

Vocabulary Workshops and the Lexical Approach in the Learning of Collocations

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To the memory of my beloved brothers

Manuel Ricardo Sarmiento Tacha

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Abstract

This qualitative action research study explored the contribution of two vocabulary workshops, based on the lexical approach, to the learning of collocations in sixth graders in a public school. The current study was conducted with 18 students aged 10-13, and the data gathering instruments used were students' artefacts, teacher's field notes and a questionnaire. Data gathered were analysed under the framework of the grounded theory and the color coding technique. The findings evinced a positive effect of sequenced self-discovery, self-investment and learning styles-based materials for productive activities using collocations. Besides, lexical approach and learning strategies supported learning collocations through diverse activities. Students identified collocations in contextual sentences or short texts.

Keywords: materials development, the lexical approach, collocations

Resumen

Esta investigación acción cualitativa explora la contribución de dos talleres de vocabulario, al aprendizaje de colocaciones, estructurados bajo el enfoque léxico, en estudiantes de sexto grado de una Institución Educativa Departamental (IED). El estudio se realizó con 18 estudiantes de edades entre los 10 y los 13 años, y la información se recolectó a través de artefactos de los estudiantes, notas de campo de la maestra, y un cuestionario. Los hallazgos demostraron un efecto positivo de los materiales que se desarrollaron bajo los principios de adquisición de segundas lenguas y el marco de referencia para el desarrollo de materiales y el enfoque léxico. Además, el enfoque léxico y las estrategias de aprendizaje respaldaron la enseñanza de las colocaciones a través de diversas actividades que iban desde el simple reconocimiento de las colocaciones y finalizó con la redacción de un texto corto.

Palabras clave: desarrollo de materiales, enfoque léxico, colocaciones

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Description

This action research study aimed at exploring the contribution of two vocabulary workshops, based on the lexical approach, to the learning of collocations in sixth graders in a public school. The participants in this research study were 18 students, nine girls and nine boys aged 10-13 years, and data gathering instruments used were students' artefacts, teacher's field notes and a questionnaire.

Three theoretical constructs underpinning this research study were Materials Development, Lexical Approach, and collocations. Materials Development entailed the insights of experienced scholars: Graves (1996), Jolly and Bolitho (1998), Núñez (2010), Núñez and Téllez (2008, 2009, 2015), Núñez, Téllez, and Castellanos (2012, 2013, 2017a, 2017b), Masuhara, (1998) Tomlinson (1998, 2003, 2011). Lexical approach followed Lewis (1993, 2008) and Thornbury (2007), and collocations centered on Lewis (1993, 2008) and Nation's (2001) theories.

The results of this research study showed that the development and implementation of vocabulary workshops, based on the lexical approach had a significant effect on the learning of collocations in sixth graders in Pio X School, as students learned the target collocations through the materials designed under the SLA principles and the principles of the Lexical Approach. The students increased their awareness of the existence of different kinds of words or chunks of words which let them improve their comprehension and use of the language as stated by Lewis (1993) "Vocabulary learning and acquisition can be aided through classroom procedures which: Help students identify lexical items correctly" (p. 117). It is to say that the procedure that I implemented through the vocabulary workshops was effective to reach the goal of the research of helping students to recognize and use the target collocations. There was a positive effect of sequenced self-discovery, self-investment and learning styles-based materials for productive materials using collocations. Besides, students learned collocations through diverse activities supported by Lexical Approach and learning strategies.

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Content

This research study comprised five chapters. The first stated the research problem, the research question, general and specific objectives, and related studies. The second chapter showed the literature review and the theoretical constructs. The third one described the methodological and instructional designs. The fourth chapter explained data analysis, research categories and subcategories, and findings and results. Finally, the last chapter presented the conclusions, the pedagogical implications, limitations, and suggestions for further research.

Methodology

I assumed the qualitative research approach to explore the contributions of vocabulary workshops for the teaching of collocations. According to Burns (1999), this approach “offers descriptions, interpretations and clarifications of naturalistic social context ... to draw on the data collected by the research to make sense of the human behavior within the research context” (p. 22). My research study was also framed by the action research stated by Cohen and Manion (2007) “action research is a small- scale intervention in the functioning of the real world and a close examination of the effects of such intervention” (p. 227). My research was a small intervention and observation of the students’ in the learning process of my students with the purpose of improving it. The target population was selected by the convenient sampling technique. In light of Etikan, Musa, and Alkassim (2016) is a kind of “sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study” (p. 2). Thus, I used convenient sampling because I selected the participants in regard to their availability during the whole research process. I analyzed data through the grounded theory and used the color coding technique (Stottok, Bergaus & Gorra, 2011). Besides, I validated data analysis through the theoretical and the methodological triangulation (Denzin & Lincoln, 1994). The pedagogical intervention was the design and implementation of two vocabulary workshops based on the Lexical Approach with six lessons for

the learning of collocations, inspired on five Second Language Acquisition principles (Tomlinson, 1998). This intervention was an innovation for IED Pio X as it was the first time that a teacher designed and developed materials according to the students' needs, which represented significant growth in my teaching practice.

This research study was framed within the linguistic perspective in which (Tudor, 2001) stated "if students enter the classroom with a positive predisposition to the language or to the learning process, there is a good chance that productive learning can be achieved..." (p. 96). The students' level of motivation is a significant factor to enrich the learning process and increase class productivity, as the outcome of teachers' enthusiastic attitude toward the teaching practice.

Concerning the vision of language learning, I conceived the role of affect defined by Tudor (2001). The methodological approach underlying the pedagogical intervention was the Lexical Approach, following some methodological principles established by Lewis (1993). The instructional phases were developed in the next sequence: Determining students' weaknesses, determining the approach, stating the objectives of the materials, building the activities for the workshops, appraising materials and making changes, sensitization, informed consent, and implementation of the materials.

Conclusions

First, students became aware of the existence of different kinds of words or chunks of words, which let them improve their comprehension of the language, as Lewis (1993) stated "Vocabulary learning and acquisition can be aided through classroom procedures which: Help students identify lexical items correctly" (p. 117). Second, students knew and used the learning strategies as suggested by Núñez (2010) "using learning strategies not only facilitates learning, but also makes the student aware of the way they construct knowledge, which may lead them to self-assess and regulate their own learning" (p. 36). Since students have their own learning styles, they need to find the best way to accomplish their goals through different resources, like learning strategies. As a result of using cognitive and memory strategies, students could store collocations on memory for late retrieval, which is the first step to learn words as Oxford (1990) asserted "memory strategies focus mostly on storage function, because that is the initial key to learning" (p. 58). I can declare that students learned collocations because they developed conscious L2 knowledge through a formal study as Krashen (as cited in Lewis, 1993) affirmed "learning consist of the development of conscious L2 knowledge through formal study" (p. 20). The materials developed under the SLA principles, by the teacher-researcher, made a big difference in the classroom atmosphere because the materials were colorful and attractive, as asserted by Núñez and Téllez (2009) affirmed that "the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners" (p. 173). Moreover, students developed a level of positive affect during the development of the workshops. As Tomlinson (2010) stated "Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not" (p. 89). Hence, I can conclude that the materials were effective for teaching collocations because they caused a positive effect on the students learning process. The effect of materials on students can be summarized by this quote expressed by a girl: "I feel myself more intelligent" (Survey, student 12).

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Introduction

English as a foreign language is a worldwide gate to increase knowledge and successful opportunities of interaction with other citizens of the world. Quite a number of Colombian people have missed the chance to work or study abroad due to their low level in foreign language competence. For these reasons, the National Ministry of Education (MEN) implemented the National Bilingual Colombia Program (2004) whose slogan was “English as a foreign language a strategy for competitiveness” (p. 2). Three documents of “Bilingual Colombia” inspired my research project: “Basic competency standards in foreign language” (2006) “Basic learning rights” (2016) and “suggested curriculum structure” (2016). They have relevance for the current research study, regarding the standardized scope, sequence and syllabus as a starting point for the implementation of my pedagogical intervention.

The current research study intended to analyse and describe how sixth graders in Pio X School learn collocations through the implementation of two vocabulary workshops based on the lexical approach. This document comprises five chapters. In the first one, the reader finds the statement of the problem, the related studies, the setting, the research question, and the general and specific objectives. The second chapter presents the literature review of the theory developed in this study. The third one explains the methodological design, the research approach, the type of study, the context, the participants, the instruments for data gathering and the instructional design. The fourth chapter explains the data analysis; and the fifth chapter reveals the conclusions and the pedagogical implications, limitations, and some suggested questions for further research.

Chapter I

Research Problem

Statement of the Problem

Through my class observation and the revision of my students' work, I realized that students do not understand the meaning of words within the contexts, and the first thing they do is looking up the meaning of isolated vocabulary in the dictionary, without considering functions or use. For that reason, I decided to systematize my observations through the application of a needs analysis survey that evinced that the 75 percent of my students affirmed that lack of vocabulary is the main obstacle to communicate in English. In this regard, Cameron (2001) defined ten kinds of knowledge related to learning words: "Receptive knowledge, memory, conceptual knowledge, phonological knowledge, grammatical knowledge, collocational knowledge, Orthographic knowledge, pragmatic knowledge, connotational knowledge and metalinguistic knowledge" (p. 77). Each kind of knowledge related to words plays a significant role in understanding and using words properly. However, for the purpose of this study, I only worked on memory and collocational knowledge.

To improve my students' memory and the collocational knowledge of my students I developed two workshops on collocations since commercially produced coursebooks and supporting teaching materials do not meet my students' needs and contextual requirements; they rather satisfy economic interests. In this regard, Kumaravadivelu (2001) argued that "to ignore local exigencies is to ignore lived experiences" (p. 539). On the same spirit Gray (2000) affirmed that "course books as a government-backed enterprise with an economic and ideological agenda aimed ultimately at boosting commerce" (p. 274). Along similar lines, Núñez, Téllez and Castellanos (2013) asserted that "materials are socio cultural resources" (p.10); Kumaravadivelu (2016)

underscored that materials should include “a variety of adds-on to meet the demand for a local fit” (p. 75); and Canagarajah (2005) declared that they should also be created “by each community in relation to its history, needs, and aspirations” (p. 199). Thence, by designing and implementing two contextualized vocabulary workshops that took into consideration the partialities of the students and their contexts, I expect to facilitate my students’ language learning process, especially by encouraging them to exploit their potential to learn collocations associated with their everyday life experiences.

Some reflective and informed English teachers have started to create their own materials for their classes due to three reasons; first, in public settings they are not allowed to ask students to buy textbooks; second, the existing materials are decontextualized; and third need to overcome that absence. To this respect, Hutchinson and Torres (1994) mentioned that “student teachers are taught that good teachers do not follow the textbook but devise their own curriculum and materials (p. 316). Along similar lines, Littlejohn (2012) expressed, that teachers need to start “resisting the manner in which uniformity is being imposed” (p. 295). Accordingly, my main interest is to develop materials that meet the students’ characteristics and needs instead of passively using the existing textbooks over which teachers and learners “have little control” (Littlejohn, 2011, p. 205). Consequently, teachers’ resistance to use decontextualized textbooks may encourage them to develop materials in accordance with the setting in which they will be implemented. It is worth highlighting the key role that teachers play in this process as they are the ones who know not only the learners’ learning and affective needs but also the type of activities that might have a bigger impact on their learning processes.

Research Question

How do the development and implementation of vocabulary workshops based on the lexical approach contribute to learning collocations in sixth graders in Pio X School?

Research Objectives

General objective. To explore the contribution of vocabulary workshops based on the lexical approach, to the learning of collocations in sixth graders.

Specific objectives. (a) To assess the appropriateness and usefulness of developing and implementing two vocabulary workshops based on the lexical approach for teaching collocations; (b) to evaluate the usefulness of the lexical approach to enhance students' learning of collocations; and (c) to describe the students' learning and use of strategies collocations in contextual sentences and short texts.

Related Studies

The theoretical constructs underpinning this research study are materials development (MD), the lexical approach, and vocabulary learning. Thus, I examined some previous studies, and found helpful insights to support my research study. First, I consulted studies addressing Materials Development and vocabulary; then, I sought studies related to the lexical approach and collocations, and vocabulary learning. Due to the scarce number of local studies, I included one study conducted abroad.

Two studies linked to Materials Development and vocabulary learning, they are the studies of Reyes (2015) and Delgado (2017). I also included two studies related to the lexical competence and the Lexical approach, the one conducted by Mellizo (2013) and Montaña's (2015). Finally, I included two studies related to vocabulary learning Martínez (2014) and Briceño (2015) and an international study about collocations.

The next two studies had as a main constructs Materials Development and vocabulary learning as main constructs, and they gave me some insights in the development of my research.

The study conducted by Reyes (2015), was an action research conducted with seventh graders in a public school to explore the contribution of developing and implementing materials supported by vocabulary learning strategies to the learning of vocabulary. The data gathering instruments were students' artefacts, teacher's field notes and students' logs. The results of this study evinced the need of developing and implementing materials that respond to students' needs to engage them in learning. Also, the students used vocabulary learning strategies that help them become more independent while working in groups. This study was important for my research because it showed the importance of learning strategies and the materials development framework in an effective process of teaching vocabulary.

Another relevant study is Delgado's (2017) action research carried out with sixth graders in a public school, and its purpose was to describe the effect of developing and implementing contextualized workshops, based on four memory strategies, on students' vocabulary learning. Students' artifacts, teacher's field notes and an entry and exit survey were the data gathering instruments used to gather the information. The results of the study suggested that contextualized materials supported by explicit memory strategies and informed by the multidimensional approach positively impactes students' vocabulary learning. Also, these materials raise students' confidence. In relation to my study, Delgado (2017) gave me important insights about the importance of the Materials Development framework in developing suitable materials for teaching vocabulary and highlighted the importance of using the learning strategies when designing materials for teaching vocabulary.

The next two related studies had as main constructs the lexical competence, the Lexical Approach and collocations in the learning of vocabulary and in the development of fluency.

The third related study was Mellizo's (2013) case study aimed at developing the lexical competence through games in a public high school. The participants were 32 students and data gathering instruments were field notes, artifacts, surveys and a rubric for evaluating the writing skill. Therefore, I adopted this approach to enhance my students' lexical competence. This research showed me the process in which the development of the lexical competence improved the four language skills, so I took into account the lexical competence in my research, which finally took me to the Lexical Approach.

In regard with collocations, the fourth study is Montaña's (2015), who developed an action research on the development of oral fluency through learning activities based on collocations. Her main constructs were the lexical approach, collocations, task-based approach and ESP (English for specific purposes). The participants were 11 trainee flight attendants of Avianca's training school, aged 18 to 25 and the data collection instruments were teacher's field notes, surveys and audio and video recordings. The findings demonstrated that the overt instruction on collocations and its frequent use contributed to students' self-confidence and fulfillment of communicative purposes. Although this study had a particular population, it was useful to my research because the researcher proved the positive effect of the Lexical Approach on fluency through the development of activities based on collocations.

The next two related studies are Martínez's (2014) and Briceño's (2015), whose constructs are vocabulary learning, vocabulary building and Materials Development.

Martínez (2014) conducted an action research study on the role of vocabulary strategies in learning vocabulary. She developed workshops and reading comprehension activities that responded to students' interest. The data gathering instruments were students' artefacts, questionnaires and tests. The findings demonstrated that the process of vocabulary learning strengthened since they were able to do incredible descriptions using the words learned. Also, they used the vocabulary strategies making associations and classifying words under categories or grouping set of related words. She concluded that the use of learning strategies such as associating, labeling, matching, organizing, transferring, classifying and listing words was useful to develop vocabulary learning in students. Based on this study, I decided to use learning strategies to enrich my classes and my research.

Briceño (2015) conducted a qualitative action research on the use of worksheets based on games to enhance the vocabulary building with 22 students of sixth grade in a public school. The data-gathering instruments were field notes, worksheets, and surveys. This study gave me some insights about the vocabulary learning activities to develop on my research.

The last related study is Jiang's (2009) who designed didactic materials to enhance consciousness and productive use of collocations in English, which proposed collocation- focused tasks to analyze how the Chinese students of English used the collocations. The researcher used self- designed collocation tasks to guide learners to become aware of the existence of collocations and learner and teacher feedback on these collocation- focused tasks. The results remarked on the inclusion of collocations in language teaching and learning materials since the activities proposed may help students become conscious of the existence of such collocations and of their own learning processes. For this reason, my research raised the collocation awareness and use in the sixth graders at the Pio X School.

Setting

This research study took place in PIO X School, located in the urban area of Chipaque, a small town in the Eastern region of Cundinamarca where I have worked as an English teacher for two years with sixth, seventh and tenth graders. The target population were 18 sixth graders: nine girls and nine boys aged 11 to 13 years. They attend five English class sessions per week, these students do not reach B1 level because in primary school they did not have English teacher and only learned some elemental vocabulary in English. The institution has three class groups of sixth grade, but I only implemented the research study with one of them, and the other ones participated for piloting the instruments. The mission of the school focuses on delivering people with high academic competences that are projected to higher education to society. For that reason, during 2017, the school increased the number of English class sessions from two hours to five hours per week, to improve the students' English skills to be prepared for higher education.

Rationale

The implementation of this research study was significant to Pio X School, regarding the students' need to solve weaknesses in understanding texts in English, due to the lack of vocabulary. Since the students translate texts by using the bilingual English dictionary to find isolated words, as do not know about collocations, the implementation of this study encouraged my students to be conscious of the occurrence of words that go together to convey meaning.

This study helped me find new options to enhance my teaching practice by broadening my view of language teaching approach and pedagogical procedures to meet my students' needs, through fun and productive activities. Thus, I decided to create and adapt suitable materials to foster my students' learning process and strengthen the English program of the school through my research study, my advice and proposals to overcome weaknesses related to collocations. Although

the school assigned a textbook for the EFL program, it does not fulfill the students' learning expectations or interests because the book context is totally different from the actual context of my students. Hence, I designed and implemented my own workshops aligned with the topics of the English syllabus of the school. Likewise, this study may have influence the local and regional EFL community of teachers working with sixth graders and interested in teaching collocations to improve reading comprehension.

This study contributes directly to the research line in Materials Development and Didactics, ascribed to the research group Critical Pedagogy and Didactics for Social transformation at Universidad Externado de Colombia. First, the theoretical contribution is evident as the pedagogical intervention was informed by six Second Language Acquisition (henceforth SLA) principles and a contextualized MD framework that considered the leading principles “justice, equity and inclusion,” “empowerment and autonomy,” and “quality assurance and professional development” (Núñez, Téllez & Castellanos, 2013, p. 6). The first principle is reflected on the pedagogical intervention that was responsive to the needs and profiles of the students and to the particularities of the teaching context, which encouraged them to learn collocations through vocabulary workshops supported by the Lexical Approach. The second principle is evident in the inclusion of learning strategies along the two workshops helped students become aware of the existence and importance of applying them to learn English in an effective and meaningful way. In other words, the students were given the opportunity to become more empowered to self-direct their own learning process. Finally, the third principle is perceived in my roles as a teacher, researcher and text developer that allowed me to gain theoretical and practical insights of the fields of research, teaching English as foreign language and materials development. This on turn, allowed to innovate through materials developed to suit my students' needs, to assume a more dynamic role in the EFL classroom (Núñez & Téllez, 2009;

Núñez, Téllez & Castellanos, 2012), and to increase my personal and professional growth as well as and transformed my educational practice (Núñez & Téllez, 2015). In addition, the methodological contribution of the study became visible as the pedagogical intervention contemplated a customized and contextualized framework based on the school and students' educational, cultural, and social contexts. Finally, this study contributed to the local, regional, and national community by fostering future investigations related to materials development, the lexical approach and the learning of collocations.

Chapter II

Literature Review

The current research study is aimed at developing and implementing two vocabulary workshops based on the lexical approach for teaching collocations to sixth graders in Pío X School. To address the objectives of this action research study, I selected three theoretical constructs: Materials Development, The Lexical Approach and Collocations.

Materials Development

My aim to participate in the Master's Program in Education with emphasis on English Didactics was to foster my abilities as a materials developer, since MD is part of my daily practice in my EFL classroom. Being aware of my lack of experience to perform my classes before starting my research process, I decided to start my Master's studies to improve my practice as a teacher and create materials since as stated by Núñez and Téllez (2009), "Teachers ought to create materials that promote pleasant learning settings, thereby fostering motivation, interaction, and long-term learning" (p. 173). The MD framework gave insights and helped me structured the two workshops underpinned by the lexical approach to motivate my students and improve their process of learning collocations.

Thus, MD as a field, underlies the development and implementation of two vocabulary workshops for teaching collocations.

The field of materials development. Several authors have defined MD. I deemed important to mention Tomlinson's (2001) assertion:

Materials development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of design, implementation and evaluation of language

teaching materials. As an undertaking, it involves the production, evaluation and adaptation of language teaching materials. (p. 66)

In the same line of thought, Núñez and Téllez (2015) considered that “MD is a field of study focused on the effect of materials on the teaching-learning process of a foreign language” (p. 57). For us as teacher, it is very important to be aware of the positive effect that teacher-made materials could reach if we take into account the principles and procedures of MD. In my study, I developed a process to design and implement suitable and effective materials to develop two vocabulary workshops, keeping in mind procedures and methodology that allowed me to validate the appropriateness and relevance of my workshops in PIO X School context.

Materials development in language teaching. In the EFL classroom, materials development is a resource to develop an effective teaching of the language. In the view of Núñez, Pineda and Téllez (2004), there is not textbook that fulfills all teachers and students’ expectations and needs entirely. Furthermore, its content does not allow them to succeed in the EFL teaching and learning processes due to the content, or the kind of activities suggested. Thus, “Developing materials for EFL classrooms should not be viewed as a task confined to textbook developers” (Núñez, et al. 2004, p. 129). Consequently, teachers must develop their own materials according to their own context and their students’ needs since it is the only way to reach teaching goals. According to Núñez and Téllez (2009), “Teacher-developed materials boost not only effective learning settings and outcomes, but also teachers' pedagogical practice/performance” (p. 184). On the one hand, Núñez and Téllez (2009) argued that “learning activities that will eventually enhance students' self-confidence and self-worth as a result of learning at their own pace and in their own styles and in an enjoyable, non-threatening atmosphere that will keep their motivation up” (p. 184). On this basis, teachers need to go beyond and use the language as a means to increase self-

confidence and comfort to learn topics other than language and fulfil students' interests and needs. Therefore, by developing materials that suit the academic and affective needs of the students both students and teachers benefit. The students are encouraged to learn in a relaxed atmosphere and the teacher gains knowledge of the field of study of MD, theories of language teaching and learning and improve their educational practice.

Materials for teaching vocabulary. As previously mentioned, the purpose of my research study was to develop materials for teaching collocations. I undertook Tomlinson's (2003) assertion declaring that:

There are three aspects that are very important to take into account: first, a planned approach to vocabulary development will be much more effective than dealing with vocabulary in ad hoc or opportunistic ways. Second, there are learning conditions that enhance the learning of vocabulary and a major goal of materials development should be to design materials that are likely to create these conditions. Third, these conditions need to occur in activities that go across the four roughly equal strands of learning. (p. 365)

In my research, I assumed the Lexical Approach to vocabulary learning that was the Lexical Approach and developed learning strategies and the principles to improve the memorization process.

Authentic materials and inauthentic materials. My pedagogical intervention consisted of two vocabulary workshops based on the lexical approach for teaching collocations to sixth graders. Since I needed to select the kind of input for the workshops, I considered the insights of Montijano (2014) and Lewis (2008) and I used a combination of authentic and not authentic materials, including audios for listening part; some were authentic material, but the rest of the materials was adapted for teaching purposes.

Inauthentic materials are those created with the purpose of teaching. That kind of materials has some characteristics that help students develop a better learning process because they are, according to Montijano (2014), “The best materials that students may enjoy: personalized, as they cater for different learning styles, and relevant because they respond to the learners’ needs as no other material can do” (p. 281). For the aforementioned reasons, in the vocabulary workshops, I used authentic materials as input to create closeness with the learners. As mentioned by Lewis (2008), “Not many years ago language teaching materials could be astonishingly artificial, arid and remote from the students’ experience” (p. 28). The author further asserted that “if the learner does not enter into a relationship with the input, it is unlikely that it will contribute to intake” (p. 28). Thence, I carefully developed non-authentic workshops including topics related to everyday students’ experiences and activities and informed them with the lexical approach in an attempt to guarantee the pedagogical purpose of helping sixth graders learn collocations.

Furthermore, Language teaching and learning materials are ruled by Second Language Acquisition (SLA) principles and structured by theoretical frameworks, which are addressed in the pedagogical intervention and instructional phases, respectively.

Having discussed the first theoretical construct of this study, the next section is devoted to the lexical approach, as the second theoretical foundation that informs this study.

Vocabulary workshops for the learning of collocations. The two vocabulary workshops I developed were made up of five lessons each: vocabulary in context, listening comprehension, reading comprehension, writing, speaking, and the self-assessment section for students to evaluate the materials in terms of the three theoretical constructs underlying this study. Each lesson was divided into pre-while- and post learning activities for the corresponding language skill. In particular, vocabulary was worked prior to grammar as a structure (the latter is subordinated to the

former) and collocations were integrated considering them as the organizing principle that contemplated 15 chunks of words in each workshop.

The purpose of the workshops was to raise students' awareness of the lexical features and develop their ability to chunk language successfully in the different types of learning activities proposed, which privileged the process rather than the product. The collocations were intentionally worked in each one of the lessons designed in each language skill. Besides that, the principles for storing words in the long-term memory were taken into consideration for students to retrieve the already known words using the collocations in context, giving them space to learn the chunks of words at their own pace, and achieve cognitive depth by exposing students to a variety of cognitive decision-making while completing a range of learning activities. (Lewis, 1993). More than acquiring wide knowledge of words, what counts is the way in which students accomplish the process to understand meaning in context and consequently, learn how to use words within oral or written texts.

The Lexical Approach and Collocations

The Lexical Approach (LA) was the one that gave relevance to the lexical items over the grammar. Moreover, this approach considers that teaching about words that go together to convey meaning is more important than teaching isolated words that the student could understand by him/herself as Lewis (2008) asserted that “instead of words, we consciously try to think of collocations, and to present them in expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic ways” (p. 204). For that reason, my research is relevant in the sense of helping my students to be conscious of the existence of the collocations.

It is very common to think that lexical items are just lists of words; on the contrary, vocabulary is more than a simple glossary, as asserted by Lewis (2008) “The Lexical Approach argues that language consists of chunks which, when combined, produce continuous coherent text. The chunks are of different kinds and four different basic types are identified” (p. 7). The first kind refers to single words; the second kind is collocations; the third corresponds to fixed expressions and the fourth are semi-fixed expressions (Lewis, 1993). Isolated words have basing meaning. However, when they are combined, they have a different meaning. Moreover, they may change their grammar function depending on the position within a sentence.

Collocations. As the aim of my research is to improve the learning of collocations it is important to clarify the definition of collocation. Lewis (2008) defined it as “The phenomenon whereby certain words co-occur with other words with more than random frequency” (p. 215). Likewise, Nation (2010) defined collocation as “a group of words that belong together, either because they commonly occur together like *take a chance*, or because the meaning of the group is not obvious from the meaning of the parts” (p. 317). It is also important mention some arguments to justify the importance of collocations as stated by Nation (2010):

1. Language knowledge is collocational knowledge.
2. All fluent and appropriate language use requires collocational knowledge. Pawley and Syder (1983) argue that the best way to explain how language users produce nativelike sentences and use the language fluently is that in addition to knowing the rules of the language, they store hundreds of thousands of preconstructed clauses in their memory and draw on them in language use.
3. Many words are used in a limited set of collocations and knowing these is part of what is involved in knowing the words. (p. 318).

In this research, the teaching of collocations is necessary the because the students increase

their repertoire of words and expressions and this, in turn, might help them reach fluency when they know how to use them properly.

Collocational Knowledge. As learning collocations is the core of this study, I deemed relevant to include some definitions of this term. Gaining knowledge of collocations, contributes to enlarge students' vocabulary use and learning. In this regard, Cameron (2001) asserted that it is "to know which other words can be used with it" (p. 77). In addition, Nation (2010) stated that "The strongest position taken on the importance of Collocational Knowledge is that it is essential because the stored sequences of words are the bases of learning, knowledge and use" (p. 321). Nation (2010) asserted that "By having chunks of language in long term memory, language reception and language production are made more effective" (p. 321). This study aided students to store a group of collocations on the long-term memory to improve their language learning process.

Principles and implications of the lexical approach. The Lexical Approach has a series of principles that I applied during the implementation of the the pedagogical intervention. Those principles are as stated by Lewis (1993):

- a) Language consists of grammaticalised lexis, not lexicalised grammar.
- b) Collocations is integrated as an organising principle within syllabuses.
- c) Successful language is a wider concept than accurate language.
- d) The primacy of speech over writing is recognised.
- e) Receptive skills, particularly listening, are given enhanced status.
- e) Task and process rather than exercise and product, are emphasized.
- f) Vocabulary learning can be aided through classroom procedures which help students identify lexical items correctly, encourage recording in helpful not linear formats, and encourage transfer from short to long term memory. (p. vi)

Thence, by integrating these tenets to the two workshops, they offer much more possibilities to help students learn collocations while dealing with aspects related to students' daily life and experiences.

Vocabulary Learning

Vocabulary is a significant source of knowledge in the process of learning a foreign language. To this respect, Wilkins (as is cited in Thornbury, 2007) considered that "without vocabulary nothing can be conveyed" (p. 111). For this reason, it is important to know how individuals learn vocabulary and the learning strategies they use to achieve it. Similarly, as Thornbury (2007) affirmed, "Learning a second language involves both learning a new conceptual system and constructing a new vocabulary network- a second mental lexicon" (p. 18). Learning vocabulary is essential to develop the four language skills: reading, writing, listening and speaking as students find difficult to speak or write without managing enough vocabulary.

Similarly, it is worth mentioning some authors who have carried out some research studies to make vocabulary meaningful and significant for learners. For instance, Nemati (2009) underscored that:

The impact of teaching vocabulary through memory strategies in terms of short and long memory retention between an experimental group and a control group. The results indicated that the experimental group had a better performance with memory strategies in short-term and long-term retention and recommended that as many learners do not develop sufficient mastery of the vocabulary, explicit instruction of memory strategies and giving strategy awareness can facilitate them to store and retrieve new vocabulary items. (p. 1)

Thus, these memory strategies are important to this study since they are powerful mental tools that can enable students to learn vocabulary. Learners would not be able to retrieve words

unless they were appropriately stored on their memory, and vocabulary strategies could help learners cope with this problem. This study highlights the strong relationship between vocabulary strategies and their effect on vocabulary retention.

Principles for storing words on the long-term memory. The research on the field of memory has found some principles that we must take into account to assure that words at the short-term memory moves to the long-term memory. Those principles, according to Thornbury (2007), are “Repetition, retrieval, spacing, pacing, use, cognitive depth, imaging, personal organizing, mnemonics, and motivation and very high of attention called arousal” (p. 24-25). For this study, I considered Thornbury’s (2007) principles:

Repetition: It has to do with words met at least seven times over spaced intervals within a reading text, and the readers have the chance to remember them.

Retrieval: The retrieval practice-effect means that the act of retrieving a word from memory makes it more likely the learner to be able to recall it later. Activities which require retrieval, such as using the new word in written sentences, ‘oil the path’ for future recall.

Spacing: It is better to distribute memory work across a period rather than to mass it together in a single block. This is the principle of distributed practice. This applies in both the short-term and the long-term memory.

Pacing: Learners have different learning styles and process data at different rates, so ideally, they should have the opportunity to pace their own rehearsal activities.

Use: Putting word to use, preferably in some interesting way, is the best way of ensuring they become part of long-term memory.

Cognitive depth: The more decisions the learner makes about a word, and the more cognitively demanding these decisions, the better the word is remembered. (p. 24)

These principles for storing words in the long-term memory were taken into account in the development of the two vocabulary workshops to help students learn collocations and worked purposefully, in each one of the lessons designed. The range of learning activities designed exposed students to their current realities and had them retrieve the already known words, use the collocations in context in different activities and language skills that give them different spaces to learn the chunks of words at their own learning pace. In this way, students may achieve cognitive depth as they make cognitive decisions in activity completion.

I have fully addressed the three theoretical constructs that inform this study. The following chapter portrays the methodological and instructional designs.

Chapter III

Methodological Design

Research Design

Having in mind the purpose and the theoretical constructs of the study, this chapter comprises aspects related to methodological procedures and the pedagogical intervention.

Research approach. To explore the contribution of vocabulary workshops based on the LA to the learning of collocations in sixth graders, I assumed the qualitative research approach. As stated by Burns (1999), this approach “offers descriptions, interpretations and clarifications of naturalistic social context ... to draw on the data collected by the research to make sense of the human behavior within the research context” (p. 22). Thus, the qualitative research approach was the most suitable to develop my study in line with my interest in describing the students’ learning process accomplished through the implementation of the vocabulary workshops.

In addition, Denzin and Lincoln (2005) described qualitative research as “an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (p. 3). Hence, according to the aim of my work as teacher-researcher, what I wanted to observe and analyze was my students’ learning process in their natural setting, the classroom, in my attempt to interpret the results of the study in terms of the increase on the vocabulary knowledge of sixth graders.

Type of study. My research study aimed at improving the process of teaching vocabulary, in the natural setting of Pio X School, in Chipaque. Due to the nature of the setting, the type of research that best fitted my investigation process was action research. Action research is, according to Wallace (1998), “A process done by systematically collecting data on your everyday practice and

analyzing it in order to come to some decisions about what your future practice should be” (p. 4).

By the same token, Cohen and Manion (2007) defined action research as “a small- scale intervention in the functioning of the real world and a close examination of the effects of such intervention” (p. 227). Indeed, this research study is a small-scale pedagogical intervention on my classroom wishin an improvement on the learning process of my students.

To develop my research study, I considered the stages of the action research approach proposed by Kemmis and McTaggart (1988). In the first stage, I planned the intervention according to the theoretical constructs (planning). In the second stage, I implemented the vocabulary workshops, considering the LA (action). In the third stage, I observed, analyzed and interpreted the data (observation). In the fourth stage, I performed a reflection, and in the last stage, I selected some aspects to adjust and improve the process of teaching collocations.

Participants. The participants in this action research study were sixth grade students, and myself, as teacher-researcher.

Students. I worked with a group of sixth graders (601) as the target population of the study, and I piloted the instruments of the research with a second group, consisted of 30 graders aged 10-13. Then, I selected an additional group of 18 students, nine girls, and nine boys, who attended all the class sessions, and agreed to join the study and signed an Informed Consent Letter that guaranteed that their identity would remain private (See appendix A). The participants were selected according to the convenient sampling technique.

Is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study. (Etikan, Musa and Alkassim, 2016, p. 2)

In regard to the level of proficiency, sixth graders in Pio X School did not have even B1 level according to the Common European Framework of References for languages because in primary school they did not have English teacher.

The teacher-researcher and text developer. In the current study, I played three different roles. As a teacher, leading and facilitating the learning process of my students (Harmer, 2007). As a researcher, I collected data through surveys, students' artifacts, and field notes that let me describe and analyze the results, following the stages of the action research study, in which the researcher becomes part of the context studied (Hammersley & Atkinson, 1983). Finally, as a text developer, I designed and implemented the vocabulary workshops based on the LA, since the creation of materials is an extension of teachers who are aware of their students' needs (Graves, 1997; Núñez, et al. 2009, 2015; Núñez, Téllez and Castellanos, 2017, 2017a; Tomlinson, 1998). Hence, the three roles integrated, yielded a wide view of the research process supported by a pedagogical intervention, from the perspective of a language teacher and a materials developer conscious of the students' language learning and affective needs.

Data gathering instruments. The instruments used to gather data, and described in detail in the excerpts below, were field notes, surveys, and students' artifacts.

Students' artefacts. This is the first and main data-collection instrument. As claimed by Lankshear and Knobel (2004), "artefacts are physical "props" people use to get things done within the contexts of their daily life" (p. 235). Similarly, Burns (1999) defined artefacts as "a source of documents readily available to all language teachers ... Collecting samples of texts over a period of time enables teachers to assess the progress which students make as well as to diagnose areas for further action in classroom research" (p. 140). Hence, students' artefacts helped me appreciate the completion of activities and the progress attained in the learning of collocations. It is worth

mentioning that I piloted the workshops during the second semester of the year 2017, and it helped me to improve the procedure when I developed the research implementation with the target group.

Field notes. This was the second data gathering instrument analyzed to find commonalities to organize the research categories. As defined by Burns (1999), they provide “descriptions and accounts of events in the research context which are written in a relatively factual and objective style” (p. 87). In the teacher’s field notes, I registered all information related to students’ attitudes and aptitudes concerning the vocabulary learning process in the classroom.

Surveys. A survey is a data collection instrument in which the participants can express their opinions. Lankshear and Knobel (2004) stated that “they are invited to express their opinions and feelings on a given issue. Surveys are used to gather information about attitudes, preferences, habits and the like” (p. 164). I used this instrument twice, first to accomplish the students’ needs analysis; then at the end of the pedagogical intervention, to know the students’ opinions about it. Likewise, Lankshear and Knobel (2004) affirmed

The survey instrument may contain different kinds of items. Closed questions are the most common item type. Rating scale items are also widely used. ‘Closed-questions’ or multiplechoice questions pose a question and offer a fixed range of answers to choose from. (p. 165)

These features turn surveys into a practical instrument for the participants to use a rating scale to select a response.

After discussing the research designed that frames the resent action research study, the next section deals with the instructional design portraid on its pedagogical intervention.

Instructional Design

This section presents the instructional design of this research study, which includes the pedagogical strategy, its general and specific objectives, the innovation of the intervention, the theory of language and language learning, the methodological approach underlying the pedagogical strategy, and the relationship of this pedagogical strategy with the research concern. It also describes the instructional phases proposed to implement this pedagogical strategy, the selection of topics, the design of the worksheet and the implementation of the pedagogical strategy. I developed all these aspects with the purpose of improving the process of teaching-learning collocations in sixth graders in Pio X School through the implementation of two vocabulary workshops based on the LA.

Pedagogical intervention. The pedagogical strategy entailed the development and implementation of two vocabulary workshops based on the Lexical Approach to encourage my students' learning of collocations. These workshops followed the framework for materials development consisted of six systematic stages. In the first stage, I designed and administered the surveys to carry out the students' needs analysis. In this regard, Taylor and Hermann (2000) claimed "the survey is a way to collect information directly from people in a systematic and standardized way" (p. 25). Then, I systematized the information related to the students' weaknesses emerged from the survey, with the intention of informing the development of the two vocabulary workshops to help students recognize and understand the meaning of words that go together and convey meaning. Next, I established the general goals and objectives of the course, I selected the topics based on the information of the survey and designed the syllabus to develop the learning activities, assessed and piloted my own materials, as suggested by Nuñez, et al. (2009). Thus,

designing materials goes beyond planning and implementing class activities to meet students' needs, due to the evolution of students' interests, expectations, and experiences.

In the second stage, I identified the approach for the pedagogical intervention. As the main concern in this study was to develop collocations knowledge, I planned the units in light of Lewis's (1993) LA principles "vocabulary carries more of the meaning of a text than does the grammar" (p. 17). For that reason, the core of the workshops is the teaching of collocations, which are a type of lexical items. According to Lewis (2008), "Four fundamental types of lexical item may be identified: Type 1, a. word b. Polywords; type 2, Collocations; type 3, institutionalized utterances; type 4, Sentence frames or heads" (p. 8). For the purpose of this research study, I taught collocations, which were useful and meaningful to my students' needs and context.

Learning implies manipulating or using words and memorizing them. As claimed by Thornbury (2007), "The learner needs not only to learn a lot of words, but to remember them, in fact, learning is remembering" (p. 23). For the scholar, to remember new words, students "need to move words from the short-term memory to the permanent long-term memory" (p. 28). And it is possible through the application of some principles stated by Thornbury (2007) "repetition, retrieval, spacing, pacing, use, cognitive depth, mnemonics, motivation, affective depth and attention" (p. 24) Out of the previous aspects, I considered repetition, retrieval, learning styles, use, cognitive and affective depth, motivation, and attention, because they are effective to memorize and recall vocabulary in context. The other two aspects, pacing and spacing were not contemplated since they demand more time of instruction and a quite smaller group.

To design the workshops, I considered Tomlinson's (1998) Second Language Acquisition (SLA) principles. Thus, I selected the most suitable ones to inform the design of the two vocabulary workshops: The first SLA, "language learners who achieve positive affect are much more likely to

achieve communicative competence than those who do not” (Tomlinson, 2010, p. 89). To this respect, the students’ feelings of affection increase their love for learning the target language, improve the learning atmosphere and privilege learning materials. To do so, we as teachers must plan their pedagogical intervention, to let students’ emotions involve in the learning process for “feeling enjoyment, pleasure and happiness, feeling empathy, being amused, being excited and being stimulated are most likely to influence acquisition positively” (Tomlinson, 2010, p. 89). The second principle considered was Tomlinson’s (1998), “materials should help learners to feel at ease” (p. 28). Accordingly, the workshops designed made students feel at ease within a comfortable atmosphere, and the attractive lay out of materials helped them relate the text and illustrations to their own culture and context.

The third principle asserted by Tomlinson (1998) is “materials should help learners to develop confidence” (p. 28). It means that the activities developed in the workshops must be achievable, but they must be challenging to push them to go beyond basic knowledge.

The fourth principle suggested by Tomlinson (2011) states that “materials require and facilitate learners’ self-investment, to encourage students to make discoveries about the language for themselves” (p. 21). Therefore, the use of the learning strategies plays an important role. As stated by Oxford (1990), “Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 6). For this research study, I took into consideration the Oxford’s (1990) strategy inventory for language learning (SILL) in which there are two kinds of strategies “Direct learning strategies and indirect learning strategies; within the former ones, there are memory strategies, cognitive strategies and compensation strategies” (p. 38). As Núñez (2010) claimed, “Using learning strategies not only facilitates learning, but also makes the student aware of the way they

construct knowledge, which may lead them to self-assess and regulate their own learning” (p. 36). Keeping in mind that students’ have different needs and interests, it is worth mentioning that they also have different learning styles. Therefore, not everyone learns at the same pace, or use the same resources or strategies.

The fifth principle asserts that “materials should take into account that learners differ in learning styles” (Tomlinson, 2013, p. 29). As each student has a different learning style, I designed two workshops comprising a variety of exercises to stimulate different kinds of learning styles. Visual learners were stimulated because the workshops involved full color illustrations and an attractive lay out. Kinaesthetic students had the opportunity of participating in a game that let them play mimics for representing a collocation in his daily routine. Analytic learners had the chance of focusing on a small amount of collocations only. Dependent learners had the opportunity of learning from the teacher, and independent learners were able to learn from their own experience, while developing the learning activities. Another important kind of learning style considered during the elaboration of the workshops was auditory learners. Consequently, there were some listening exercises involved in the workshops.

Main instructional objective and the specific objectives. The main objective of my pedagogical strategy was to develop and implement vocabulary workshops based on the principles of the LA for teaching collocations to sixth graders in Pio X School. Thus, I stated four specific objectives: (a) to develop learning activities to have students put into practice the principles for storing words on the long-term memory, namely, repetition, retrieval, spacing, pacing, use, and cognitive depth, described in the Literature Review; (b) to sensitize students in regard to the importance of learning collocations to improve their accuracy when communicating through English; (c) to develop a friendly learning environment in which my students feel at ease to learning

collocations; and (d) to guide students' learning of expressions or words that go together to make sense, instead of teaching isolated words.

Innovation of the intervention. My research intended to bring enhancement in the process of developing vocabulary knowledge through the design and implementation of two vocabulary workshops based on the LA. In this sense, my work was an innovation according to what Nicholls (as cited in Markee, 2001) envisioned that “an idea, object or practice perceive as new by an individual or individuals, which is intended to bring about improvement in relation to desired objectives” (p. 120). Moreover, Cooper (as cited in Markee, 2001) suggested an innovation framework that entails determining “who plays the roles of adopting or implementing the change; stating what idea, object, or practice is perceived as new; deciding where or in what institution, grade, and class the innovation takes place; and establishing when and at what rhythm it will be implemented” (p.118). I considered the previously-mentioned framework in which I played the role of the teacher, researcher and text developer to implement the change in the IED Pío X, during the first semester of the academic calendar in class sessions of five hours per week.

This research study brought an innovation to Pio X School as it entailed a new strategy to teach English in this context. The first innovation was the students' opportunity to learn about collocations, since this was not a topic of study in the EFL syllabus of the school. The second innovation was the development and implementation of two vocabulary workshops to help students learn collocations through teacher-designed materials.

Regarding the innovation done through the materials in the EFL class, this study is innovative as this was the first time I developed contextualized materials for my students in teaching context. Besides, it the first time for my students to study English using materials exclusively designed to them. As asserted by Markee (2001), innovations cause “quality change in

pedagogical materials, approaches and values that are perceived as new by individuals who comprise a formal education system” (p. 120). Accordingly, materials foster innovation since teachers design them to meet students’ needs, which yields a change in students’ attitude toward the class.

Therefore, teachers cannot miss the possibility to innovate through materials development. As stated by Núñez, et al. (2004), “Teachers as innovative professionals, have the potential to explore their creativity by designing materials for their classes” (p. 130). Once teachers take the risk to design their own materials, they become aware of their abilities to create appropriate and appealing class materials. In addition, as conceived by Nuñez et al. (2009):

Most EFL/ESL teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic materials based not only on their teaching experience, but also on their expertise in the cognitive and learning processes needed by EFL/ESL learners. (p. 16)

I developed this research with the purpose of innovating in my classroom through teacher-made workshops as Núñez, et al. (2017a) sustained “they [the in-service teachers] acknowledge the fact that it is possible to innovate in their EFL contexts through teacher-developed materials” (p. 24). Thence, as a professional, I relied on my teaching experience, knowledge of my teaching context, creativity, the recently gained knowledge on the field of materials development, as well as my students’ voices, regarding pedagogical teaching and learning resources, the lexical approach as a means to learn collocations, and the learning of vocabulary and collocations to develop the two innovative vocabulary workshops as the core of the pedagogical intervention of this study.

Concerning the change in pedagogical approaches and standard practice, as English teachers we are the ones called to develop innovative EFL materials that fully respond to the particularities of their teaching contexts in an attempt to improve both our students’ learning and our teaching

performance. As mentioned by Nuñez, et al. (2012), “Innovative teaching materials that address students’ language learning needs and goals, increase attention, enhance motivation and boost effective learning” (p. 25). Since students are aware of being an important part of the process, they increase their motivation to participate in the activities. On the same spirit, Nuñez, et al. (2012) stated that “teacher-developed materials can be seen as an innovative practice in the EFL classroom ...[since] MD constitutes a true resource for teachers to respond to students’ needs and foster institutional innovation in language teaching” (p. 25). With this regard, students find a link between the class content and the topics related to their interests and context. Lastly, Núñez, et al. (2015) contended that “addressing students’ needs in contextualised materials raise teacher’s awareness of their personal and professional growth” (p. 62). The authors further argued that “by giving participating teachers the opportunity to be informed about MD and develop contextualised materials for their pedagogical interventions, they expanded their knowledge of MD and grew as individuals and professionals” (p. 61). Therefore, after being acquainted with the nuances of MD as a field of study, administering a survey to recognize my students’ language learning needs, and creating the materials for this pedagogical intervention I enhanced my students learning processes and innovate in my EFL local context. Besides that, I became conscious of the role of this innovation in both my personal life as I am now more disciplined and organized; and in my professional development, since I plan better classes, learned to design pertinent and meaningful materials, and the way to support the process of learning collocations.

Theory of the nature of language and language learning. This research study framed within the linguistic perspective in which Tudor (2001) stated “the aim is to present the language to students in an effective and meaningful manner” (p. 1). Through the design and implementation of two vocabulary workshops, I presented the collocations to students in a meaningful and fun way, by

using different diagrams and colorful images to attract students' attention and make them feel relaxed and enthusiastic, which stimulated the collocations retention process since as stated by Thornbury (2007):

This process started in the short-term memory, when the students faced exposure to new vocabulary; it continued in the working memory, where the words or lexical items were placed, studied and moved about, before the learners file them for later retrieval. Finally, the long-term memory stored lexical items. (p. 23)

Not all lexical items are stored because it is necessary to accomplish some requirements, and as stated by Thornbury (2007) "use, repetition, retrieval, motivation, attention, and affective depth" (p. 24). However, students were expected to internalize the collocations included in the two workshops since they selected the topics from a suggested list.

Concerning the vision of language learning, I conceived the role of affect as Tudor (2001) stated, "if students enter to the classroom with a positive affective predisposition to the language or to the learning process, there is a good chance that productive learning can be achieved" (p. 96). All the activities developed in the classroom, the teacher's attitude, the well-planned lessons, informed and attractive pedagogical intervention, the students' relationship with partners and the continuous support that they received from the teacher gave them trust, security and commitment, for being motivated to learn.

Methodological approach underlying the pedagogical intervention. The LA is guided by principles that underly the current pedagogical intervention. I summarized these principles mentioned by Lewis (1993) as follows:

- (a) Language consist of grammatical lexis, not lexical grammar; (b) a central element of language teaching raising students' awareness and developing their ability to "chunk"

language successfully; (c) collocation integrates as an organizing principle within syllabuses; (d) students learn best in language-rich classroom and with language rich materials; (e) listening, listening and more listening. The teacher is the best source of listening for students; (f) language lessons are combination of input-awareness-raising, learner training, and language practice; (g) receptive skills are important – learn to value reformulation and feedback as the most effective response to student’s mistakes; (h) receptive grammar practice values-awareness-raising and exploration above any teacher explanation; (i) communicative competence is a much wider concept than accuracy; and (j) avoid list, and encourage non-linear formats where new language is stored with the co-text with which it most frequently occurs. (p. vi)

I considered all the previous principles to develop the two vocabulary workshops. The first one was to develop exercises to raise the awareness on the importance of collocations because learning collocations help students speak and write in a natural way. The purpose of the second aspect was to provide students with enough written or spoken language input. Finally, the third aspect was to teach the students how to find collocations.

Relation of the instructional design with the research question or inquiry. To develop the instructional design, it was necessary to check some important issues to consider. In this regard, Richards (2005) asserted that researchers “extrapolate from research a set of principles that can be used to support particular pedagogical approaches” (p. 8) and to do a fruitful work, it was necessary to follow instructional principles to guide the class activities and connect them with the lesson plans. The instructional design was the way in which I could reach my objective of exploring the contribution of two vocabulary workshops, based on the LA, to the learning of collocations in sixth graders. It was relevant to develop the principles of this approach for teaching collocation as a way

to improve vocabulary learning. The instructional design also allowed me to create materials guided by MD principles and framework. I intended to make my students feel confident. Hence, I kept in mind the role of affect and self-expression throughout the process of learning the language.

Instructional phases. In this section I presented the materials development framework, the informed consent, the sensitization, and the implementation of two vocabulary workshops.

Proposed material development framework. I consulted the existing theoretical frameworks for MD as summarized by Munévar (2017) in the table below. Then I proposed the next framework for MD in the two workshops.

Table 1

Munévar's (2017) Comparative Table of Frameworks for Materials Development

Author	Framework name	Number of components or stages	Similarities	Differences
Graves (1996)	Framework of components	Seven (7)	Needs assessment Defines goals and objectives Conceptualizing content Selecting and developing materials Organization of content and activities Evaluation	Consideration of resources and constraints
Masuhara, (1998)	Course Design Procedure	Five (5)	Needs analysis Determine the goals and objectives Methodology of the materials Testing and evaluating	Syllabus design

Jolly and Bolitho (1998)	Framework for materials writing	Five (5)	Identification of needs Pedagogical realization of materials finding appropriate exercises and activities Physical production (Production and use of the material by students)	Identification of a problem Contextual realization of the proposed new materials (Exploration of the problem, defines what skills, what functions)
Núñez, Pineda, and Téllez (2004)	The process of Course and Material Design	Five (5)	Needs analysis Objectives Which skills should materials aim at? Selection and sequence (what tasks, what content) Assessment and evaluation of goals achieved.	Learning/teaching activities (What activities do the materials require students perform? Type of participation).
Núñez and Téllez (2009)	Essential components in the process of creating and adapting Materials	Seven (7)	Needs assessment Selecting goals and objectives Content Selecting and developing materials and activities Organizing content and activities Evaluation	Resources and constraints
Núñez, Téllez, Castellanos, and Ramos (2009)	The Materials Development Scaffolding Scenario 2	Five (5)	Needs assessment and analysis Developing the material (anything teachers want to do: create or adapt) Revising and evaluating the materials Piloting the materials	Making adjustments

Núñez, Téllez and Castellanos (2012)	MD framework as a coherent procedure, organized in systematic stages	Seven (7)	Needs assessment Identifying the method and the approach underlying the materials Selecting goals and objectives Selecting and organizing Content Organizing activities Assessing Trialling	Making adjustments
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Source: Munévar (2017)

Determining students' weaknesses. The first step I took was to determine the students' weaknesses, needs, and interest through the application of a survey that let me establish what to teach as Graves (1997) stated "the information gathered through needs assessment can help a teacher make choices as to what to teach and how to teach it" (p. 14). For gathering that information, I designed a survey based on the theoretical constructs that inform this research and invited them to express their necessities and interests, as proposed by Lankshear and Knobel (2004), "they are invited to express their opinions and feelings on a given issue. Surveys are used to gather information about attitudes, preferences, habits and the like" (p. 164). Thus, I asked them about their most common obstacles when they were learning English, and I also asked them about their favorite topics. The main results evinced that students lacked vocabulary knowledge and felt uncomfortable when using the dictionary to translate texts from English, since they were not able to find the proper meaning of words. For that reason, I decided to develop materials for teaching English collocations.

Determining the approach. The next stages constitute a suitable approach to help students improve their weaknesses; and after analysing some approaches, I selected the Lexical Approach, which considers that teaching words that go together to convey meaning is more important than

teaching single words (Lewis, 2008). The Lexical Approach provided me with some tenets to guide the development of the two vocabulary workshops to help my students learn collocations. This assures an accurate understanding and interpretation of the content in visual, oral or written texts, and increase knowledge in general.

Determining the objectives of the materials. Teachers know their students' needs and interests, and through their teaching experience, they know how to design lessons to reach goals. For Stern (as cited in Nuñez et al., 2012) "goals generally describe what students are expected to learn after finishing a course" (p. 21). On this basis, I established general and specific goals to achieve in each vocabulary workshop.

Building the activities for the workshops. After establishing my objectives, I planned and designed two vocabulary workshops in which I implemented the MD principles and the LA principles for teaching collocations. Throughout the development of the workshops, I implemented the use of the learning strategies to facilitate students memorizing the collocations; as claimed by Oxford (1990), "learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (p. 6). As the aim of the research study was to develop vocabulary workshops to aid students learning collocations, I used the memory strategies to help them store collocations on memory for late retrieval, and according to Oxford (1990), "These strategies also enable learners to retrieve information from memory when they need to use it for comprehension or production" (p. 58). The process of storing a word in memory and retrieving it, is the first step for learning a word among memory strategies. I adopted four of them as proposed by Oxford (1990) "associating, using imagery, using key words, and representing sounds in memory" (p. 59).

After implementing memory strategies, I proceeded to carry out some cognitive strategies allowing students to store collocations on the long-term memory, which, as envisioned by Oxford (1990) consider “practicing with sounds, recognizing and using formulas and patterns, recombining and practising naturalistically” (p. 72). During the implementation, I used that cognitive strategies in the activities developed in the two workshops.

Another important aspect considered was the sequence of the activities from the simplest to the most complex, as asserted by Graves (1997), “in deciding how to sequence material, one considers building from the simple to the complex, from more concrete to more open-ended” (p. 28). For sequencing the activities on the workshops, I designed the activities bearing in mind Lewis’ (1993) insights; the author stated that “the building blocks of language are lexis, not grammar” (p. vi) from which I selected the collocations, so the process started by noticing and learning collocations and finished by applying the vocabulary on a writing activity.

Apraising material and making changes. That process includes reflection and piloting the materials with a group different from the target group, the piloting is a process that allows “materials ... [to] be constantly scrutinized ... [to] make the corresponding adjustments” (Núñez et al., 2004, p. 130). During the piloting of the vocabulary workshops, I found mistakes in the exercises with greater complexity; for that reason, I made changes in the workshops before developing them with the target group.

Informed consent. All students’ parents signed a letter in which they accepted the participation of their children in the research study. In that letter, I included the name of the research study and its objectives. I also mentioned that the participation on the research study was voluntary and without consequences if the participant decided to leave the research process.

Sensitization. Before starting the research study, I asked the students' parents for permission to their children to take part in the research study. Then I held a meeting in which I explained the purpose and benefits of the research for both the children and the institution, and I clarified that the participation of the students was not compulsory.

Implementation of the materials. I developed my pedagogical intervention in Pio X School for a period of four weeks, including the sensitization and the development of the workshops. The implementation of each workshop took 10 hours, and students took five hours per week at the school during each session. I recycled the vocabulary from the previous class to let students recall vocabulary involving collocations.

Table 2

Workshops Implementation Schedule

Workshop	lesson	Lessons Included	Topic
1	1-5	<i>Vocabulary in context, listening, reading, writing, speaking and self-assessment section</i>	My Daily Routine
2	6-10	<i>Vocabulary in context, listening, reading, writing, speaking and self-assessment section</i>	Sports

Sample Workshop

Institución Educativa Departamental Pio X

Workshop No. 1
My Daily Routine
Sixth-Grade English

Name: _____ Date: _____

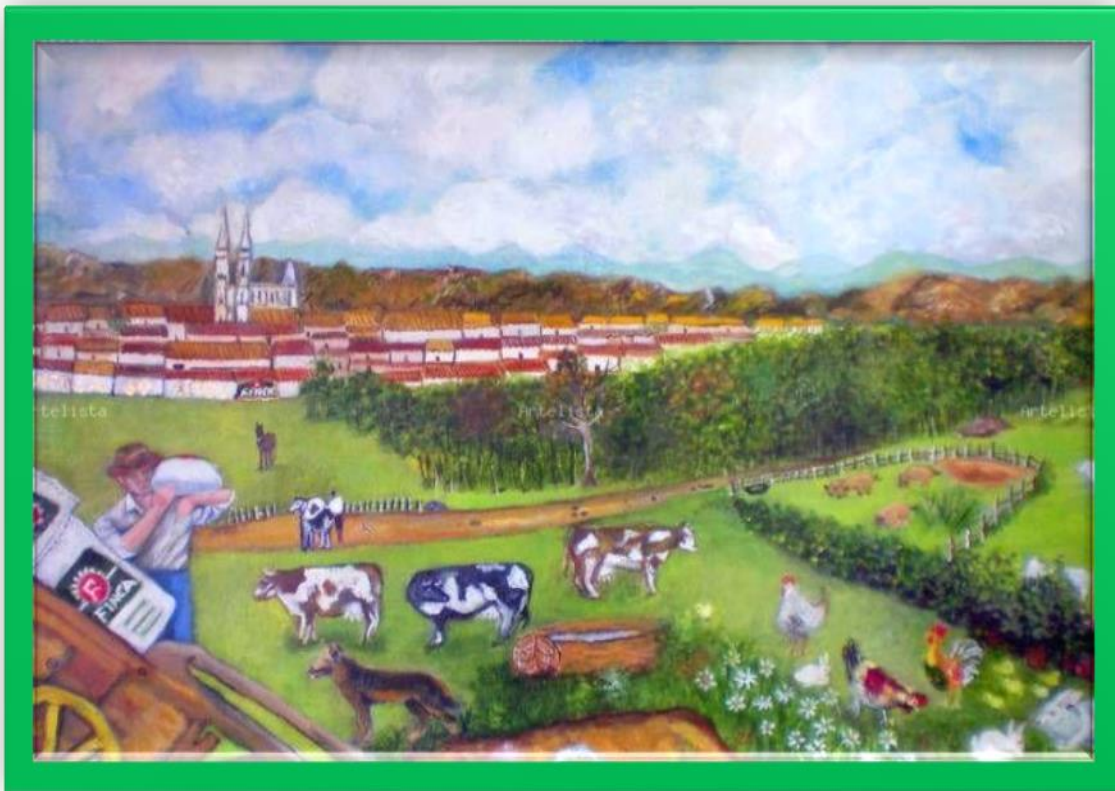
General objective: To recognize the concept of collocation and use it in the daily routines.**Collocations**

Two or more words that often go together. These combinations just sound right to English speakers who use them all the time.




1. Observe the picture. Then, answer the questions that follow.


Learning strategy: Eliciting words in context.



a. What do you see in the picture?

 _____


b. Do you live in the countryside or in the town?

 _____

c. What do you do during the morning?

 _____

d. What do you do during the afternoon?

 _____

Lesson 1 Vocabulary in Context

Learning strategy: Using imagery and linguistic clues to identify collocations.



2. Warming up. Watch Tommy's video. Check the collocations mentioned in the video clip.

go to school	get up	do my homework	get dressed	
take a shower	have lunch	wake up	take a bus	
have breakfast	go to bed	brush my teeth	I comb my hair	
Make coffee	I get undressed	I go home	I make money	

3. After watching the video, match the collocations with the right picture.



a. _____

b. _____

c. _____

d. _____



e. _____

f. _____

g. _____

h. _____



i. _____

j. _____

k. _____

l. _____

4. Now label the pictures below with the corresponding words. Use the vocabulary box.



Learning strategy: associating pictures to collocations

go to school	milk a cow	get up	do my homework	Brush my teeth
make my bed	take a shower	do the dishes	make coffee	get dressed
go to bed	have breakfast	take an exam	have lunch	take a bus







4. Look and write the verb that completes the collocations.

Learning strategy: Using images and linguistic clues to complete collocations



Have	take	make	get	go
------	------	------	-----	----



© Can Stock Photo - esp28142307

Make coffee

_____ my bed



_____ a phone call



_____ up



_____ dressed



_____ married



_____ an exam



_____ a shower



_____ a bus



_____ breakfast



_____ lunch



_____ dinner



_____ to school



_____ to bed



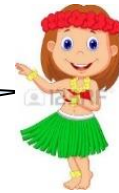
_____ home



Lesson 2 Listening

Pre- listening

Learning strategy: using images and prior knowledge to complete collocations



5. Write the missing letters to complete the words.



g _ _ p



t _ _ a _ _ s _ _ r



g _ _ d _ _ _ _ _ d



h _ _ L _ _ _ c



h _ _ b r _ _ _ _ _ t



g _ _ t _ _ s _ _ l



g _ _ t _ _ b _ _ d



m _ _ e _ _ c _ _ _ e



d _ _ t _ _ _ _ d _ _ _ s



w _ _ _ c _ _ t

**While- listening**

Learning strategy: using sound, images and the context to identify collocations



6. Listen and number the correct sentence. Then, number the pictures.

☐ sometimes I met my friends at the coffee

☐ I have breakfast, I have a big breakfast, cereals, toast, bacon, eggs and orange juice

☐ go to the pool then I swim from 6:00 o'clock to 8:00 o'clock then

☐ at 8:00 o'clock I have a shower

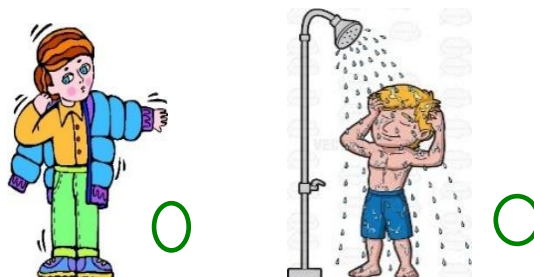
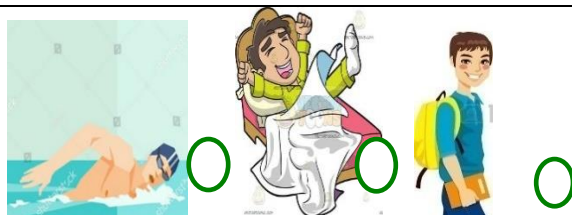
☐ I get dressed and

☐ At 11:00 o'clock I go to university I'm studying sport sciences

☐ I have lunch at the very 2:00 o'clock at the university

☐ Sometimes I go to the gym

☒ **1** I get up at 5:00 o'clock and



Post- listening

Learning strategy: listening attentively and applying patterns



7. Listen to the recording again and write the sentences you hear.

a.	e.
b.	f.
c.	G
d.	h.

Reading

8. Underline the collocations in this text.

Learning strategy: Identify chunks of words.



On school days I get up at five o'clock, then I make my bed and I make coffee for my parents because they go to milk five cows. Then I take a shower and brush my teeth then I get dressed. At a quarter past six I have breakfast and then I get ready for school. At a quarter to seven I take the school bus, there I study very hard. I have eight classes of 50 minutes. When I finish school at four o'clock I get home and relax. I have a little meal and then I do my homework for two hours. When I finish my homework, I listen to music or watch TV. At eight o'clock, I have dinner with my family. At nine o'clock, I usually go to bed. This is my day.

9. Choose words from the chart to make strong word partnerships with each one of the verbs below.

Learning strategy: Using linguistic clues.



<i>do</i>	<i>make</i>	<i>get</i>	<i>take</i>	<i>have</i>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Breakfast	my bed	Dinner	notes	Home
a bus	lunch	an exam	a shower	my homework
coffee/ tea	dressed	Friends	ready	a phone call
Up	the shopping	a conversation	the dishes	the washing-up

Lesson 5

Speaking

Learning strategy: Using the context to find out information



10. Work in pairs. Ask and answer questions about what Mary does during the week.

What do you do on
Monday at 5:00 a.m.?

Mary's Weekly schedule

I take a shower
and I get dressed.

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
5:00 a.m.	Take a shower get dressed	Take a shower get dressed	Take a shower get dressed	Take a shower get dressed	Take a shower get dressed
5:30 a.m.	Have breakfast	Have breakfast	Have breakfast	Have breakfast	Have breakfast
6:45 a.m.	Take the school bus	Take the school bus	Take the school bus	Take the school bus	Take the school bus
7:00- 3:00 a.m.	Attend classes at school	Attend classes at school	Attend classes at school	Attend classes at school	Attend classes at school
3:15 p.m.	I get home	I get home	Do the shopping For the farm	I get home	I get home
5:00 p.m.	Watch TV	Do my homework	Do my homework	Do my homework	Do my homework



Lesson 6 Writing

Learning strategy: Using pictures and prior knowledge to complete sentences



10. Look at the pictures. Write sentences to describe the pictures.









He goes to school



go to school	milk a cow	get up	do my homework	Brush my teeth
make my bed	take a shower	do the dishes	make coffee	get dressed
go to bed	have breakfast	take an exam	have lunch	take a bus

This image shows a single sheet of white paper with horizontal blue ruling lines, typical of notebook paper. The paper is centered against a dark background. There are 20 evenly spaced horizontal lines across the page. The paper has a slight shadow on its right side, giving it a three-dimensional appearance.

My workshop...		
is attractive. es atractivo.		
has useful (meaningful) content. tiene contenido útil.		
offers a variety of activities. ofrece actividades variadas.		
includes a manageable number of new words and collocations. Incluye una cantidad manejable colocaciones nuevas.		
considers my needs, preferences and learning styles. tiene en cuenta mis preferencias y mi estilo de aprendizaje.		
sequences the activities starting from the simplest to the more complex. secuencia las actividades de la más fácil a la más compleja.		
use learning strategies that help me solve the activities. usa estrategias que me ayudan a resolver las actividades.		
helped me feel relaxed and confident. me ayuda a sentirme relajado y confiado		
The lexical approach ...		
Let me understand what a collocation is Me permite entender que es una colocación		
allows me to learn collocations. me permite aprender colocaciones		
presents collocation in different ways. presenta las colocaciones de diferentes formas		
increase my ability to chunk language. aumenta mi habilidad para utilizar bloques de palabras		
privilege vocabulary and collocations ./ favorece el vocabulario y las colocaciones.		
favors the process and the learning activities. favorece el proceso y las actividades de aprendizaje		
the learning strategies help me to improve my retention of new vocabulary on the long-term memory as estrategias de aprendizaje me ayudan a retener el nuevo vocabulario en la memoria de largo plazo.		
Learning about collocations		
I know what a collocation is. Yo sé que es una colocación.		
I recognize collocations in a written text. reconozco una colocación en un texto escrito.		
I remember commonly used collocations with the verbs make, do and take when needed. Recuerdo colocaciones frecuentes de mi rutina diaria.		

I can use collocations in contextual sentences or short texts. Puedo usar colocaciones de acuerdo con el contexto, en una oración o en un texto corto.		
I am aware of using collocations. Soy consciente de la utilización de las colocaciones.		

Images selected from:

Collocations list <http://www.livhambrett.com/wp-content/uploads/2013/08/collocations2.jpg>

Milk cow http://www.harveyfresh.com.au/product_images/uploaded_images/milking_cow_illustration.png

Taking a shower <https://www.dreamstime.com/stock-illustration-boy-cartoon-bath-room-taking-shower-illustration-image45747087>

Desayuno <http://us.123rf.com/450wm/lenm/lenm1501/lenm150100023/35168893-ilustraci-n-de-una-familia-que-come-la-comida-r-pida-para-la-cena.jpg?ver=6>

Go to school <https://s-media-cache-ak0.pinimg.com/originals/9e/45/0b/9e450bd2062ac0c66f7817a9df704522.jpg>

Take an exam

<http://previews.123rf.com/images/kennykiernanillustration/kennykiernanillustration1307/kennykiernanillustration130700242/20685007-Schoolgirl-or-Woman-Taking-a-Test-or-Filling-Out-a-Form-or-Survey-Stock-Vector.jpg>

http://www.energydigital.com/public/uploads/large/large_article_img1835_Coffee_to_make_ethanhttp://www.clipartkid.com/images/579/cartoon-go-to-bed-go-to-bed-early-cartoon-go-to-school-cartoon-jJhv4b-clipart.jpgol_biofuel.jpg

<https://s3.amazonaws.com/engrade-myfiles/4072113626454114/Collocations.jpg>

https://en.islcollective.com/preview/201110/f/collocations-make-do-have-take-fun-activities-games-grammar-guides_12219_1.jpg

Chapter IV

Data Analysis

This chapter encompasses the analysis of data collected during the implementation of the pedagogical intervention through the instruments selected: students' artefacts, teacher's field notes, and a survey. Besides, it describes the research categories and subcategories emerged from data gathered.

Data Analysis Procedures

After gathering data through the three instruments, I organized and analyzed them to find the answer to my research inquiry as stated by Taylor-Powell and Renner (2003) "as with all data, analysis and interpretation are required to bring order and understanding. This requires creativity, discipline and a systematic approach" (p. 1). Thus, I used the Grounded Theory stated by Strauss and Corbin (1994) who defined it as "a general methodology for developing theory that is grounded in data systematically gathered and analyzed" (p. 273). Likewise, Strauss and Corbin (2008) stated that it is "A process of examining and interpreting data in order to elicit meaning, gain understanding" (p. 1). Thus, I extracted the data from the students' artifacts, the field notes, and the surveys. By using different colors (blue, for Materials Development; red for the Lexical Approach, and green for Collocations.), I first highlighted, my students' comments, answers, and behaviours, as well as my comments in the teacher's field notes regarding the three theoretical constructs entailed in my research question. Then, I read, reread and highlighted my students' artifacts, to identify relevant and recurrent patterns related to the three constructs to make codes visible and then, to discover the commonalities, differences and relationships among them to form subcategories and then the three research categories.

To answer my research question, I identified relevant recurrent patterns; to do that, I employed a data reduction process, which according to Miles and Huberman (1994), “is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified” (p. 10). As mentioned previously, I arranged data by using the color coding technique as suggested by Saldana (2009) “codifying is to arrange things in a systematic order, to make something part of a system or classification, to categorize. When codes are applied and reapplied to qualitative data, you are codifying” (p. 8). Hence, I organized data in groups, under the same characteristics and codified them with the color coding technique, which is an easy way of recognising patterns for organizing categories, and as Bergaus and Gorra (2011) asserted, “It is of particular interest to visually-minded researchers as well as those who are interested in the practical application of Grounded Theory” (p. 2). I used colors to identify pertinent and persistent patterns regarding the three constructs of my research study. The analysis of systematized data collected allowed me to observe evolution in the process of learning and also helped me to identify and establish categories and subcategories to describe the findings of the study.

Research Categories and Subcategories

Table 3

Research Categories

<i>Research question</i>	<i>Categories</i>	<i>Subcategories</i>
How do the development and implementation of vocabulary workshops, based on the lexical approach contribute to learning collocations in sixth graders in Pio X	Positive effect of sequenced self-discovery, self-investment and learning styles-based materials for productive activities using collocations	Positive effect of self-discovery, self-investment and learning styles-based materials Sequenced materials for productive activities using collocations

School?	Learning collocation through diverse activities supported by the Lexical Approach and learning strategies	Learning collocation through diverse activities supported by the Lexical Approach Focusing on collocations supported by learning strategies
	Noticing, learning and using collocations in contextual sentences or short texts	Noticing and learning collocations proposed in the workshop Using collocations in contextual sentences or short texts

Postive effect of sequenced self-discovery, self-investment and learning styles-based materials for productive activities using collocations. This is the first category I established for organizing data, in which I highlight the possitive effect that the workshops had on the learning process of my students. The first worthy aspect to mention is that students felt motivated to learn as they knew that the materials were specifically prepared for them. To this matter, Ur (1996) asserted that “good teacher-made materials are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can” (p. 192). Moreover, the students recognized that the learning strategies implemented let them make self-discover easily, and students used expressions like “teacher that activities are very easy” (workshop 2, student 3). To let me know that they had felt comfortable to perform the activities. I also considered the learning styles of my students through the design of activities for each group of learners. This category embraces two subcategories: *Learning collocation through diverse activities supported by the Lexical Approach and focusing on collocations supported by learning strategies.*

Positive effect of self-discovery and self-investment and learning styles-based materials.

This category allowed me to analyse the effect that the pedagogical intervention caused on students

from the introduction of the collocations until the completion of the self-assessment. The first aspect I developed was the introduction of the collocations through the use of a memory game. It included very big and colorful flash-cards that I pasted on the board, where the students had to match the picture to the corresponding collocation. They got excited when they saw the colorful flash-cards and enjoyed playing the game. Indeed, the most evident effect was getting the workshop for the first time to start working in the class. They were highly motivated and surprised, since that was the first time that a teacher had provided them with a colorful workshop especially created for them, in contrast with routine photocopies supplied as class materials.

While the students explored the materials, they said “*teacher que taller tan chevere*” [What a nice workshop] or “*uy profe y usted hizo esto solo para nosotros*” [teacher did you do it especially for us?]. (Workshop 1, student 1) All these expressions let me know, as a researcher and materials developer, that the pedagogical intervention I designed was valuable for students. This in turn, affected students’ willingness positively to learn the language. In Block’s (1991) words, “The personal touch in teacher- generated materials is highly appreciated by students. When students realize that the teacher has gone outside the course book and prepared something personally, they make remarks such “Oh, you work hard” (p. 214). Finally, I can assert that the two teacher made workshops reached a positive effect on students, which improved their process learning of collocations.

“During the development of the memory game they were surprised because I used big flash cards that caught their attention. During the exploration of the workshop I listened to students saying things like “profe que taller tan chevere”, “uy a color profe?” or “que muñecos tan bacanos profe”.
[sic]

Teacher’s field notes, lesson 1, section 1)

Regarding self-investment (use of learning strategies), self-discovery of language use and learning styles, while students explored the materials, I explained the learning strategies they were

going to use to develop the workshops and make language use discoveries through activities that involved different learning styles. In this regard, Tomlinson (2011) affirmed that “it would seem that learners profit most if they invest interest, effort and attention in the learning activity” (p. 12). Likewise, Sharwood-Smith (as cited in Tomlinson, 2011) claimed that “the role of the classroom and teaching materials is to aid the learner to make efficient use of the resources in order to facilitate self-discovery” (p. 12). Materials must be challenging, appealing and fun to encourage students to work enthusiastically, as they realize that learning is rewarding.

3. Now label the pictures below with the corresponding words. Use the vocabulary box.



Learning strategy: associating pictures to collocations

go to school	milk a cow	get up	do my homework	Brush my teeth
make my bed	take a shower	do the dishes	make coffee	get dressed
go to bed	have breakfast	take an exam	have lunch	take a bus



Get up



make coffee



make my bed



have breakfast



go to school



take a shower



do the dishes



go to bed



take an exam



milk a cow



have lunch



take a bus



get dressed



brush my teeth













do my homework

(Students' Artefacts, Workshop 1)

Moreover, “materials should take into account that learners differ in learning styles” (Tomlinson, 2013, p. 29). Accordingly, the workshops also addressed visual, auditory and kinesthetic learning styles. Hence, the inclusion of memory and cognitive strategies to guide the students in the completion of the learning activities facilitated self-discovery in the learning process of collocations with the verbs do, make, go, have and take. For the first exercise, vocabulary in context, I had previously explained the learning strategy. The students watched a video and developed the exercises surprisingly fast, because the material facilitated self-investment and self-discovery through the learning strategies, as asserted by Oxford (1990), “Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 8). Altogether, the workshops had effective learning strategies, clear instructions, an attractive visual layout and colorful illustrations that helped students accomplish the activities easily.

The workshops also included a variety of exercises that stimulated different kinds of learning styles: visual learners were stimulated by colorful illustrations and an attractive layout. Kinesthetic students enjoyed participating in a memory game where they had to match the picture to the corresponding collocation on the board. Analytic learners had the opportunity of drawing their attention to a small amount of collocations. Dependent learners received the explanations and support of the teacher, and the independent ones could develop exercises on their own. Another important kind of learning style considered during the design of the workshops, was auditory learners, for whom I selected the authentic audios that fostered their learning style. All these aspects are evinced in the excerpts below.

My workshop...		
is attractive. es atractivo.		
has useful (meaningful) content. tiene contenido útil.		
offers a variety of activities. ofrece actividades variadas.		
includes a manageable number of new words and collocations. Incluye una cantidad manejable de colocaciones nuevas.		
considers my needs, preferences and learning styles. Tiene en cuenta mis preferencias y mi estilo de aprendizaje.		
Sequences the activities starting from the simplest to the more complex. secuencia las actividades de la más fácil a la más compleja.		
use learning strategies that help me solve the activities. usa estrategias que me ayudan a resolver las actividades.		
helped me feel relaxed and confident. me ayuda a sentirme relajado y confiado		

Students' artefacts-selfassessment)

<p>1. ¿Qué piensas de los dos talleres que desarrollamos en clase?</p> <p><i>Para mí me parecían muy divertidos porque así aprendí cosas en inglés que yo no aprendía antes con estas guías aprendí a escribir mi rutina diaria</i></p> <p>2. ¿Cómo te sentiste desarrollando las actividades de los talleres?</p> <p><i>me sentí más inteligente porque pude desarrollar todos los puntos</i></p>
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(Survey, question 1, Student 1)

Sequenced materials for productive activities using collocations. I designed two sequenced vocabulary workshops in which I took into account that each activity was sequenced from the simplest to the more complex because the order stimulated the learning process, as stated by Ritter, Nerb, Lehtinen and O'shea (2007):

The correct sequence leads to success—a bridge; an incorrect sequence leads to failure—a heap of sticks. This is true for learning as well. The order in which material is presented can strongly influence what is learned, how fast performance increases, and sometimes even whether the material is learned at all. This is true for both skills and facts and remains true whether the material is presented by an instructor or explored alone by a learner. (p. 3)

I started the workshops with the simplest exercise, associating pictures to collocation, the next exercise showed images and prior knowledge to complete collocations, followed by the use of sounds, images and the context to identify collocations. After that, students read a text and identified the collocations in it, and then they used linguistic clues to make collocations. Next, students developed a simple dialogue about their daily routine, and finally, they wrote their daily routine.

Since the pedagogical sequence shifted from the simplest to the more complex learning activities, the last part was more demanding, but students could do it because the materials gave them a scaffolding that facilitated manipulating the collocations in several activities to gradually prepare them for speaking and writing about the topic suggested. The next excerpts of the workshops show the simplest and the most complex exercises. For sixth graders in public institutions, it is not common to write a whole routine in English because in primary school, they do not take the English class. They only learn words in isolation and in most of the cases out of context. Thus, the sequence of the workshops helped them finish the process by writing a whole daily routine, as can be seen in the following evidences.

Lesson 1 Vocabulary in context

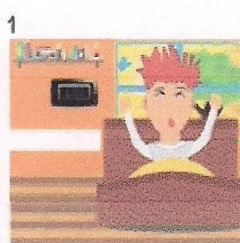
Learning strategy: Using imagery and linguistic clues to identify collocations.



Warming up. Watch Tommy's video. Check the collocations mentioned in the video clip.

go to school	get up	do my homework	get dressed
take a shower	have lunch	wake up	take a bus
have breakfast	go to bed	brush my teeth	I comb my hair
Make coffee	I get undressed	I go home	I make money

2. After watching the video, match the collocations with the right picture

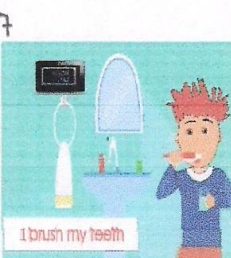


a. Then, I take a shower

b. have breakfast

c. wake up

d. I got to school



e. get dressed

f. my teeth

g. get up

h. I do my homework



i. After, I have dinner

j. I go home

k. Finally, I go to bed


l. get undressed

(Students' artefacts, workshop 1)

13. Write an email to your pen-pal and tell him about your daily routine. Use the vocabulary box.


go to school	milk a cow	get up	do my homework	Brush my teeth
make my bed	take a shower	do the dishes	make coffee	get dressed
go to bed	have breakfast	take an exam	have lunch	take a bus

Learning strategy: Combining collocations in a new way to produce a daily routine.



I wake up at 05:10 am then I take a shower next
I get dressed then brush my teeth later I comb
my hair then have breakfast next brush my teeth
then take a bus later take go to school then I
breakfast next take a bus later get dressed
later do my homework then go to bed---

(Students' artefacts, workshop 1)

Sequences the activities starting from the simplest to the more complex. secuencia las actividades de la más fácil a la más compleja.		
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(Self-assessment section)

The sequence of the workshop helped me a lot to teach them how to write a daily routine. That was the best result of my work. I am very happy because they not only learned collocations, but they are also able to write their daily routine. [sic]

(Teacher's field notes, workshop 1 lesson 1)

Those excerpts show the results of designing a sequence that helped students learn as stated by Ritter, Nerb, Lehtinen and O'shea (2007):

Sequencing effects abound in natural learning situations. It is obvious to any teacher that the learning material, the order in which it is presented, and the speed of presentation of this material are all of paramount importance in the making of a good lesson. (p. 48)

All these aspects were considered and had a good outcome.

Learning collocation through diverse activities supported by the lexical approach and learning strategies. This category explained how the principles of LA and the learning strategies helped students to the learning of collocations. In the two workshops I integrated Lewis' (1993), principles for the LA:

a) Language consists of gramaticalised lexis, not lexicalised grammar; b) collocations is integrated as an organising principle within syllabuses; c) succesful language is a wider concept than accurate language; d) the primacy of speech over writing is recognized; e) receptive skills, particularly listening, are given enhanced status; f) task and process rather than exercise and product, are emphasized f) Vocabulary learning can be aided through classroom procedures which help students identify lexical items correctly, encourage recording in helpful not linear formats, and encourage transfer from short to long term memory. (p. vi)

Another important aspect I developed in the workshops was the learning strategies that according to Oxford (1990) “are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence” (p. 1). The two aspects were evidenced in the next subcategories.

Learning collocation through diverse activities supported by the Lexical Approach. This subcategory explained how the LA principles established by Lewis (1993) let students learn collocations. In the first principle, language consists of gramaticalised lexis, not lexicalised grammar, then I did not teach grammar rules explicitly, which made students feel at ease. The second rule let me place collocations as the central concept in the workshops, and all the activities

were developed around them. Contrary to other approaches that relegate vocabulary teaching to a second place, that fact let students have several opportunities to retrieve and use the same group of collocations in different kinds of exercises which stimulated the storage of collocations on the long-term memory.

The fourth LA principle established “the primacy of speech over writing is recognised; writing is acknowledged as a secondary endorsement, with a radically different grammar from that of the spoken language” (p. vii). For that reason, I guided students to ask their partner about his/her daily routine in the first workshop, and in the second workshop, the students had to ask his/her partner about the sports he/she practiced on weekends. This activity was interesting for students because they used to be shy or silent in previous speaking activities, but now they were asking and answering questions enthusiastically, in spite of their language limitations. Therefore, students received a reward because in the third LA principle, successful language is more important than accurate language.

The fifth LA principle as stated by Lewis (2008) “re-emphasises the importance of input and therefore of receptive skills” (p. 219). Thus, during the pedagogical intervention, I spoke in English all the time, and I did three listening exercises in each workshop, which aided students because repetition is a condition to store words on memory.

The sixth principle established the importance of task and process. That is why, in the workshops is more important to develop the task completely, rather than developing a perfect task. The work of the students was praised although it may have some errors.

Finally, the seventh principle stated that the classroom procedures must help students transfer vocabulary from the short-term memory to long term memory. This point was sufficiently developed on the pedagogical intervention because the whole process adjusted to the procedures for

storing words on the long-term memory. Those procedures were repetition, retrieval, use and cognitive depth. For example, in the workshops each one of the collocations was repeated in different kinds of exercises, and every exercise required retrieval of the collocations from the memory. Similarly, by way of illustration, when students used a new collocation in a sentence, they needed to retrieve it from memory that stimulated the storage of collocations on the long-term memory.

Another procedure in the process of learning a word is to work with it. In other words, when the students used the collocations for doing different exercises like matching or grouping, they were storing the new words on the long-term memory. The last procedure considered was cognitive depth, as stated by Thornbury (2007), the more decisions the learner makes about a word and the more cognitively demanding these decisions, the better the word is remembered” (p. 25). Thus, in the workshops, the students had the opportunity to make decisions about the words because they develop simple and complex exercises like recognizing, completing, asking, answering or writing about their daily routine or their favorite sports.

It is necessary to mention that the 18 participants of this study only attended two hours of English classes during the five years of the primary school in which they just learned some elemental words in isolation. At the time of the implementation they started to attend five English class sessions per week since the institutional mission focused on educating children with high academic standards that prepared them for tertiary education. In light of these increase of the numbers of English classes, I could successfully implement the whole pedagogical intervention with the participants, and see encouraging results, as evidenced in the following samples.

1 While- listening

Learning strategy: using sound, images and the context to identify collocations

7. Listen and number the correct sentence. Then, number the pictures.

<p>8 sometimes I met my friends at the coffee</p> <p>5 I have breakfast, I have a big breakfast, cereals, toast, bacon eggs and orange juice</p> <p>2 go to the pool then I swim from 6:00 o'clock to 8:00 o'clock then</p> <p>3 at 8:00 o'clock I have a shower</p> <p>4 I get dressed and</p> <p>6 At 11: 00 o'clock I go to university I'm studying sport sciences</p> <p>7 I have lunch at the very 2: 00 o'clock at the university</p> <p>9 Sometimes I go to the gym</p> <p>1 I get up at 5:00 o'clock and</p>	
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(Students' artefacts, workshop 1)

6. Los talleres me ayudaron a memorizar las colocaciones porque:
(Puedes seleccionar varias opciones).

☒ a) Las colocaciones se repetían en diferentes ejercicios

☒ b) Los ejercicios me obligaron a recordar las colocaciones que ya sabía.

☒ c) Los talleres manejaron una cantidad manejable de colocaciones

☒ d) Los talleres me permitieron poner a trabajar las colocaciones aprendidas en distintos contextos.

☒ e) En los ejercicios que desarrolle tome decisiones para escoger la colocación correcta de acuerdo al contexto.

f) Todas las anteriores

g) Ninguna de las anteriores.

h) Otra. ¿Cuál? _____

(Survey on students' perception)

5. ¿Cómo contribuyeron los talleres de vocabulario apoyados por el enfoque léxico al aprendizaje de colocaciones? Puedes seleccionar varias opciones.

- ☒ a) Presentando las colocaciones de diferentes maneras.
- ☒ b) Aumentando mi habilidad para utilizar bloques de palabras.
- ☒ c) Favoreciendo el vocabulario y las colocaciones.
- ☒ d) Favoreciendo las actividades y el proceso de aprendizaje.
- ☒ e) Empleando estrategias de aprendizaje que me ayudaron a retener vocabulario y colocaciones en la memoria de largo plazo.
- f) Todas las anteriores
- g) Ninguna de las anteriores.
- h) Otro. ¿Cuál? _____

(Survey on students' perception)

Learning collocation through diverse activities supported by learning strategies. In the workshops I applied two kinds of learning strategies because they are important for learning of collocations as Oxford (1990) asserted “Strategies are especially important for language learning because they are tools for active, self-directed involvement which is essential for developing communicative competence” (p. 1). I applied memory strategies such as grouping using linguistic clues, associating pictures to words, placing new words into a context and using imagery. Cognitive strategies like repeating, recognizing and using formulas and patterns and practicing naturalistically.

In the first activity, I implemented a memory strategy labeled as using imagery and linguistic clues to identify collocations. This strategy let students store the collocation on memory, as asserted by Oxford (1990), “These strategies help learners store in memory the important things they hear or read in the new language, thus enlargin their knowledge base” (p. 58). This exercise was helpful for students to link images, sounds and words when they watched a video that let them receive listening input to associate the sounds with the words in the vocabulary box. At the end of the activity, they associated the word with the sequential illustrations.


Lesson 1 Vocabulary in context

Learning strategy: Using imagery and linguistic clues to identify collocations.


Warming up. Watch Tommy's video. Check the collocations mentioned in the video clip.

go to school	get up	do my homework	get dressed
take a shower	have lunch	wake up	take a bus
have breakfast	go to bed	brush my teeth	I comb my hair
Make coffee	I get undressed	I go home	I make money


2. After watching the video, match the collocations with the right picture

4 


a. After, I take a shower

6 


b. have breakfast

1 

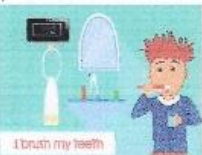
c. wake up

8 


d. I got to school

5 


e. get dressed

7 


f. my teeth

2 


g. get up

10 


h. I do my homework

11 


i. After, I have dinner

9 

j. I go home



12 

k. Finally, I go to bed

3 

l. get undressed

(Students' artefacts, workshop 1)

My workshop...		
use learning strategies that help me solve the activities. usa estrategias que me ayudan a resolver las actividades.	✓ e	
helped me feel relaxed and confident. me ayuda a sentirme relajado y confiado	e	
offers a variety of activities. ofrece actividades variadas.	e	

(Self-assessment section)

Students were very receptive to the explanation of the learning strategies. Moreover, they were anxious to develop the activities and when they developed the exercises they expressed that they never had learned in such a way because the strategies had helped them do the exercises in the right way. [sic]

(Teacher's field notes, workshop 1)

The activity of watching a video for matching words with pictures was very useful because it stimulated different kinds of learning styles because it included images, sounds and words that let students to use their senses. For them it was very fun and relaxing. They expressed their enjoyment with words like student 6 said: "tan chevere ese ejercicio, todas las clases deberíamos hacer lo mismo" [sic]

(Teacher's field notes, after workshop 2)

5. ¿Cómo contribuyeron los talleres de vocabulario apoyados por el enfoque léxico al aprendizaje de colocaciones? Puedes seleccionar varias opciones.
- ☒ a) Presentando las colocaciones de diferentes maneras.
 - ☒ b) Aumentando mi habilidad para utilizar bloques de palabras.
 - ☒ c) Favoreciendo el vocabulario y las colocaciones.
 - ☒ d) Favoreciendo las actividades y el proceso de aprendizaje.
 - ☒ e) Empleando estrategias de aprendizaje que me ayudaron a retener vocabulario y colocaciones en la memoria de largo plazo.
 - ☐ f) Todas las anteriores
 - ☐ g) Ninguna de las anteriores.
 - ☐ h) Otro. ¿Cuál? _____

(Survey on students' perception)

Noticing, learning and using collocations in contextual sentences or short texts. This category presented the process that let students notice, learn and use collocations. First of all, it is worth mentioning that a collocation is as McCarthy (2005) affirmed, "a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound wrong to native speakers of English" (p. 6). Hence, I decided to teach collocations to facilitate students understand the English language. To do it, I selected two topics: daily routines and sports, where collocations were easy to recognize and learn in the EFL class. Therefore, I developed a process in which the first part focused on noticing collocations, the second was learning them, and the last one was using collocations in context.

Noticing and learning collocations proposed in the workshops. This subcategory explained the process of noticing and learning a collocation in the exercises. Noticing is, as stated by Lewis


(2008), “a key strategy in the Lexical Approach in which learners’ attention is specifically drawn to lexical features of the input to which they are exposed” (p. 218). The process of noticing collocations was developed through exercises in which students used imagery and linguistic clues to identify them or used sounds and the context to identify collocations. In that way, they noticed the features of the collocations, and then they had to go through all the pedagogical process proposed in the sequenced learning activities. That input becomes an intake or language internalized by the learner in such a way, that it remains available for productive use (Lewis, 2008). This process allowed me to see how the materials aided students to notice and learn collocations, as demonstrated in their artifacts, their self-assessment, and final survey.

In relation to the learning of vocabulary, the Lexical Approach allows researchers to distinguish between learning and acquisition, as Ellis (1985) argued that “Acquisition for Krashen consists of the spontaneous process of rule internalisation that results from natural language use, while learning consists of the development of conscious L2 knowledge through formal study” (p. 20). However, the Lexical Approach considered as stated by Lewis (1993), “Lexis may be learned as well as acquired” (p. 116). For that reason, it is worth pointing that the process that I developed in the workshops helped learners learn and acquire the collocations according to Lewis (1993),

Learning vocabulary involves a great deal more than simple memorization. If grammar/vocabulary represents a continuum rather than a dichotomy, although conscious learning of a vocabulary item may help, it too must ultimately be acquired -integrated fully into the learner’s linguistic resources so that it is spontaneously available when needed. (p. 117)

The workshops encouraged students’ language learning and acquisition because the

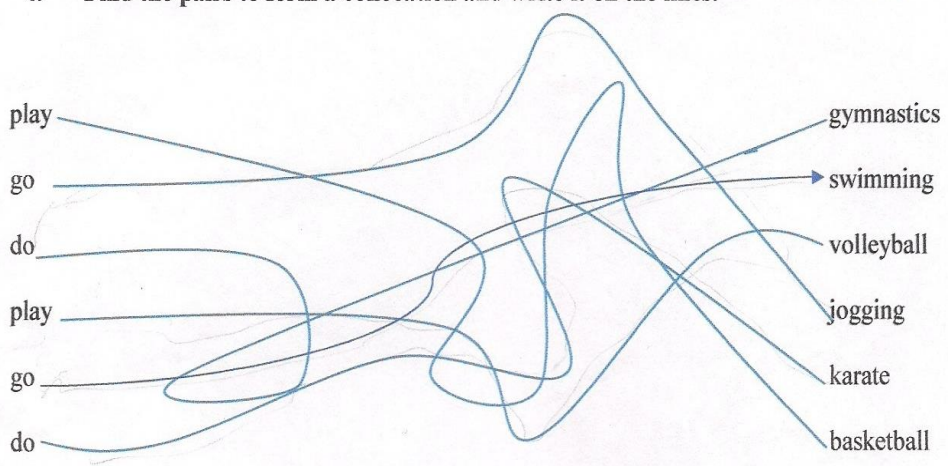
procedure was intended for helping them store words on the long-term memory, as Lewis (1993) stated, “Vocabulary learning and acquisition can be aided through classroom procedures which: Help students identify lexical items correctly, encourage recording in helpful non linear formats and encourage transfer from short term to long term memory” (p. 117). In other words, students not only learned collocations but also internalized some of them.

 **Lesson 2 Listening**

Learning strategy: using prior knowledge and patterns.

Pre- listening

4. Find the pairs to form a collocation and write it on the lines.



a. Play basketball

b. go jogging

c. do gymnastics

d. play volleyball

e. go swimming

f. do karate

(Students' artefacts)

3. Write the missing letters to complete the words.

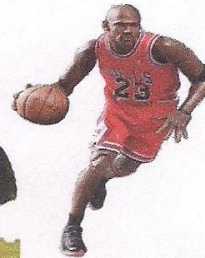
Learning strategy: using pictures and language clues.



play football soccer



go horse riding



play basketball



play volleyball



go fishing



play baseball



go swimming



do karate



go skating



go cycling



do gymnastics



go jogging

(Students' artefacts, workshop 2)

Lesson 1 Vocabulary in context

Learning strategy: using pictures and keywords



2. Match the sport with its corresponding picture

a. Play basketball
b. Play football soccer
c. Play volleyball
d. Play baseball
e. go swimming
f. go fishing
g. go skating
h. go cycling
i. go horse riding
j. do karate
k. do gymnastics
l. go jogging



b



c



i



g



d



h



f



j



e



k



a



l

(Students' artefacts, workshop 2)

The variety of activities proposed in the workshops did help students to recognize, realize, match and use the collocations. Most students achieve activity completion and enjoy while learning. [sic]
(Teacher's field notes, workshop 2)

Using collocations in contextual sentences or short texts. The last exercises in the research study were the ones in which students retrieved from memory the collocations for writing a sentence, and later a whole paragraph about their daily routine or about their favorite sports. The most significant finding at the end of the implementation was the effect of teaching the vocabulary as an outstanding part, rather than a secondary aspect from the beginning of the lesson and through the whole process. Thus, vocabulary let students reach the ability to write a short paragraph for the first time. That was a significant result if we take into account that the target students did not have EFL classes during their primary school, except a basic vocabulary. In regard to vocabulary learning, Widdowson (1989) affirmed that “the more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax needs to be put on the service of words and not the other way around” (p. 203). I strongly believe that increasing students’ awareness of the lexical items is the first step to improve the language learning process, because knowing lexis facilitates the development of language skills: listening, speaking, reading and writing.

I can conclude that the whole implementation process was successful because the process was well planned to follow the MD framework, the learning strategies, the Lexical Approach and the principles for storing words on the long-term memory.



Lesson 6 Writing

Learning strategy: Using pictures and prior knowledge to complete sentences.



4. Look at the pictures. Write sentences to describe the pictures.



He is playing baseball



she goes skating



he goes swimming



he goes cycling



he goes fishing



he plays basketball



They do karate



He goes horse riding



He plays volleyball

(Students' artefacts, workshop 2)

12. Write an email to your pen-pal and tell him about your sport routine on weekends. Use the vocabulary box.

Play basketball	Play baseball	Do karate	Go riding	Go skating
Play football soccer	Do gymnastics	Go swimming	Go fishing	Do yoga

Learning strategy: Combining collocations in a new way to produce a short text.



on saturday
 I wake up at 8:00 Am
 I take a shower
 I Have breakfast
 I go cycling
 I have lunch
 I go fishing to la charrety
 I go home
 I go to eslip
 on sondey I do Karate

(Students' artefacts, workshop 2)

The workshops have been so helpful since the activities are sequenced from the simplest act to the most complex for students to notice and recognize the collocations until they gradually use them in sentences or in a short text. They felt very podu of their writing since it was the frist time they wrote something in their English classes. [sic]

(Teacher's field notes workshop)

7. ¿Cuáles de los siguientes aspectos son ciertos en relación con el aprendizaje de las colocaciones?
- ☒ a) sé qué es una colocación.
 - ☒ b) reconozco una colocación en un texto escrito.
 - ☒ c) recuerdo colocaciones frecuentes de mi rutina diaria.
 - ☒ d) recuerdo colocaciones frecuentes relacionadas con los deportes.
 - ☒ e) puedo usar colocaciones, de acuerdo con el contexto, en un texto corto.
 - ☒ f) soy consciente del uso de las colocaciones.
 - ☐ g) todas las anteriores.
 - ☐ h) ninguna de las anteriores.
7. Si desea puede escribir algún comentario adicional de los talleres desarrollados en clase.
- A mi me gusto porque me gustaron
los dibujos y todas cosas
- _____
- _____
- _____

(Survey on students' perceptions)

Having described the findings of the present pedagogical intervention, the following chapter presents the conclusions, pedagogical implications, limitations and questions for further research.

Chapter V

Conclusions and Pedagogical Implications

The present chapter states some conclusions extracted from the data analysis and attempts to answer the research question: How do the development and implementation of vocabulary workshops, based on the lexical approach contribute to learning collocations in sixth graders in Pio X School? In addition, this chapter describes the pedagogical implications for the EFL community, the institution and for myself as a teacher-researcher and materials developer. There is also an explanation of the limitations of the study, and some suggestions for future research studies.

Conclusions

From this research study I could conclude that the development and implementation of vocabulary workshops, based on the Lexical Approach had a positive effect on the learning of collocations in sixth graders in Pio X School, because students learned the target collocations through the materials designed and developed under the SLA principles and the principles of the Lexical Approach, during the implementation of the pedagogical intervention designed for this research study. These were the most noticeable outcomes of the pedagogical intervention: first, students became aware of the existence of different kinds of words, or chunk of words which let them to improve their comprehension of the language, as stated by Lewis (1993), “Vocabulary learning and acquisition can be aided through classroom procedures which: Help students identify lexical items correctly” (p. 117). The kind of activities proposed in the two workshops, its content and the selected learning strategies helped my students to recognize or identify the collocations correctly, which was the first achievement of their learning process.

Second, students learned and used the learning strategies. On this matter, Núñez (2010) affirmed that “using learning strategies not only facilitates learning, but also makes the student

aware of the way they construct knowledge, which may lead them to self-assess and regulate their own learning” (p. 36). As a result of applying cognitive and memory strategies, students could store collocations on memory for late retrieval, which is the first procedure to learn words, which is corroborated by Oxford (1990) as she mentioned that “memory strategies focus mostly on storage function, because that is the initial key to learning” (p. 58). I can assert that students learned collocations because they developed a conscious L2 knowledge through a formal study as Krashen (as cited in Lewis, 1993) affirmed “learning consists of the development of conscious L2 knowledge through formal study” (p. 20).

Third, the materials developed by the teacher-researcher under the SLA principles made a big difference in the classroom atmosphere since the materials were meaningful, attractive, and useful, as Nuñez, et al. (2009) affirmed “the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners” (p. 173). Moreover, the students were relaxed, self-confident and happy, which stimulated their learning process as Tomlinson (2010) asserted, “Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not” (p. 89). Therefore, I can conclude that the materials were appropriate and useful for teaching collocations as they caused a positive effect on the students’ learning process and they remained motivated throughout the whole implementation of the pedagogical intervention. In short, this quote summarizes the effect of this study on the students’ outcome: “me senti más inteligente” [I feel myself more intelligent] (Survey, student 12).

Pedagogical implications

This research study had a positive impact on students in Pio X School because they had never used materials specifically designed and developed for them, which made them feel excited and happy about getting to know and use learning strategies that facilitated their learning process.

The present research study was a great opportunity for my professional growth because it made myself aware of the importance of developing materials that really improve the learning process of my students, with regard to their needs and context. It was also rewarding to search for suitable approaches to teach vocabulary helpful for my students to improve their process of memorization, which means they can retrieve the learned collocations when they need to use them to express their routines. It is clear that this achievement entails the teachers' awareness of theoretical insights on MD, the LA approach and collocationa, language teaching pedagogical knowledge and results from previus related studies regarding the construct that inform this study, which enriched my practice as an English teacher.

Learning about the guidelines to design and implement materials guided by the SLA principles, was enriching not only for myself as a professional but also for my colleagues in the English staff in Pio X School, because we had always used not contextualized books which present topics detached from students' reality. After the implementation of my research study, EFL teachers in Pio X School decided to desing their own class materials.

Limitations

In this research study, I took into account the principles for storing words on the long-term memory as asserted by Thornbury (2007), "Repetition, retrieval, spacing, pacing, use, cognitive depth, imaging, personal organizing, mnemonics, and motivation and very high of attention called arousal" (p. 25). However, I did not take into account spacing to accomplish those principles, which

require sufficient time. Pacing requires learners to have the opportunity to pace their own rehearsal activities and to assign students a period of time and then practice again the vocabulary previously learned.

Further Research

After analysing the findings and establishing the conclusions, I could assert that this research study would be implemented for teaching verbs, as part of daily activities entailing students' activities related to their real context. The further questions could be: How do the development and implementation of vocabulary workshops, based on the principles of pacing and spacing from the lexical approach contribute to learning of verbs?

Another question could be: How do the development and implementation of vocabulary workshops, based on films improve the use of collocations on the oral activities?

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Appendix A

Informed Consent Form

Señores

Padres de Familia grado 601

IED PIO X

Chipaque Cundinamarca

Respetados Padres de Familia:

Cordialmente me dirijo a ustedes con el fin de solicitar su autorización para que su hijo(a), participe en la investigación denominada “Talleres de vocabulario diseñados a partir del enfoque léxico para la enseñanza de colocaciones (combinaciones estables de palabras) en inglés a niños de sexto grado de la IED PIO X” realizada dentro del marco de la Maestría en Educación de la Universidad Externado de Colombia.

Este proyecto se desarrollará para ayudar a los estudiantes a mejorar el proceso de memorización de nuevo vocabulario en la memoria de largo plazo, mediante la implementación de talleres contextualizados que contemplan los principios y las estrategias de aprendizaje de una segunda lengua.

De antemano les informo que la participación en la investigación es voluntaria y si deciden no participar en ella, su hijo no se verá afectado de ninguna manera. Cabe anotar que el estudiante se puede retirar de la investigación en cualquier etapa del proceso. Las fotografías y videos que se tomen como parte de la investigación no serán publicadas en ningún medio, ni en ninguna red social y solo serán utilizadas dentro de la misma, conservando la identidad de los estudiantes en el anonimato.

Agradezco su amable colaboración.

Atentamente,

SANDRA MILENA SARMIENTO

Licenciada en Filología e Idiomas

Yo _____identificad@ con cedula de ciudadanía No. _____ autorizo a mi hij@_____ a participar del proyecto **“Talleres de vocabulario diseñados a partir del enfoque léxico para la enseñanza de colocaciones (combinaciones estables de palabras) en inglés a niños de sexto grado de la IED PIO X”** que se desarrollara durante las horas de clase de inglés en la IED Pio X de Chipaque.

Appendix B: Needs análisis survey

Departamento de Cundinamarca
Institución Educativa Departamental Pio X.



Apreciados estudiantes

La presente encuesta ha sido diseñada con la intención de determinar las necesidades que usted presenta en el aprendizaje del inglés como lengua extranjera en especial en el proceso de aprendizaje de vocabulario. Le solicito responder la encuesta con total sinceridad ya que no hay respuestas buenas o malas, si no que todas sus respuestas son un valioso aporte para mi investigación. La información recolectada será utilizada únicamente con fines investigativos dentro de la Maestría en Educación que estoy realizando.

1. **¿Cuál es la dificultad más grande que enfrenta usted cuando quiere comunicarse en inglés?**
 - ☐ Falta de vocabulario
 - ☐ Falta de conocimiento de la gramática

2. **Lo que más se le dificulta cuando trata de entender un texto en inglés es:**
 - ☐ Encontrar el significado correcto de las palabras
 - ☐ Entender la estructura del texto
 - ☐ Entender la idea general del texto

3. **La utilización de materiales como: guías, talleres, unidades, módulos, cartillas, etc. es importante para apoyar el proceso de aprendizaje de vocabulario en inglés**
 - ☐ Totalmente de acuerdo
 - ☐ De acuerdo
 - ☐ Indiferente
 - ☐ En desacuerdo

4. Los materiales que se emplean para enseñar generan un impacto positivo y motivan el aprendizaje del idioma cuando

- ☐ tienen un diseño llamativo y novedoso
- ☐ los contenidos están relacionados con temas de nuestro contexto
- ☐ los contenidos son relevantes y útiles para los estudiantes
- ☐ ayudan al estudiante a desarrollar autoconfianza
- ☐ tienen estrategias que nos ayudan a aprender mas facilmente
- ☐ Me ayudana sentirme relajado y seguro
- ☐ Rodas las anteriores

Otro? _____

5. La memoria es un aspecto importante en el aprendizaje de vocabulario.

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Indiferente
- ☐ En desacuerdo

6.Cuál o cuáles de las siguientes estrategias de memoria considera usted facilita el aprendizaje de vocabulario en inglés (puede marcar una o varias opciones)

- ☐ agrupar palabras de acuerdo a su significado
- ☐ unir palabras con imágenes
- ☐ ubicar nuevas palabras en oraciones o frases cortas
- ☐ utilizar el nuevo vocabulario en distintos ejercicios para memorizarlo
- ☐ organizar palabras alrededor de gráficos.
- ☐ Escuchar palabras para asociarlas con imágenes
- ☐ Reconocer palabras que unidas transmiten un solo significado
- ☐ todas las anteriores

7. La implementación de estrategias de memoria para apoyar la enseñanza de vocabulario en inglés puede contribuir significativamente en el aprendizaje de los estudiantes.

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Indiferente
- ☐ En desacuerdo

8. ¿Para ti qué es lo primero que te deben enseñar para poder hablar en inglés?

- ☐ La pronunciación
- ☐ El vocabulario
- ☐ La entonacion
- ☐ La gramatica

9. ¿Sabías que en inglés no puedes traducir un texto traduciendo palabra por palabra sino que hay bloques de palabras para transmitir un solo significado?

- ☐ No
☐ Si

Appendix C: Survey



Departamento de Cundinamarca
Institución Educativa Departamental Pio X.



Nombre: _____ Fecha: _____

Queridos estudiantes,

Gracias por tu participación en mi investigación “*Talleres de vocabulario y enfoque léxico en el aprendizaje de colocaciones*”. Les agradezco su tiempo y colaboración al responder el siguiente cuestionario acerca de sus percepciones y sentimientos durante la implementación de los talleres de vocabulario y colocaciones.

Por favor, recuerden que no existen respuestas correctas ni incorrectas puesto que no se trata de una evaluación. Sus respuestas contribuirán a mi investigación y sus nombres se mantendrán anónimos. ¡Muchas gracias!

Tu profesora, Sandra Milena Sarmiento Tacha

1. ¿Qué piensas de los dos talleres que desarrollamos en clase?

2. ¿Cómo te sentiste desarrollando las actividades de los talleres?

3. ¿Qué fue lo que más te gusto de los talleres? Puedes seleccionar varias opciones.
 a. las imágenes a color

- b. el contenido
- c. el diseño
- d. la variedad de actividades y la secuencia de las mismas
- e. el uso de estrategias de aprendizaje
- f. las oportunidades para emplear nuestro conocimiento previo
- g. la repetición de las colocaciones en distintas actividades
- h. Todas las anteriores
- i. Ninguna de las anteriores
- j. Otro ¿Cuál? _____

4. ¿Entendiste las estrategias de aprendizaje explicadas por la profesora?

- a. Si
- b. No

5. Las estrategias de aprendizaje son útiles para:

- a. Aprender con facilidad
- b. Sentirte motivado
- c. Sentirte mas seguro al realizar los ejercicios
- d. Desarrollar los ejercicios mas fácilmente

6. ¿En cuáles de los siguientes ejercicios te sentiste mejor?

- a. Vocabulario en contexto
- b. Listening
- c. Speaking
- d. Reading
- e. Writing

7. ¿Cuál fue tu taller favorito?

- a. My daily routine
- b. Sports

8. Los ejercicios estaban oranzados:

- a. Del más fácil al más difícil
- b. Del más difícil al más fácil

9. ¿Cómo contribuyeron los talleres de vocabulario apoyados por el enfoque léxico al aprendizaje de colocaciones? Puedes seleccionar varias opciones.

- a) Presentando las colocaciones de diferentes maneras.
- b) Aumentando mi habilidad para utilizar bloques de palabras.
- c) Favoreciendo el vocabulario y las colocaciones.
- d) Favoreciendo las actividades y el proceso de aprendizaje.
- e) Empleando estrategias de aprendizaje que me ayudaron a retener vocabulario y colocaciones en la memoria de largo plazo.
- f) Todas las anteriores
- g) Ninguna de las anteriores.
- h) Otro. ¿Cuál? _____

10. Los talleres me ayudaron a memorizar las colocaciones porque:

(Puedes seleccionar varias opciones).

- a) Las colocaciones se repetían en diferentes ejercicios
- b) Los ejercicios me obligaron a recordar las colocaciones que ya sabía.
- c) Los talleres manejaron una cantidad manejable de colocaciones
- d) Los talleres me permitieron poner a trabajar las colocaciones aprendidas en distintos contextos.
- e) En los ejercicios que desarrolle tome decisiones para escoger la colocación correcta de acuerdo al contexto.
- f) Todas las anteriores
- g) Ninguna de las anteriores.
- h) Otra. ¿Cuál? _____

7. ¿Cuáles de los siguientes aspectos son ciertos en relación con el aprendizaje de las colocaciones?

- a) sé qué es una colocación.
- b) reconozco una colocación en un texto escrito.
- c) recuerdo colocaciones frecuentes de mi rutina diaria.
- d) recuerdo colocaciones frecuentes relacionadas con los deportes.
- e) puedo usar colocaciones, de acuerdo con el contexto, en un texto corto.
- f) soy consciente del uso de las colocaciones.
- g) todas las anteriores.
- h) ninguna de las anteriores.

11. Si desea puede escribir algún comentario adicional de los talleres desarrollados en clase.

Appendix D: Teacher field notes

Field Notes		
School: Pio X		Teacher: Sandra Sarmiento Date:
Grade: 601		Workshop No. 1 Lesson: 1
Research Question	Research Objectives	
How do the development and implementation of vocabulary workshops, based on the lexical approach contribute to learning collocations in sixth graders at Pio X School?	General objective To explore the contribution of a vocabulary workshops based on the lexical approach, to the learning of collocations in sixth graders.	Specific objectives a. To assess the appropriateness and usefulness of developing and implementing two vocabulary workshops based on the lexical approach for teaching collocations. b. to evaluate the usefulness of the lexical approach for contributing to students' learning of collocations, and c. to analyze the students' learning strategies resort when using collocations in a given context.
General description		Analysis

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