedback enhances oral production	This code represents the importance of teacher's feedback on the oral performance	0	0	0	4	0	0	2	5	2	9	0,72%	1,45%
Total of Occurrences Category				4	21	5	29	2	6	22	17	33	73	11,83%	11,77%
3	Enhancing language lexis in L2	Positive outcome based on learning language chunks	This code reflects the L2 language lexis chunks have an important impact on students' oral performance	6	8	26	126	0	4	24	32	56	170	20,07%	27,42%
Total of Occurrences Category				6	8	26	126	0	4	24	32	56	170	20,07%	27,42%
4	Perception to promote students' oral accuracy	Appropriate grammatical structures within their utterances.	This code shows that students are able to control grammatical language structures in their speech.	3	4	13	10	0	0	7	7	23	21	8,24%	3,39%
Total of Occurrences Category				3	4	13	10	0	0	7	7	23	21	8,24%	3,39%
5	Difficulties in speaking without hesitation	Evidence of oral language pauses	This code shows that learners pauses in L2 are frequently placed.	3	5	17	14	1	2	6	9	27	30	9,68%	4,84%
		Poor self-confidence in oral language performance	This code represents that students need more self-confidence in	0	2	4	3	2	1	0	1	6	7	2,15%	1,13%

			their speech..												
		Total of Occurrences Category		3	7	21	17	3	3	6	10	33	37	11,83%	5,97%
6	ICT tools implication in final oral performance	positive use of ICT tools in the students' oral performance.	This code depicts that ICT tools have a positive impact on the students final oral output.	3	0	0	0	0	1	8	11	11	12	3,94%	1,94%
		Total of Occurrences Category		3	0	0	0	0	1	8	11	11	12	3,94%	1,94%
7	Inefficiency in ICT resources	External interruption that affects the oral performance	This code means that there are external interferences that interrupt students' oral production.	0	2	0	0	2	0	0	0	2	2	0,72%	0,32%
		Total of Occurrences Category		0	2	0	0	2	0	0	0	2	2	0,72%	0,32%
		TOTALS		27	55	158	456	13	17	81	92	279	620	100,00%	100,00%

Analysis of workshops # 1 - 2

One of the main objectives to implement Lexical Approach workshops is to help students improve their fluency, vocabulary range, accuracy, and pauses in contextualized oral interventions. Nevertheless, this issue was prevalent in students' speech during these workshops. *Struggling in oral production* is the first category, this represents the students' difficulties when speaking especially because they use the first language to communicate due to lack of lexis range. This represented used filler such as 'ehh' 'ah' that stop their oral intervention.

These samples taken from students' artifacts, and students' survey, describe students' long speaking English pauses where they took a lot of time to organize their ideas before putting them across.

"mmm mmm she was. amm No. They were. Emm amm amm in Machu picchu."

(Students' artifact)

"Yo creo que fue un ejercicio agradable. Pero, me hace falta ser capaz de hablar con una fluidez completa en el idioma Inglés." (Students' survey)

Moreover, the students depict dependence in their first language to their oral production due to the lexis deficiency. In workshop #2, this category displayed 49,19% from a total of 305 frequencies.

These samples taken from students' artifacts, students' survey and participatory observation describe the students' difficulties when speaking in English and the simple statements with limited vocabulary.

“la verdad me sentí un poco insegura al hablar” (Students’ survey)

“Comfortable ehh the rooms ehh have garden view and mm parking free mmm parking free ahh we have the restaurants in all food mmm haber mmm” (Students’ artifact)

“They still do the language switching in their mind to translate from one to another.” (Participatory observation)

Based on this evidence, it is important to mention that the students need to work on vocabulary and grammar that boosts them to speak with more fluency and decrease the number of pauses during their oral interventions. It was evident that the number of hesitations, influence of L1, lexis knowledge, and complex sentences increased highly taking into account the final task in the simulation dialogue which was demanding at the evaluation stage. That is the reason why the Lexical Approach constitutes an effective approach to help learners to decrease the number of long pauses while speaking as well as improving the use of vocabulary in context.

The second category displayed in the chart is *importance of fluid L2 oral production*. This refers to the students’ willingness at the moment of performing speaking tasks. Learners revealed the importance to integrate the target language in their own reality and needs. As it is noted in the subsequent data with 6 occurrences from peer observation, and students’ survey, it is marked that they felt motivated to use the target language to communicate openly.

“Yo creo que fue una práctica productiva porque he perdido el miedo a expresar mis ideas.” (Students’ survey)

“Students show the desire to communicate their experiences in English” (Peer observation)

11,77% and 73 incidences in the data from workshop #2 showed that the Lexical Approach is affecting positively students’ oral fluency production. Contextualized tasks with a positive feedback helped learners to create ideas orally during the simulation dialogue. In the following evidence, it is noticeable that they are encouraged to participate in meaningful speaking utterances by the implementation of the Lexical Approach.

“Me gusto ver que algunos estudiantes se atreven a crear o producir su propio discurso tomando como base el vocabulario que conocen y su conocimiento previo” (Peer observation)

“Muy buena, por que ayuda a mejorar la forma de expresarnos, al realizar esta práctica se comete errores que ayuda en mejorar la comprensión, fluidez y precisión con la que nos expresamos.” (Students’ survey)

Moreover, the subcategory *oral language confidence inside their own reality* had the largest number of occurrences (25 occurrences) that represents 8,96% of the second category in the workshop #1. It suggested that students feel less anxiety when integrating their own reality in contextualized, meaningful activities. In the extract below, taken from students’ artifact, and students’ survey demonstrate attitude towards confidence in class.

“Me motivo hablar en un Ingles más fluido porque estaba hablando sobre una experiencia vivida. Por esta razón, tuve una idea como realizar la presentación de mi viaje.” (Students’ survey)

“I can conclude that students in spite of some oral difficulties, they could express about their own lively experiences in their final production.” (Peer observation)

Based on these samples, it is possible to conclude that the Lexical Approach helped the students to express their ideas orally in the sense they could report more information by doing oral activities. Comparing these results with workshop #1, importance on oral performance was growing because in the first one there were 33 frequencies, whereas workshop #2 there was a little improvement represented in 73 incidences.

The third category, *Enhancing language lexis in L2* was evident that after implementing the first workshop, students' lexis had increased, and the Lexical Approach had worked well to impact on oral performance. It indicated that students were increasing their lexis with the help of the tasks carried out during Workshop N°1. The following evidence, taken from the instruments exemplifies this issue:

“I went to one friends from the company my friends and first emmm aaaa I remember first we flew at to Bogotá or set set off to Bogotá.” (Students' artifact)

“Es una investigación interesante que nos ayudó a mejorar continuamente para manipular el vocabulario.” (Students' survey)

Furthermore, this category explains the students' lexis improvement enhancing oral production based on chunks; that means that learners had good vocabulary range to expand their ideas. The following piece of evidence shows the students' progress in their output.

“We have two options for an accommodation and hotel or cabin. What do you prefer a hotel or a cabin? What do you prefer?” (Students' artifact)

“El vocabulario fue adecuado y fácil de comprender, las fichas ayudan a memorizar más rápido la información.” (Students’ survey)

The previous data highlights that at this point of the research process, there was a big impact on students’ oral production through Lexical Approach lessons. This enhancement was even more evident for workshop #2 compared to workshop #1. Hence, in the following implementations, lexis became a priority to help the students to obtain better results in their oral performance.

In the following category named *perception to promote students' oral accuracy* from the analysis in workshop #1, the students’ ability to integrate complete, understandable, and simple ideas up to their talking level about past journeys was noticed as well, as it is explained in the following piece of evidence.

“There are a lot of dinosaurs ehh then ehh we were to the ehh coffee park eh we played with the attractions.” (Students’ artifact)

“Fue muy util para nosotros porque aprendimos a identificar varios errors y nosotros pudimos mejorar mucho más sobre los tiempos gramaticales.” (Students’ survey)

Learners showed automaticity when they could connect ideas coherently; they connected simple sentences coherently in their speech. This category illustrates a 3,39% with 21 occurrences in workshop #2. From a sample taken from the participatory observation and students’ survey. This progress was evident during the performance stage.

“Students are able to structure question with the suitable grammar structure.”
(Participatory observation)

“si, mejora la forma en la que podemos construir las oraciones al momento de expresarnos.” (Students’ survey)

Considering this piece of evidence, I could conclude that workshop #1 had 23 incidences higher than workshop #2 with 21 incidences. It can be concluded that the impact on the development of learners’ accuracy needs to be reinforced. For this reason, it was necessary to continue working this aspect along with the implementation of Lexical Approach lessons.

On the other hand, the next category *difficulties in speaking without hesitation* showed *evidence of oral language pauses* in workshop #1. The students had difficulties to express themselves easily with speech pauses since they are not confident about uttering and exploring new complex lexis that were not exposed during the lesson. All of these actions exemplify a need to enhance the Lexical Approach on students’ linguistic and communicative competence. As it is noted in the subsequent data from the students’ survey, it is manifest that they utter simple sentences with silence periods in their speech.

“Esta clase me ayudo a mejorar mi discurso oral. Sin embargo, me falto vocabulario para hablar sin pausas ni pensar demasiado en lo que voy a decir.” (Students’ survey)

The previous data suggests that it is relevant to expose students to Lexical Approach workshops where different chunks were implemented to foster simple sentences accuracy. Therefore, students could have the possibility to practice speaking and build up oral fluency

because they were gaining confidence to participate and speak using the target language to convey a full message within some pauses.

From the next category, *ICT tools implication in final oral performance*, it was evident that, after implementing the first workshop, the students revealed a positive position in relation with the ICT tools used in the implementation of the first workshop. The following evidence, taken from the instruments exemplifies the positive impact in implementing ICT tools in the remote classes:

“Tener clases a través de plataformas en línea nos ayudó a mantener nuestro aprendizaje a pesar de la pandemia. Además, el aprendizaje remoto fue aún más práctico que las clases presenciales debido a los temas de transporte.” (Students’ survey)

Moreover, 1,94% of the data analyzed in workshop #2 showed *positive use of ICT tools in the students’ oral performance*. Students demonstrated to feel comfortable inside a remote learning which allowed them to achieve the final goal to perform a simulation dialogue according to a contextualized topic. The following excerpts taken from the peer observation and students’ survey, exemplify this.

“Se observó que se está haciendo uso de recursos visuales.” (Peer observation)

“El vocabulario fue adecuado y fácil de comprender, las fichas ayudan a memorizar más rápido la información.” (Students’ survey)

From the last category, *Inefficiency in ICT resources*, was evident that after the first workshop, teacher recognized that there were some external factors that the class was

dealing with and the importance to explore other innovative ICT resources to promote better outcome from the learners. The evidence below shows this:

“It is observed that students used some basic ICT tools. Therefore, I think students should be more recursive on using ICT tool.” (Peer observation)

Based on this sample, it is possible to say that exposing students through remote platform with the integration of appealing material will guarantee a better oral production in their utterances.

The aforementioned categories showed at some extent certain impact that the implementation of the Lexical Approach had on students' performance, especially, on their oral production development. In this second workshop, the students continued having problems with fluency, vocabulary range, L1 influence, long pauses, accuracy; however, they had an effective improvement in terms of oral class performance and the use of chunks. Taking into account the problems evidenced, it is necessary to mention that working with language patterns within complete expressions helped learners utter complete ideas with more details in the performance stage; nevertheless, the students tended to hesitate by using isolated sentences and speech lacking accuracy with L1 interference since they still make language switching from one to another. In workshop #3, I decided to observe the impact of role play speaking cards on students' speech; I think that these will contribute to improve oral production: speech fluency, accuracy, vocabulary range, with lower pauses.

Workshops 3-4: At the doctor – Renting a place

Since the main purpose of this research project was to identify the impact of the Lexical Approach on students' oral production, the same data collection instruments from workshops #1 and 2 were completed to evidence the students speaking process while implementing this type of approach in workshop #3 and 4. Firstly, an English colleague was invited to the class to observe the students' oral production development. This colleague observed some specific aspects of the class such as fluency, vocabulary range, accuracy and pauses, while students were planning the main speaking task following a recycling dialogue (see appendix B). Secondly, a participatory observation was written by the facilitator particularly to report the students' weaknesses and strengths regarding their oral production. Moreover, the students completed a survey (see appendix C) where they registered their perceptions and feelings concerning the use of the target language, and the speaking task performance. Finally, the facilitator collected some students' artifacts that could reflect the students' progress during the oral production task.

In workshop #3 the students were exposed to topics related to a recycling dialogue at the doctor to tackle different collocations about health and illness, whereas workshop #4 proposed an interactive video call dialogue to use chunks about living to handle an interactive conversation between a tenant and a landlord. The following table summarizes the categories in workshop #3 and 4.

Table 4 Taxonomy workshops 3 and 4

N o.	Code/Categ ory	Code/Subcateg ories	Operationaliz ation	Data Collection Instruments								Total		Percentage	
				Participatory Observation		Students' artifact		Peer observation		Students' Survey					
				Worksh op 3	Worksh op 4	Worksh op 3	Worksh op 4	Worksh op 3	Worksh op 4	Worksh op 3	Worksh op 4	Worksh op 3	Worksh op 4	Worksh op 3	Worksh op 4
1	Struggling in oral production	Lack of fluency in their oral production	This code illustrates that students need smooth speech in their language production.	3	1	68	0	2	2	0	1	73	4	14,43%	0,79%
		L1 affecting L2 language production	This code represents that students' first language interferes in the foreign language acquisition.	3	4	27	68	4	0	0	0	34	72	6,72%	14,26%
		Poor language lexis in oral performances	This code depicts that student's range of L2 lexis is limited.	12	5	21	6	1	0	0	3	34	14	6,72%	2,77%
		Shortage of using complex sentences in their speaking skill.	This code shows that students' L2 oral production is based on basic sentences.	4	1	21	7	2	1	0	1	27	10	5,34%	1,98%
Total of Occurrences Category				22	11	137	81	9	3	0	5	168	100	33,20%	19,80%
2	Importance of fluid L2 oral production	High motivation to participate in the spoken task.	This codes shows that students are willing to produce the L2 language.	10	10	0	0	0	0	3	6	13	16	2,57%	3,17%

		Oral language confidence inside their own reality	This code depicts that students utter better L2 language taking into account their own reality.	27	37	24	48	3	4	19	14	73	103	14,43%	20,40%
		Positive feedback enhances oral production	This code represents the importance of teacher's feedback on the oral performance.	4	5	1	11	2	0	2	3	9	19	1,78%	3,76%
Total of Occurrences Category				41	52	25	59	5	4	24	23	95	138	18,77%	27,33%
3	Enhancing language lexis in L2	Positive outcome based on learning language chunks	This code reflects the L2 language lexis chunks have an important impact on students' oral performance.	28	30	117	116	2	4	17	20	164	170	32,41%	33,66%
Total of Occurrences Category				28	30	117	116	2	4	17	20	164	170	32,41%	33,66%
4	Perception to promote students' oral accuracy	Appropriate grammatical structures within their utterances.	This code shows that students are able to control grammatical language structures in their speech.	8	17	13	21	2	1	7	5	30	44	5,93%	8,71%
Total of Occurrences Category				8	17	13	21	2	1	7	5	30	44	5,93%	8,71%
5	Difficulties in speaking without hesitation	Evidence of oral language pauses	This code shows that learners pauses in L2 are frequently placed.	6	6	24	28	1	0	1	1	32	35	6,32%	6,93%
		Poor self-confidence in oral language performance	This code represents that students need more self-confidence in their speech..	0	0	0	0	3	0	0	0	3	0	0,59%	0,00%

		Total of Occurrences Category		6	6	24	28	4	0	1	1	35	35	6,92%	6,93%
6	ICT tools implication in final oral performance	positive use of ICT tools in the students' oral performance.	This code depicts that ICT tools have a positive impact on the students final oral output.	3	8	0	0	2	1	4	7	9	16	1,78%	3,17%
		Total of Occurrences Category		3	8	0	0	2	1	4	7	9	16	1,78%	3,17%
7	Inefficiency in ICT resources	External interruption that affects the oral performance	This code means that there are external interferences that interrupt students' oral production.	4	1	0	0	0	0	1	1	5	2	0,99%	0,40%
		Total of Occurrences Category		4	1	0	0	0	0	1	1	5	2	0,99%	0,40%
		TOTALS		112	125	316	305	24	13	54	62	506	505	100,00%	100,00%

The table above reports that the category *Struggling in oral production* with the highest percentage 33,20% conceives the implementation of the Lexical Approach as a positive element to avoid the students' lack of fluency. This is especially because they had to stop or they used some fillers such as "ehh" showing their lack of fluency, overuse their native language, poor language lexis, and short complex sentences. In workshop #3, the learners could reduce these issues in their fluency, lexis, and accuracy which decreased the effect toward the production throughout the implementation of this approach. This category displayed a reduction from a total of 168 frequencies lower than workshop #2 with 49,51% percent, and 43,53% in workshop #1. These samples taken from students' artifact evidenced the students' hesitation when speaking.

"I think is better pay the test I will go the test today tomorrow I make appointment with you doctor emmm I think you emm como puedo decir atenderme" (Students' artifact)

As it is seen in these samples, it is important to mention that the Lexical Approach is affecting positively the students' oral coherence as well as their fluency development in comparison with the previous workshops, even though they still struggle with L2 fluency besides L1 affectation in their speech. Their speeches had more coherence since they could connect sentences without many pauses as it is noted in the sample below.

"Si, amplíe mi vocabulario con lo aprendido en la clase lo que facilitó la fluidez a la hora de entablar el diálogo" (Students' survey)

Based on the data collection instruments, workshop #4 represented a 19,80% in the category which depicts a highest reduction to 13,4% in comparison with workshop #3.

recycling lexis, fluency, and coherent sentences were features that the students improved meaningfully. Nevertheless, their oral interventions were sometimes affected by their L1 in terms of clarifying, exploring and expanding their ideas in the target language.

“Considero que el aprender nuevo vocabulario ha sido muy bueno para poder expresarme. En ocasiones no he podido expresarme, porque no tengo mucho vocabulario, pero con esta actividad he quedado muy satisfecha con ello.” (Students’ survey)

The previous examples show the appropriate effect of the Lexical Approach on the outstanding way students use the vocabulary to express themselves; the students’ oral interventions were more fluent due to the use of vocabulary as well as well-built sentence construction in the contextualized main task.

The next category also demonstrates that the Lexical Approach motivated the students to gain confidence in creating ideas while speaking. The category named *Importance of fluid L2 oral production* with 95 occurrences representing a 18,77% is another important achievement. This category describes the students’ willingness to express their ideas and their high interest towards the class and its content. They took the risk to speak freely in the class surrounded by a contextualized and familiar topic.

“I will follow all the devices with your recommendation from me doctor thanks for your advice for your prescription see you in the next appointment.” (students’ artifact)

“Muy buena, entre más completo el diálogo mejor aprendizaje hay sobre el idioma y contextos de diferentes conversaciones” (students’ survey)

From the previous piece of evidence, it was noticeable that students' oral participation increased positively. It continued playing a relevant role on workshop #4 with 138 occurrences representing a 27,33% which increased 8,56% throughout the implementation of the Lexical Approach. Students gained confidence to interact using the second language in a contextualized way raising the students' opportunities to speak in class and to improve their fluency as it is shown in the sample below.

“The whole group managed to speak and give relevant information, where the rate was slow but the group always maintained the flow” (Peer observation)

32,41% and 164 incidences in the data showed that the Lexical Approach is affecting positively the students' oral production. To illustrate this, the category *enhancing language lexis in L2* describes the students' recycled vocabulary they learnt during the class; I noticed that when the students learn more vocabulary, they have more opportunities to improve their speaking performance. In the following evidence, it is noticeable that they expanded their ideas based on the chunks introduced in the lesson.

“I will you prescription this medicine ok? Take it after meals for the four days next, avoid spicy foods” (students' artifact)

“Sirvió mucho, porque aprendí expresiones muy precisas que no conocía que son muy útiles para este tipo de circunstancias” (students' survey)

Based on these samples, it is possible to conclude that the Lexical Approach had a great impact on oral performance. It had the highest increase compared with workshop #1

with 20,50% occurrences, and workshop #2 representing 27,60%. Students have increased their lexis based on chunks that were included in the lesson.

It is necessary to mention in workshop #4, this category had 170 incidences higher than the previous workshops with 33,66% that let me observe an effective impact of this approach on the students' output based on chunks to utter their ideas in a confident way.

“El vocabulario fue muy práctico se estudiaron formas de expresar la misma idea y oraciones más coloquiales de cómo decir o expresar algo.” (students' survey)

It is relevant to highlight that the data previously stated showed a positive progress on the students' oral production along the implementation of the Lexical Approach. Learners could interact easily in the way they knew lexis to include in their interactive task “to rent a place” to be more confident while talking to each other.

Another category that plays an important role in the students' oral production coherence is *Perception to promote students' oral accuracy*. This category explains the importance of structuring complete ideas uttering the language which is evidence that they had reached progress connecting ideas coherently and cohesively. They tried to use complete sentences or chunks, although their speech is still based on simple sentences in a hesitant performance. This category also illustrates a 5,93% with 30 occurrences. From a sample taken from peer observation, and students' artifact, this improvement was noticeable in the way to structure clear statements for communication; however, there were some kinds of problems in terms of coherence at the moment to explore new lexis.

“Los estudiantes pudieron utilizar mejor los conectores para denotar una mejor fluidez.” (Peer observation)

“I’m going to write prescription exams your thorax but now I’m going to prescripts, emmm.” (Students’ artifact)

Comparing students’ accuracy in workshop #1 and workshop #2, it is possible to highlight that this issue presented an effective improvement because in workshop 1 the number of occurrences were 23, in workshop #2 there were 21, whereas in this workshop # 3, the number of incidences increased to 30. Hence, it is important to explain that the Lexical Approach helped the students to improve progressively their accuracy leading to a more coherent oral speech.

It is important to remark that workshop #4 had a certain improvement representing in an 8,71% in terms of completing a whole idea coherently to establish communication with a meaningful purpose. Learners interchanged grammatically comprehensible ideas in a conversation taken from a real-life situation to present a clearer speech.

“Students were able to formulate complete questions following sentence coherence and cohesion.” (Participatory observation)

As it is stated in the sample from the participatory observation, it is possible to observe that the Lexical Approach, and the real contextualized scenarios in the workshop helped learners to enhance their accuracy. That was because the task proposed for this lesson aimed to rehearse complete chunks.

Another important category, *Difficulties in speaking without hesitation* with 35 occurrences representing a 6,92% exemplifies the students' problems with hesitation and pauses to give fluently messages in their oral interventions. It is important to point out that even the problem was still evident on students' oral production, in this workshop; it had certain progress in terms of students' self-confidence to utter the target language as well as their decrease in pauses. The Lexical Approach allowed the students to have a better development in the speaking task because in this workshop #3, the learners were exposed to different contextualization tasks where they challenged their utterances. The following data shows the students problems with pauses as well as their progress in it.

“Yes, ammm you should emm keep warm you shouldn't do any activity ammm in this week amm you should not live home” (Students' artifact)

The data presented above facilitated me to evidence that the learners were enhancing their production in the performance stage. As the sample taken from the students' artifact suggested that the learners could make emphasis on some chunks to convey meaningful communication. I could say the Lexical Approach benefit on the grounds of the fact that learners could observe some contextualization activities that helped them to imitate models and apply them into their own speech.

On the other hand, workshop #4 showed a slight increase to 6,93% that described the influence of some pauses at the moment of uttering new ideas in their speech. this was presented when they did not know the exact word to intertwine in their sentences.

“Students utter some sentences with some pauses that it takes some seconds to conclude their ideas.” (Participatory observation)

It is relevant to highlight that the data previously stated showed a positive progress on students' long pauses along the implementation of the Lexical Approach. Learners' speeches still had pauses; nevertheless, they were not long; they were able to stop for a short period of time and continued with the same idea without losing coherence.

Furthermore, *ICT tools implication in final oral performance* reported 9 occurrences representing a 1,78%. This category shows that students' oral production through remote platforms is successfully put into practice in the final evaluation stage. The following evidence shows the students' willingness to be part of this remote learning.

“El uso de las TIC y el uso de los recursos para los estudiantes se ha convertido en una fortaleza lo que permite un buen manejo de estas herramientas.” (Peer observation)

From the analysis of workshop #4, it is relevant to explain that learners' oral production was positively affected because of the implementation of the Lexical Approach through remote platform as a remote learning environment.

Finally, the last category, *Inefficiency in ICT resources*, depicts students' setting interference when they connected to the remote platform. Learners had low connectivity issues which did not affect the aim of the lesson. Moreover, other external factors like noise, home environment, and others did not interrupt the students' oral production at the evaluation stage. This category illustrates a 0,99% with 5 occurrences. This interference

was evident during the performance stage, which was taken from the participatory observation.

“There were some issues with student’s microphone that makes hard to listen the oral intervention clearly.” (Participatory observation)

It was evidenced that in workshop #4 there was a reduction up to 0,40% interference on the remote setting that did not interfere significantly with the aim of the final task at the evaluation stage.

The previous categories, which were predetermined above the analysis of the data restate, reported that in workshop #3 and 4 students’ oral fluency had significant improvements in terms of long pauses, accuracy, lexis and fluency. In these workshops, the students did not speak by using isolated sentences; they used connectors to join one sentence to another. That helped to a better understanding of students’ speech. Moreover, learners’ vocabulary was positively affected; learners continued recycling chunks they had learnt during the classes, and words they had learnt in other workshops. Due to the use of vocabulary and the grammar presented in context, the learners could speak more fluently. I also consider that the use of speaking cards facilitated the presentation of ideas during the performance stage; however, they lacked control uttering long ideas with appropriate lexis, which is also relevant to improve fluency. Hence, in workshop #4, I asked students to create a videophone call where they could interact with somebody else having the opportunity to challenge their oral production in which I could observe the students’ reactions to unexpected questions or situations that happened during a videophone call.

Workshops 5-6: a job interview – on the media

The categories from the previous workshops #5 and 6 were determined to analyze how the Lexical Approach affected the students' oral production, the research procedures used to determine the impact of the Lexical Approach on students' oral production were the same instruments as well. The students were asked to create an interactive conversation by talking in a job interview setting workshop #5 and an oral presentation about an innovative invention in workshop #6; these oral performances were recorded and then analyzed.

In the workshop *a job interview*, the students could perform an interactive job interview by using some collocations related to work and chunks of the job interview, through an interactive dialogue between the interviewer and interviewee.

In the workshop *on the media*, the students could come up with an oral presentation as if they were on a radio or TV show about creating an invention or new product by using some collocations relating to media and chunks of the broadcasting conversation task through an innovative own oral demonstration performance.

Moreover, the data below presents the categories and the incidences in workshops 1, 2, 3, 4, 5, and 6. It facilitated to determine how significant the implementation of the Lexical Approach was in the development of the students' oral production.

Graph 2 Evaluation of categories along the six workshops

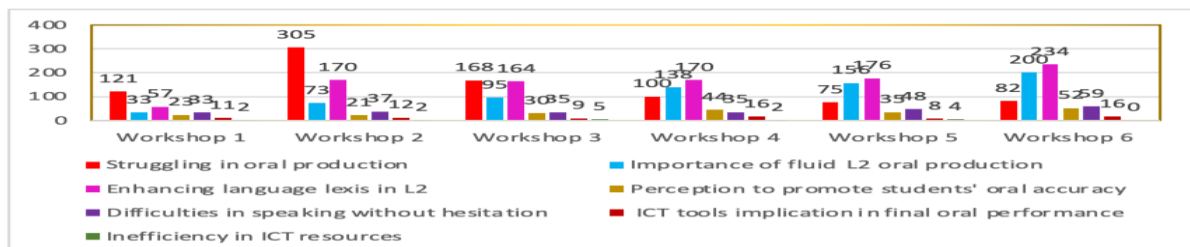


Table 5 Taxonomy workshops 5 and 6

N o.	Code/Cate gory	Code/Subcateg ories	Operationaliz ation	Data Collection Instruments								Total		Percentage	
				Participatory Observation		Students' artifact		Peer observation		Students' Survey					
				Worksh op 5	Worksh op 6	Worksh op 5	Worksh op 6	Worksh op 5	Worksh op 6	Worksh op 5	Worksh op 6	Worksh op 5	Worksh op 6	Worksh op 5	Worksh op 6
1	Struggling in oral production	Lack of fluency in their oral production	This code illustrates that students' need smooth speech in their language production.	0	2	0	3	3	2	0	0	3	7	0,60%	1,09%
		L1 affecting L2 language production	This code represents that students' first language interferes in the foreign language acquisition.	5	2	15	20	2	1	0	0	22	23	4,38%	3,58%
		Poor language lexis in oral performances	This code depicts that student's range of L2 lexis is limited.	8	5	12	15	1	2	5	1	26	23	5,18%	3,58%
		Shortage of using complex sentences in their speaking skill.	This code shows that students' L2 oral production is based on basic sentences.	7	2	17	25	0	2	0	0	24	29	4,78%	4,51%
Total of Occurrences Category				20	11	44	63	6	7	5	1	75	82	14,94%	12,75%
2	Importance of fluid L2 oral production	High motivation to participate in the spoken task.	This codes shows that students are willing to produce the L2 language.	14	10	0	10	1	4	7	7	22	31	4,38%	4,82%

		Oral language confidence inside their own reality	This code depicts that students utter better L2 language taking into account their own reality.	52	45	45	77	5	11	18	29	120	162	23,90%	25,19%
		Positive feedback enhances oral production	This code represents the importance of teacher's feedback on the oral performance	5	1	8	2	0	2	1	2	14	7	2,79%	1,09%
Total of Occurrences Category				71	56	53	89	6	17	26	38	156	200	31,08%	31,10%
3	Enhancing language lexis in L2	Positive outcome based on learning language chunks	This code reflects the L2 language lexis chunks have an important impact on students' oral performance	31	45	119	155	3	10	23	24	176	234	35,06%	36,39%
Total of Occurrences Category				31	45	119	155	3	10	23	24	176	234	35,06%	36,39%
4	Perception to promote students' oral accuracy	Appropriate grammatical structures within their utterances.	This code shows that students are able to control grammatical language structures in their speech.	15	18	12	23	0	4	8	7	35	52	6,97%	8,09%
Total of Occurrences Category				15	18	12	23	0	4	8	7	35	52	6,97%	8,09%
5	Difficulties in speaking without hesitation	Evidence of oral language pauses	This code shows that learners pauses in L2 are frequently placed.	11	6	25	35	2	4	3	2	41	47	8,17%	7,31%
		Poor self-confidence in oral language performance	This code represents that students need more self-confidence in their speech.	1	0	0	0	0	1	6	11	7	12	1,39%	1,87%
Total of Occurrences Category				12	6	25	35	2	5	9	13	48	59	9,56%	9,18%

6	ICT tools implication in final oral performance	positive use of ICT tools in the students' oral performance.	This code depicts that ICT tools have a positive impact on the students final oral output.	6	8	0	0	2	2	0	6	8	16	1,59%	2,49%
Total of Occurrences Category				6	8	0	0	2	2	0	6	8	16	1,59%	2,49%
7	Inefficiency in ICT resources	External interruption that affects the oral performance	This code means that there are external interferences that interrupt students' oral production.	1	0	3	0	0	0	0	0	4	0	0,80%	0,00%
Total of Occurrences Category				1	0	3	0	0	0	0	0	4	0	0,80%	0,00%
TOTALS				156	144	256	365	19	45	71	89	502	643	100,00%	100,00%

After the data collection in workshop #5, it is possible to see that the first category *Struggling in oral production* is a category that was established with the purpose of analyzing the students' problems with fluency, L1 interference, lexis, and language sentences complexity. With 75 occurrences representing a 14,94%. It showed a great improvement in these issues compared with workshop #4 with a higher percentage to 19.80%. Even though in workshop #5 there was a successful reduction with problems in terms of fluency in their oral interventions, the students had problems with their first language interference mainly in exploring new lexis within complex sentences. The students were asked to create a more elaborate conversation in which they had to interact in a job interview to exchange professional information. In the oral intervention, it was noticeable that the students sometimes had problems regarding uttering complex sentences when unknown lexis came as it is shown in the following samples:

“Students combined their target language with their native one.” (Participatory observation)

“Que, si en algún punto de tu carrera cuando pues la estabas estudiando, alguna vez decidiste renunciar” (Students' artifact)

In workshop #6 with 82 occurrences representing a 12,75%, the category explains students' problems with fluency and phrasing the words in which it had a reduction to 2, 19% compared to workshop #5. They could control the correct message and the right interpretation to call people's attention. The students made emphasis on the right preparation when giving oral presentations to challenge their fluency with understandable lexis in complex accurate statements. Additionally, the implementation of the Lexical Approach helped learners to

overcome this problem successfully since the facilitator could contextualize the grammar and the vocabulary and showed an example on how to give an oral presentation.

“Ha sido muy valiosa la experiencia y sobre todo muy enriquecedora en mi camino de este aprendizaje de Inglés. Me ayudó a fortalecer mis conocimientos previos y también me sirvió mucho y mi seguridad al expresarme en idioma Inglés.” (Students’ survey)

With the samples stated above, it is relevant to conclude that the students needed more exposure to the Lexical Approach and work more on their lexis. Learners must particularly avoid using their native language on the grounds of the fact that they could clarify information using the target language completely in their oral speech interventions.

Another relevant aspect that deals with the Lexical Approach is *Importance of fluid L2 oral production*. With 31,08% and 156 incidences; this category describes the positive impact that the approach had on students’ motivation towards the class, as well as their oral confidence intertwining a contextualized context with a positive feedback to bear in mind in the students’ oral performance.

“La estrategia sobre el manejo del vocabulario fue supremamente enriquecedora, permite expandir nuestro vocabulario y más en un aspecto muy importante de la vida como lo es el campo laboral, además de permitir el mejoramiento de nuestra pronunciación, fluidez y rapidez al momento de hablar el inglés.” (students’ survey)

The previous piece of evidence taken from the students’ survey reflects the constant progress the students had in terms of target language natural production in a confident way thanks to the Lexical Approach. It was easy for students to interact in the job interview with their

classmates and teachers. Additionally, the students volunteered more to contribute in class, which was a positive aspect that could help them to build oral fluency. It is possible to conclude that students showed interest, motivation, and willingness to participate in the interaction within a comfortable, friendly, and familiar atmosphere.

This category in workshop #6 with 200 occurrences showing a 31,10% exemplifies that the students' interest towards oral participation was highly activated. Learners were more willing to speak in their oral presentation.

“En ocasiones pude hablar de una manera fluida pero aun siento que me falta estudiar más, para obtener mayor vocabulario frente a contextos que se presenten.” (students' survey)

“Demostraron interés frente a los temas que sus otros compañeros expusieron al preguntar de forma asertiva. Se notó que quieren aprender el idioma.” (Peer observation)

From the sample presented previously, it is necessary to highlight the positive impact of the Lexical Approach on the students' oral performance and the development of their lexis. In workshop #1, students' importance of fluid L2 oral production evidenced a 11, 87%, whereas in this workshop it has proved a 31,10%; this shows certain progress that affected positively the students' oral production. By strengthening oral participation, the learners had more opportunities to reduce their anxiety to utter their ideas, which allowed them to become more competent when doing an oral intervention.

The following category is *Enhancing language lexis in L2*. This category has to do with the implementation of the Lexical Approach and its positive effects on students' oral production. Students' vocabulary had a big progress and that was evident in the way they contextualized and

recycled it. Representing a 35,06% with a total number of 176 incidences, this category was the one with the highest number of occurrences and this could be considered as one of the biggest benefits of the Lexical Approach.

“Se me facilito ya que tenía el conocimiento del vocabulario y pude usarlo para interactuar con mi compañero.” (Students’ survey)

“La dinámica de las entrevistas es un buen método para que los estudiantes practiquen vocabulario.” (Peer observation)

In this set of ideas, this category in workshop #6 is about the implementation of lexical chunks based teaching and its positive effects on students’ communicative and linguistic competence. It was evident that the students could contextualize the grammar and expressed themselves easily since they were recycling most of the vocabulary they were exposed to during the lesson; the students were also able to add more words to their oral intervention. This category represents a 36,39% with a total number of 234 incidences. From some samples taken from the students’ artifacts and students’ survey, I can conclude that the Lexical Approach helped learners to increase their vocabulary, which was reflected in the way they used it and how they recycled it while speaking.

“Billboards for our brand. Here, are our strengths: loyalty, loyalty, efficiency, racial, real, reliability and commitment.” (Students’ artifacts)

“Considero que la estrategia de vocabulario fue buena porque enriquecí mi léxico ya que se mencionaron temas que ayudan a la retroalimentación del lenguaje.” (Students’ survey)

The previous piece of evidence reflects how important the chunks were when learners were doing speaking tasks. The appropriate use of vocabulary helped them to have better results in the oral intervention. In other words, the learners had the possibility to increase their range of lexis and become more successful at the moment of speaking because they had more vocabulary to express their ideas. Furthermore, the vocabulary was presented in a contextualized way that facilitated the learning of grammar which is also necessary when developing a speaking task. It is also necessary to mention that in this workshop, vocabulary through the use of chunks was an important improvement given the fact that during the workshops, this category reported significant achievements as it is seen in workshop #1 the actual category displayed a 20, 50% while in this workshop this represents a 36,39%, being this one the most outstanding fluency components that the Lexical Approach impacted.

The next category in this workshop is *perception to promote students' oral accuracy*. The category explains the difficulty the students had connecting ideas; instead, they used isolated vocabulary or sentences affecting the coherence of their speech. This category also illustrates a 6,97% with 35 occurrences lower than workshop #4 with 8,71%. In the observation completed in this session, an improvement was found in terms of this fluency component; the students could connect their ideas and it was easy for them to have a transition from one idea to another.

“I think I well the best designer in a country and I think I will work with famous designers of the world.” (Students' artifact)

“Students organized clear ideas to express their feelings and their own experience related to the specific question.” (Participatory information)

In this specific workshop, the students were exposed to some chunks about a job interview context that are important to improve oral fluency. The presentation of the lexis and the contextualization of these chunks facilitated the development of the oral intervention. Students' speeches were more coherent and fluent since they could express their ideas and move from one sentence to another easily and that was due to the ideas they took from the Lexical Approach workshops implemented.

At the beginning of this research, the learners were at the word level since they used isolated words which made them sound incoherent. The data completed in workshop #6 illustrates an 8,09% with 52 occurrences, it was found that the Lexical Approach facilitated students' creation of ideas more accurately; the learners, at this point, could connect their ideas and it was easy for them to have a transition between one idea to the other as it is seen in the following evidence.

“Cosmetics has been distributing cosmetics for the professional beautician for more than, for more than 6 years.” (Students' artifact)

“Students demonstrated accuracy in their ideas using connecting words to link sentences to create a comprehensible message.” (Participatory observation)

In this workshop #6, the students were asked to give an oral presentation in which they had to challenge themselves to prepare their own inventive business idea to launch on the media. It was outstanding the way they used previous knowledge and I think this facilitated the development of ideas as it is perceived in the piece of data. The students evidenced accuracy in their speeches since they could connect ideas using accurate grammar and vocabulary.

In the same order of ideas, *difficulties in speaking without hesitation* was another paramount category in this workshop. This category was pre-established with the purpose of describing the students' difficulties when speaking especially because they had to stop or they used some fillers such as 'ehhehh' showing their lack of fluency. In workshop #5, these pauses represented an interference in their speech because they had some hesitations but those did not interfere in the success of the speaking task. During the implementation of the Lexical Approach, the number of long pauses in this workshop increased as a natural speaking strategy, when it comes to add more ideas, for example, in this workshop this category displayed a 9,56% from a total of 48 frequencies while in workshop #4 the number of long pauses were 6,93%; this means that in each workshop there were different patterns concerning those pauses. These samples taken from the students' survey show the students' pauses when having an oral intervention.

“El entrevistador tuvo que repetir la pregunta, pero es por la pausa que hacen tan prolongada al contestar que por si la pregunta no fuese entendida.” (Peer observation)

The category displays a 9,18% from a total of 59 frequencies in workshop #6 which was another issue where the Lexical Approach created paramount improvement to explore the target language in different scenarios to utter complete understandable messages in spite of some hesitations. The following piece of evidence taken from students' survey and peer observation showed a reduction in students' pauses when having an oral intervention.

“Me ayudó a fortalecer mis conocimientos previos y también me sirvió mucho y mi seguridad al expresarme en idioma Inglés.” (Students' survey)

“Otros estudiantes se expresaron abiertamente hablando en sus términos sobre sus presentaciones, pero con buena aplicación gramatical.” (Peer observation)

From the data presented, it is relevant to mention that students had some pauses. In some cases, the pauses in their oral interventions caused certain difficulty to get the main idea of the conversation because the flow of it was affected. Nevertheless, it is necessary to consider that the Lexical Approach helped learners to improve this fluency component having as a reference the results from workshop 1, 2, 3, and 4.

Table 6 Long pauses from workshops 1 to workshop 4

	Workshop 1	Workshop 2	Workshop 3	Workshop 4
# of pauses	27	30	32	35

With these previous samples and the data found, I can conclude that when I asked for some oral intervention in class, the students were more open to do it. Their oral production was active and that benefited their oral performance inasmuch as the learners utter their ideas including the lexis as much as they remember. Nevertheless, they made pauses while they were speaking since they had to think about the following idea in a complete comprehensive statement.

The following category *ICT tools implication in final oral performance* depicted that students felt confident and comfortable to perform their oral practice through remote platforms that let them explore the language within a contextualized interaction. The data collected from the participatory observation and peer observation reflected on this.

“Students could easily interact in the job interview which make it friendly to have a natural and comfortable atmosphere to express their ideas.” (Participatory observation)

“Todos los estudiantes demostraron el correcto uso de estas herramientas virtuales.”
(Peer observation)

Workshop #6 showed the same behavior in this category to 2,49% with 16 occurrences which evidenced a positive setting to get the best benefit from a remote learning that allowed to come with confident impact in learners’ oral productive skills.

“Students use visual material through the ICT tools that was easy to follow their ideas when they were presenting their ideas in the oral presentation.” (Participatory observation)

Learners could perform the oral evaluation stage without any inconveniences that could affect the final oral speaking production. This was the last category *Inefficiency in ICT resources* with the lowest percentage, 0,80% confirmed that there were not relevant issues related to ICT tools interference that could have prevented interaction from being successful. Workshop #6 with 0,0 % frequency depicted the same pattern in this category. On the other hand, it was a way to express their ideas in the spoken task inside a job interview to rehearse and produce chunks in job scenarios as well as in their own oral presentation in workshop #6. There were some issues in terms of the connection as it is reported in the following data information from the participatory observation that were not relevant to target the main evaluation stage in the oral performance task.

“It is shown some silence periods that it is affected by some electronic issues and cutting in the internet service that pause their oral production.” (Participatory observation)

From these workshops, the way the students recycled and used the vocabulary not only in their oral interventions but also in the development of the class was also positive; that was because the Lexical Approach excels the possibility to contextualize and practice the lexis and the grammar by using examples taken from students' real contexts, which allowed them to be more active in the class and to have more chances to gain meaningful learning. It is true that vocabulary is a relevant component while presenting a speaking task; in this opportunity, it was evidenced how the students used previous vocabulary from other classes as well as the one introduced in the session. I highly believe that students' repertoire impacted effectively on their oral fluency because for the students, it was easier to communicate when they had the appropriate set of words.

It was evident that they followed the recommendations provided in class as well as their own reflections done in the debriefing stage. Based on these reflections, I concluded that by providing effective feedback to students and by having them not only reflect upon their own speaking process but also create interaction among themselves through questions was relatively powerful for them on the grounds of the fact that they were developing language awareness and reflection.

In contrast, this implementation lesson reveals that the main difficulty the students had when they were presenting their conversation was long pauses; especially, their hesitation in some unknown lexis. Students' speeches were characterized for the lack of precision, which significantly affected the utterances with a cutting speech. I consider that learners need to work harder on this aspect; therefore, in workshop #6, the students required to develop an oral presentation where they shortened their pauses to show self-confidence in a well-prepared speech

in front of an audience in order for them to improve this aspect. Finally, it is necessary to highlight that students' speech had some simple sentences; they could connect their ideas but there were some moments in the conversation where they uttered isolated ideas affecting the flow and pacing of the conversation. There was an interesting progress in this component, but the students needed to continue working on it. Hence, I think that oral presentations gave students the opportunity to enhance both their language expressions, and reduce their pauses when speaking.

6.3 Evaluation stage

After the implementation of six workshops based on the Lexical Approach and its impact on students' oral production, I came across with some results to determine if the approach was effective or ineffective in the development of students' oral production at pre-intermediate English level. The results were found from the analysis of the four main instruments in each workshop: participatory observation, peer observation, students' survey and students' artifacts.

The following data shows the researcher's observations about the performance of four EFL students from an elementary English level who are working to reach pre-intermediate level at Brighton English center in the light of the oral components: Fluency, lexical range, accuracy, and language pauses.

In terms of the implementation of Lexical Approach lessons, students' language range increased noticeably. Throughout the different workshops, students showed their vocabulary progress that facilitated the creation of ideas and a better performance in their speaking production. Additionally, it is important to highlight that errors related to grammar did not interfere in understanding the message of the oral task. Even though there were remarkable

mistakes related to accuracy, especially, in workshops 1, and 2, those mistakes did not affect the communication process and they were enriched through the effective use of chunks. It is important to point out that from the very beginning of the implementation of the Lexical Approach the appropriate use of vocabulary was permanent and even improving in each workshop.

Oral sample of students' simple sentences production

- *in this quarantine I was with my mom*
- *There are two to peoples eee took the sun.*

Effective use of vocabulary through chunks:

- workshop 2: *in this budget we self-catering beachfront the hotel in front of the hotel. Direct flight and transfer included in the price. Scuba diving and windsurfing ehh only for January.*
- workshop 3: *I will follow all the devices with your recommendation from me doctor thanks for your advice for your prescription I go information see you in the next appointment.*
- workshop 4: *The apartment is 12th floor, floor. The tower, in the second tower. The view is beautiful; you can view the city.*

Taking into account *students long pauses when talking about language chunks in contextualized setting*, there was an evidence from the students' artifact of language pauses throughout workshops 1 to 6; the number of long pauses increased since they added more detailed information using lexis to spread their ideas that enhance a successful oral production.

The coherence of the speech as well as the connection of ideas interfered more in workshops 1 and 2. However, students increased the linguistic component of language in

workshops 3 to 6 which showed more confidence in their oral performance with a productive lexis that enriched their speech in spite of hesitation in creating complete ideas with coherence and cohesion.

Oral samples of students' long pauses:

- workshop 1: *little hill eee her name is eee "Cresta de Gallo", emm it is in Silvia, Cauca emm emm the experience eee it was very crazy ee because I have a a lesion in my.*
- workshop 5: *Ah my previous job eeem I am, I have an owner, owner, restaurant amm I work coffee a long time ... (long pause) ... I work on days to Fridays, eeeeh many hours a day.*
- workshop 6: *The competence is the bag plastic and the bag paper, but is different ... (pause) ... put food are products with a plus, por example, brands, eeeh ... or logos? Eeeeh.*

As it is seen in the previous evidence, students' progress in terms of lexis within specific scenarios was notorious; in each workshop students were able to produce orally with some long pauses that did not interfere in the final communicative purpose. Learners included the new chunks using a coherent speech which affected their fluency and pauses while speaking, since they had to think about the coming ideas using the linguistic component reached in each lesson. Therefore, the Lexical Approach had a positive impact on the improvement of students' oral production at the moment of speaking about a familiar context with a lexis in a particular setting bearing in mind some hesitation patterns.

Concerning oral production in contextualized settings the main problematic issue was derived from students' complete utterances and L1 interference mainly on the target outcome. *SS lack of language lexis while speaking* was a fluency component that characterized students'

speech. Although the students demonstrated certain improvement during the implementation of the six workshops, lack of fluency is an issue that was prevalent in students' speeches. The implementation of workshops by incorporating Lexical Approach lessons helped them to be more exposed to the English chunks given the fact that the students were exposed to more authentic materials and task-based on their real context.

Oral samples of students' oral production inside real contexts.

- workshop 1: *I went the trip with my Family we went eh to the Armenia Quindío and Pereira eh we went in January eh because eh we were on vacation ok eh we went the first to the Cali.*
- workshop 4: *Does it have local amenities near the apartment? What the local amenities? Yes. In five blocks is the Unicentro supermarket. In the neighborhood there are restaurants.*
- Workshop 6: *there are objects in maybe gold, copper, silver, clay, weapon, shell, stone, different activities, for example, there are suitcase in this part.*

Regarding *students lack of accuracy while using language chunks*, they were effective at producing sentences and more elaborated speeches by using the appropriate vocabulary provided by the Lexical Approach. However, in workshops #1 and 2, the majority of students had problems with accuracy since they were using isolated vocabulary during the performance stage. At that stage, the students did not perform very well since they reported isolated ideas based on the photo description about past journeys, and a simulation oral dialogue at the travel agent that they created. The speech at this point was not fluent. Here are some samples of oral production of students in workshops 1 and 2:

Workshop # 1: *Looking. Amm in the first picture, eee the family, the family travel with bags to the beach. To the beach eee and they were eee very happy or about.*

Workshop # 2: *we have two place mmm admit pet the Cameron hotel is all-inclusive and resort in Panama ehhe it is beach private beach and air condition in common areas.*

Another important aspect regarding accuracy has to do with the use of English fillers to connect the ideas and have a more automatic speech. For example, students relied on Spanish to clarify their ideas. The following evidence shows this aspect.

Workshop # 1: *we look a typical restaurant or a typical restaurant em its name a is is Pueblito Paisa is a beautiful place it's okey emm we eh ate there ahh we ate.*

Workshop # 3: *I will go the test today emm in the next today tomorrow I make appointment with you doctor emmm I think you emm como puedo decir atenderme.*

During the debriefing stage, the students were engaged in exchanging forward questions in a specific contextualized scenario. Throughout the interaction process, I could notice that students actively showed interest in their partners' oral intervention to give each other feedback in a collaborative way. I detected that they were able to structure questions accurately to exchange valuable information, I hear positive comments from the students about the implementation of the Lexical Approach; the students were using and recycling the vocabulary they learnt in the workshop.

Workshop # 4: *Does it have eeh ... local amenities near the apartment? What are the local amenities?*

Workshop # 6: *Camila is very interesting this presentation. I have a question. Is, is it makeup suitable for ooh, oooh all, all types, all skin types?*

The levels of oral production became higher in workshops # 4, 5, and 6 regarding accuracy, range, and lexis. The main reason for the significant improvement observed in those workshops was the implementation of the Lexical Approach; the learners were provided with vocabulary and materials that helped them to create more elaborated speeches. They took advantage of this type of teaching to improve their outcome since grammar and vocabulary were presented in a contextualized way taking into account their real contexts.

Workshop # 4: *At the moment we have apartment to let. The apartment is a furniture unit. It is very large, it has a more or less 10 a 20 years old, very, very traditional.*

Workshop # 6: *Vegetables that can be consult with the product an is made from natural ingredients. Eeeh this product is applied to surface of the fruit and allowed to dry for 13 minutes.*

As it is noted in the previous evidence, the Lexical Approach had a positive impact on these students' final outcome given the fact that their speeches in workshops 4, 5, and 6 were characterized for having accuracy, fewer long pauses and appropriate use of vocabulary provided by the Lexical Approach implemented.

There was not significant improvement in workshops 1, 2, and 3 in terms of accuracy, lack of lexis, and long pauses. Nevertheless, range of lexis was a paramount aspect that increased since the first workshop.

Range of lexis: The most meaningful aspect is range. Since in workshop #1, it was possible to observe how this fluency component was progressively showing better results; that is why this component can be considered one of the benefits of the Lexical Approach.

Long pauses: The number of long pauses registered were constant during the implementation of six Lexical Approach workshops; however, there was a reduction in the number of these during the performance stage. At the end of the six workshops, the number of long pauses increased. Hence, it is necessary to mention that the implementation of different workshops based on lexis helped learners to decrease hesitation when they have to utter a clear idea in their oral interventions from the very beginning of the intervention until the end of it.

Accuracy: the implementation of the workshops also reported important achievements in accuracy. After range, this was the second biggest achievement in students' oral fluency.

In general terms, the implementation of the Lexical Approach helped learners develop high levels of fluency regarding range, accuracy, fluency, and control in their oral production with some pauses.

6.3.1 Speaking components: Practice, production, and evaluation.

The other type of results that arose in this research study are the ones concerning the implementation of the Lexical Approach and the structure of the speaking components divided in three stages.

In the practice stage

Engagement through the activation of speaking tasks facilitated motivation and interaction using the target language. Students gained interest towards the class and they demonstrated that in this stage.

Peer observation: *“Los estudiantes han realizado muy buen trabajo. En lo personal, me gustó ver que algunos estudiantes se atreven a crear o producir su propio discurso tomando como base el vocabulario que conocen y su conocimiento previo.”*

During this stage, I noticed that the students gained language awareness and accuracy in speaking. Having designed the workshops based on these stages provided students with high opportunities to work on their spoken accuracy. In this practice stage, students uttered their ideas asked the teacher or classmates for peer interaction, and rehearsed new chunks. While they were coming out with their ideas, the students could practice the task and contextualize in their own needs. At the end of the workshops, the learners became more aware of the structures they were using as well.

Students obtained input that facilitated the need to pursue communicative purposes instead of paying attention to the structure they were using. The learners just focused on sharing and expressing their ideas in which their levels of fluency increased. It was noticeable the use of the chunks they were exposed to in the class; they also learned how to discuss, present, ask a question, and even argue.

In the production stage

Students used the vocabulary presented throughout the Lexical Approach. The use of vocabulary related to past journeys, at the travel agent, at the doctor, renting a place, job interview, and the media presenting about a new business idea was observed during the production stage. Additionally, in this stage, the learners used the grammar in a contextualized way; in other words, they learnt how to use the grammar by talking about topics they usually face in their social and academic contexts.

In this stage, it is also remarkable the way accuracy improved given the fact that in the first workshops, students were not able to connect ideas properly. After workshop 4, the learners became more automatic in the performance stage thanks to the exposure to Lexical Approach lessons.

In the evaluation stage

Students achieved successfully the evaluation stage to perform in their own a photo description, a simulation oral dialogue, a recycling dialogue, a videophone call, a job interview, and an oral presentation effectively within a constant interaction with their classmates based on the practice and production stage. Progressively, the learners became more aware of their process and the importance of integrating the chunks in their output taking into account the contextualized setting. Therefore, this stage facilitated the development of self- awareness, confidence and reflection that is paramount when learning a foreign language.

Workshop 1: *“Fue una estrategia muy buena porque nos impulsó a exponer desde nuestro punto de vista lo cual fue de mucho beneficio porque aprendimos a identificar muchos errores y sobre todo a manejar mejor los tiempos verbales.”* (Students’ survey)

Workshop 3: *“Me ha parecido muy práctico todo el ejercicio que hemos desarrollado hasta el momento, mi nivel de inglés siento que ha aumentado, al igual que mi motivación por seguir aprendiendo.”* (Students’ survey)

Workshop 4: *“Me ayudó mucho. Considero que el aprender nuevo vocabulario ha sido muy bueno para poder expresarme. En muchas ocasiones no he podido expresarme, porque no tengo mucho vocabulario, pero con esta actividad he quedado muy satisfecha con ello.”*
(Students’ survey)

6.3.2 From the analysis and the triangulation of the instruments in each workshop

Data triangulation, considered the most significant stage in a research project, was carried out to determine the impact of the Lexical Approach on students’ oral fluency at a pre-intermediate EFL learners at an English language center. Throughout the six workshops, four different instruments served as means to collect data with the following results. These instruments were participatory observation, students’ surveys, students’ artifacts, and peer observation. The following table shows the results each category displayed after the analysis of these instruments.

Table 7 Triangulation of categories in evaluation stage

Code/Category	Operationalization	WORKSHOPS FREQUENCIES						TOTAL	%
		Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5	Workshop 6		
Struggling in oral production	This code illustrates that students’ lack of smooth speech in their language production.	121	305	168	100	75	82	851	28%
Importance of fluid L2 oral production	This code show that students are willing to produce the L2 language within contextualized setting.	33	73	95	138	156	200	695	23%
Enhancing language lexis in L2	This code reflects the L2 language lexis chunks have an important impact on students’ oral performance.	57	170	164	170	176	234	971	32%

Perception to promote students' oral accuracy	This code shows that students are able to control grammatical language structures in their speech.	23	21	30	44	35	52	205	7%
Difficulties in speaking without hesitation	This code shows that learners' pauses in L2 are frequently placed.	33	37	35	35	48	59	247	8%
ICT tools implication in final oral performance	This code depicts that ICT tools have a positive impact on the students final oral output.	11	12	9	16	8	16	72	2%
Inefficiency in ICT resources	This code means that there are external interferences that interrupt students' oral production.	2	2	5	2	4	0	15	0%
TOTAL		280	620	506	505	502	643	3056	100%

The table above indicates the significant impact the Lexical Approach had on students' oral fluency in terms of the confidence in using L2, language range, students' accuracy, and pauses within a remote learning.

Being vocabulary one of the most important elements to speak fluently, *enhancing language lexis in L2* is one of the biggest benefits from the implementation of the Lexical Approach that affects positively students' oral production. As it is shown in the table, vocabulary increased progressively from workshop 1 to workshop 6. There was an outstanding improvement in relation to workshops 4, 5, and 6. This represents the usefulness of the implementation of the Lexical Approach since this approach provides students with appropriate vocabulary to express themselves orally.

“Con el pasar del tiempo, las expresiones han sido utilizadas de forma más fluida y tener un vocabulario específico ayuda mucho” (Peer observation)

This evidence corroborates what is being said in regards to the appropriateness of the vocabulary and the Lexical Approach on students' oral production, which were recycling the vocabulary at the moment of speaking.

Importance of fluid L2 oral production is another significant result that proves the effective impact the Lexical Approach had on students' oral development. The table shows that this category did not have a high number of occurrences in workshops 1, 2 and 3. Nevertheless, throughout the implementation of this approach, learners' willingness to use the language in contextualized settings began to increase, which was illustrated in workshops 4, 5 and 6. At the beginning of the intervention, the students could share their ideas orally, they could not provide an opinion of the topic being discussed. At the end of the workshops, the learners could participate actively in a discussion, they provided different opinions even relating them with their personal and professional experiences.

“Los ejercicios y las pautas expuestos en la sesión impulsan a establecer una conversación muy práctica que permite haya un poco de fluidez.” (Students' survey)

“Se logró comprender lo que deseaban expresar, dando ideas principales que permite el entendimiento de todo el contexto” (Peer observation)

The evidence taken from the two different sources of information reported the significant benefit the Lexical Approach had in terms of class oral production on the ground of the fact that this approach provokes students to participate since it presented engaging topics. It is also relevant to mention that class motivation on the oral interventions can be considered as a corner stone to build oral production because learners have the chance to express their ideas and practice their speaking skill before being exposed to a speaking task.

With 8%, *difficulties in speaking without hesitation* reported a noticeable progress along the implementation of six workshops based on the Lexical Approach. Taking into account the results presented in the table above, it is possible to observe the progression students

demonstrated in the reduction of long pauses particularly in workshops 2, and 3 and even 4; nonetheless, the number of long pauses in workshops 5 and 6 increased in comparison to workshop 1. That happened because in the last workshops, students were presented with a more spontaneous and elaborated oral activity; therefore, the number of long pauses was at some extent higher. Even though workshops #5 and 6 evidenced an increase in the number of long pauses, this cannot be considered as something negative because the learners could expand their ideas using their own ideas through lexical chunks and these did not affect the development of the speaking task; on the contrary, these facilitated them to connect ideas and make effective transitions. From this analysis, it is important to conclude that the Lexical Approach helped learners to have a more continuous speech represented in fewer long pauses.

“Se me facilito un poco más el hablar, aunque tuve algunos momentos donde tuve que hacer pausa ya que pensaba como organizar mejor mis ideas o por el uso del vocabulario.”

(Students' survey)

“Los niveles de vacilación y pausas fueron mayores en algunos estudiantes, pero no fueron significativos teniendo en cuenta el nivel de aprendizaje en el que se encuentran.” (Peer observation)

This piece of evidence taken from the students' survey and the peer observation describes the utility of the Lexical Approach in helping students reduce the number of long pauses while speaking. It is essential to highlight that pauses cannot be associated with lack of fluency; there are pauses that are necessary to make to switch the topic of the speech or to make it more interesting and comprehensible. Hence, I consider that the pauses students had at the end of the workshops were beneficial for the success of their oral performance.

Concerning *struggling in oral production*, it is meaningful to state that the most successful outcome the Lexical Approach reported in terms of fluency was the improvement of students' dependence in their L1. This category had a constant progression during the six workshops given the fact that in each workshop this had different ups and downs. For example, in workshop 2, students' lack of oral production had the biggest number of occurrences with 305. This occurred because the students relied on their L1 while presenting a conversation; therefore, this workshop had the highest amount of incidences in terms of fluency. That is why in workshop 6, it was necessary to take actions to help learners to overcome this difficulty getting a significant progress illustrated in 82 occurrences. From the analysis of the instruments in the six workshops, this category showed 28% in which oral production was the most important result.

“Es una investigación muy interesante que nos ha permitido mejorar constantemente en el manejo de vocabulario tiempos y expresarnos mejor.” (Students' survey)

The data presented explains how the implementation of the Lexical Approach based on presentation, practice, production and evaluation facilitated students to reflect and overcome the major difficulty they had related to oral outcome. In workshop 6 as it is observed in the evidence, the learners could present the information using appropriate ideas to catch people's attention. Therefore, students could achieve a better performance since their speeches were more fluent and engaging.

Finally, *perception to promote students' oral accuracy* showed that students' accomplishment concerning this fluency component exemplifies the positive influence the Lexical Approach represented in students' oral fluency since the learners in workshop #1 were not able to connect ideas properly, whereas in workshop #6, the learners demonstrated being

more automatic at the moment of speaking; they could switch from one idea to the other by using the proper grammar, vocabulary, fluency, and pauses. Their accuracy progress was evident from workshop #1 to workshop #6; that is why students' speeches were more coherent and understandable.

“Me ayudó a organizar mis ideas y poder expresarme en mi intervención oral donde tuve la oportunidad de arriesgarme a transmitir mis ideas en la segunda lengua con todo lo aprendido y poder decir lo que quería usando la lengua del inglés” (Students' survey)

The evidence illustrates students' accomplishments after being exposed to six workshops based on the Lexical Approach. The students' artifacts in workshop 6 exemplify the effective use of vocabulary and the coherence of the speech; that is, the Lexical Approach benefit that was progressively achieved throughout the workshops. In this sense, it is also important to highlight students' progress taking as an example the kind of speeches they gave at the beginning of the project in relation to their final outcomes; the ones below are some of the portions from learners' oral performance in the initial stage of the research.

“mmm mmm she was. amm No. They were. Emm amm amm in Machu picchu.” “Room? A room, room, si, yy eee had beautiful view, view to sea amm ya, eso teacher”

These excerpts taken from the first speaking task reported problems in students' grammar, vocabulary and accuracy, being not able to maintain a continuous speech, and not being able to connect ideas properly, however, at the end of the research, their levels of accuracy increased as it is noted in the subsequent evidence.

“The first difference in and the more important is we managed the all types the skin types are for the lights and the brown, and this include for different types de women and men now.”

“Vegetables that can be consult with the product an is made from natural ingredients. Eeeh this product is applied to surface of the fruit and allowed to dry for 13 minutes.”

Even though students’ speech presented some grammatical mistakes, it is possible to observe that their accuracy improved progressively given the fact that students spoke with more coherence using at certain moments some transitions and expressions to connect ideas such as *I think that, I consider that, then, in the next vacation.*

In summary, the evaluation stage of this research study evidenced the meaningful influence that the Lexical Approach had on students’ oral fluency. Along the workshops, the students’ progress concerning the reduction in the number of long pauses was noticeable, the effective use of vocabulary, the accomplishments in accuracy and fluency. The implementation of the Lexical Approach allowed learners to develop high level of fluency being able to express their opinions in class, create more elaborate and continuous speeches, and use the proper tone of voice to catch the audience’s attention.

7. Findings

According to what was found in this research, the objectives stated in this study were achieved to a significant extent; in fact, this proposal enhanced the students' oral production in terms of fluency, vocabulary, and accuracy. In the same way, the number of long pauses influence when they were exposed to Lexical Approach lessons. In this section, the findings are discussed on the basis of the objectives and contrasted with the theoretical framework.

Use the L2 in a contextualized setting in remote learning

Throughout the second stage of this research study, positive perceptions about oral production were noticed through the students' survey and artifacts implemented, the participatory observation and the peer observations carried out. The analysis showed important outcomes regarding oral production along with the Lexical Approach. The first outcome is related to class motivation by the means of the use of the L2 in contextualized settings, and the second has to do with students' willingness to participate as a way to increase students' interest towards the remote class.

Class motivation with the purpose of enhancing oral production

Through the implementation of six workshops about Lexical Approach lessons, it was reported that the students, who were part of this research project made significant progress in their oral production. This result was consistent with Bygate, (1987) when he states that speaking involves making decisions rapidly, implementing them smoothly, and adjusting our conversation during communicative experiences (p.3). Additionally, the evidence gathered from the six workshops showed that learners' oral motivation helped them to practice the language

expressions studied in each workshop. At the beginning of the intervention, the learners displayed very weak skills regarding the use of vocabulary such as the use of isolated words, simple sentences, L1 production and hesitation towards class production, not being able to report their ideas orally in class; at the end of the proposal implementation, they reported remarkable progress in their outcome, being able to give opinions, ask questions among the class, add extra information to the different contextualized social and professional scenarios, and give examples from their personal experiences where they have the possibility to re-use the chunks studied.

Students' effective use of language chunks

One of the most important benefits of the implementation of Lexical Approach lessons was the impact it had on expanding students' lexis. During each workshop, this category was the highest which representing a 32% in the analysis, being this the most important outcome of this research proposal. From the analysis of the instruments, different aspects regarding the effective use of chunks arose, for example, the use of chunks and collocations in context, the use of vocabulary for creating their own ideas orally, and vocabulary for enriching their oral discourse with complete ideas.

Students' use of vocabulary in context

Considering that vocabulary is one of the most remarkable characteristics of the Lexical Approach, this is always presented in a contextualized way linking students' English class necessities. Hence, this contextualization becomes meaningful for students because they can relate the vocabulary easily to what they usually do in their daily lives. This happened to the pre-intermediate EFL English course from the initial to the final part of the research for example,

students related the vocabulary of a past journey to their own past trip description. In the speaking tasks proposed in the workshops, the learners evidenced high use of chunks in context; they did not use isolated words, they connected their repertoire to their own experiences. What happened to the students in this research is supported by Lewis (2000). He argues that the Lexical Approach places communication of meaning at the heart of language and learning. This leads to emphasis on the main carrier of meaning throughout the chunks in contextualized settings.

Students' use of vocabulary for elaborating ideas orally

Taking into account the implementation and evaluation stages, it was found that during the development of the workshops, the students gained new vocabulary which allowed them to express their opinions, establish discussions, create scenarios, simulate dialogues, and participate actively in class activities. Thus, this category reflected that the students were not only progressing in their oral performance but also learning new vocabulary; at the end of the implementation of the workshops, the improvement that the students reported was evident since they could recycle the chunks in the speaking tasks. Since the workshops also included integrated chunks for a specific context, the learners could also recognize and use the vocabulary that was given in the different scenarios such as at the doctor, job interview. However, the most outstanding impact was the use of vocabulary for creating their own oral presentation.

During the oral evaluation stage, it was noticeable how the vocabulary facilitated students to come up with new ideas and opinions to express themselves in the class, and that helped learners to achieve better results in the speaking tasks. At the same time, learning more lexis allowed learners to increase progressively their level of fluency because, as I stated before, they

could generate more ideas automatically. Consequently, the students showed a positive attitude in their speaking skills as well as in other skills because they could perform better. In this way, they increased their interest and participation in the activities, encouraging them to express their thoughts freely strengthening their oral production. Based on what Lewis (2000) mentions, this finding proves his position regarding the Lexical Approach when he states that this approach strengthens large vocabulary which is extended from words to lexis, but the essential idea is that fluency is based on the acquisition of a large store of fixed and semi-fixed prefabricated items which allowed learners to create confidence in their interventions focused on lexis-based foundation to utter complete ideas to express meaningful communicative ideas.

Language lexis for personal enrichment

It is necessary to highlight that the implementation of the Lexical Approach not only provided students with lexis to improve their oral production and to use it in context, but it also helped learners to gain vocabulary to be more successful students and future professionals. In this set of ideas, learning new vocabulary that is contextualized to their real contexts allowed learners to be better at performing tasks in their academic programs because they have the knowledge in both languages: Spanish and English. Additionally, learning specific chunks can increase the possibility to be competent in their professional career and be prepared to use the language in a social context as well; hence, multicultural and academic knowledge exchanging takes place. Another significant outcome that comes from the applicability of six workshops based on collocations and chunks is helping learners to be more proficient in the English language. This proficiency allows learners to get better job opportunities; consequently, learners have more alternatives to grow personally and professionally. Taking into account what Lewis

(2000) proposes, the more collocations learners have at their disposal, the less they need to grammaticalize. Hence, learners have the possibility to communicate their ideas fluently with the expressions without focusing on thinking in the linguistic structure; on the contrary, they should express meaning in communicative environments.

Effective use of speech pauses

Considering the fluency components, pauses play a relevant role when building up the process of becoming fluent in the English language. A fluent person does not make many long pauses while developing an oral speech; nevertheless, having certain pauses is necessary to facilitate a better understanding of the ideas presented in a speech; for instance, if a person speaks relatively fast, the audience would not be able to understand the ideas presented orally. That is why pausing is crucial in an oral activity because pauses allow speakers to connect ideas properly. Furthermore, students used pauses as a communicative strategy to organize their thoughts before uttering them as the main purpose to be themselves understood inside interactive communicative settings.

Students' pauses to connect ideas properly

Another relevant outcome from the implementation of Lexical Approach lessons was to increase their speech by adding details to their oral production although students' long pauses were present in their oral production. From the initial point of the intervention, students' long pauses were evident in this category considered as one of the highest in workshops 1 and 2, the students could not communicate ideas effectively, they were not able to produce continuous speech, nor could they connect ideas properly, and they used to stop without completing the idea.

During the implementation of this study, there was a slight increase of long pauses while doing a speaking task. At that point, the learners could maintain the flow of the conversation, speak about a topic continuously, think about a transition to continue with a different idea, and the pauses evident were positive because they assisted students in reflecting how to connect ideas and use the appropriate chunks to present complete thoughts in the speech. According to Wray (2002), Collocations are of particular importance for learners striving for a high degree of competence in the second language, but they are also of some importance for learners with fewer ambitious aspirations, as they not only enhance accuracy but also fluency. Consequently, this finding accomplished that the students could utter their ideas having lexis as a main resource. The students who participated in this research project could produce a speech with some silence periods, and could also have an extensive oral intervention with complete ideas.

Students' accuracy for gaining speech coherence

Based on the analysis of the data collected from the four instruments, it was possible to observe that the Lexical Approach facilitated learners to develop high levels of accuracy to have a more coherent speech since this helped them to use and connect appropriate grammar, vocabulary, and ideas. This category presented the third biggest outcome of the Lexical Approach implementation. At the starting phase of the intervention, the learners did not know how to connect ideas; their speech was characterized for using isolated sentences, words, and incomplete ideas as well as difficulty to use the grammar structure effectively. When finishing the intervention, the learners demonstrated that in terms of accuracy, they were able to contextualize grammar and vocabulary even with few mistakes which did not affect

understanding of the speech; they could use transitions to change ideas, and they could link one idea to the previous one without losing coherence of the topic presented in the speech.

Students' accuracy: a way to get oral fluency

From the implementation of the Lexical Approach, it is important to conclude that accuracy is the most relevant factor that influences the development of oral fluency. It is true that chunks and pauses play a vital role when building up oral fluency; however, accuracy is the one that gives learners the opportunities to join the other fluency components aforementioned. A person who becomes fluent in the foreign language can use the appropriate chunks and pauses to have accuracy and spontaneous speech. For instance, at the beginning of the action stage, students' speeches were not coherent; they probably used certain vocabulary, but they had long pauses and performed at the phrase level; they did not connect grammar with vocabulary and they did not even know how to connect ideas. At the end of the implementation, students' speeches showed a high level of accuracy as learners spoke with certain degree of spontaneity, they could use the appropriate grammar and vocabulary in the right context, they used appropriate range to make themselves understood, and they used transition words and English fillers to move from one idea to the other. Being those characteristics relevant in an accurate speech, I can conclude that accuracy facilitated the development of students' oral production. The exposure of different speaking tasks such as oral presentations, simulation dialogues, peer interaction, job interview, picture description, role play, and class participation also allowed students to improve their oral production. In agreement with Harmer (2007), this finding was accomplished since fluency is the speaker's ability to produce speeches and connect ideas and

words easily without much hesitation, and that is what the students from the pre-intermediate EFL English level did.

8. Conclusions and pedagogical implications

After the implementation of Lexical Approach workshops, the analysis of the information provided by the research participants and the data collection instruments, some conclusions and pedagogical implications came up to provide English teachers with some suggestions regarding the applicability and its impact on students' oral production.

The Lexical Approach has a positive impact on students from a pre-intermediate EFL English level oral production. It facilitates learning new vocabulary that helps them to create ideas orally with some long pauses to become more accurate while speaking. That is why I highly recommend teachers to implement the Lexical Approach in their classes to improve oral production and language skills.

Working with different lexis where students are exposed to a variety of speaking tasks such as oral presentations, picture description, simulation dialogues, role play, and interviews is an effective way to improve fluency because learning new expressions facilitates learners to create ideas orally and at the same time students' motivation to talk inside the remote learning. Therefore, I strongly suggest that English teachers should expose learners to different speaking tasks in the light of Lexical Approach lessons.

Including varied types of scaffolding like visual pictures, flashcards, interactive videos, PowerPoint presentations, and real photos is a good strategy for having students speak because they can rely on this kind of support to create ideas and remember more information by the time of doing an oral intervention. This support works relatively well with the pre-intermediate EFL

English level students; thus, as an English teacher from a private English center, I recommend other language teachers to incorporate certain kind of support to help learners to express more ideas orally.

The Lexical Approach fosters students' willingness to utter their ideas which makes teaching and learning a meaningful experience. When these were implemented with the participants of the study, they had more chances to practice the structures and the vocabulary learnt in class; their confidence to talk in class is also affected positively. Additionally, the learners can experience meaningful learning because they can relate the chunks and situations given with their own experiences. That is relatively attractive for learners and that is why they take the risk to share their context in class. As Bygate (1987) points out, speaking involves "making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path" (p. 3). Therefore, learners could build that confidence to use the target language spontaneously in different communicative contexts uttering their ideas without limitations and expressing themselves freely.

The Lexical Approach is an appropriate approach to impact the students' use of vocabulary in context because the vocabulary as well as the grammar is presented in a contextualized way where learners are challenged to practice the words in situations instead of using the words in isolated sentences without any type of connection. Teachers who work at English centers, universities, and schools are invited to implement this type of approach to foster students' use of vocabulary in context.

Working with the Lexical Approach with the pre-intermediate EFL English level not only improves oral production but also allows them to gain vocabulary for personal enrichment. Since university students are studying to become professionals, the contextualized context worked in

class must be aligned to topics they take in their academic programs given the fact that these topics will help them to grow personally and professionally; learners can have the chance to get better job opportunities and improve their performance. Consequently, teachers are advised to incorporate the Lexical Approach in their teaching practices according to their students' needs.

Implementing the Lexical Approach at the university level is a good source to take into the teaching and learning processes in the EFL class because it helps to understand and provide a good class atmosphere, where learners are also equipped with the skills needed to overcome their own difficulties based on an integrated skills approach. Through the applicability of this approach, learners become active, motivated and confident, able to participate and accomplish the aims established in the class. Furthermore, The Lexical Approach provides a means to integrate students in a variety of situations and real-life tasks with the purpose of reducing negative feelings towards the English class that prevent them to participate in class. English teachers should implement this type of approach to obtain better results in regards to students' performance.

The design and development of the workshops with the support of the Lexical Approach based-teaching has a positive influence on EFL English course students in gaining new and specific vocabulary, allowing them to express their opinions and thoughts orally, obtaining oral fluency in terms of intonation, long pauses, accuracy, as well as confidence at the moment of speaking impacting positively their oral performance. English teachers should plan their classes including this type of methodology to innovate and provoke interest in the students; additionally, promoting in their students the acquisition of new vocabulary, motivating to express their ideas without fear of making a mistake.

Proper planning of oral activities that also integrate other language skills are meant to fulfil students' needs, interests, and learning preferences. These help the facilitator to create a good rapport and a positive classroom environment where students are willing to participate in the activities proposed. English teachers should plan their classes taking into account the diversity and needs of their students in the English classroom, providing them with the adequate knowledge to improve and build up better performances in their language skills.

The development of varied speaking tasks among the pre-intermediate EFL English course students contributes to the academic, professional, and personal domains of the students because learners can grow personally and professionally applying the knowledge they gain in the course in different situations. In fact, it helps students to improve their oral production which is necessary at the university level since they need to attend to different events, they are going to apply to jobs in which oral production is required, and they will be exposed to international exams to fulfil successfully the linguistic and communicative competence in the target language.

Regarding the nature of the study, a qualitative action research study, where different phases are taken into account with the purpose of intervening and improving a classroom issue, was applied. In this case, implementing lexis-based teaching lessons as an appropriate way to help learners to overcome the lack of oral production. I open the invitation to English language teachers to explore this type of qualitative studies to help their students improve and reflect upon their performance; moreover, through this kind of research studies, teachers have the possibility to enhance their teaching practice.

Future studies need to be conducted to improve learners speaking and performance in the EFL class since these professional students require to participate in national and international events where they need specific chunks to communicate and express their thoughts.

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Appendixes

Appendix A: Participatory Observation

UNIVERSIDAD DE CALDAS
MASTER'S DEGREE IN ENGLISH DIDACTICS



Lexical Approach: A way to improve remote pre-intermediate learners' oral production

Institution:		Level:	
City:		Participants:	
Date:		Topic of the lesson:	
Time:		Observer:	
Learning Aim: By the end of the lesson, learners will be able to perform a simulation oral dialogue by using some chunks of holiday places, comparative and superlative adjectives, and at the travel agent language patterns.			
Speaking aim: By the end of the lesson, students will be able to speak about holiday places within a dialogue at the travel agent by using some chunks of holiday places, comparative and superlative adjectives, and at the travel agent language patterns through a simulation oral dialogue.			
Speaking strategy: Oral lexical chunks performance and Simulation oral dialogue.			
Lexical Approach strategy: Expanding word Knowledge, putting adjectives to work, walkabout cloze, were you paying attention?, live writing, chunk swap, two sentence contextualization, are you primed for this?, understanding exercises by clarifying goals, ensuring the students speak, and backward design.			

Aspects	Students' Oral Production	Behavior Observed
Fluency	Smooth and fluid speech. few to no hesitations; no attempts to search for language chunks in the simulation oral dialogue.	
Vocabulary range	Excellent control of language chunks with a wide range of well-chosen lexis with full flexibility and precision in the simulation oral dialogue.	
Accuracy	Shows a high degree of grammatical control. Does not make errors or can correct most of his/her mistakes in the simulation oral dialogue.	
Pauses	Speaks fluently with no pauses or self-correction when attempting to use language chunks in the simulation oral dialogue.	
ICT use or use of online resources	Effectively uses ICT and online resources during the process of performing a simulation oral dialogue in the main speaking task.	

Appendix B: Peer Observation

UNIVERSIDAD DE CALDAS
MASTER'S DEGREE IN ENGLISH DIDACTICS



Lexical Approach: A way to improve remote pre-intermediate learners' oral production

Class observed: _____

Date: _____ **Time:** _____ **Observer:** _____

INSTRUCTIONS: Use this observation checklist to indicate the frequency in which the listed behaviors are observed during the picture description about past journeys; record a tally every time you observe each behavior listed in the students' oral production column.

Use the space below to make additional comments on specific behaviors you observe, relevant to the items on the list.

Aspects	Students' Oral Production	Frequency of Events	Comments
Fluency	Smooth and fluid speech. few to no hesitations; no attempts to search for language chunks in the photo description.		
Vocabulary range	Excellent control of language chunks with a wide range of well-chosen lexis with full flexibility and precision in the photo description.		
Accuracy	Shows a high degree of grammatical control. Does not make errors or can correct most of his/her mistakes in the photo description.		
Pauses	Speaks fluently with no pauses or self-correction when attempting to use language chunks in the photo description.		
ICT use or use of online resources	Effectively uses ICT and online resources during the process of describing a photo in the main speaking task.		

Appendix C: Students' survey

UNIVERSIDAD DE CALDAS
MASTER'S DEGREE IN ENGLISH DIDACTICS



Lexical Approach: A way to improve remote pre-intermediate learners' oral production

OBJETIVO: Esta encuesta pretende identificar algunos aspectos con su desempeño oral durante la clase de inglés como lengua extranjera. No es un examen para medir sus conocimientos.

INSTRUCCIONES: Es importante resaltar que la información recopilada será confidencial y sólo se utilizará con fines de investigación. Las respuestas que se proporcionen son completamente personales y honestas teniendo en cuenta la clase sobre mi pasado viaje que acabamos de terminar. Por lo tanto, no hay respuestas correctas o incorrectas.

A) FLUIDEZ

Teniendo en cuenta la escala de 1 a 10, siendo 1 el menor valor y 10 el valor más alto, cómo considera los siguientes aspectos de acuerdo con la sesión sobre mi pasado viaje que acabamos de terminar.

1. Se me facilitó presentar mis ideas oralmente en la descripción de la foto.
1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__

2. Utilicé el vocabulario apropiado en mi intervención oral al momento de describir la foto.
1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__

B) RANGO DE VOCABULARIO

Marque con una (x) la opción que estime conveniente.

4. El vocabulario presentado durante la clase me ayudó a tener dominio y mejor control en mi descripción oral.

Totalmente de Acuerdo	De acuerdo	Ni acuerdo/Ni desacuerdo	de en	En desacuerdo	Totalemente en desacuerdo

5. Considero que utilice un rango alto de las expresiones del lenguaje siendo apropiadas para la descripción de las imágenes.

Totalmente de Acuerdo	De acuerdo	Ni acuerdo/Ni desacuerdo	de en	En desacuerdo	Totalemente en desacuerdo

C) PRECISION

7. Mis ideas durante la descripción de imágenes fueron presentadas con la construcción de oraciones de manera clara y comprensible al receptor.

Totalmente de Acuerdo	De acuerdo	Ni de acuerdo/Ni en desacuerdo	En desacuerdo	Totalemente en desacuerdo

8. Mi descripción de la información sobre viajes pasados fue correctamente estructurada en el tiempo pasado y lógica en la intervención oral.

Totalmente de Acuerdo	De acuerdo	Ni de acuerdo/Ni en desacuerdo	En desacuerdo	Totalemente en desacuerdo

D) PAUSAS

9. Tuve que parar mi intervención oral con frecuencia.

Totalmente de Acuerdo	De acuerdo	Ni de acuerdo/Ni en desacuerdo	En desacuerdo	Totalemente en desacuerdo

E) USO DE RECURSOS DIGITALES

11. Uso de la plataforma digital me pareció una buena herramienta para guiar mis intervenciones orales.

Totalmente de Acuerdo	De acuerdo	Ni de acuerdo/Ni en desacuerdo	En desacuerdo	Totalemente en desacuerdo

F) OPINION PERSONAL

13. ¿Considera que la sesión sobre mi pasado viaje lo impulsó a hablar de una forma más fluida, en el idioma inglés? Explique su respuesta

14. ¿Considera que la sesión sobre mi pasado viaje lo impulsó a hablar de una forma precisa y sin pausas, en el idioma inglés? Explique su respuesta

Appendix D: Students' artifact

MASTER'S DEGREE IN ENGLISH DIDACTICS

Lexical Approach: A way to improve remote pre-intermediate learners' oral production

Institution:		Level:	
City:		Participants:	
Date:		Topic of the lesson:	
Time:		Observer:	
Learning Aim: By the end of the lesson, learners will be able to describe last journeys by using some colligation for the past simple and chunks of travelling.			
Speaking aim: By the end of the lesson, students will be able to speak about last journeys by using some colligation for the past simple and chunks of travelling through photo description.			
Speaking strategy: Oral lexical chunks performance and sample photo description.			
Lexical Approach strategy: Chunking around a theme, find someone who..., chunks in the picture, and charades.			
This observation checklist is used to indicate the frequency in which the listed behaviors are observed during the photo description about past journeys. A tally is recorded every time each behavior listed in the students' oral production column is observed in the oral transcriptions.			

CONVENTIONS:

T- (teacher) **S-** (student) **Text in italics:** unknown or ungrammatical word

Text in parentheses: Notes by teacher- researcher

T: umjum OK, try to do it, let's see.

S: ammm I traveled o I flew in airplane to London eee here eee talk aaa abou about and next aa after emm after went to a amm a New York and here I took eee mmm ¿cómo digo muchas fotos?

T: lots of photos.

S: Lots of photos photos, anddd ¿donde estamos? and after ee a few a to Italy, here I stay in a big hotel, big hotel. And after aa aa a a Roma, the Coliseum of Roma.

Appendix E: Lesson Plan

UNIVERSIDAD DE CALDAS
MASTER'S DEGREE IN ENGLISH DIDACTICS
LESSON PLAN WORKSHOP 1



Institution:	Brighton	Level:	Pre-Intermediate																																				
City:	Pasto	Participants:	4 Students between 20 to 40 years																																				
Date:	27,28-10-2020	Topic of the lesson:	My last journey/trip																																				
Time:	4 Hours class	Name:	Julie Benavides Ricaurte																																				
Learning Aim: By the end of the lesson, learners will be able to describe last journeys by using some colligation for the past simple and chunks of travelling.																																							
Speaking aim: By the end of the lesson, students will be able to speak about last journeys by using some colligation for the past simple and chunks of travelling through photo description.																																							
Speaking strategy: Oral lexical chunks performance and sample photo description.																																							
Lexical Approach strategy: Chunking around a theme, find someone who..., chunks in the picture, and charades.																																							
Materials: Zoom online platform, Laptop, Flashcards, Power point presentation, lesson plan, WhatsApp.																																							
WARM UP:																																							
See past expressions (15 Minutes) Students-Teacher																																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">last</td> <td style="padding: 5px;">yesterday</td> <td style="padding: 5px;">ago</td> <td style="padding: 5px;">last</td> <td style="padding: 5px;">Monday</td> <td style="padding: 5px;">they</td> </tr> <tr> <td style="padding: 5px;">minutes</td> <td style="padding: 5px;">boy</td> <td style="padding: 5px;">last</td> <td style="padding: 5px;">ago</td> <td style="padding: 5px;">1998</td> <td style="padding: 5px;">year ago</td> </tr> <tr> <td style="padding: 5px;">ago</td> <td style="padding: 5px;">were</td> <td style="padding: 5px;">a</td> <td style="padding: 5px;">was</td> <td style="padding: 5px;">day</td> <td style="padding: 5px;">I was</td> </tr> <tr> <td style="padding: 5px;">month</td> <td style="padding: 5px;">day</td> <td style="padding: 5px;">ten</td> <td style="padding: 5px;">five</td> <td style="padding: 5px;">two</td> <td style="padding: 5px;">at before</td> </tr> <tr> <td style="padding: 5px;">in</td> <td style="padding: 5px;">home</td> <td style="padding: 5px;">when</td> <td style="padding: 5px;">I</td> <td style="padding: 5px;">the</td> <td style="padding: 5px;">last yesterday</td> </tr> <tr> <td style="padding: 5px;">Christmas</td> <td style="padding: 5px;">last</td> <td style="padding: 5px;">birthday</td> <td style="padding: 5px;">born</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">when</td> </tr> </table>				last	yesterday	ago	last	Monday	they	minutes	boy	last	ago	1998	year ago	ago	were	a	was	day	I was	month	day	ten	five	two	at before	in	home	when	I	the	last yesterday	Christmas	last	birthday	born		when
last	yesterday	ago	last	Monday	they																																		
minutes	boy	last	ago	1998	year ago																																		
ago	were	a	was	day	I was																																		
month	day	ten	five	two	at before																																		
in	home	when	I	the	last yesterday																																		
Christmas	last	birthday	born		when																																		
I was off school the day before yesterday																																							
I...																																							
PRESENTATION:																																							
Practice daily irregular and regular past verbs and past simple questions.																																							
Students read through the questionnaire and think about the questions they need to ask.																																							
Students mingle and complete the questionnaire by writing students' names in the box and ask further question using learnt W-questions.																																							
Find someone who... (40 Minutes) Students-Students																																							
... Saw a great film on TV last night																																							
Question: What movie did your sister see on TV last night?																																							
... Stayed at home and played on the computer all day																																							
Chunks in the picture (40 Minutes) Students-Students																																							
Teacher sends a set of pictures and language chunks about Colligation for the past simple and chunks of travelling. One set per pair. (annex 1):																																							
Colligation for the past simple																																							
any+noun	I didn't get any souvenirs for my last birthday																																						
anyone, anything, anywhere	I didn't go anywhere on Saturday I didn't see anyone I didn't do anything																																						
I expected it to I didn't expect it to	I expected this journey to be better/more exciting/more boring/more interesting I didn't expect this trip to be so good/bad/interesting/amazing																																						
Chunks of Travelling																																							
Enjoyed the nightlife	Went sightseeing	Walked in the																																					

		mountains
<p>Students work in pairs, mingle and look for English colligation for the past simple and chunks of travelling that appear in the picture.</p> <p>In pairs, learners match the colligation and chunks of traveling on the power point slides.</p> <p>Learners and teacher go from picture to picture and discuss any chunk written on the slides that they do not know. They can ask the teacher or their classmates.</p> <p>Teacher displays the picture, along with the chunks on the zoom platform.</p> <p>Learners describe the pictures using the learnt chunks.</p>		
<p>PRACTICE:</p> <p>Charades (35 Minutes) Teacher-Students</p> <p>Teacher prepares different cards on power point, each containing Colligation for the past simple and chunks of travelling. (annex 2):</p> <p>Teacher divides the class into groups and give each group sentence cards. Groups should not reveal their sentences to anyone else.</p> <p>Teacher tells the groups to take turns miming, drawing, or giving examples using their sentences for the rest of the class to guess. For each sentence, provide the exact number of words on the online board and a given word as follows:</p> <p style="text-align: center;">_____ last _____</p> <p>Matching the chunk (20 Minutes) Students-Teacher</p> <p>Teacher provides sentence beginnings and endings on the online board (annex 3):</p> <p>In pairs, teacher tells learners to match these sentence beginnings to the endings with a past time expression.</p>		
<p>PRODUCTION:</p> <p>Speaking strategy: Sample picture description (45 Minutes) Students-Teacher</p> <p>Teacher introduces a series of pictures related to past journeys. (annex 4):</p> <p>Teacher elicits a sample picture description.</p> <p>Each student has time to speak about the shown journey in the picture.</p> <p>Teacher asks students question about the picture.</p>		
<p>EVALUATION:</p> <p>Speaking strategy: Oral photo description (45 Minutes) Students-Students</p> <p>Learners use the Colligation for the past simple and chunks of travelling in a speaking task.</p> <p>Students talk about a personal journey that they have lived.</p> <p>Before to start, students have some minutes to brainstorm the studied language chunks that they think they could use when they describe their journey about their past holidays.</p> <p>Students describe a holiday that they had inside the country or outside and they would have to use the lexical chunks that they could use for that task.</p> <p>Students bring a photo or photos to show their classmates about their past journey experience.</p> <p>Other classmates identify student’s lexical chunks in his/her oral production.</p> <p>Students add as many follow-up questions they want using the colligation for the past simple and chunks of travelling</p> <p>The oral performance interventions are recorded and interacted in the online zoom platform.</p>		