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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **“QUIZLET APP AND THE ENGLISH LANGUAGE VOCABULARY LEARNING”**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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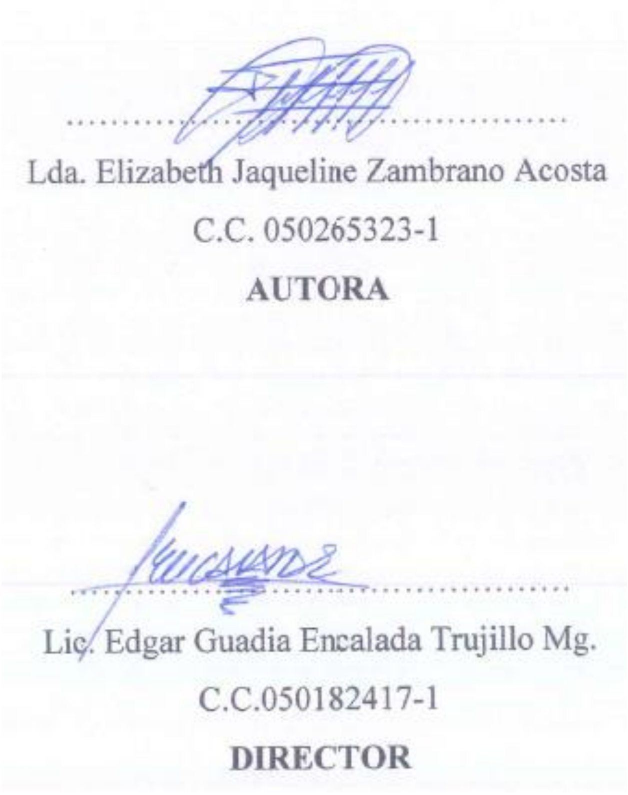

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ÍNDICE GENERAL

PORTADA i
A LA UNIDAD DE TITULACIÓN DE LA UNIVERSIDAD TÉCNICA DE AMBATO:... ii
AUTORÍA DEL TRABAJO DE TITULACIÓN iii
DERECHOS DE AUTOR iv
ÍNDICE GENERAL v
ÍNDICE DE CUADROS vii
ÍNDICE DE FIGURAS ix
AGRADECIMIENTO x
DEDICATORIA xi
RESUMEN EJECUTIVO xii
EXECUTIVE SUMMARY xiii
INTRODUCTION 1
CHAPTER I 3
PROBLEM STATEMENT 3
1.1 Theme of the Problem 3
1.2 Problem Statement 3
1.3 Contextualization 3
1.3.1. Critical Analysis 7
1.3.2 Prognosis 9
1.3.3 Setting of the problem 10
1.3.4 Research Questions 10
1.3.5. Delimitation of the Problem 10
1.4. JUSTIFICATION 11
1.5 OBJECTIVES 13
1.5.1 General Objective 13
1.5.2 Specific Objectives 13
CHAPTER II 14
THEORETICAL FRAMEWORK 14
2.1 Research background...14

2.2 Philosophical foundations....16
2.3 Legal Bases....17
2. 4 Main Categories....19
2.5. Hypothesis....22
2.6. Signaling Hypothesis....22
2.7. Theoretical Foundation of the Independent Variable.....22
2.8 Theoretical Foundation of the Dependent Variable. 37
CHAPTER III....46
METHODOLOGY....46
3.1. Approach....46
3.2. Basic research methods....47
3.3. Level or type of research....47
3.4. Population and sample....49
3.5 Variable Operationalization....51
3.6. Data Collection Plan....55
3.7 Analysis and Interpretation Plan....56
CHAPTER IV....57
ANALYSYS AND INTERPRETATION....57
4.1. Analysis and Interpretation....57
4.2. Verification of Hypothesis....84
4.2.1. Logic Model....84
4.2.2. Statistical Specifications....84
4.2.3. Significance Level....85
4.2.4. Data collection and statistical calculations.....87
CHAPTER V....91
CONCLUSIONS AND RECOMENDATIONS....91
5.1. Conclusions....91
5.2. Recommendations....92
CHAPTER VI....94
THE PROPOSAL....94
ANNEXES....99
BIBLIOGRAPHY....133

ÍNDICE DE CUADROS

Table1: Population.. 49

Table2: Independent Variable Operationalization.. 51

Table3: Dependent Variable Operationalization 53

Table4: Basic Questions 55

Table 5: Understanding nouns while reading in the pre-test...................................... 58

Table 6: Understanding verbs while reading in the pre-test....................................... 58

Table 7: Understanding adjectives while reading in the pre-test................................ 59

Table 8: Understanding adverbs while reading in the pre-test 59

Table 9: Understanding nouns while listening in the pre-test 60

Table 10: Understanding verbs while reading in the pre-test..................................... 60

Table 11: Understanding adjectives while reading in the pre-test.............................. 61

Table 12: Understanding adverbs while reading in the pre-test 61

Table 13: Understanding prepositions while reading in the pre-test 62

Table 14: Understanding nouns while reading in the post-test 62

Table 15: Understanding verbs while reading in the post-test 63

Table 16: Understanding adjectives while reading in the post-test............................. 63

Table 17: Understanding adverbs while reading in the post-test................................ 64

Table 18: Understanding nouns while listening in the post-test................................. 65

Table 19: Understanding verbs while listening in the post-test.................................. 65

Table 20: Understanding adjectives while listening in the post-test 66

Table 21: Understanding adverbs while listening in the post-test............................... 66

Table 22: Understanding prepositions while listening in the post-test........................ 67

Table 23: Correct answers comparison in the control group...................................... 67

Table 24: Pre-test and Post-test grades per student. 69

Table 25: I know what ICTs are. 70

Table 26: The ICTs promote learning 71

Table 27: I like to work with applications 72

Table 28: Teacher's use applications to teach vocabulary... 73

Table 29: Use of applications to evaluate students.. 74

Table 30: I use an application or platform to learn English 75

Table 31: I have internet access at home 76
Table 32: The teacher uses motivating activities to teach vocabulary. 77
Table 33: Interesting material and tools to teach vocabulary...................................... 78
Table34: Appropriate classroom atmosphere 79
Table35: Students' active participation.. 80
Table 36: Vocabulary learning 81
Table 37: Memorizing words and their meaning... 82
Table38: Students' proficiency level... 83
Table 39: Distribution of Chi.. 86
Table40: Observed Frequencies 87
Table41: Expected Frequencies... 88
Table42: Calculation of Chi^2 89
Table 43: Operating Model... 99

ÍNDICE DE FIGURAS

Figure 1: Problem Tree 6

Figure 2: Main Categories 19

Figure 3: Independent Variable Map 20

Figure 4: Dependent Variable Mind Map 20

Figure 5: An experiential Learning Cycle 38

Figure 6: Cambridge English Scale 41

Figure 7: Components of English Language 42

Figure 8: Pre-test and Post-test correct answers' representation 68

Figure 9: I know what ICTs are 70

Figure 10: The ICTs promote learning 71

Figure 11: I like to work with applications 72

Figure 12: Teacher's use applications to teach vocabulary 73

Figure 13: Use of applications to evaluate students. 74

Figure 14: I use an application or platform to learn English 75

Figure 15: I have internet access at home 76

Figure 16: The teacher uses motivating activities to teach vocabulary. 77

Figure 17: Interesting material and tools to teach vocabulary 78

Figure 18: Appropriate classroom atmosphere 79

Figure 19: Students' active participation 80

Figure 20: Vocabulary learning 81

Figure 21: Memorizing words and their meaning 82

Figure 22: Students' proficiency level 83

Figure 23: Area of acceptance of the hypothesis 90

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FECHA: 16 de octubre del 2018

RESUMEN EJECUTIVO

El presente trabajo de investigación se enfocó en el vocabulario como factor principal para el aprendizaje y producción del Idioma Inglés como lengua extranjera aplicado a los estudiantes de Segundo y Tercer Año de Bachillerato General Unificado de la Unidad Educativa Cusubamba durante el año lectivo 2017 – 2018. El marco teórico se centra en la aplicación Quizlet, estrategias y herramientas tecnológicas para la enseñanza del idioma Inglés, las TICs (Tecnologías de la Información y Comunicación) en la educación, vocabulario en el idioma Inglés, niveles y componentes del idioma Inglés y proceso de enseñanza- aprendizaje del Inglés. El trabajo investigativo se desarrolló mediante una investigación bibliográfica-documental con un punto de vista descriptivo, basado en el paradigma cuasi- experimental, cuali- cuantitativo, ya que se empleó una prueba inicial y una prueba final a dos grupos de estudiantes, uno de control y uno experimental. Como resultado se pudo obtener un nivel deficiente del vocabulario en los estudiantes. Sin embargo, luego de aplicar la herramienta tecnológica Quizlet al grupo experimental y evaluarlos por segunda vez se pudo apreciar que los estudiantes incrementaron representativamente su nivel de vocabulario. Mientras que, el grupo de control quienes continuaron con los métodos tradicionales se mantuvieron en el mismo nivel bajo de conocimientos. Por lo tanto, se puede concluir que, la integración de la herramienta tecnológica Quizlet en el aprendizaje del vocabulario mejoró significativamente el nivel de vocabulario en los estudiantes y por lo tanto mejoró también se desempeñó en el idioma.

DESCRIPTORES: Componentes, Desempeño en el idioma, Estrategias, Habilidades del idioma, Herramientas Tecnológicas, Niveles del Idioma Inglés, Proceso de Enseñanza – Aprendizaje, Quizlet, Tecnologías de la Información y Comunicación, Vocabulario.

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AUTHOR: Elizabeth Jaqueline Zambrano Acosta
TUTOR: Lic. Edgar Guadia Encalada Trujillo Mg.
DATE: October 16th, 2018

EXECUTIVE SUMMARY

This research work focused on the vocabulary as the main factor for the English as foreign language learning and production applied to the twelfth and thirteenth BGU levels at Unidad Educativa Cusubamba during the academic year 2017 – 2018. The theoretical framework was centered on Quizlet Application, English teaching technology strategies and tools, ICTs (Information and communication Technologies) in education, English vocabulary, English language levels and components, English language teaching, and learning process. The investigative work was developed through a documentary – bibliographic investigation with a descriptive point of view, based on the quasi-experimental, quali-quantitative paradigm on which a pre-test and post-test were applied to two groups of students. One group was considered the control group and the other the experimental group. As a result, it was possible to identify the students' deficient English vocabulary level. However, after applying the Quizlet technology tool to the experimental group and evaluating them for the second time, it was possible to appreciate that they undoubtedly developed their English vocabulary level. On the other hand, the students from the control group who continued working with the traditional methods stayed in the same level. Consequently, it was possible to conclude that the integration of Quizlet technology tool in vocabulary learning significantly increased the students' lexicon level as well as their English language performance.

KEY WORDS: Components, English Language Levels, Information and Communication Technologies, Language Performance, Language Skills, Quizlet, Teaching, Learning Process, Strategies, Technological tools, and Vocabulary.

INTRODUCTION

Currently, learning a new language especially English is a necessity for people all over the world due to globalization. It influences in all of the society fields such as business, economy, politics and education.

Firstly, talking about business, most of people have been asked to study English as a foreign language in order to be hired in a job or to have a better position and to get a better salary. It happens because of the globalization which demands people to know a language that is common around the world so that, business relationships should be established all around the world.

Secondly, education in Ecuador has included English as a mandatory subject in the new curriculum in all of their levels. Learning a new language is a very complex process. It involves many fundamental language elements such as word formation, morphology, grammar, syntax, semantics, pragmatics, and discourse analysis. To learn a language, it is important to possess a considerable amount of words which serves as the foundations for developing the four main skills (listening, reading, speaking, and writing) which are required in order to communicate effectively in the new language.

Nevertheless, the most common problem in students when learning English at schools is the lack of vocabulary. Consequently, even they feel motivated and desire to learn the language; it turns very difficult to accomplish their goals since they possess enough vocabulary. The present research work aims to help the twelfth and thirteenth BGU levels at Unidad Educativa Cusubamba to enhance their English language performance, by providing them a technological tool called Quizlet which supports the vocabulary learning through funny activities and games.

This investigative work is divided into six chapters. Each chapter explains one step of the process followed in order to fulfill the objectives.

Chapter I. This chapter contains the problem statement, its contextualization where the macro, meso, and micro levels were considered, the critical analysis of the problem, and the prognosis. Additionally, it includes an explanation about why this investigation should be carried out through the justification and the objectives to be accomplished.

Chapter II. In this section there is information about the similar works existing which supported this investigation, the philosophical foundations and the legal basis. It also includes the hypothesis and the variables stated in the investigation.

Chapter III. This chapter encloses all the methodology that is going to be used, such as the approach, the research methods, the level and type of research. Moreover, it includes the population and sample, the variables operationalization, the data collection plan, and the data analysis.

Chapter IV. This section covers the analysis and interpretation of the results obtained through the survey which allows verifying the hypothesis using the Chi Square formula.

Chapter V. In this chapter the conclusions and recommendations are developed based on the findings obtained in chapter IV.

Chapter VI. It describes the proposal and all of the elements it evolves such as the topic, the background of the proposal, the justification, the objectives, the feasible analysis, the foundations, the methodology, the operating model, its application and the findings.

Finally, the Annexes and the bibliography used along the investigation are found.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

Quizlet App and the English Language Vocabulary Learning

1.2 Problem statement

1.3 Contextualization

English constitutes the dominant language around the world. English is also known as a global language, not exactly because it is spoken by the majority of people but because it is widely spread and distributed all over the world. It is also considered global due to the important role it plays in the society where English is taken as a tool to reduce language and cultural barriers among individuals. However, it is not easy for all of the people to accomplish the goal of learning it. It is mainly because they possess a very low level of English Language knowledge. The main reason that causes this problem is the limit or poor vocabulary they have, as shown by (Pickering, Building Academic Vocabulary Teacher's Manual, 2005) in their research presented in “Building Background Knowledge for Academic Achievement” where the authors found out that the 50% of English learners who did not have received any vocabulary instruction has failed in tests. On the other hand, the 83% of students who has been provided with direct vocabulary instruction in the words related to contents have successfully achieved the goals of the subject.

Additionally, According to (Quora, 2018)“Lack of vocabulary results in too many pauses, and hence poor spoken English. By the other side, as speakers’ vocabulary swells, they pause less and less and their fluency improves” Thus, investigators concluded that proficiency in vocabulary is very important for effective communication in the foreign language.

According to (Marzano Robert J., 2005), “One of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information”

Consequently, when people do not have the sufficient vocabulary needed in order to communicate, they are not able to understand what the other people are talking about and either to express their ideas, feelings and emotions. This is because language is based on vocabulary which is the most important component in communication and language production.

According to (English First, 2007) which is the entity responsible of evaluating the English language level around the world; the Latin American countries have a very low level of English. It is because Latin Americans do not have the opportunity to be exposed to the language apart from the teachers who most of the time use the language just inside the classroom. So that, new words and vocabulary is not assimilated by learners.

Ecuador is one of the Latin American countries which resulted very low in the English language domain. Taking this into account, the Ecuadorian Education Ministry decided to reinforce the study of English as a foreign language in the three levels which are primary school, middle school and university. English is considered a mandatory subject in both private and public schools where books are provided to students. However, books also represent a serious problem for students to overcome. It is due to their level of difficulty but especially because students are not able to understand their content because of the low vocabulary level they have.

Additionally, there are many causes why students are not able to succeed in the foreign language learning process, such as the insufficient vocabulary which is necessary to construct ideas, and the missuses of the technology not only by students but also by teachers. On the one hand, English teachers in most of the public institutions tend to use their native language (Spanish or kichwa) in order to translate isolated words, explain the grammar structures and the use of the language which turns into a bored process of memorizing terminology that is not effective at last. On the other hand, most of people use technology only for social networks but not for academic purposes.

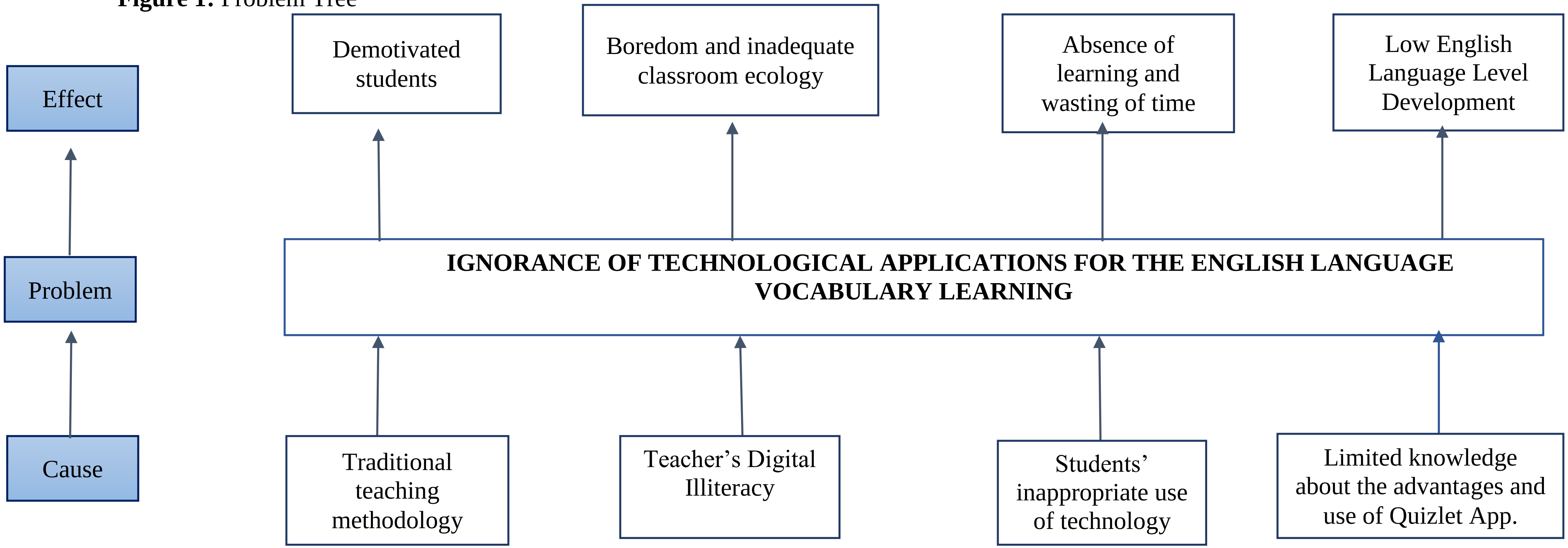
The limited knowledge about the existence of some technological applications which could help teachers, students and people in general also represents a barrier which does not allow learners to gain insights concerned to vocabulary in an easy an meaningful way. It leads students to fail in the English language learning process.

Students at Unidad Educativa Cusubamba also study English as Foreign Language since it is considered a mandatory subject which is required in order to go to the next level. However, they have to face the problem of feeling desperate because they do understand neither the books nor the teacher who tries to speak in English at least the most basic things inside the class. Sometimes it is not possible to accomplish because of the fact that the vocabulary they have is not enough to decode everything they listen or read.

Even though students have the possibilities to use the internet with educational purposes, teenagers do not dedicate the necessary time for doing homework or learning new contents. It is because they spend too much time in the social networks. So, learners tend to forget their responsibilities as students and prefer being in front of the computers until they lose the time notion which ends in a total wasting of time.

PROBLEM TREE

Figure 1: Problem Tree


Effect
Demotivated students
Boredom and inadequate classroom ecology
Absence of learning and wasting of time
Low English Language Level Development
Problem
IGNORANCE OF TECHNOLOGICAL APPLICATIONS FOR THE ENGLISH LANGUAGE VOCABULARY LEARNING
Cause
Traditional teaching methodology
Teacher's Digital Illiteracy
Students' inappropriate use of technology
Limited knowledge about the advantages and use of Quizlet App.

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

1.3.1. Critical Analysis

Every year, a great number of students in most of the educational institutions have to face very serious problems when fishing the school period. It is due to the fact that they do not get the necessary grades to go to the next level. So, they are required to go through a stressing process that seems will never end, and leads them to feel anxious and frustrated.

The traditional teaching methodology used by teachers, the teacher's digital illiteracy, the students' inappropriate use of technology, and the limited knowledge about the existence of the different technological application like Quizlet, Edmodo, Kahoot, Scratch and more have caused the students' failure when learning English as foreign language.

Firstly, even though teachers are specialized in the subject, most of the time they tend to use the traditional methods in order to teach or transfer the knowledge to students like the grammar translation, the suggestopedia or the audio-lingual method between others, which are not according to the students'' current interests, needs and requirements. Considering that these methods are teacher centered, students do not have the opportunity to be active and either to construct their own knowledge. Students are asked to repeat isolated words many times, write sentences following patterns which most of the time turn into a mechanic process since they are not motivated to think, analyze and understand why the sentences are structured in that specific form. So, learners are just memorizing grammatical structures which are not meaningful for them, because they are not useful in the real life. As a result of this, students start getting bored, demotivated and began to hate the subject. Then, they start to consider English as a language very difficult if not impossible to learn.

Secondly, some teachers suffer from digital illiteracy since they are not used to use the new technology. Actually, some of them even reject to use it because they feel scared of damaging devices. Teachers, specially the older ones think that they are not able to handle electronic devices. They consider that technology is not their strengths;

on the contrary, it represents a weakness in their professional life which does not allow them to be efficient enough in their teaching work.

Consequently, teachers do not integrate the technology in their English classes. Some educators are used to work just using the traditional resources which are the book and the notebook. Furthermore, most of the teachers are used to arrive to the classroom and ask students to open their books in a certain page and complete the activities, or just copy the exercises they provide them and write sentences following patterns and grammar structures. To tell the truth, traditional teachers do not care about the students' expectations, interests and preferences as long as learners keep quiet and follow instructions.

In this sense, the students' role is to be simple receptors and listeners who do not enjoy their learning time at all. Accordingly, due to the absence of technology used and all of the advantages it offers teachers and students, school classroom ecology is not the adequate for learning a new language since they turn into an uncomfortable and undesirable place to stay six hours a day.

Thirdly, not only teachers but also students play a very important role in the learning process. Nowadays, students are very familiar with all of the technological advances. In fact, they are fans and experts at using all types of digital devices. Unfortunately, most of them do not take advantages of the technological resources and tools for their learning development. By the way of contrast, cellphones, I-phones, I- pads, tablets, computers, digital watches and other electronic devices represents a strong distractor in their educational activities. To put it in another way, almost all of the students from the high schools use their devices into the classroom however, it is not for academic purposes. Learners use their cellphones for social networks. So, they are used to chat, text, and listen to music or even watch videos during the classes. This actions cause very difficult conflicts between the students, teachers and authorities.

Finally, the limited knowledge of the existence of useful and interesting WebQuests, applications or platforms which are available in the web limits the students` English language learning and performance. A high percentage of people think that technology is only a communicational tool. However, what they do not know is that technology integrates thousands of programs, activities and games which support and scaffold the students` learning process. In this sense, since students do not know about the existence of the Quizlet App as a vocabulary learning resource, they cannot take the benefits of getting new input in an active way. Therefore, their English language vocabulary level is very low. Simultaneously, poor vocabulary knowledge reduces the ability of learning a new language and blocks the possibility to communicate by using the foreign language.

All of the factors previously explained lead students to have a poor or nonacademic performance which results in bad scores. As a consequence, students tend to get demotivated until they take the wrong decision to give up or even dropout the schools.

1.3.2 Prognosis

If the problem of low vocabulary level remains unattended and teachers do not take actions towards finding alternatives to solve it, then student will continue to being unable to communicate in the new language. Furthermore, if Quizlet App is not integrated in the teaching and learning process, students will not be provided with interesting activities, to learn vocabulary in a funny and interesting way, and avoiding memorization and boredom. Traditional and obsolete methodology will continue being used by teachers. Hence, students will continue being forced to memorize isolated vocabulary in English language just because it is a requirement in the new curriculum.

Under those circumstances, the teaching and learning process will fail. Thus, students will not accomplish their goals successfully, and teachers will be disappointed and frustrated because of wasting of time.

As a result of this, students may continue to have problems with the English language learning which will provoke students to lose motivation for learning the language because of the use of inappropriate material.

1.3.3 Setting of the problem

Which technological applications promote the English language vocabulary learning?

1.3.4 Research Questions

- What is the twelfth and thirteenth students' English language vocabulary level at Unidad Educativa Cusubamba during the current academic year 2017 – 2018?
- Will students feel confident and comfortable while working with Quizlet App?
- How effective is Quizlet App in the student's English language vocabulary learning development?
- What are the main elements that the Quizlet App uses for English vocabulary learning?

1.3.5. Delimitation of the Problem

Field: Education

Area: Foreign language

Aspect: English Language vocabulary learning

1.3.5.1. Temporal Delimitation

Spatial Delimitation

Unidad Educativa Cusubamba

Temporal Delimitation

September 2017 – June 2018

Methodology

Analytical – experimental

Observation Unit

Students

1.4. Justification

The application of Quizlet App in the English language vocabulary learning is very **important** for students to improve their language vocabulary because it promotes authentic and significant learning. Teens of today are more kinesthetic, more visual; they love discovering and creating things by themselves on the web.

Besides, the integration of this technological tool in students learning process significantly **benefits** the twelfth and thirteenth levels at Unidad Educativa Cusubamba since they do not like to learn a language by memorizing or repeating words for many times or just by writing isolated sentences. Instead, Quizlet App fulfills all of their expectations by offering them lots of funny activities and also puts them in a scenario where they are able to express their feelings and emotions freely. Not to mention this, Quizlet App is an interesting tool that helps students learn English in an interactive way, by doing what they really like the most, which is using many different electronic devices and the internet.

Furthermore, including the use of Quizlet website in the English vocabulary learning is a very **innovative** strategy not only for students but also for teachers. On the one hand, teachers are challenged to be updated through the use of the new technological items and the programs they offer for the purpose of carrying out the teaching process in an easier and funnier way. Furthermore, by using the technology in the classrooms, teachers get away from the traditional classes filled of boredom; apathy and hopelessness giving students the opportunity to discover new ways of learning which encompasses the new digital era.

On the other hand, students are exposed to a different learning environment where they do it by trying new, unusual and creative learning strategies different from those used in the traditional classes. Quizlet App offers novel activities, games and test which easily get the students attention and interest.

Subsequently, the execution of this research work is also totally valid be applied based on the different perspectives.

Firstly, this investigative work is **feasible** since the new Ecuadorian English curriculum integrates the use of language in the application of the methodologies, techniques and strategies with the students. It has also been approved and authorized by the high school Principal, and it is supported by the students and their parents.

The main purpose of this application is to improve the teaching and learning process in order to obtain cognitive, social and communicative results since Quizlet application encourages students to share not only knowledge but also their cultural background with their peers.

Secondly, this research work is valid since it **contributes** to accomplish the requirements that the new English curriculum policies demands, not only to teachers but also to students. This is in order to improve the educational process development and simultaneously, to have better students' outcomes at the end of the school study period.

Thirdly, the present work is **valid** due to the fact that students and teachers have access to many useful applications through the different electronic devices such as Quizlet, Edmodo, Moodle, Schoology and so on. Furthermore, it is important to mention that working with applications leads students and teachers to be updated according to the new digital era.

The use of technology in the English language learning and teaching process plays an essential role in the students and teachers success. Nowadays, there are too many applications which are highly qualified and recommended tools that support the teachers and students vocabulary development. These technological resources help teachers to make vocabulary teaching and students' learning and practice easier and more motivating.

Therefore, the purpose of this research is to implement the Quizlet App with students who will succeed in increasing their English language vocabulary level which later on will allow them to accomplish their goals and aims. In fact, their scores will be notably better than before and they will feel happy and pleased to acquire the new language.

1.5Objectives

1.5.1 General Objective

To analyze the effectiveness of Quizlet App in the development of the English language Vocabulary learning in the 12th and 13thlevels at Unidad Educativa Cusubamba during the Academic Year 2017- 2018.

1.5.2Specific Objectives

- To diagnose the students' current English vocabulary level.
- To apply Quizlet App in the students' English vocabulary learning.
- To evaluate the students' progress after using Quizlet App.
- To propose the Quizlet App main elements for the English language vocabulary learning.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background.

After doing a deep analysis of the previous research works existing, it could be found that, (Prado Luis, 2017) in their work entitled "Recurso didáctico tecnológico Quizlet en el aprendizaje del léxico del idioma ingles en el primer año de bachillerato general unificado en la Unidad Educativa Municipal Oswaldo Lombeyda del Distrito Metropolitano de Quito, octubre - diciembre 2016".Explains that his investigative work is addressed to those students whose English lexical level is deficient. This is a quasi-experimental, field didactic, correlational research, done under the positivism epistemology and based on the philosophical scientific paradigms. This work was directed to 74 students from the First year B.G.U at Unidad Educativa Municipal Oswaldo Lombeyda del Distrito Metropolitano de Quito. He has proposed the combination of the technology and the English language learning through motivating activities which develop the students' vocabulary improvement.

At the end of the application of this new methodology, the researcher found that the use of Quizlet App as a technological tool has generated a significant positive change in the English language vocabulary learning in students. It has helped them to enrich their English language vocabulary which is fundamental for managing the language and also to establish a real communication in the foreign language.

Furthermore, there is a research work developed at Escuela Superior Politécnica de Chimborazo where (Rodriguez, 2015) in her work entitled "Diseño de una metodología M-Learning para el aprendizaje del idioma Inglés. Escuela Superior Politécnica de Chimborazo". explains how effective is applying the use of technology through the different electronic devices, specially the cellphones in the students' English language learning. Rodriguez also mentioned that "the use of technology in classrooms promotes the students' concentration, interest, and the collaborative work". This is a descriptive, quasi-experimental research. The proposal is based on the theories of constructivism, connectivism, and collaborative learning with a sociological, psychological and pedagogical approach. This research work was applied to 40 students at Unidad Educativa Nuestra Señora de Fatima located in Riobamba city.

As a result of their research work application, the researcher found out that students improved their communication skills in a 56%, the 62% got a higher level of understanding, and the 56% of them were able to develop more than one skill at the same time. Finally, students seemed to gain a significant level of reaction and reflection.

Moreover, it was possible to find a previous research work done by (Clark, 2013). In her work called "The Use of Technology to Support Vocabulary Development of English Language Learners", she states that results in students learning in the traditional way are totally different from those who used the technology (i-Pad). This research work is experimental, quantitative – qualitative, based on the positivism epistemology and the critical – proposal paradigm. It was directed to 5 ELL students of Education at Ralph C. Wilson, Jr. School in New York City. Three students worked on paper based activities and the other two students were provided with i-Pads assignments.

At the end of the application process, the researcher could notice that apart from the academic outcomes, students who used the technology had better behavioral attitudes thanks to the incorporation of visual and audios.

Additionally, there is a research paper entitled “Application of Multimedia Technology in Vocabulary Learning for Engineering Students”. It was written by (Shi, 2017) who says that applying the different technological tools and aids when teaching English vocabulary help teachers and students to actively participate in constructing their own knowledge. This is a descriptive research work which implies the constructivist methodology applied to students from class one and class four in the School of Engineering at Luoyang Institute of Science and Technology, China.

Once the researcher have finished her work application, she concluded that by using this new methodology, the learning process turns into more significant and allows students to storage a great number of words in their long- term memory easier and faster than just repeating and trying to memorize them.

Finally, there is an international research work entitled "Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition of Japanese University Students" (Dizon, 2016) states that, students have positively improved their English vocabulary level by using the Quizle Application. This is a quasi-experimental, descriptive work addressed to 9 second – year students who were studying at the Faculty of Foreign Studies at University in Japan during the spring semester of 2015. At the very final point of the investigation, the researcher realized that students have changed their learning behavioral attention and acceptance to the appliance of this on line resource.

To conclude, all of the investigative works mentioned before show that there have already existed some studies and investigations about the same topic or similar topics. It means that they will support the present investigative work thanks to the theory, experiences, and the results obtained at the end of the investigation. The different but interesting points of view and opinions set about the problem which are very useful to develop the present investigation about the problem taken as a case study at Unidad Educativa Cusubamba.

2.2 Philosophical foundations

This research work was focused on the **proposal-oriented and critical-perspective approach**. It is primarily because this approach helped the investigator to interpret and comprehend the social phenomenon in a holistic manner. (Aguilar, 2011) in her research paper entitled "Critical paradigm and contributions of participatory action research the transformation of social reality: an analysis from social sciences" states that "this paradigm framework focuses on the people's necessity to be immersed and integrated as active actors who are able to think by themselves in order to generate significant changes in the participative investigation. It becomes an innovative methodological alternative capable to generate deep changes in the social environment"

The investigative work is critical since it allows the investigator to critically reflect and state an opinion about the facts presented during the investigation. On the other hand, it is proposal- oriented because it enables to find and propose a possible solution to the problem stated in the research work.

The proposal- oriented and critical perspective approach is based on the **constructivism** which is a theory developed by Jean Piaget and Lev Vigotsky who believe that learning is possible when the learner is able to use the prior knowledge to understand and support the new knowledge. This theory encourages human beings to be ready to interact in the real life situations. Taking this theory in mind, people are able to construct their own knowledge based on the experiences they have gone through. So, they use these experiences as reference in order to find solutions for the presented problems.

2.3 Legal Bases

According to, **La Constitución de la República del Ecuador, sección 5 , Art. 27.-**“La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.”

Moreover, **El Régimen del Buen Vivir, sección primera, Educación, artículo 343** states that “El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultura”

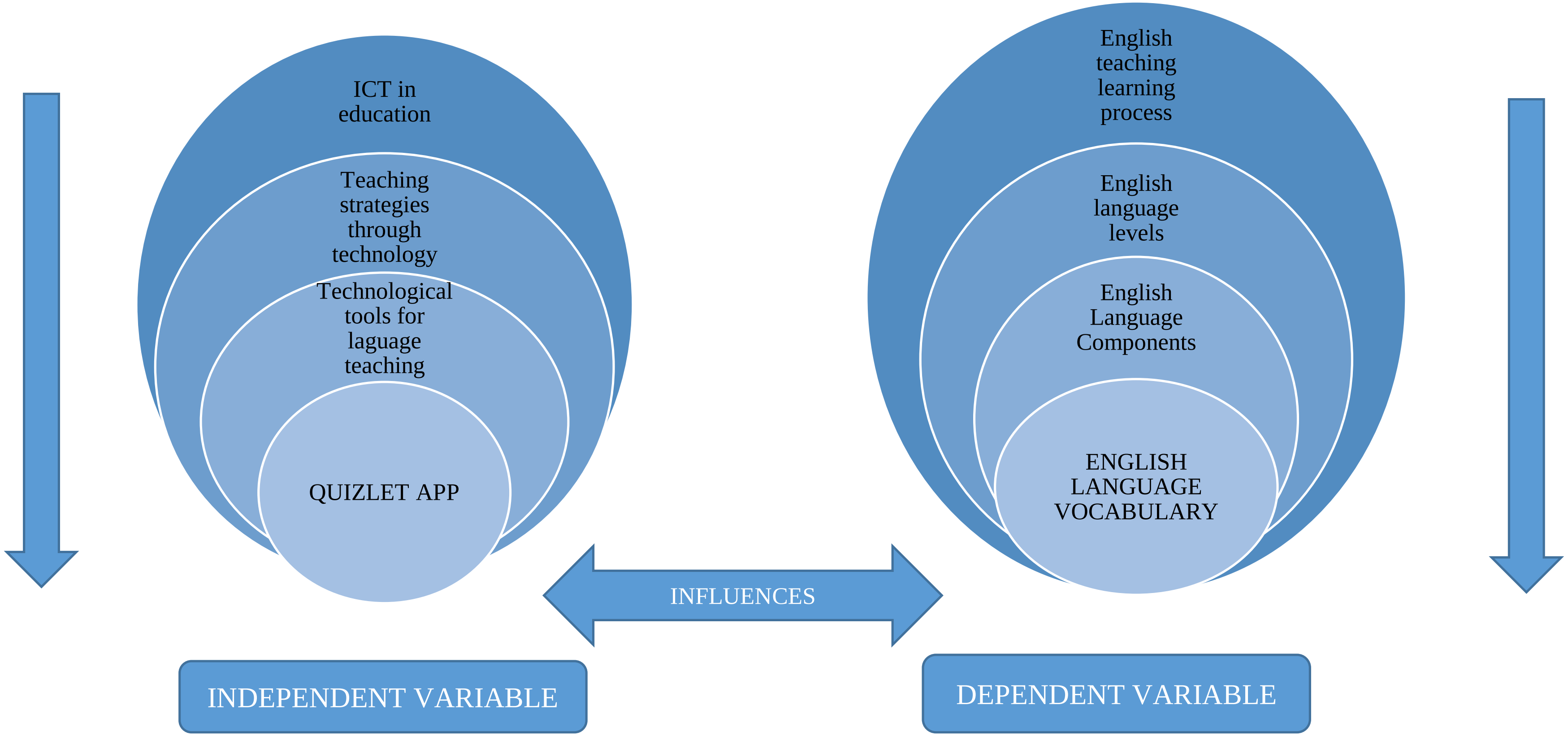
Additionally, as stated in **La Ley Orgánica de Educación Intercultural Título II Derechos y Obligaciones, Capítulo segundo Art. 6 Obligaciones, literal j:** El Estado tiene las siguientes obligaciones adicionales “Garantizar la alfabetización digital y el uso de las tecnologías de la información y comunicación en el proceso educativo, y propiciar el enlace de la enseñanza con las actividades productivas o sociales”.

Finally, in **El Registro Oficial Nº 22, Acuerdo Nº 0052-14. Considerando que,** en el informe técnico contenido en el memorando **Nº. MINEDUC-SFE-2014-0034-M** antes mencionado, se identifica como problema que “la Lengua Extranjera se estudie únicamente en la Básica Superior y no desde los primeros grados de la Educación General Básica. En función de las actuales demandas de la sociedad del conocimiento, el manejo del idioma inglés es fundamental y necesario como herramienta general de comunicación y de acceso a la información científica y tecnológica actualizada; en esa medida, es imprescindible el abordaje de la enseñanza de este idioma desde edades tempranas, razón por la cual se requiere ubicar una carga horaria de Inglés a partir del segundo Año del EGB. ”

So that, in **El Acuerdo Ministerial Nº 041-14. Art. 1.** DISPONER. “Que la enseñanza de Inglés, a partir del año lectivo 2016 – 2017, régimen Sierra y 2017 – 2018 régimen Costa sea obligatoria desde segundo grado de Educación General Básica hasta tercer curso de Bachillerato para todas las instituciones públicas, fisco misionales y particulares del país.”

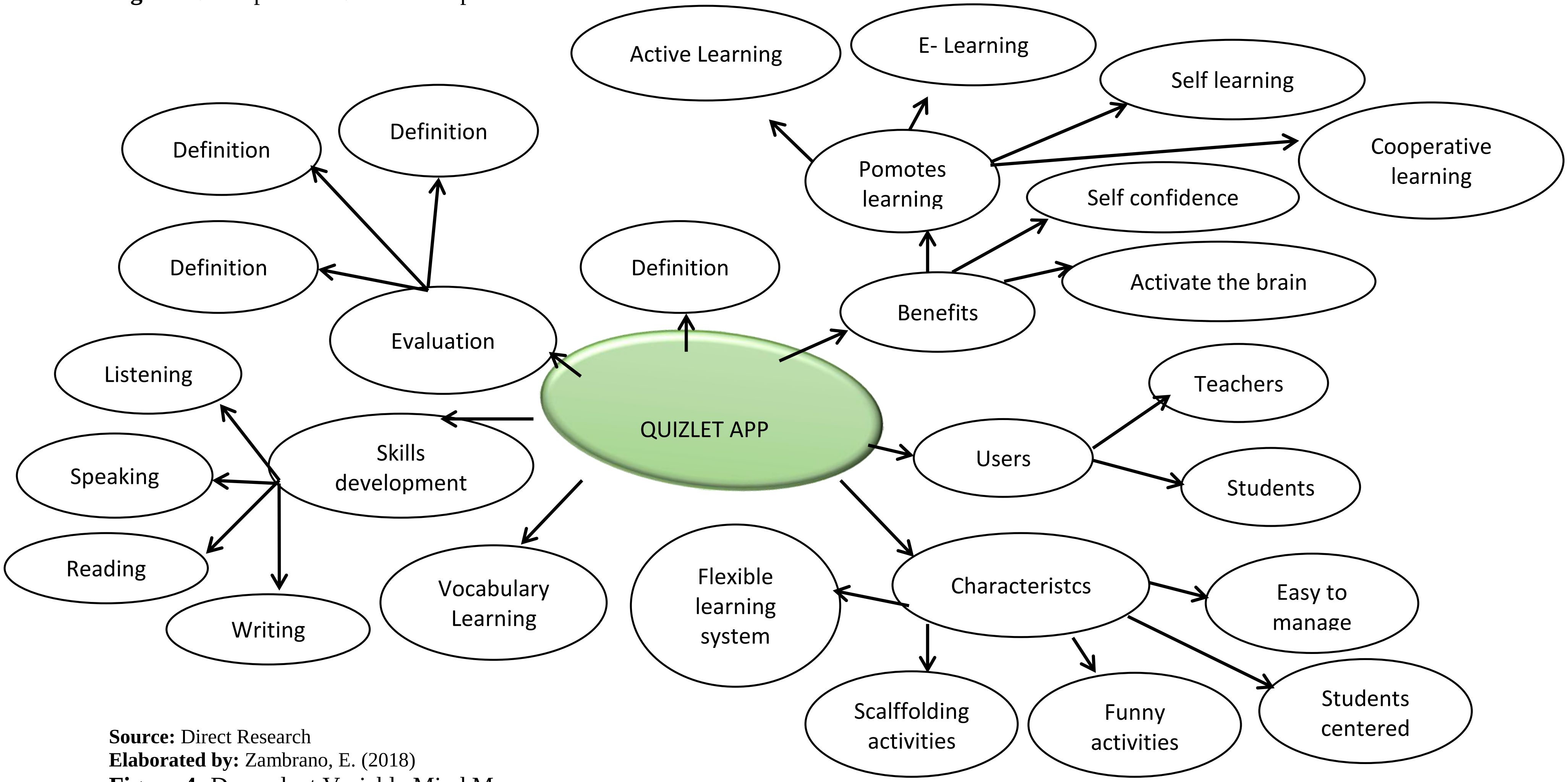
2. 4 Main Categories

Figure 2: Main Categories


ICT in education
Teaching strategies through technology
Technological tools for laguage teaching
QUIZLET APP
English teaching learning process
English language levels
English Language Components
ENGLISH LANGUAGE VOCABULARY
INFLUENCES
INDEPENDENT VARIABLE
DEPENDENT VARIABLE

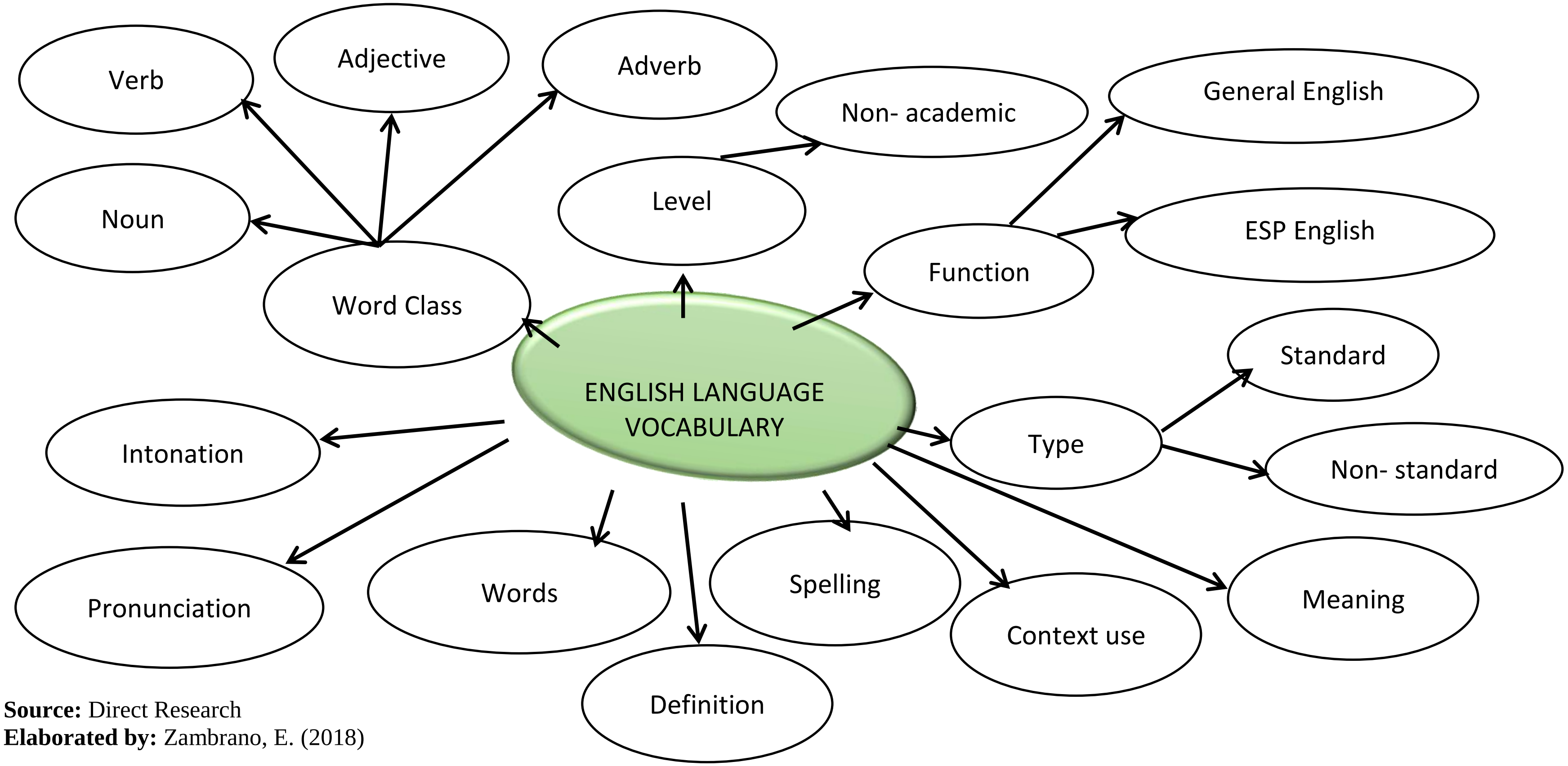
Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 3: Independent Variable Map


Active Learning
E- Learning
Self learning
Definition
Definition
Cooperative learning
Pomotes learning
Self confidence
Definition
Definition
Activate the brain
Benefits
Evaluation
Listening
Teachers
QUIZLET APP
Skills development
Users
Speaking
Students
Reading
Flexible learning system
Characteristcs
Vocabulary Learning
Easy to manage
Writing
Scallfolding activities
Funny activities
Students centered

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 4: Dependent Variable Mind Map


Verb
Adjective
Adverb
Non- academic
General English
Noun
Level
ESP English
Function
Word Class
Standard
ENGLISH LANGUAGE VOCABULARY
Intonation
Type
Non- standard
Meaning
Spelling
Words
Pronunciation
Context use
Definition

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

2.5. Hypothesis

Quizlet App applied in the 12thand 13thlevels at “Unidad Educativa Cusubamba” enhances the English language vocabulary level.

2.6. Signaling Hypothesis

The variables of the research are:

Independent Variable: Quizlet App.

Dependent variable: English Language Vocabulary Learning.

2.7. Theoretical Foundation of the Independent Variable.

2.7.1. ICTs in Education

Since the past, technology has been introduced in the education according to their different levels of evolution. Along the time, every single new invention has represented a great contribution to the educational development. Technology has significantly affected and changed the educational system all over the world. It has provided more opportunities and facilities not only to students but also to teachers in the teaching and learning process.

> According to (Parson, 2017) “The introduction of the modern library and the pencil in the mid-1600s marked the beginning of the use of technology in education. In the latter part of the 1970s, the very first computer was integrated into schools. By the early 1980s when IBM created the first PC, nearly twenty percent of schools in the UK and the US had computers in use. By the year 2005, more than 50% of public schools included laptops for students in their technology budget. It was at this same time; more than 90% of schools had access to the Internet. By 2011, many schools were including tablet PCs for students and teachers in their technology budget.”

All the time, authorities from the Educational Minister have been worried about being updated and including the use all of the innovative discoveries in the curriculum. The only purpose of integrating these inventions is to help students to be successful in their academic life, and enjoy the time they stay at school rather than being forced to attend to classes.

It is also important to highlight that the priority of integrating the ICTs in the schools is not to teach students to deeply use of the different electronic devices and all of their programs and applications itself but, to know how to use technology in order to support and scaffold their learning through the different activities, games, songs, applications or platforms of study which are available for students and teachers in the web.

By integrating the technology in education, it is expected that teachers should accomplish their aims, objectives, desires and expectations of having a pleasant class, full of motivation and a good classroom environment where students are happy and comfortable. So that, they could enjoy learning something new, increase their performance and have better outcomes at the end of a period of time.

What are ICTs?

The acronym ICTs stands for “Information and Communication Technologies”. ICTs, refers to a collection of technological devices, programs, applications and tools which are used in order to search, collect, share, and store information. (Afriyie)in her book entitled “Concise ICT Fundamentals” defines ICT as “A diverse of sets of technological tools and resources used to communicate, and to create, disseminate, store and manage information. These technologies include computers, the internet, broadcasting technologies (radio, television), and the telephony. ”

In addition to this, ICTs are used as a medium of communication between people. In this sense, ICTs allow people to communicate by using the different types of language such as written, spoken, mimics or sign language. ICTs break any kind of communication barriers like long distance, or time.

The Role of ICTs in Education

The main role of ICTs in education is to support the students’ learning in a holistic way. In this sense, Information and Communication Technologies encourages students to learn cross-cultural contents freely, taking into account the different students' needs and individual differences.

On the one hand, the main role of ICTs is to scaffold the students' learning in a cross curriculum way. It means that students learn Science, Mathematics, Language, English, Social Studies and any other subject by using the technological devices and the interesting and motivating activities it offers to its users.

(Bansal, Benefits of ICT in Education, 2016) states that "Educational policy regarding ICT hardware and software in schools has not primarily aimed to teach children how to use technologies, valuable though such skills are. (Hobbs, 2007). Rather, the ambition is that ICT use will improve educational outcomes across the curriculum, as revealed in exam grades and other standardized measures of assessment."

On the other hand, individualized learning is possible since the different applications and platforms are specially designed according to the students' individual differences. So that, they could attend each students' necessities, as stated by (Friedrich Scheuermann F. P., Assessing the eff ects of ICT in education, 2009), "ICT is considered as a tool for the support of personalization strategies in teaching and learning, ICT can also be used to increase visualization and variation in many subjects", and also by (Friedrich Scheuermann F. P., 2009), who states that "The role of ICT in education must also be linked to educational needs."

Benefits of ICTs in Education

The use of Information and Communication Technologies provides students and teachers of any subjects in any language significant benefits in order to enhance the teaching and learning process. For teachers, ICTs constitute very important tools which are according to new age and digital era. Thus, their teaching work will be more attractive for students and more pleasant. Additionally, for students ICTs represent an important innovation which enables them to gain more meaningful insights which will last for longer by having fun and doing what they really love to do. The use of ICTs is vital in the learning and teaching process since it overcomes even the most difficult barriers such as the learning difficulties.

According to (Tinio, 2017) “ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training”

Furthermore, ICTs give students and teachers the opportunity to be immersed in the teaching and learning instruction at any time. It is possible due to the fact that applications and platforms are available the 24 hours a day and the seven days of the week as long as internet access is available. It means that students and teachers are allowed to choose the time they prefer or feel more comfortable to complete their assignments or activities.

Moreover, the place where people are is not an obstacle which stops their learning and teaching process. Students and teachers are free to travel or move on anywhere they want without neglecting their school activities. It is possible thanks to the internet accessibility even in the farthest places of the world.

On the contrary, ICTs are not always beneficial for students or teachers. Currently, even when we are facing the new digital era, there are too many people who do not have access not only to internet but also to an electronic device due to many factors like the low economic status or the technological illiteracy.

> According to (Friedrich Scheuermann F. P., Assessing the effects of ICT in education , 2009) “Our educational systems should bear in mind that ICT should be an integral part of learning, in order to provide learners from families with a low socio-economic status with necessary digital skills for learning, work and life in order to avoid digital divides.”

2.7.2. Teaching Strategies through Technology

(Live Tiles, 2016) pointed out that “When we think of the digital classroom, we tend to focus on the technology. But we are not yet at the point where technology can replace the teacher, and we most likely will never get there”. Taking this in mind, teachers are the ones who study, analyze and plan where, when and how to integrate the use of the different technological resources in the classroom.

Due to the technology advances and changes, educational has suffered very significant changes as well. The New Ecuadorian Curriculum demands the implementation of the technology in the classroom. As a result of this teachers from the different subjects are asked to take into account the technology as an interdisciplinary resource.

Currently, there are a lot of teaching strategies by implementing the use of technology and the mass media for example: power point presentations, social network, WebQuests, learning platforms, and e-mail exchanges.

Multimedia Presentations

(Snead, 2002) argues that "Multimedia combines media objects such as text, graphics, video, animation, and sound to represent and convey information, in the course of designing, planning and producing a multimedia product, students can acquire new knowledge and skills through a method of teaching and learning that often is project-based". So, encouraging students to use the media in order to do oral presentations promotes the language production development. Power point and Prezzy are two excellent programs which allow students to show their language abilities while using the technology.

Social Media

Social networks constitute a powerful resource when learning a new language. It is mainly because students especially teenagers adore to be in contact with their friends and family through the use of the different social network like Facebook, Twitter, or WhatsApp. When being appropriately used, these social channels support the people's learning by encouraging them to speak, write, read and listen for information that the other people are emitting.

Under those circumstances, teachers should take an advantage of these extraordinary technology tools in order to adapt and create activities for students to learn like debates, discussions or a collaborative document based on a specific topic. So, students are encouraged to use the social media to comment, answer questions or give opinions using the new language.

WebQuests

According to (Salehi, 2018) "Web-quests are internet-based technology applications in which groups of students follow a specific set of steps toward the completion of a final project on a specific subject or a multi-disciplinary subject."

The use of are very useful instruments in order to develop the students' language learning while they enjoy using the technology. Teachers are able to search on the internet in order to find the most adequate WebQuest for accomplishing their teaching and learning objectives. It is the teachers' responsibility to inquire and analyze whether the application or program they have chosen fulfill their necessities or not.

By using the WebQuests, teachers are allowed to create their own study sets and share with their students so that, they can learn, practice and be evaluated through interactive activities, games, songs, and more. These activities lead students feel motivated and in a positive attitude in front of the learning process.

Educative Platforms

Using educative platforms in the teaching and learning process is a wonderful idea because it enhances the students' daily school work as well as the teachers''. (Mc Graw Hill Education, 2015) "From childhood through career, digital teaching and learning platforms will play a crucial role in the technology-driven future of education."

Learning platforms help teachers to organize their class in a better way. They also provide teachers with a great number of activities which results very attractive and motivating for students. Thank to these funny activities, students do not consider that learning a language or any subject is difficult or even impossible anymore.

2.7.3. Technology Tools for Language Teaching

Focusing on the educational field, there are many technological tools which has been created by in order to promote learning in students and also to support their learning process so that they can successfully learn something that they need to learn. The most important aim of these technological learning tools is to make students happy at gaining insights, so that they enjoy being a learner. (SIEFERT, 2017) claims that “technology can provide meaningful adaptations to support content instruction and language development for ELs.”

Each educational technological tool has specific purposes in order to attend the learners’ necessities, difficulties and priorities. It means that they include activities where learners can develop and enhance their listening, speaking, reading, writing skills, pronunciation, and vocabulary.

Technological tools for Listening Skill

Technology is a crucial tool for developing the listening skill. (Hegelheimer, 2007) States that, “Podcasting has the potential to not only act as a rich source of input and instruction for students in the language classroom but also to transform instruction. ”For that reason, very interesting programs have been designed in order to develop the listening skill when learning a new language. Some of the greatest programs are Spotify, Grooveshark, Songza andYouTube.

Spotify

Spotify is a free or paid application that people can upload to their electronic devices so that; they have access to thousands of listening resources. Thus, they are able to enhance their listening skills by listening to songs, rhymes, and other kind of audios previously shared. In addition to this, students are also able to create their audios, upload, and share with the other people.

Grooveshark

It is an excellent on line program which provides students with a great variety of songs and authentic audios which allow students to listen to them in order to gain vocabulary, pronunciation, intonation and more.

Songza

Songza is a free application offered to all of the people who want to learn by listening. It contains an unlimited number of songs and audios which rather than being just a collection of common songs are songs which has been carefully selected by experts. They primarily take the culture and language into account for choosing the audios to be included.

YouTube

It is a free video-hosting website that allows students to watch videos which has been previously uploaded by others. It also gives learners the possibility to record and up load their own videos. In addition to this, learners are able to comment the other people postings. It contains all kind of videos like movies, films, news, songs, manuals, tutorials, games, chants and so on.

Technological tools for Speaking Skill

There is nothing better for developing speaking skill than video conferences and video calls. (Guinan, 2017) said that “Videoconferencing students can see each other’s body language, such as gestures or facial expressions, which facilitates communication. Thus, students could learn the techniques of how to initiate, respond and take turns during their discussions, which they later applied in their face-to-face class discussions."

Zoom

This is a web based platform which invites students to have real interaction with other people via on line. This platform presents participants topics, readings or questions about what are they going to talk about. So that, debate and great conversations are developed by the participants. It helps students to enhance their speaking skill without feeling scared of ashamed of making mistakes.

Skype

Skype is a free video calling application which enables users to interact with people from all over the world. It is a wonderful opportunity for them to practice the language with native speakers and increase their vocabulary level, pronunciation, intonation, idioms and other aspects of the language.

Google Hangout

Google Hangout is a web based application which allows users to interact with more than one person simultaneously. It means that users can state a selected topic over which all of the participants can state opinions and ideas. It helps them to scaffold learning by supporting one to another.

Speech Recognition Software

(Parveen, 2016) states that "This software helps the student to improve speaking skills, which convert spoken form to machine-readable input. It recognizes the accuracy of the learner and provides feedback and encourages the learner to practice again till they get proficiency." After recording a speech or any oral exercise, this program immediately scores their performance.

Technological tools for Writing Skill

Wordfoto

It is a free technology tool which encourages students to improve their writing skill by describing their personal photo or someone else's pictures while developing their most creative and imaginative paragraph, or composition.

Google Docs

This online tool encourages students to create documents which can be shared with other users. Then, the rest of the participants are allowed to comment these documents. They also can add some information they consider is relevant and complements the writer opinion.

Poll Everywhere

This program has been designed for teachers and students. The main user is asked to create a questionnaire which later will be answered by the rest of the participants. The students are required to answer the question in a written form.

Technological tools for Pronunciation

Using the technology to enhance the pronunciation is very useful. It is a great idea to encourage students to record themselves and listen to it since they become aware of their assertiveness and mistakes. So, learners feel encouraged and challenged to correct those mistakes in order to be better.

Audacity

Audacity is a free program which allows students and users to record their voices. The intention of this is to give the students the opportunity to self-evaluate their performance. Once they user think the work is well done, they are able to share their audio with the rest of the people from the class.

Google Voice

It is a web based program that allows students to record speeches or presentations at home. After being finished the presentation, they can send to the teacher in order to be graded or shared with the rest of the students.

Voice Thread

It is an interesting application that supports the students' pronunciation skill development. It is because learners are able to record conversations, chants or any other oral activity that are shared with the class.

Speech Ace

This is free powerful software offered to the users. It helps students to improve their pronunciation because they are asked first to listen to the word given, and then repeat it. However, it is not that easy as it seems. After the user has recorded his voice, the program analyzes the way he pronounced it. If the user has mispronounced the word, he is asked to repeat it as many times as necessary.

Technological tools for Integrated Skills

Duolingo

It is a free WebQuest that provides students and teachers with a great variety of activities which promote learning. Here users will find cards, pictures, filling the gaps activities, matching exercises, information sources, evaluation activities between others. Through this, students can learn new contents, practice them and also to be assessed in order to know their progress.

Memrise

Memrise is a free application which enables students to learn different subjects by memorizing the contents. However, the memorization is not carried out in a very mechanical way. On the contrary, there are many interesting and funny activities that make the learners unconsciously learn it by heart. There are too many classes already done but, if the activities existing do not satisfy the teachers' necessity, it is possible to create their own activities according to the students need, and interests.

Book Creator

This application is a very good at developing the four skills in the students. It encourages them to create their own book containing all the resources of their preferences. So, students use their on- line book to present to the class.

Technological tools for Evaluating and assessing

Taking in mind that evaluation is a very important component in the learning process; not only for learning the new language but also for evaluating the students' progress, a lot of technology tools available in the web. These applications help students to identify their weaknesses and their strengths in a motivating way.

Linght

This application allows teachers to know their students improvement and performance by creating short tests based on pictures, videos, presentation, composition and more.

Juno

Juno is a free application which enables specially teacher to create interactive test through the incorporation of videos, songs, pictures, cards which at last makes happy students learning a new language.

2.7.4. Quizlet

Quizlet is a free website application which enables students to learn languages vocabulary easier and faster. Quizlet was created by Andrew Sutherland in 2005 however; it was not available for users until 2007. Due to the great support Quizlet gave to people to learn, it was translated and developed in many languages like French, Italian, Russian, Chinese, Spanish, and English between others. This technology tool provides students with a variety of interactive activities which motivate them to learn a new language.

Quizlet contains activities which activate the students' learning and engages them with the topics created by the teacher. There are some advantages of using Quizlet application such us the time, the place and the way students want to use it in order to practice the English vocabulary.

Talking about the time, students are free to choose when to study. It is possible since Quizlet is available for the user the twenty four hours a day, so that they can decide when the best moment to practice according to their preferences is. Additionally, they can have access to the application everywhere they are as long as they have internet connection. It means that students can stay at home or travel without being worried about the work to do.

This technological application promotes significant learning thanks to the use of visuals. It is very important to mention that visual make insights more meaningful and help learners to store the new terminology in their long-term memory.

Quizlet App is a great learning and teaching tool since not only to students but also to teachers help to enhance the teaching process. Thanks to this application, teachers are able to constantly monitor their students' practice and progress. It is integrated by six study modes which contain very interesting interactive activities which are Learn, Flash Cards, Write, Spell, Match Gravity, Quizlet Live, and Test.

Learn

Learn is an activity that introduces to students the new vocabulary by presenting some pictures, terms and definition which later have to be matched. It allows students to memorize the terms and the definitions each time they repeat the exercise. Furthermore, the pictures help students to understand the meaning of the word without translating into their mother tongue.

Flash Cards

The activity Flash Cards gives students the opportunity to listen to the definition, read the term and look at the pictures at the same time. It encourages them to associate the pictures and the words as well as the definitions which are learned by the students without being forced to memorize them.

Write

The section writes challenges students to write terms or definition in the right way. It means that students need to type the words correctly otherwise, they will lose the game.

Spell

The option spell promotes the listening skill development. In this activity, students are required to listen to the term or definition and then write it on the line provided.

Match

Here some cards will be displayed in the devise’s’ screen. Some of the cards have the definition and the picture and in the other ones are written the terms. Students need to match the cards in order to make pairs until the entire cards disappear from the screen. It means that they have won the game.

Gravity

Gravity is a very challenging activity which integrates the student’s sensory and psychomotor skill. It is because the students need to be very fast in order to write the correct term or definition before the asteroid is down.

Quizlet Live

Quizlet live is a collaborative work activity. Students are called to compete between them in order to demonstrate who the most competitive ones are. This activity is played in teams. They will be provided with terms and definition that need to be matched. All of the participants need to get the teams support in order to make a great work and be the champions.

2.8 Theoretical Foundation of the Dependent Variable.

2.8.1 English Teaching and Learning Process

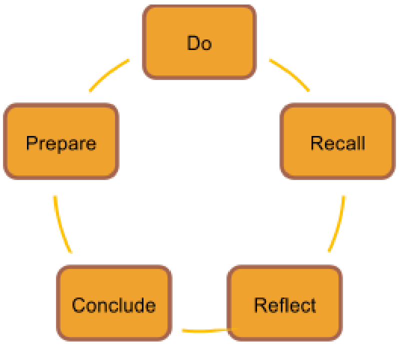
According to (Nwachukwu Prince Ololube, 2015) teaching and learning process is a "Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.". Consequently, teaching and learning is a holistic process where not only teachers but also students play a very important role. It is due to the fact that teachers are the responsible for analyzing their students' needs, desires and preferences in order to fulfill their expectations through the plans that will be applied in the classes. On the other hand, students need to have a positive attitude to participate by collaborating with the instructional process and also to create their own knowledge while being monitored by the teacher.

Learning a language is not that easy as it seems, where students are directly involved. There are too many reasons for learning a new language apart from the mother tongue. Some people study English because it is part of the school curriculum and it is a requirement in order to graduate, others because they want to travel abroad and consider that English is necessary to communicate, also English is learned because of work and business or just because it is a desire of the learner to grow personally.

> According to (Harmer, 2007) "The purposes students have for learning will have an effect on what it is they want and need to learn - and as a result will influence what they are taught for example business English students will want to spend a lot of time concentrating on the language needed for specific business transactions and situations."

The best way to learn not only anew language but other contents in general is by doing and creating things by your own based on the past experiences as described by (Scrivenet, 20012) "The process of learning often involves five steps: a) Doing something, b) Recalled what happened, c) Reflecting on that, d) Drawing conclusion from the reflection, e) Using those conclusions to inform and prepare for the future practical experience"

Figure 5: An experiential Learning Cycle



Source: Experiential Learning Cycle

The teachers' role

Teachers have the most difficult but the most pleasant role in the teaching and learning process. Teachers are the people who shape the students' future. When talking about the early aged students', teachers are their perfect model to follow so; teachers need to be very careful with their behavioral attitudes in front of their children. As stated by (Ministry of Educatio Guyana, 2014) "Teachers play vital roles in the lives of the students in their classrooms, teachers are best known for the role of educating the students that are placed in their care, beyond that, teachers set the tone of their classrooms, build a warm environment, mentor and nurture students and become role models." Nowadays, teachers are not the center of the class anymore. It means that teachers are not the responsible of giving everything done for students but, they have to pursue learners to build their own knowledge. It is possible by planning interactive and hands – on activities where students are able to discover their own knowledge by experimenting new things while the teachers monitor, support and scaffold their knowledge.

The student's role

Students play the most important role in the teaching and learning process. Without students, it was not possible to teach any language or subject. In the past, students used to be considered just simple receptors that had the obligation to pay attention to the class, listen to the teachers, copy what the instructor write on the board or dictate, and to memorize isolated words or tones of theory. However, students from today are not those passive learners any more. They are active, creative, creative and constructivists. They like to learn from discovering new things and creating their own knowledge. Students nowadays are class centered. It is because teachers are no longer the authority in the class; they act as monitors of the students' work and scaffold their learning.

English Teaching Methods

For teaching English as Foreign language, many teaching methods have been developed by people who are specialized in the education field. These methods intend to provide students with a variety of tools which help teachers to make the teaching and learning process more interesting and enjoyable for students. The main purpose of the teaching methods is to attend all the students' needs and individual differences so that, students feel comfortable at studying the new language.

Some of the most relevant methods used in teaching a new language to students along the time are the grammar translation method, the Direct method, the Audio - lingual method, the Silent Way, the Suggestopedia, Total Physical response, and the Natural Approach between others.

The grammar translation method

In Grammar Translation method, writing and reading skills are developed by students. Literacy language is well managed rather than speech which is not effective for establishing a good communication since students are trained to translate from the target language into their mother tongue. In this method, the teacher is still the authority in the classroom. He is the person who presents the rules to students and they just follow grammar pattern in order to write isolated sentences. Students have little interaction since it is a teacher centered method.

The direct method

This method promotes the real life communication. Students are asked to communicate by using the L2. Grammar rules are not considered the main objective in this method; instead it is unconsciously learned by students. This method is student centered. Teachers give clear instructions, monitor the students' work and solve the students' doubts. Evaluation is not formal which allows students to be more comfortable to demonstrate what they have learned.

The Audio-lingual method

Audio-lingual method promotes the vocabulary and grammar learning. This method consists in reinforcing students by listening to music, watching videos and talking in the foreign language. Teacher presents some sentences orally and students repeat them and replace just some of the words in order to expand the knowledge which is very limited.

The Silent Way method

This method is called silent way since teachers cannot speak too much. Students are the ones who take the main role in the class. Students try to produce language as much as they can while teachers just listen and observe the students interaction. When students make mistakes, teachers do not correct them but they pursue learners to reflect on what is wrong. Students' outcomes are evaluated through listening or speaking skills. Written test are not allowed.

The Total Physical Response

By using this method, students learn the language based on the physical activities. So, hands-on activities are the main resources to develop communication. Teachers give students commands which are very helpful for the language development. It is because students first listen a lot and then produce language.

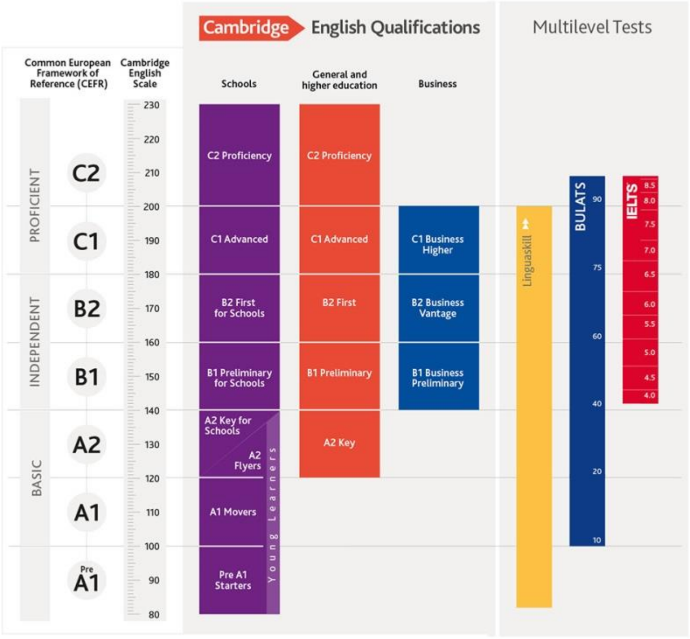
The Natural Approach

This method is the most similar to how babies learn to speak in their mother tongue. Students learn from the everyday interaction and communication. It means that students first listen to other people talking and then they try to imitate them. Comprehensible input is a key component for getting to learn the new language.

2.8.2. English Language Levels

Learning a new language is not always well managed by all people. Thus, there are some kinds of scales which measure the students' proficiency and level. According to the Common European Framework there some standards the learners need to complete in order to communicate by using the English as the foreign language. According to (Cambridge Assessment English, 2018),"The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability that describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language".

Figure 6: Cambridge English Scale

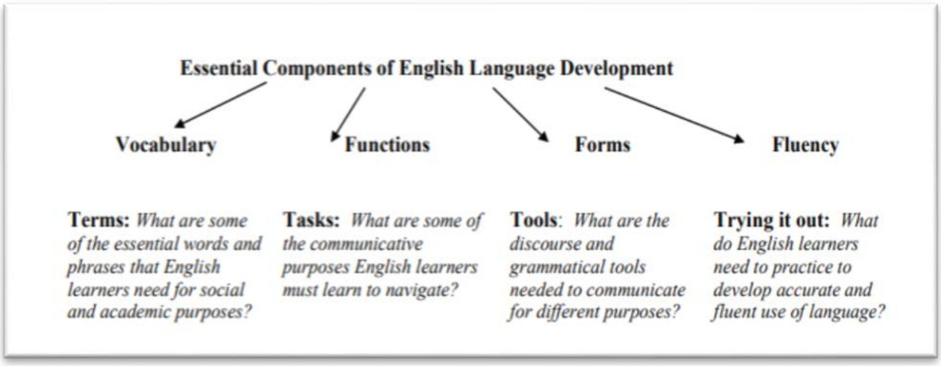


Source: https://www.google.com.ec/search?q=fce+scale&rlz=1C1GGRV

2.8.3. English Language Components

Learning a new language involves four essential components which need to be developed in order to establish an understandable communication between human beings. Vocabulary, functions, forms, fluency is very important at the moment to produce English as the foreign language.

Figure 7: Components of English Language



Terms: *What are some of the essential words and phrases that English learners need for social and academic purposes?*

Tasks: *What are some of the communicative purposes English learners must learn to navigate?*

Tools: *What are the discourse and grammatical tools needed to communicate for different purposes?*

Trying it out: *What do English learners need to practice to develop accurate and fluent use of language?*

Source: file:///H:/TESIS/TESIS/essential-components-of-ELD.pdf

Vocabulary

According to (Hackman, 2008) “Vocabulary is more than a list of words, and although the size of one’s vocabulary matters, it is known how to use it which matters. The best comparison is to an artist’s palette of colors which can be mixed and applied to create powerful effects.” Hence, vocabulary cannot itself in an isolated way. It is important to know how to use it, when to used and what to use it for. The vocabulary people possess comes from their background and past experiences. Vocabulary increases as well as the person grow older.

Function

(Beare, 2018) states that, “A language function explains why someone says something. For example, if you are teaching a class you'll have to give instructions.

"Giving Instructions" is the language function. Language functions then require certain grammar. To use our example, giving instructions requires the use of the imperative." Taking this in mind, people unconsciously use very different kind of language functions every day. There are a great variety of language functions such as guessing, expressing wishes, persuading, giving opinion, asking for information, giving warnings and more.

Each function of the language requires different specific terminology, grammar structures, word class, tone of voice, and even gestures. It is very important to know and identify which language function should be used in each place time and situation. It is because there are language functions which go from the most formal to the most informal ones. This with the only purpose of avoiding felling embarrassed due to the use of inadequate phrases or expression the in the wrong place as shown by (Admin, 2006) "It is important for learners to understand that one form may have many different functions, and to see how functions work in **context**, as the example above shows. Many forms have sensitive functions and so their appropriacy, formality and degree need to be considered."

Form

The forms are the language structures and vocabulary that are used by people in order to support the functions of it. (Williamson, 2014) claims that, "In general, *form* refers to the shape and structure of something. It can also mean the organization, placement and relationship between things. As such, language form refers to the so-called surface features of language and how these are arranged. The rules that govern how particular language features are arranged are the grammar of the language." According to this, language form goes beyond than just a simple way of expressing opinions or giving a message, it involves the whole construction of the language itself. Language form is divided into morphology, syntax and phonology.

Morphology

Morphology is the responsible of analyzing how words are formed in a particular language. However, it pays close attention more to the variations and alterations that words suffer when being added suffixes or prefixes.

Syntax

According to (Tallerman, 1998)**, "**Syntax means sentences construction, how words group together to make phrases and sentences" "Syntax refers to how words are combined to give meaningful utterance.

Phonology

(Odden, 2013) argues that, "Phonology is the core fields that compose the discipline of linguistics, which the scientific study of language structure. Phonology is the study of the sound structure in the language which is different of the sentence structure (syntax), word structure (morphology), or how language changes over the time (historical linguistics.)" so, phonology is the responsible of analyzing how the word structure is pronounced.

Fluency

Fluency in a language means to be able to speak easily, reasonably quickly and without making pauses. (Reading Rockets, 2017) said that, "Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately"

2.8.4. English Language Vocabulary

According to (Alqahtani, 2015) "Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.

(Sherman, 2012) said that “There are more than one million words in the English language, these words have originated from a variety of cultures, including Latin, Greek, French, Italian, and Spanish so, by learning and understanding the origins of these words you can crack the English vocabulary code, quicken memory word-recall, and master your communication processes” Thus, vocabulary is the most important element in learning a new language. It constitutes the basis of the language learning. Without vocabulary it is not possible to neither receipt nor produce any information.

Using the appropriate vocabulary at the moment to communicate with people helps to transmit the correct message to the other person. There are many kinds of vocabulary which are used according to the social environment where the speaker are immersed in. Academic words need to be used when talking with well-prepared people who are able to understand the meaning of the words and the intention of them inside the message. On the other hand nonacademic lexicon is utilized when talking between friends and family members where the language does not necessary need to be polished and standardized. According to (Keith Denning, 2007), “The size of the English vocabulary has some wonderful advantage.” Additionally (Keitj Denning, 2007) also thinks that “The enormous size of the English vocabulary also has its disadvantages, as we are reminded each time we have to use a dictionary to look up a word we do not know or because we were tricked by the alluring picture on the front cover of a book into thinking that the language inside would be easily within our grasp”.

CHAPTER III

METHODOLOGY

3.1. Approach

This work was designed based on the positive paradigm. This is because it is a **quali – quantitative** research.

Quantitative Approach:

On the one hand, this research is quantitative since there have been stated two variables and some indicators which later on have been tested and proved.

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For this research, KETfS (Key English Test for Schools) was used as an instrument of evaluation in order to know what the students' level of English language vocabulary was. Not all of the fourth skills were evaluated but, the reading and listening section were taken into account to apply the pre-test and the post-test to students. The pre-test helped the researcher to determine the starting point of the students before applying the Quizlet App, and the post-test was vital in order to get a wide vision of their English language vocabulary development after the technological resource has been implemented by the teacher in the English methodology.

Quantitative approach resulted very useful in order to get real dates and results so that, the researcher could get numbers, percentages and statistics which supported the investigation and allowed it to be real and worth trusted.

Qualitative Approach:

On the other hand, this research is qualitative due to the fact that it was possible to observe the students participation and development before, during and after applying the Quizlet App as part of the methodology in the English language vocabulary learning in the two main skills reading and listening. In the same way, the researcher was able to see, analyze and establish differences in the cognitive and behavioral growth between the group of the students who were provided with the Quizlet App and the group who were not. The use of rubrics and an observation register was very important for the researcher in order to recorder the students learning progress.

3.2. Basic research methods

Field Research:

This research work was directed to a group of 50 students from the twelfth and thirteenth BGU years from Unidad Educativa Cusubamba. It has been a field research since it was based on the direct observation. Thought the observation it was possible to face the students' learning reality and the way they were learning the English as a foreign language. Furthermore, there was applied a survey based on questionnaires in order to get data from the population who participated in this investigative work.

This work is based on the **bibliographic and documentary** methods. It is mainly because, most of the information needed to support the investigation, or arguments were taken from many different existing works about this topic such as previous researches, books, journals, magazines, academic papers and lots of internet sources and others.

3.3. Level or type of research

Descriptive Analytical -Experimental:

The present research work is descriptive since it pretended to investigate what was the students' English vocabulary level. Furthermore, it was expected to inquire contents and lexicon studied in order to know what the students' vocabulary necessities were. Moreover, it is descriptive because after identifying the difficulties and needs, it was expected to effectively describe the problem so that the researcher should propose a possible solution based on the previous analysis and findings.

It is also analytical because the researcher was able to analyze and describe the unit of analysis which had been chosen based on the low grades gotten from the students' academic reports.

Furthermore, this investigative work is experimental since KETfS (Key English Test for Schools) pre-test and post-test were applied to two groups of 23students from twelfth BGU level, and27 students from thirteenth BGU level. Twelfth students were considered as the experimental group because they had the opportunity to use Quizlet App and all of the advantages it provides. Meanwhile, the thirteenth students were taken as the control group which did not use this technological tool and had to continue learning English language vocabulary inside the classroom in the traditional way.

Moreover, hypotheses were stated based on the problem; those hypotheses were tested, analyzed, verified, and proved through the use of tests. It was done with the only purpose to establish either positive or negative results in the English vocabulary level improvement. This paradigm was also effective in this research work because it allowed the researcher to identifying the learner's needs, interests and preferences which was very essential to design appropriate resources in order to find solutions to the problem.

3.4. Population and sample

3.4.1. Population

The population taken as part of this investigative work was the 12th and 13thBGUlevelsat "Unidad Educativa Cusubamba".

Table1: Population

STUDENTS GROUP	FUNCTION	*F*	%
Twelfth BGU Levels	Experimental	23	46,00%
Thirteenth BGU Levels	Control	27	54,00%
Total		**50**	**100%**

Source: Students' attendance list
Elaborated by: Zambrano, E. (2018)

3.4.1. Sample

Taking into account the small number of population (50 students), no formula was applied to get a sample for collecting data. It means that all of the students had the opportunity to participate in this investigative work.

Moreover, due to this investigation is experimental, it was necessary to choose two students' groups. One group was considered the experimental and the other group was taken as the control group.

3.4.2. Pre- test and Post - test Results

Once the pre – test was taken to the students from the control group as well as the experimental group, the results were carried out in order to know the students' starting point before applying the Quizlet Application. After integrating the Quizlet App in the English vocabulary learning to the experimental group for about four weeks and the traditional method to the control group, post – test was taken to all of them. It allowed knowing how effective the use of the Quizlet application was.

Findings

Consequently, according to the results obtained in the SPSS it is possible to conclude that the integration of the technological tool Quizlet App in learning the English language lexicon surely increased the students' vocabulary level.

3.5 Variable Operationalization

Independent Variable: Quizlet App

Table2: Independent Variable Operationalization

DEFINITION	DIMENTION	INDICATOR	QUESTIONS/ SITUATION	TECHNIQUE	INSTRUMENTS
Quizlet App is a free web - based technological tool which supports the language teaching process, by encouraging teachers to use interesting, innovating and motivating teaching strategies through the usage of technology in the classrooms, and allow students to have a more meaningful and active learning incorporating the ICTs in education.	ICT in education Technological tools for language teaching	• Activate knowledge • Promote learning • Scaffold learning • WebQuests • Applications • Platforms	• Do you know what the Information and Communication Technologies (ICTs) are? • Does the use of the Information and Communication Technologies promote learning? • Do you like to work with applications like Quizlet, Edmodo or You Tube? • How often does your English teacher use applications like Quizlet, Edmodo or You Tube to teach vocabulary? • Does your teacher	Pre-test Post-test	Students' writing Quizlet App.

	Teaching strategies through technology	• E-learning • Interactive games • On-line activities • Video conferences • Computer-based tests.	use any application like Quizlet, Edmodo or You Tube to evaluate your progress? • Do you use any technological application or platform to learn English? • Do you have internet access at home?		

Source: Research, Theoretical Framework
Elaborated by: Zambrano, E. (2018)

Dependent Variable: English Language Vocabulary Learning

Table3: Dependent Variable Operationalization

DEFINITION	DIMENTIONS	INDICATOR	QUESTIONS/ SITUATION	TECHNIQUE	INSTRUMENTS
Vocabulary is one of the English language component that consist in a set of words that are strongly important in the English teaching and learning process since it is the study of the meaning of words, its use in context, root words, prefixes, suffixes and analogies in order to accomplish a certain English language level.	English teaching and learning process English language skills and sub - skills	• Approaches • Methods • Techniques • Strategies • Skills Listening Reading Speaking Writing • Sub - skills Vocabulary Grammar Discourse management Pronunciation	• Does your teacher use motivating activities to teach vocabulary? • Does your teacher include interesting and engaging materials and tools to teach the vocabulary? • Do you like the atmosphere at your classroom? • Do you actively participle in the different activities for listening, reading, writing, speaking and vocabulary development? • Do you like learning vocabulary? • Are you asked to memorize words and their meaning in	Pre – test Post - test	Students' writing Quizlet App.

	English language levels	- Beginner - Elementary - Intermediate - Advanced	Spanish? - How many words are there in your vocabulary, approximately?		

Source: Research, Theoretical Framework
Elaborated by: Zambrano, E. (2018)

3.6. Data Collection Plan

To get the necessary information to support this research work, a pre-test and a post-test was applied to 50 students from Unidad Educativa Cusubamba.

The instrument used to collect the information was a KETfS (Key English Test for School) questionnaire which were stated according to the dependent and independent variables. The aspects to be taken into account in the test were the following.

Table4: Basic Questions

BASIC QUESTIONS	EXPLANATION
What?	To apply a pre–test and post-test
Why?	To accomplish the objectives stated in the research work.
Whom?	Twelfth and Thirteenth levels BGU
Which are the main aspects of the investigation?	**Independent Variable** Quizlet App **Dependent Variable** English Language Vocabulary learning
Who?	Researcher: Elizabeth Jaqueline Zambrano Acosta
Whom?	Twelfth and Thirteenth levels
When?	During the academic year 2017 – 2018
Where?	Unidad Educativa Cusubamba
What technique will be used?	Pre-test and post-test
What research instrument will be applied?	KETfS (Key English Test for Schools)

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

3.7 Analysis and Interpretation Plan

To obtain the data, a pre-test and post-test based on a structured questionnaire was applied to the twelfth and thirteenth levels at Unidad Educativa Cusubamba.

Because of the small number of students to be interviewed, all of them were provided with a questionnaire, so that, very important and valuable data was gotten.

To analyze these data, it was necessary to apply the Chi Square formula that allowed the researcher to get useful and real results which pointed out whether the investigation process was valid or not.

CHAPTER IV

ANALYSYS AND INTERPRETATION

4.1. Analysis and Interpretation

The pre-test and post-test were applied to the twelfth and thirteenth levels BGU at Unidad Educativa Cusubamba. Its application was possible thanks to the students, teachers, and authorities collaboration. Furthermore, it was normally carried out since there was not any problem at the moment to survey the students.

Once the 50 students were tested, the data obtained was immediately processed in order to analyze and interpret the results. With the results gathered from the pre-test and post-test, it was possible to probe the hypothesis

Additionally, a survey was applied to students from the twelfth and thirteenth levels BGU at Unidad Educativa Cusubamba in order to get extra information which could support the research work.

4.1.1. Results Interpretation of the Pre-test and Post-test

4.1.1.1. Students' reading understanding in the pre-test in the control and experimental group

Once the pre-test was applied to students from the 13th BGU that were considered the control group and the 12th BGU taken as the experimental group, it was possible to notice that they had difficulties in understanding and using specific vocabulary words which has been classified into nouns, verbs, adjectives, adverbs and prepositions.

Table 5: Understanding nouns while reading in the pre-test

GROUP	N	F	r	%
12th	23	25	1,09	56,82
13th	27	19	0,70	43,18
TOTAL	**50**	**44**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students got a total of 44 right answers. The students of the 12th BGU had 25 appropriate answers which represent the 57% of the total. On the other side, the students of the 13th BGU got 19 right answers that correspond to the 43%. The students of 12thBGU had more right answers in a ratio of 1, 09 nouns per students.

Conclusion: The students of the 12th BGU had more positive answers than the students of 13th BGU when reading and understanding nouns.

Table 6: Understanding verbs while reading in the pre-test

GROUP	N	F	r	%
12th	23	41	1,78	44,57
13th	27	51	1,89	55,43
TOTAL	**50**	**92**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students had 92 right answers in total. The students of the 12th BGU had 41 appropriate answers representing the 45%, while the students of the 13th BGU had 51 right answers that correspond to the 55%, even though the ratio of right answers per student is almost the same.

Conclusion: The students of the 13th BGU had more right answers than the students of 12th BGU when reading and understanding verbs.

Table 7: Understanding adjectives while reading in the pre-test

GROUP	N	F	R	%
12th	23	55	2,39	55,00
13th	27	45	1,67	45,00
TOTAL	**50**	**100**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The total of the students obtained 100 right answers. The students of the 12th BGU had 55 right answers that correspond to the 55%, while the students of the 13th BGU had 45 right answers represented by the 45%.

Conclusion: The students of the 12th BGU had more right answers (ratio 2, 39) than the students of 13thBGU (ratio 1, 67) when reading and understanding adjectives.

Table 8: Understanding adverbs while reading in the pre-test

GROUP	N	F	r	%
12th	23	50	2,17	45,05
13th	27	61	2,26	54,95
TOTAL	**50**	**111**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students got 111 right answers in total. The students of the 12th BGU had 50 right answers corresponding a45%. On the other hand, students of the 13th BGU had 61 right answers which mean the 45% of the total. The ratio shows that students of the 13th BGU had more right answers per student, (ratio 2, 26).

Conclusion: The students of the 13th BGU got more right answers than the students of 12thBGU when reading and understanding adverbs.

4.1.1.2. Students' listening understanding in the pre-test in the control and experimental group.

After analyzing the results obtained in the pre-test applied to students of the 12th and 13th BGU years, the following data could be appreciated.

Table 9: Understanding nouns while listening in the pre-test

GROUP	N	F	r	%
12th	23	40	1,74	50,00
13th	27	40	1,48	50,00
TOTAL	**50**	**80**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students obtained 80 right answers in total. The students of the 12th BGU got 40 right answers representing the50% as well as the students of the 13th BGU who also had 40 right answers that correspond to50% of the total. According to the ratio per students, it could be determined that the 12th BGU students got a higher ratio (1, 74) than the 13th BGU students (1, 48).

Conclusion: Both, the 12thand the 13thBGU students got the same percentage of right answers. However, the 12th BGU had more right answers per student.

Table 10: Understanding verbs while reading in the pre-test

GROUP	N	f	r	%
12th	23	19	0,83	43,18
13th	27	25	0,93	56,82
TOTAL	**50**	**44**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students had 44 right answers in total. The students of the 12th BGU got 19 right answers representing the 43% and the students of the 13th BGU obtained 25 right answers that correspond to 57% of the total.

Conclusion: The students of the 13th BGU had more right answers in a ratio of 0, 93 per student than the 12th BGU in a ratio of 0, 83 per student.

Table 11: Understanding adjectives while reading in the pre-test

GROUP	N	f	r	%
12th	23	39	1,70	54,17
13th	27	33	1,22	45,83
TOTAL	**50**	**72**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students got 72 right answers. The students of the 12th BGU had 39 right answers that are the 54% of the total. On the other side, the students of the 13th BGU obtained 33 right answers corresponding to46% of the total even though the ratio of correct answers per students is almost the same in both groups.

Conclusion: The students of the 12th BGU had more correct answers (ratio1, 70)than the 13th BGU (ratio 0, 83).

Table 12: Understanding adverbs while reading in the pre-test

GROUP	N	F	r	%
12th	23	2	0,09	100,00
13th	27	0	0,00	0,00
TOTAL	**50**	**2**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students had 2 correct answers in total. The students of the 12th BGU had 2 right answers representing the 100% of the total while; the students of the 13th BGU did not obtain any right answers corresponding to 0%. Nevertheless, the ratio of answers per student of the 12th BGU is the 0, 09.

Conclusion: Both groups of students had almost any correct answer when listening for identifying and writing adjectives.

Table 13: Understanding prepositions while reading in the pre-test

GROUP	N	F	r	%
12th	23	1	0,04	100,00
13th	27	0	0,00	0,00
TOTAL	**50**	**1**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students had just 1 correct answer in total. The students of the 12th BGU got 1 right answer representing the 100% of the total meanwhile; the students of the 13th BGU did not obtain any right answer which represents the 0%. The ratio of the right answers per students in the 12th BGU is the 0, 04 and in the 13th BGU is zero.

Conclusion: Nether neither the students of the 12th BGU nor the students of the 13th BGU got a significant number of correct answers.

4.1.1.3. Students' reading understanding in the post-test in the control and experimental group.

Once the post-tests applied to both groups of students were carried out, the following findings were obtained.

Table 14: Understanding nouns while reading in the post-test

GROUP	N	F	R	%
12th	23	83	3,61	72,17
13th	27	32	1,19	27,83
TOTAL	**50**	**115**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students got a total of 115 correct answers. The students of the 12th BGU got 83 right answers corresponding the 72% of the total on the other side; the students of the 13th BGU obtained 32 right answers which represents the 28%. Students of the 12th BGU accomplished a higher number of correct answers per students in a ratio of 3,61 while, the students of the 13th BGU got a ratio of 1,19.

Conclusion: The students of the 12th BGU had more correct answers that the 13th BGU students.

Table 15: Understanding verbs while reading in the post-test

GROUP	N	f	R	%
12th	23	102	4,43	72,86
13th	27	38	1,41	27,14
TOTAL	**50**	**140**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students had 140 correct answers in total. The students of the 12th BGU got 73 right answers which correspond to the 73% and the students of the 13th BGU obtained 38 right answers which represent the 27% of the total. The ratio showed in the results per student is 4, 43 for the 12th BGU students and 1, 41 for the 13th BGU students.

Conclusion: The students of the 12th BGU increased significantly the correct answers when reading and understanding verbs.

Table 16: Understanding adjectives while reading in the post-test

GROUP	N	F	R	%
12th	23	142	6,17	74,35
13th	27	49	1,81	25,65
TOTAL	**50**	**191**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students obtained a total of 191 right answers. The students of the 12th BGU got 142 right answers which correspond to the 74% (ratio 6, 17) meanwhile; the students of the 13th BGU obtained 49 right answers which represents the 26% of the total (ratio1, 81).

Conclusion: The students of the 12th BGU had much more correct answers than the students of the 13th BGU.

Table 17: Understanding adverbs while reading in the post-test

GROUP	N	f	R	%
12th	23	124	5,39	69,66
13th	27	54	2,00	30,34
TOTAL	**50**	**178**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students obtained 178 right answers in total. The students of the 12th BGU had124 right answers representing the 70%. By the other side, the students of the 13th BGU obtained 54 right answers corresponding a30% of the total. According to the rational, the 12th BGU students had 5, 39 right answers per student and the 13th BGU students got a rational of 2, 00 per each one.

Conclusion: The students of the 12th BGU had more correct answers than the students of the 13th BGU.

4.1.1.4. Students' listening understanding in the post-test in the control and experimental group.

After applying the post-test to the students of the control and experimental groups and processing the data obtained. The following information was revealed.

Table 18: Understanding nouns while listening in the post-test

GROUP	N	F	R	%
12th	23	95	4,13	69,34
13th	27	42	1,56	30,66
TOTAL	**50**	**137**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students obtained 137 right answers in total. The students of the 12th BGU got 95 right answers corresponding to 69%, and the students of the 13th BGU obtained 42 right answers corresponding a 31% of the total.

Conclusion: The students of the 12th BGU (ratio 4, 13 per student) had more correct answers than the students of the 13th BGU (ratio 1, 56 per student).

Table 19: Understanding verbs while listening in the post-test

GROUP	N	f	R	%
12th	23	76	3,30	78,35
13th	27	21	0,78	21,65
TOTAL	**50**	**97**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students got a total of 97 right answers. While the students of the 12th BGU had76 right answers corresponding to 78%, the students of the 13th BGU obtained 21 right answers that correspond to22%. The ratio of the 12th BGU was 3, 30 and the 13th BGU was 0, 78 per student.

Conclusion: The students of the 12th BGU obtained more correct answers than the students of the 13th BGU.

Table 20: Understanding adjectives while listening in the post-test

GROUP	N	F	R	%
12th	23	98	4,26	71,53
13th	27	39	1,44	28,47
TOTAL	**50**	**137**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students got a total of 137 correct answers. The students of the 12th BGU had 98 correct answers corresponding to 72% of the total while; the students of the 13th BGU had 39 right answers representing the 28%.

Conclusion: The students of the 12th BGU obtained more correct answers in a ratio of 4, 26 per student than the students of the 13th BGU in a ratio of 1, 44 per student.

Table 21: Understanding adverbs while listening in the post-test

GROUP	N	f	R	%
12th	23	64	2,78	95,52
13th	27	3	0,11	4,48
TOTAL	**50**	**67**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students obtained 67 correct answers in total. The students of the 12th BGU got 64 correct answers representing the 72% of the total. By the other side, the students of the 13th BGU had 3 right answers corresponding the 28%.

Conclusion: The students of the 12th BGU (2, 78 ratio per student) had a higher number of correct answers than the students of the 13th BGU (0, 11 ratio per student).

Table 22: Understanding prepositions while listening in the post-test

GROUP	N	f	R	%
12th	23	59	2,57	83,10
13th	27	12	0,44	16,90
TOTAL	**50**	**71**		**100,00**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis: The students obtained a total of 71 correct answers. The students of the 12th BGU had 59 correct answers corresponding the 72% of the total meanwhile; the students of the 13th BGU had 12 right answers which represent the 28%.

Conclusion: The students of the 12th BGU (2, 57 ratio per student) had more correct answers than the students of the 13th BGU (0, 44 ratio per student).

Data Interpretation

Comparison of the right answers before and after the implementation

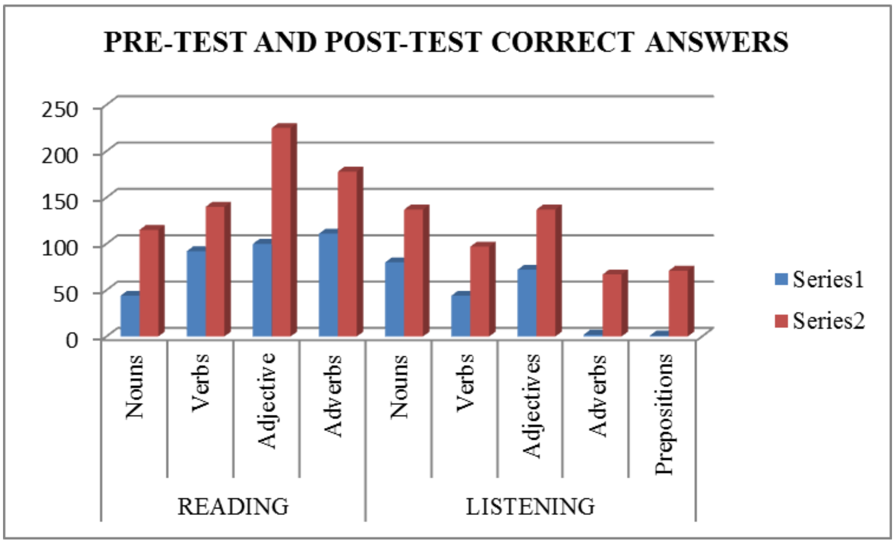
After processing the information obtained through the pre-test and post-test application to the 12th and 13th BGU years, it was possible to compare the students development by analyzing the right answers obtained before and after the implementation of Quizlet App in the experimental group and the traditional techniques and resources in the control group.

Table 23: Correct answers comparison in the control group

Skill	Category	Pre-test	Post-test
READING	Nouns	44	115
	Verbs	92	140
	Adjective	100	225
	Adverbs	111	178
LISTENING	Nouns	80	137
	Verbs	44	97
	Adjectives	72	137
	Adverbs	2	67
	Prepositions	1	71
TOTAL		**546**	**1167**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 8: Pre-test and Post-test correct answers' representation



Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Conclusion: The students greatly improve the nouns, verbs, adjectives, adverbs, and prepositions understanding and use. However, students continue to have problems at the moment to identify and use the adverbs and prepositions.

Pre-test and Post-test grades per student.

Table 24: Pre-test and Post-test grades per student.

	CONTROL		EXPERIMENTAL	
N	**Pre-test**	**Post-test**	**Pre-test**	**Post-test**
1	2,32	3,09	5,98	7,91
2	1,54	2,90	3,67	7,33
3	3,47	3,09	1,54	7,14
4	1,16	1,93	1,54	8,11
5	1,54	1,35	2,51	6,76
6	1,74	1,35	2,32	7,33
7	1,74	1,35	0,77	7,91
8	1,93	2,90	2,70	6,37
9	1,93	1,74	2,51	8,30
10	1,54	2,32	2,12	7,33
11	1,54	2,32	2,90	7,72
12	2,51	2,12	2,12	7,33
13	1,54	2,32	2,12	6,37
14	1,93	1,54	2,70	6,76
15	0,97	1,54	2,12	6,76
16	1,35	1,35	1,93	7,72
17	1,93	1,93	1,54	7,33
18	1,93	0,97	2,12	6,95
19	2,70	1,93	1,74	7,91
20	0,39	0,58	0,97	7,53
21	2,12	2,70	1,54	8,11
22	2,70	2,90	3,09	6,56
23	1,54	2,12	1,93	7,72
24	3,09	2,90		
25	2,90	3,28		
26	1,54	0,97		
27	3,28	2,51		

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

4.1.2. Results Interpretation of the Survey

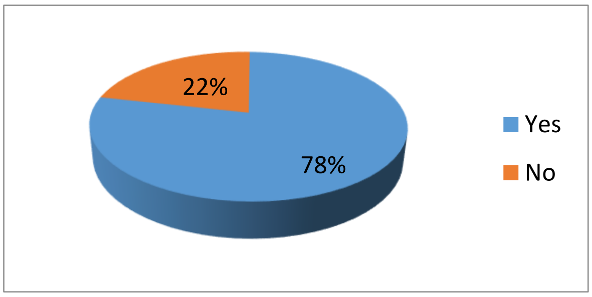
1. Do you know what the Information and Communication Technologies (ICTs) are?

Table 25: I know what ICTs are.

ANSWERS	FREQUENCY	PERCENTAGE
Yes	39	78%
No	11	22%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 9: I know what ICTs are.



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 39 students which represent the 78% of the total expressed that they do know what the Information and Communication Technologies are. On the contrary, 11 students who correspond to the 22% showed that they do not know what the ICTs are.

The information obtained, revealed that most of students are aware of the ICTs and their uses. On the contrary, only few of them do not know what the ICTs are. However, it is important to clarify that it happens because they are not familiar with the general name.

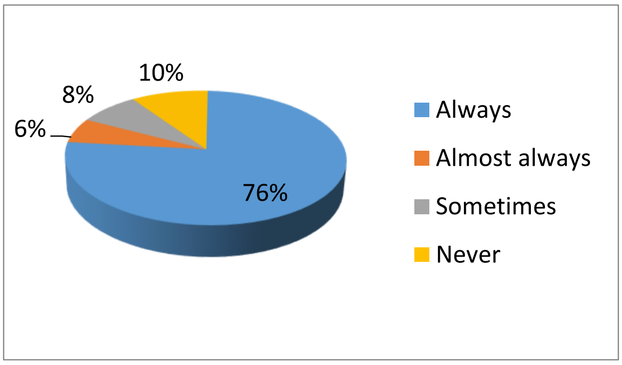
2. Does the use of the Information and Communication Technologies promote learning?

Table 26: The ICTs promote learning

ANSWERS	FREQUENCY	PERCENTAGE
Always	38	76%
Almost always	3	6%
Sometimes	4	8%
Never	5	10%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 10: The ICTs promote learning



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 38 students which correspond the 76% agreed that the use of Information and Communication Technologies (ICT) always promotes learning. On the other hand, 5 students which represent the 10% said that never does it.

Taking the results into account, it was easy to understand that most of the students think that the integration of the technology and its applications in education surely helps them to learn any subject in a better way.

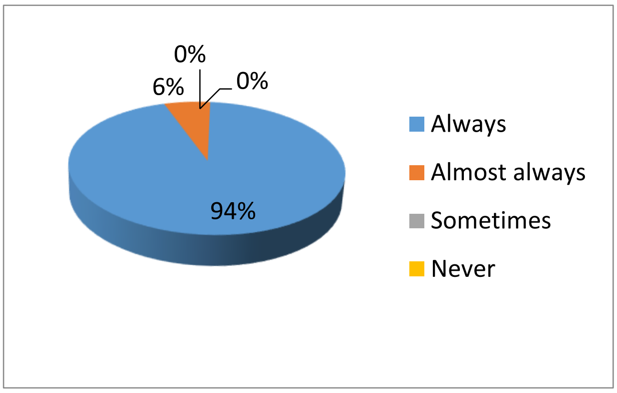
3. Do you like to work with applications like Quizlet, Edmodo or You Tube?

Table 27: I like to work with applications

ANSWERS	FREQUENCY	PERCENTAGE
Always	47	94%
Almost always	3	6%
Sometimes	0	0%
Never	0	0%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 11: I like to work with applications



Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 47 students which represent the 94% expressed that they always like to work using applications, while none of the students answered that they do not like to work with them .

From the results obtained, it was easy to infer that almost all of the students enjoy using the different applications which implies the technology for many different purposes. It means that they are very familiar with their function and usage.

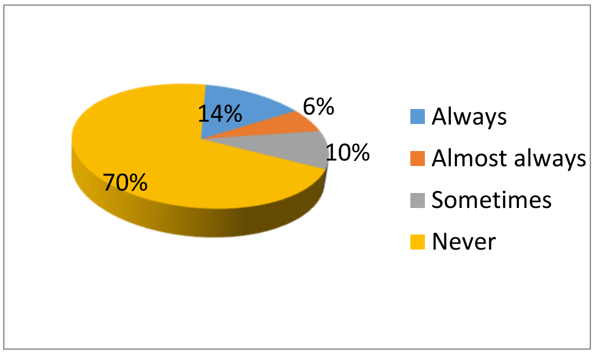
4. How often does your English teacher use applications like Quizlet, Edmodo or You Tube to teach vocabulary?

Table 28: Teacher's use applications to teach vocabulary

ANSWERS	FREQUENCY	PERCENTAGE
Always	7	14%
Almost always	3	6%
Sometimes	5	10%
Never	35	70%
TOTAL	**50**	**100%**

Source: Direct research
Elaborated by: Zambrano, E. (2018)

Figure 12: Teacher's use applications to teach vocabulary



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 70% of the total population that corresponds to 35 students stated that their English teacher never uses the applications like Quizlet, Edmodo or You Tube in the classroom. On the other side,7 students which represent the 10% have chosen the option that their English teacher sometimes uses applications while working in the classroom.

From to the results obtained it could be determined that the English teacher seldom integrates the technologies in the classroom while working with students in order to promote vocabulary learning. It means that the teacher continues using the traditional methods for teaching it.

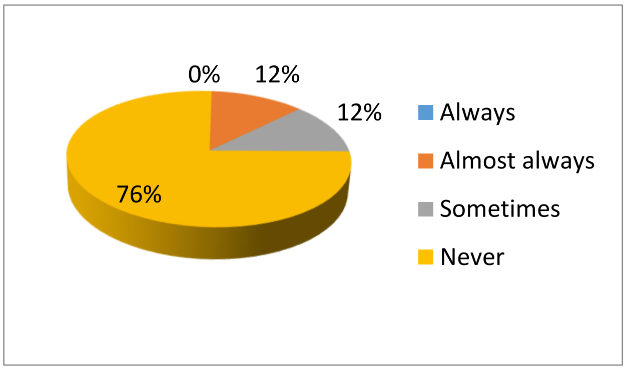
5. Does your teacher use any application like Quizlet, Edmodo or You Tube to evaluate your progress?

Table 29: Use of applications to evaluate students.

ANSWERS	FREQUENCY	PERCENTAGE
Always	0	0%
Almost always	6	12%
Sometimes	6	12%
Never	38	76%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 13: Use of applications to evaluate students.



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 38 students which correspond the 76% of the surveyed population showed that their English teacher never uses any application to evaluate them. Meanwhile, 6 students which represent the 12% answered that their English Teacher sometimes uses applications to evaluate their progress.

As shown in the information gotten from the survey, it was possible to find out that the English teacher hardly ever applies some technological tools in order to know the students learning development and progress. So that; according to the new technological era, the English teacher persists being outdated.

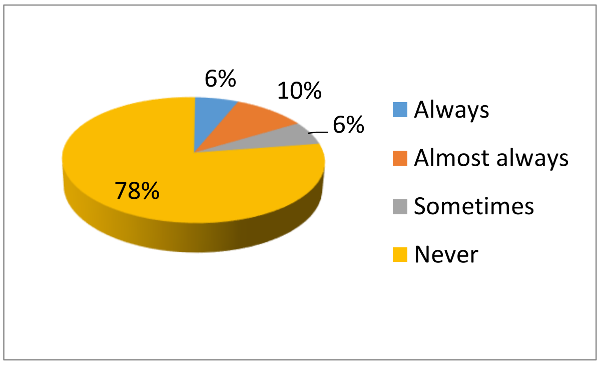
6. Do you use any technological application or platform to learn English?

Table 30: I use an application or platform to learn English

ANSWERS	FREQUENCY	PERCENTAGE
Always	3	6%
Almost always	5	10%
Sometimes	3	6%
Never	39	78%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 14: I use an application or platform to learn English



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 39 students which represent the78% expressed that they do not use any technological application or platform to learn English. However, the 10% that corresponds to 5 students said that they almost always use any platform or application in order to learn English.

Based on the results obtained, it was said that a great percentage of students do not take the advantages of technology in order to support their English language learning even when most of them have access to internet and electronic devices. Only a few learners know the real function of the ICTs which go beyond than social networks.

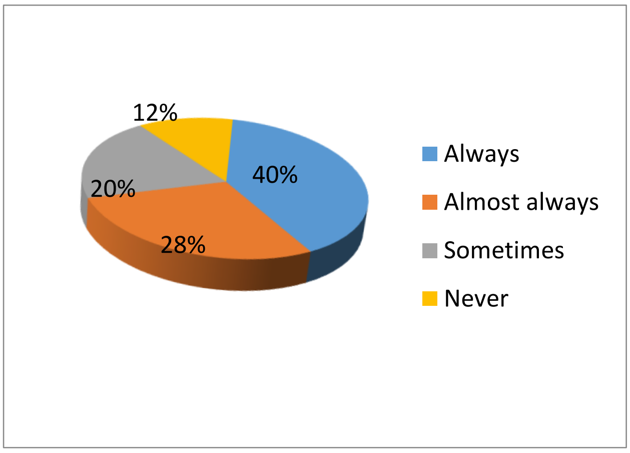
7. Do you have internet access at home?

Table 31:I have internet access at home

ANSWERS	FREQUENCY	PERCENTAGE
Always	20	40%
Almost always	14	28%
Sometimes	10	20%
Never	6	12%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 15:I have internet access at home



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 20 students which represent the 40% answered that they always have internet access at home while only the 12% represented by 6 students said that they do not have internet access at home at all.

Taking in mind the information provided by the surveyed teenagers, it was easy to notice that most of the students have internet access at home. Thus, they spend their time at using technology even when it does not have been with educational purposes.

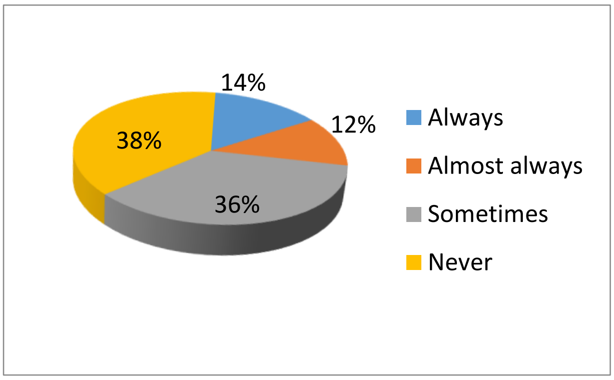
8. Does your teacher use motivating activities to teach vocabulary?

Table 32: The teacher uses motivating activities to teach vocabulary.

ANSWERS	FREQUENCY	PERCENTAGE
Always	7	14%
Almost always	6	12%
Sometimes	18	36%
Never	19	38%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 16: The teacher uses motivating activities to teach vocabulary.



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 19 students which represent the 38% of the total surveyed population expressed that their English teacher never uses motivating activities to teach vocabulary. On the other hand, the 36% of students which are 18 argued that the English teacher sometimes uses them in the classroom.

According to the results, the English teacher continues to use the traditional methods in the classrooms with students. So, the teacher rarely changes his way of teaching by integrating funny and interesting activities which can catch the students' attention and interest from learning vocabulary.

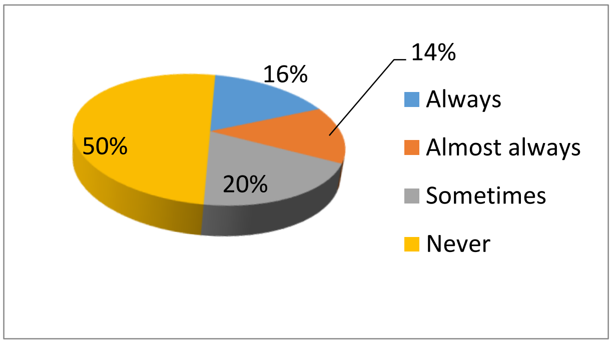
9. Does your teacher include interesting and engaging materials and tools to teach the vocabulary?

Table 33: Interesting material and tools to teach vocabulary

ANSWERS	FREQUENCY	PERCENTAGE
Always	8	16%
Almost always	7	14%
Sometimes	10	20%
Never	25	50%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 17: Interesting material and tools to teach vocabulary



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 25students who correspond the 50% said that their teacher never uses interesting and engaging tools and materials to teach vocabulary. On the contrary, only the 16% of the students represented by 8 of them showed that they like the materials and tools their English teacher uses to teach them vocabulary. Thus, they feel engaged to the subject.

The information obtained in this question showed the majority of students' dissatisfaction in front of the materials and tools utilized by their English teacher to teach vocabulary. It is due to the fact that the teacher is not using engaging materials which calls the students attention and encourages them to learn the new vocabulary.

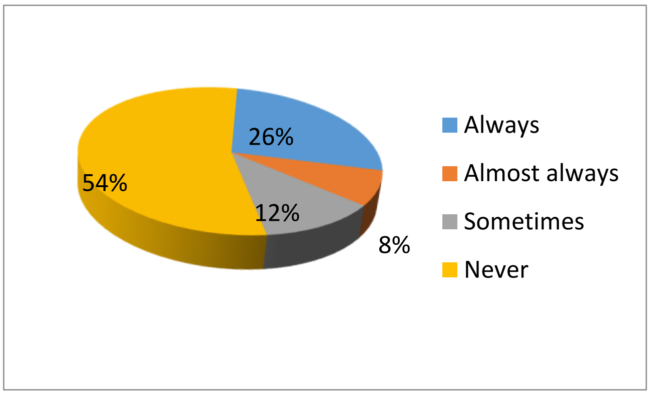
10. Do you like the atmosphere at your classroom?

Table34: Appropriate classroom atmosphere

ANSWERS	FREQUENCY	PERCENTAGE
Always	13	26%
Almost always	4	8%
Sometimes	8	12%
Never	27	54%
TOTAL	**52**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 18: Appropriate classroom atmosphere



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 27 students which represent the 54% stated that their English teacher never creates an appropriate classroom atmosphere while, 13 students which are the 26% expressed that the English classroom atmosphere is appropriate for learning.

As shown in the survey results, it was clear to identify that most of students do not feel comfortable in their classroom during the English classes. The lack of creativity and innovate activities planned by the teacher creates an inappropriate atmosphere in the learning place, making students feel stressed and anxious which causes negative effects in the learning process.

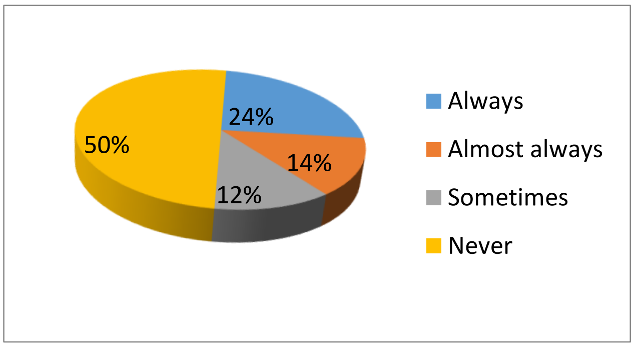
11. **Do you actively participle in the different activities for listening, reading, writing, speaking and vocabulary development?**

Table35: Students' active participation.

ANSWERS	FREQUENCY	PERCENTAGE
Always	12	24%
Almost always	7	14%
Sometimes	6	12%
Never	25	50%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 19: Students' active participation



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 25 students that represent the 50% of students showed that they do not participate in the activities for the listening, speaking, reading, writing and vocabulary development. Meanwhile, the 24% who corresponds to 12 students expressed that they actively participle in the language skills development.

As conclusion, there is a contradiction between the students' opinions. Thus, some of them are satisfied with the techniques used by the teacher and the opportunities offered to interact. However, the teacher is not creating that scenario for all of the class since the half of participants does not agree with them.

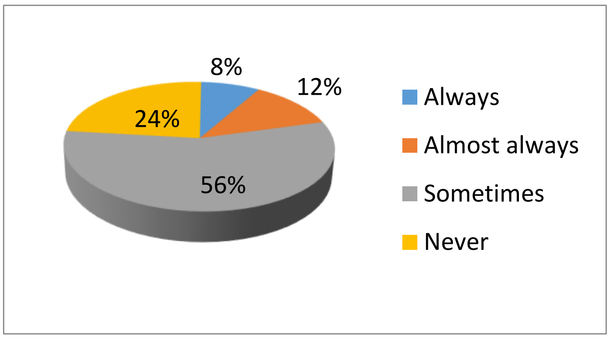
12. Do you like learning vocabulary?

Table 36: Vocabulary learning

ANSWERS	FREQUENCY	PERCENTAGE
Always	4	8%
Almost always	6	12%
Sometimes	28	56%
Never	12	24%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 20: Vocabulary learning



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 4 students who correspond the 8% said that they always enjoy learning vocabulary. On the opposite, the 56% of them represented by 18 students expressed that they sometimes enjoy learning vocabulary and the 24% of them represented by 12 students showed that they do not enjoy learning it at all.

The data obtained from this question revels that most of do not feel comfortable and neither enjoy learning vocabulary. It really represents Avery strong barrier which stops the English language learning since without vocabulary, the learning process could not be completed.

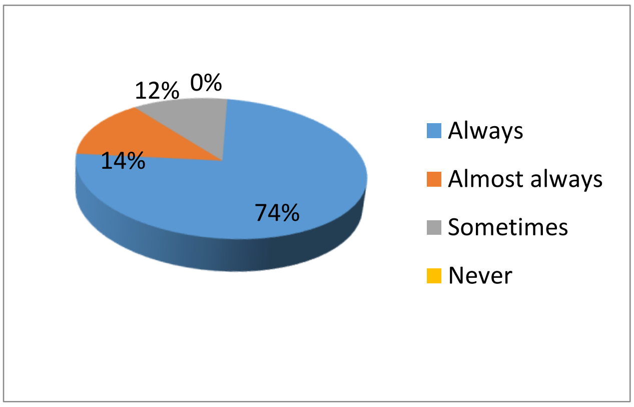
13. Are you asked to memorize words and their meaning in Spanish?

Table 37: Memorizing words and their meaning

ANSWERS	FREQUENCY	PERCENTAGE
Always	37	74%
Almost always	7	14%
Sometimes	6	12%
Never	0	0%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 21: Memorizing words and their meaning



Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, the 37% of the surveyed students represented by 37 of them expressed that are asked to memorize words and their meaning in Spanish, while, only 6 students which corresponds to the 12% said that they sometimes have to memorize words and their meaning.

According to the results, it is clear to notice that the English teacher continues working with the old and traditional activities such as listening and repeating words after the teacher, reading the words and writing them many times, and memorizing isolated words and their meaning. These activities are not interesting for students at all; on the contrary, they cause many negative feelings and states of mind in students like boredom, stress and tiredness.

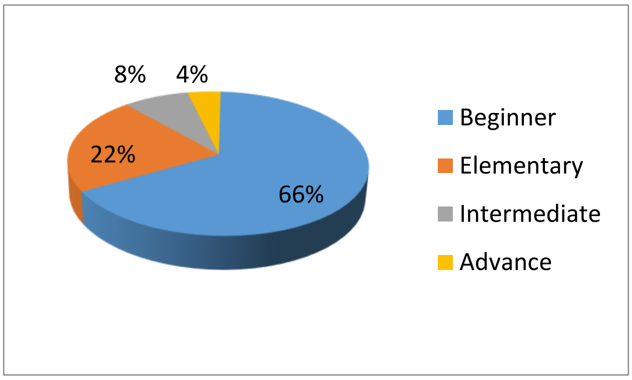
14. How many words are there in your vocabulary, approximately?

Table38: Students' proficiency level

ANSWERS	FREQUENCY	PERCENTAGE
Beginner(250-500)	33	66%
Elementary(500- 1.000)	11	22%
Intermediate (1.000-3.000)	4	8%
Advance (4.000-10.000)	2	4%
TOTAL	**50**	**100%**

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

Figure 22: Students' proficiency level



Source: Unidad Educativa Cusubamba
Elaborated by: Zambrano, E. (2018)

Analysis and Interpretation

In this question, 33 students who correspond the 66% of the total surveyed population placed themselves in the beginner level of the English language proficiency. On the other side, only the 22% represent by 11 students consider that they are in the elementary level.

It is noticeable that most of the students consider that their English language proficiency level is very low. According to the Common European Framework of Reference, beginners and elementary students are placed at A1 and A2 levels. However, it is important to mention that based on the New Ecuadorian English Curriculum, students must graduate at the B1 level.

4.2. Verification of Hypothesis

To verify the hypothesis stated in the reach work entitled “Quizlet App and the English Language Vocabulary Learning in the twelfth and thirteenth levels at Unidad Educativa Cusubamba” the Chi Square formula was applied. Not all of the questions from the survey applied to students were used to systematize the formula, but four of the most relevant questions were chosen.

4.2.1. Logic Model

Null Hypothesis

H0: “The Quizlet App does **NOT** enhance the English language vocabulary level in the 12th and 13th levels at Unidad Educativa Cusubamba”

Alternative Hypothesis

H1: “The Quizlet App **DOES** enhance the English language vocabulary level in the 12th and 13th levels at Unidad Educativa Cusubamba”

4.2.2. Statistical Specifications

Mathematical Model

H0: 0 = E

H: 0 ≠ E

Statistical Model

$$Xc^2 = \sum \frac{(\mathrm{O}-\mathrm{E})^2}{E}$$

Chi- Square

∑= Summation

O= Observed frequency

E= Expected frequency

4.2.3. Significance Level

a= 0, 05
95% of reliability

Degrees of Freedom
Df= (rows - 1) (columns - 1)
Df= (4-1) (4-1)
Df= (3) (3)
Df= 9
X^2= **16, 9190**

Consequently, considering (0, 05) as the level of significance and (9)as the degree of freedom, the value assigned in the Chi-Square distribution table is **16,9190.**

Under those circumstances, if $X^2t \leq X^2c$ the H0 will be accepted, otherwise it will be rejected.

Distribution of Chi –Square

Table 39: Distribution of Chi

V/P	0,001	0,025	0,005	0,01	0,025	0,05	0,1	0,15	0,2
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055	2,0722	1,6424
2	13,8150	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052	3,7942	3,2189
3	16,2660	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514	5,3170	4,6416
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794	6,7449	5,9886
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363	8,1152	7,2893
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446	9,4461	8,5581
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,0170	10,7479	9,8032
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616	12,0271	11,0301
9	27,8767	25,4625	23,5893	21,6660	19,0228	**16,9190**	14,6837	13,2880	12,2421
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,3070	15,9872	14,5339	13,4420

Source:http://www.fing.edu.uy/imerl/pye/material/tablas/chicuadrado.pdf
Elaborated by: Zambrano, E. (2018)

4.2.4. Data collection and statistical calculations.

Observed Frequencies

Table40: Observed Frequencies

QUESTIONS	Always	Almost always	Sometimes	Never	TOTAL
Do you like to work with technology?	47	3	0	0	**50**
Do you consider that the use of the Information and Communication Technologies (ICTs) promote learning?	38	3	4	5	**50**
Do you believe that grammar and vocabulary are important to learn a new language?	15	17	10	8	**50**
Do you consider your teacher uses innovating and interactive activities to reinforce the vocabulary learning?	12	4	14	20	**50**
TOTAL	**112**	**27**	**28**	**33**	**200**

Source: Students' Survey
Elaborated by: Zambrano, E. (2018)

Expected Frequencies

Always (112*50)/200= 28

Almost always (27*50)/ 200 = 6, 75

Sometimes (28*50)/ 200 = 7

Never (33*50)/ 200 = 8, 25

Table41: Expected Frequencies

QUESTIONS	**Always**	**Almost always**	**Sometimes**	**Never**	**TOTAL**
Do you like to work with technology?	**28**	6,75	7	8,25	**50**
Do you consider that the use of the Information and Communication Technologies (ICTs) promote learning?	**28**	6,75	7	8,25	**50**
Do you believe that grammar and vocabulary are important to learn a new language?	**28**	6,75	7	8,25	**50**
Do you consider your teacher uses innovating and interactive activities to reinforce the vocabulary learning?	**28**	6,75	7	8,25	**50**
TOTAL	**112**	**27**	**28**	**33**	**200**

Source: Expected Frequencies
Elaborated by: Zambrano, E. (2018)

4.2.5. Calculation of Chi²

Table42: Calculation of Chi²

O	E	O-E	(O-E)2	(O-E)2/E
47	28,00	19,00	361,00	12,89
3	6,75	-3,75	14,06	2,08
0	7,00	-7,00	49,00	7,00
0	8,25	-8,25	68,06	8,25
38	28,00	10,00	100,00	3,57
3	6,75	-3,75	14,06	2,08
4	7,00	-3,00	9,00	1,29
5	8,25	-3,25	10,56	1,28
15	28,00	-13,00	169,00	6,04
17	6,75	10,25	105,06	15,56
10	7,00	3,00	9,00	1,29
8	8,25	-0,25	0,06	0,01
12	28,00	-16,00	256,00	9,14
4	6,75	-2,75	7,56	1,12
14	7,00	7,00	49,00	7,00
20	8,25	11,75	138,06	16,73
200	**200**			**95,34**

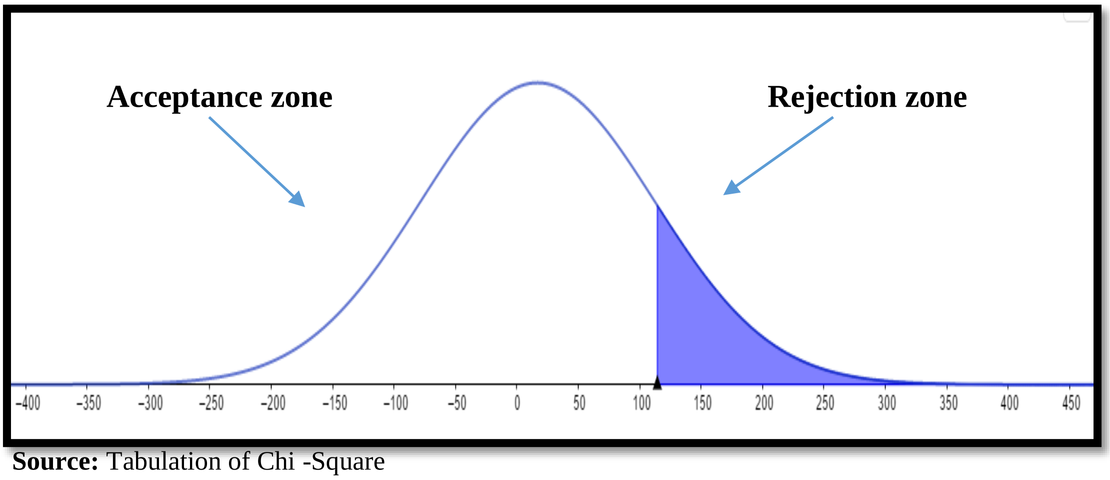
Source: Students' Survey
Elaborated by: Zambrano, E. (2018)

Real Chi square =16, 9190

Chi square calculated = 95, 34

4.2.6. Graphic Representation

Figure 23: Area of acceptance of the hypothesis



Source: Tabulation of Chi -Square
Elaborated by: Zambrano, E. (2018)

4.3. Decision Rule

The calculation determined that the X^2 c is equals to 95, 34. This value is superior to the X^2 t which is 16, 9190.

Statistical Decision

The calculated Chi² (X2c = 95, 34) is greater than the theoretical Chi², (X2t = 16, 9190.). So that, the null hypothesis (H0) is rejected, and alternative hypothesis (H1) is accepted. It means that "The Quizlet App **DOES** enhance the English language vocabulary level in the 12th and 13th levels at Unidad Educativa Cusubamba"

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1. Conclusions

Once the data collection process have finished and after systematizing the information obtained through the pre-test and post-test as well as the survey applied to students, it was possible to establish the following conclusions:

- Students have a very low level of English language vocabulary which did not allow them to learn the language in an appropriate way. The vocabulary deficiency represents a wall that blocks the students learning and makes them feel anxious and disparate. It could be due to the lack of motivating and engaging methodologies and strategies used by the teacher at the moment to teach it.

- Students felt motivated, comfortable and confident when using Quizlet App for learning English. Most of the time, the English teachers do not integrate the use of ICTs in the classroom in order to teach the new language neither to promote learning nor to evaluate the students' progress.

- Students of the control group who were taught vocabulary by using the traditional methods did not develop the English vocabulary learning since the results in the pre-test and post-test did not varied while, students of the experimental group who used the Quizlet App significantly did. Students showed that they prefer to learn by using the technology through games and engaging activities more than repeating, writing, and memorizing isolated words.

- The use of the six study modes integrated in the Quizlet App had a great positive impact in the students' vocabulary learning. Quizlet elements called the students attention and interest for learning. Sometimes, students do not feel comfortable when learning English because they consider that the classroom environment provided by their English teacher is not the appropriate. It is since they do not have the opportunity to interact and participate actively in the learning process. It means that the classes are teacher centered and it does not have to be with their desires and expectations.

5.2. Recommendations

- Teachers should motivate students to learn nor only vocabulary but all of the aspects related to the foreign language. Teachers should look for the most appropriate methods to teach vocabulary. These methods must be according to the students' needs, interest and preferences. This is the only way how students will get better grades and show better results in the English learning process. To accomplish this, teachers must be updated in the technological devices management and investigate about the tech tools for educational purposes existing in the World Wide Web in order to take advantages of them and get better students' outcomes by making a significant change in the educational system.

- English teachers should integrate the technology, especially the use of Quizlet App as a cross content tool in the English language vocabulary teaching lesson plans. It is very important to provide students with a variety of activities which activate their brain and wake their interest for learning the new language. So that, students are able to discover their weaknesses in order to solve problems and develop tasks which scaffold their learning.

- Teacher should integrate the Quizlet App to promotes the constructivist learning, so that, learners create their own knowledge when trying to discover new things by manipulating the technological items. Quizlet App activates the students' creativity which later on leads students to go beyond than they can even imagine. In addition to this, Quizlet App is a great tool to test students since they feel confident at doing exercises and activities without feeling worried about making mistakes. It lowers their affective filter so that their performance and interaction will be better.

- English teachers should include the use of Quizlet App and its six elements in the unit plans. So that the curriculum contents could be reinforced and scaffold by additional vocabulary which is very necessary in most of public institutions to accomplish the curriculum expected goals.

CHAPTER VI

THE PROPOSAL

6.1. Informative Data

a) **Topic:**
Quizlet App to develop the English Language Vocabulary level.
b) **Institution:**
Unidad Educativa Cusubamba
c) **Beneficiaries:**
Twelfth levels at Unidad Educativa Cusubamba
d) **Location:**
Cusubamba- Salcedo – Ecuador
e) **Estimated Execution Time:**
4 weeks
f) **Technical Team in Charge:**
Researcher- Elizabeth Jaqueline Zambrano Acosta

1. Proposal Antecedents

Nowadays, English constitutes a very relevant subject in the Ecuadorian private and public schools. That is why the Education Ministry has done many important changes in the New English Curriculum. However, learning a new language is not that easy as it seems. Particularly, in the rural areas students have very difficult problems when learning English.

The low vocabulary level is the most significant problem existing in the schools. It is important to highlight that lacking of enough lexicons represents a very big wall that does not allow students to develop the language learning or either to communicate in the foreign language at all. For this reason, Quizlet App is proposed as a cross content technological tool in order to support and improve the English vocabulary learning.

Reviewing the works existing, it was possible to find three very significant studies about the use of Quizlet Application in the English vocabulary development.

Firstly, there is an investigation done by Gilbert Dizon whose book entitled "Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition Of Japanese University Students" revealed that after applying Quizlet for about 10 weeks in learning vocabulary in the Language and Literature Studies subject, students showed a very significant gain in the lexicon learning. He also explained that students had a positive attitude against the use of the application.

Secondly, there is an existing research work entitled "Quizlet Flashcards for the First 500 Words of the Academic Vocabulary List". Its author Emily M. Crandell from the Brigham Young University found out that the integration of Quizlet in learning the most elemental and high frequency words helped students to internalize the knowledge easier and faster.

2. Justification

Teaching English as a foreign language represents a very difficult challenge for Ecuadorian teachers due to many factors such as the environment which the students are surrounded by, the inappropriate methodology used by teachers during their English classes, and the apathy the students feel towards the subject because of the lack of motivation.

Another key factor why students cannot accomplish the expected goals is the limited English set of words they possess. Sometimes students want to express their ideas, feelings and emotions however, they cannot find the words easily. So, students tend to feel frustrated and prefer to stay quiet. Similarly, due to the lack of enough vocabulary, students are not able to understand the teacher's instruction or the activities they are asked to develop. As a consequence of this, students fail in the learning process.

To enrich the English vocabulary level, teachers need to change their traditional teaching methodology. The English teachers should include interactive activities which catch the students’ attention and encourages them to lean. Quizlet App, allows students to enhance their English vocabulary level by doing what they really like the most which is using the technology. Thus, it is very important to apply the Quizlet App in the teaching and learning process due to all of the advantages it offers not only to students but also to teachers.

It is important to mention that, Quizlet App contains a great variety of activities which are designed according to the students’ individual differences and needs. These activities allow learners to feel confident and secure at the moment to learn vocabulary meaning and usage rather than isolated words. All of the advantages described above, makes the application of Quizlet **feasible** in the teaching and learning process.

3. Objectives

3.1. General Objective

To improve the English language Vocabulary level through the use of the Quizlet App.

3.2. Specific Objectives

- To create vocabulary sets of study in the Quizlet application containing some words taken from the KETfS (Key English Test for Schools) list.
- To implement the Quizlet Application in the English language classes.
- To evaluate the students’ progress through the application of a pre-test and post-test after applying the proposal.

4. Feasibility Analysis

This proposal is feasible since the researcher has a vast knowledge about management and use of the technological tool called Quizlet. Furthermore, the investigator is a well experienced teacher who knows how to implement the use of technology in education as an innovated strategy in order to develop the students English vocabulary level.

The present proposal has been applied at Unidad Educativa Cusubamba. The execution of this proposal was previously approved by the institution’s Headmaster, Parents and Students. So, all of the facilities and permissions were provided to the researcher.

Talking about expenses, the researcher will afford all of the costs that the proposal execution should involve.

5. Proposal Fundamentals

To learn a language the most important sub-skill people need to develop is vocabulary. According to (Lewis, 1993)“lexis is the core or heart of language” It is due to the fact that vocabulary is vital for the English language input and output. When students do not get the necessary input, they are not able to produce the language. So, without vocabulary, people are not able to understand what the others are saying neither to produce language for the purpose to communicate their ideas or opinions. As stated by (Alfaki, 2015)“The importance of vocabulary is central to English language teaching because without sufficient vocabulary learners cannot understand others or express their own ideas”. Additionally, (Wilkins, 1972) said that, “While without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

For getting to learn vocabulary in a significant way, it is so useful to use techniques that allow students to store the information in their brains and stay there for longer. (Tucker, 2018) Claims that, “In a classroom where the *student* does the work, that same assignment could have a dramatically different outcome”. Quizlet App results very favorable for students to increase their lexicon learning since it affords activities that unconsciously forces students to develop not only heir cognitive skills but also their psychomotor skills which end up in more significant and deep insights.

OPERATING MODEL

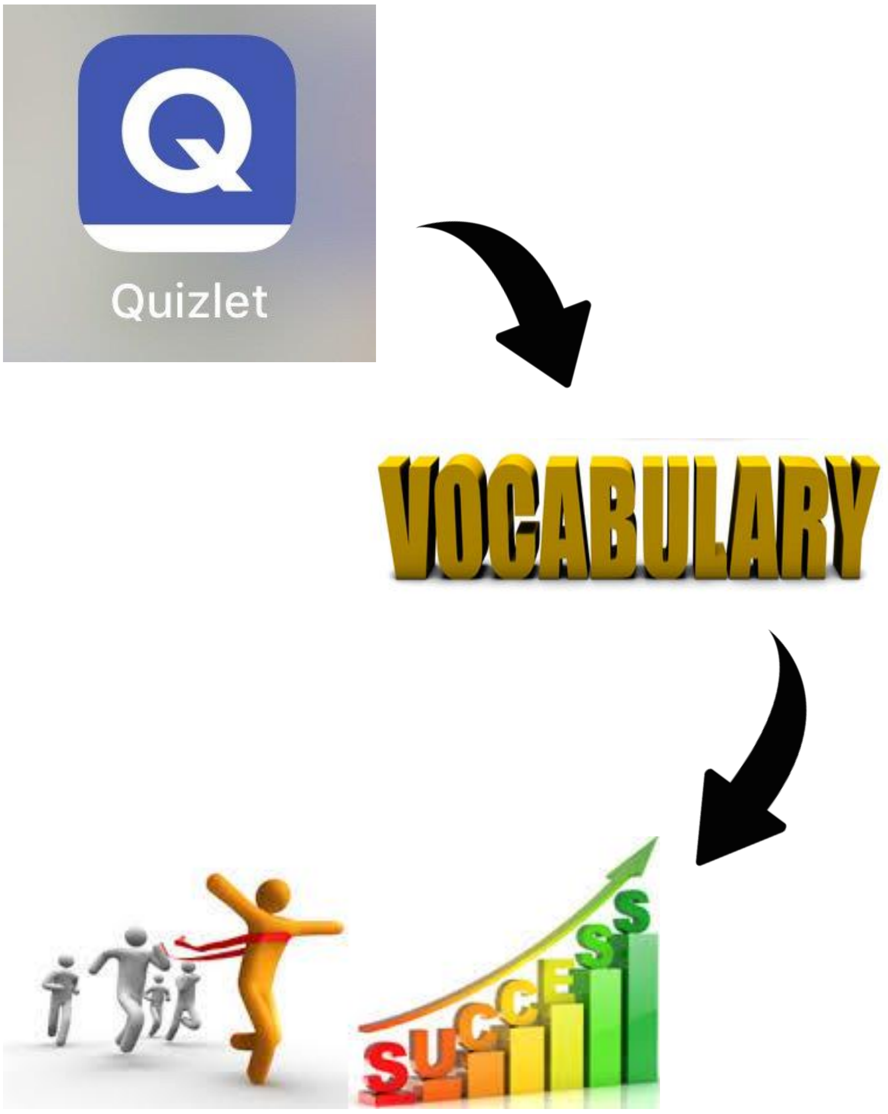
Table 43: Operating Model

PHASE	OBJECTIVES	ACTIVITIES	VOCABULARY	RESOURCES	RESPONSIBLE	TIME
PLANNING	• To plan activities for applying the lesson plans containing the Quizlet Application to enhance the English Vocabulary Level.	• Pre-test application to the monitor and experimental groups. • Quizlet App application to students. • Post-test application to the monitor and experimental groups. • Systematizing the results obtained from the pre-test and post-test. • Evaluating the Quizlet App effectiveness in the English Vocabulary learning.	**NOUNS** • Family and friends • Food and drinks • Places and buildings • Clothes and accessories • Seasons and weather • Days of the week and months of the year • Work and jobs	• Technological devices • Quizlet App • Internet	• Researcher	2 days
SOCIALIZATION	• To introduce the proposal and the application to authorities and students	• Asking authorities for the formal permissions needed. • Preparing a workshop with authorities and students to explain the purpose of the proposal and the application's function.		• Official documents • Power point presentation • Proposal's folder	• Researcher	1 day
APPLICATION	• To carry out the Quizlet Application	• Explaining students the Quizlet Application usage. • Asking students to join to		• Electronic devices • Internet	• Researcher	4 weeks

	proposal in the English Vocabulary Learning	the new study group. • Providing students seven KETfS vocabulary study sets designed in the Quizlet Application. • Incorporating students into practice by using the seven Quizlet elements: Flash cards, Learn, Speller, Test, Gravity Game, Scatter Game, and Quizlet Live Game • Checking the students' active participation and practice through the teacher's monitor element.		• Vocabulary study sets		
EVALUATION	• To evaluate the students' progress and therefore the Quizlet Application effectiveness.	• Systematizing the pre-test and post-test results gotten • Comparing the results • Establishing differences in the students' English Vocabulary learning advancement.		• KETfS pre-test • KETfS post-test	• Researcher	1 week

Source: Direct Research
Elaborated by: Zambrano, E. (2018)

QUIZLET APP FOR VOCABULARY LEARNING


Quizlet
VOCABULARY
SUCCESS

INDEX

Introduction 1

Quizlet App 3

Learn.. 4

Flash Cards.. 10

Write.. 13

Spell.. 17

Match.. 20

Gravity 23

Quizlet Live.. 27

Class Progress 39

INTRODUCTION

Nowadays; due to the digital era we are living in, technology is present in almost all of the people's daily life and activities. Because of the facilities technology offers people, it has been very well accepted by them in order to shorten their work and make their lives easier to carry out. Each year, the most modern and advanced electronic devises are invented by the industry of technology which are later distributed all over the world.

Currently, technology has embraced the field of education. It is due to the fact that it has been considered a very important support for developing the people's learning. Technology is used to promote learning since the very beginning of the humans' existence. For that reason, doctors suggest pregnant women to activate the baby's brain since they are growing in their mother's womb. Children from today are digitally intelligent since it results very easy for them to use technological tools even better than adults do.

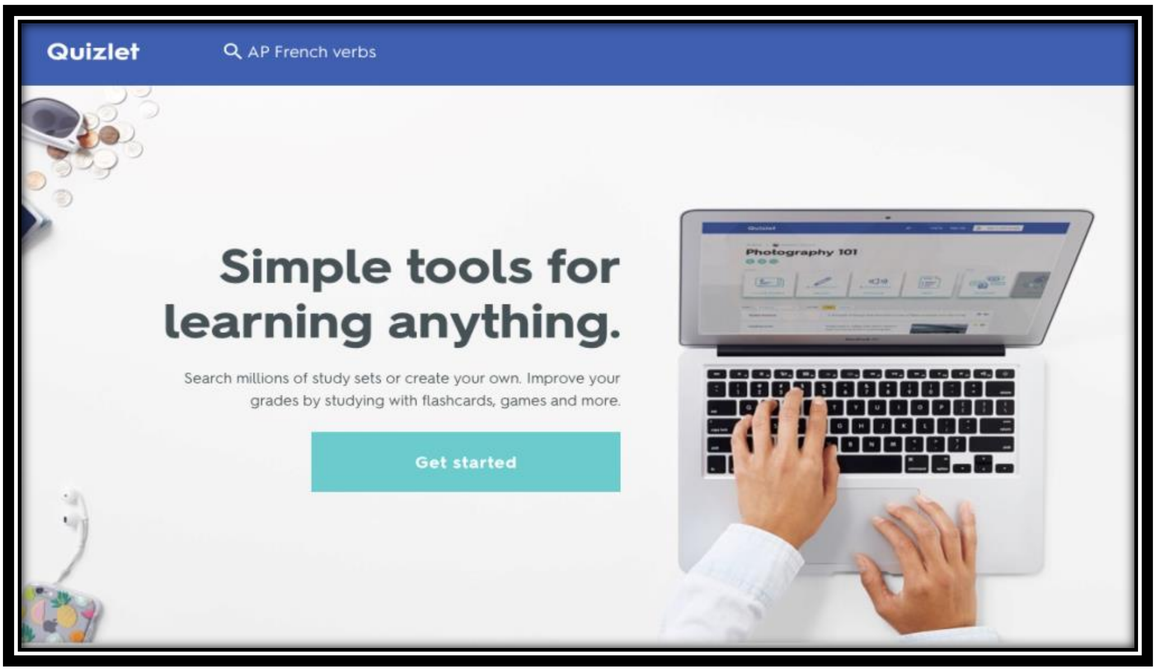
Along the time, people have developed too many applications, platforms, WebQuests and websites for the netizens who can take a lot of advantages for enhancing their learning process. Quizlet is a free application that enables students to learn vocabulary while having fun instead of repeating isolated words which does not make any sense for them. It is possible thanks to the interactive activities the application contains which motivate students to be engaged with the new language learning. By using Quizlet, students are able to choose their way of learning. Flash cards, Learn, Speller, Test, Gravity Game, Scatter Game and Quizlet Live Game are different activities which are perfectly designed in order to fulfill the students' expectations and desires. Each activity requires the students' active participation in the different levels. Students can work individually, in pairs or in groups. In short, using Quizlet App is a great opportunity for students to successfully accomplish their language goals.

It is highly recommended to use the application at the beginning of each unit when the vocabulary to be studied is presented. It is because generally, English books given by the Ministry of Education in the public institutions introduce the new vocabulary before starting the unit through word banks. Thus, students could compliment the study lessons' lexicon with the terminology proposed, in order to enrich the vocabulary and gain a better understanding of the language.

It is important to clarify that the study sets will be provided to students at the beginning of the unit however; students will have the opportunity to practice the words all along it. To know the students participation and use of the application, teachers will frequently monitor their work and performance thanks to the option "class progress". It depends on teachers to decide whether the students' progress will be quantitative or qualitative evaluated; nevertheless, it is important to encourage and motivate students to continue practicing vocabulary in some way.

To implement the Quizlet application in the institution, teachers will include the technological tool as a further activity in their unit plan. It means that students will support the contents currently being studied with the extra vocabulary activity they do at home. It is possible because Quizlet is an on-line application which could be utilized any time in the day and everywhere the learners are as long as they have internet access.

QUIZLET APP



Simple tools for learning anything.

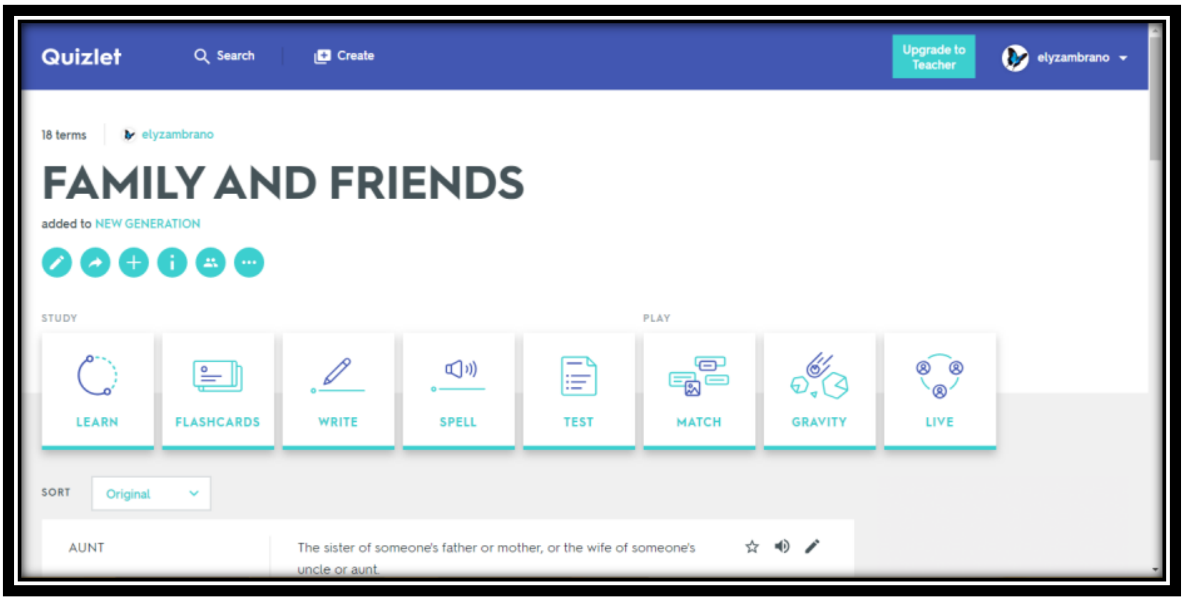
Search millions of study sets or create your own. Improve your grades by studying with flashcards, games and more.

Source:https://quizlet.com/283454868/family-and-friends-flash-cards/

Quizlet App is a free website application for learning vocabulary. It is a very interesting learning tool which was created by Andrew Sutherland in October 2005. However it was not until 2007 that this web based study application was available for the users on the internet all over the world. It is possible because it was developed in 17 different languages.

This application contains seven study modes with very funny activities which motivates and encourages students to practice in order to learn a new language vocabulary. These study modes are: learn, flash cards, write, spell, test, match, gravity and live.

LEARN


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
18 terms
elyzambrano
added to NEW GENERATION
STUDY
PLAY
LEARN
FLASHCARDS
WRITE
SPELL
TEST
MATCH
GRAVITY
LIVE
SORT
Original

FAMILY AND FRIENDS

AUNT	The sister of someone's father or mother, or the wife of someone's uncle or aunt

Source: https://quizlet.com/283454868/family-and-friends-flash-cards/

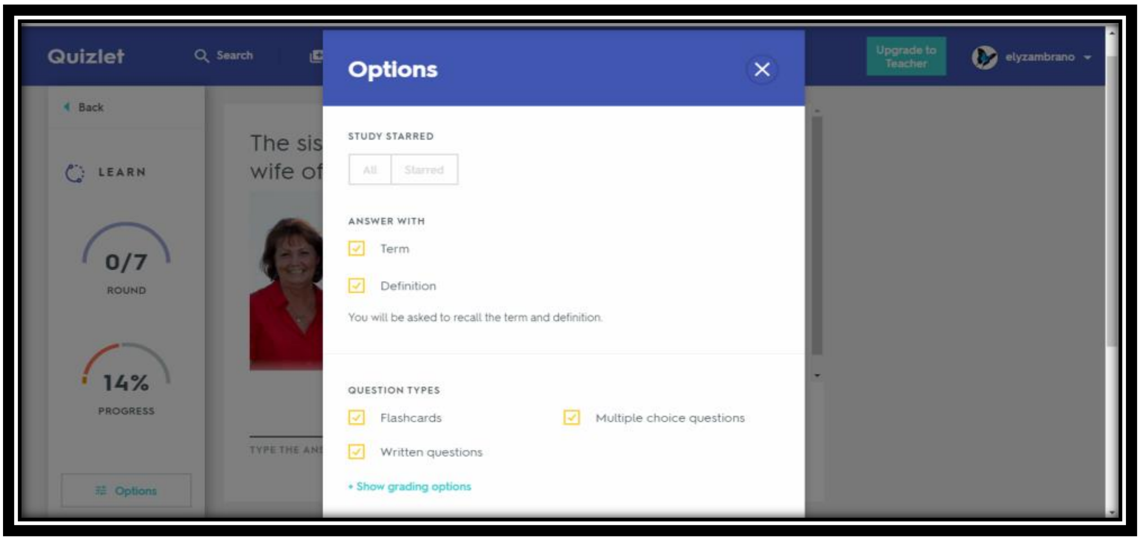
"**Learn**" is an activity that allows students to practice and self-evaluate their learning and progress. This section of the program enables students to learn the new vocabulary and its definitions by reading, and looking at the pictures.

Insight turns more significant and will last for longer. Furthermore, each time the students see a picture they have learned, their brain makes very strong connections between the image and the vocabulary studied.

Visuals are vital in the students learning. By using pictures at the moment to vocabulary, students are going to figure out the meaning of the word given without translating into their mother tongue.

PROCEDURE

Before starting the activity, students have the possibility to personalize their game. It is possible to do it by clicking on the left side of the screen where they find an icon called "**Options**".


Quizlet
Search
Upgrade to Teacher
elyzambrano
Back
LEARN
0/7
ROUND
14%
PROGRESS
Options
The sis
wife of
TYPE THE AN

Options

STUDY STARRED

All | Starred

ANSWER WITH

☑ Term

☑ Definition

You will be asked to recall the term and definition.

QUESTION TYPES

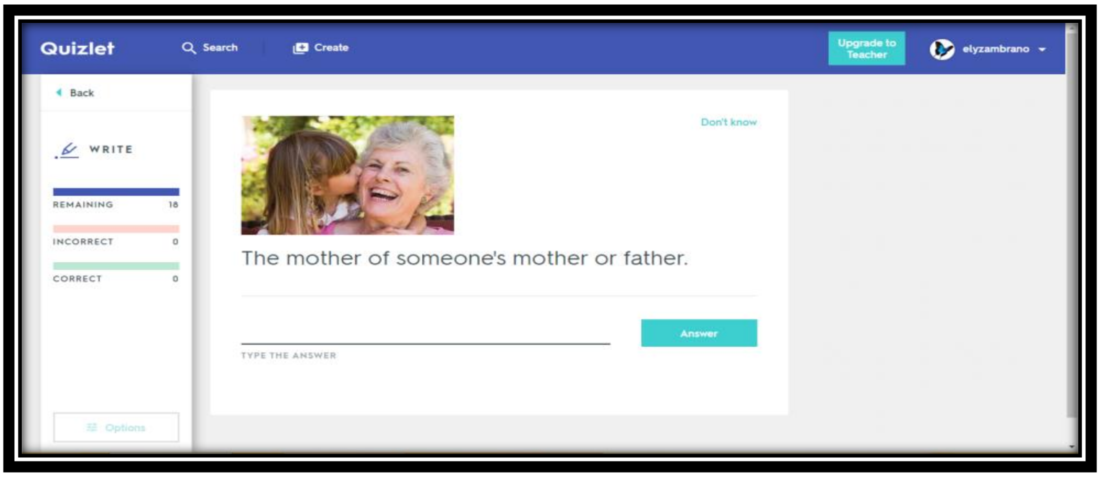
☑ Flashcards ☑ Multiple choice questions

☑ Written questions

+ Show grading options

Source:https://quizlet.com/283454868/learn

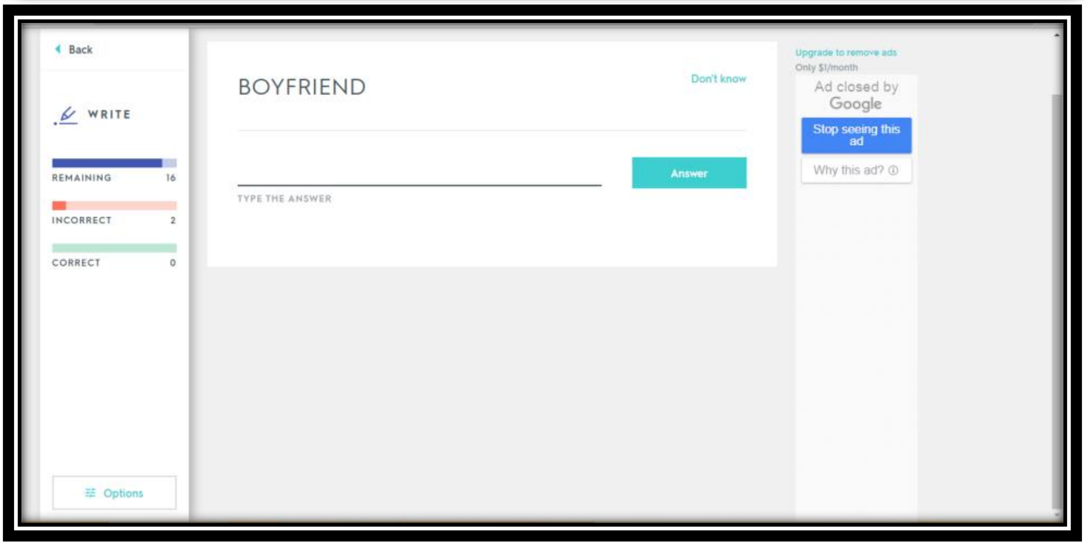
In the option "**Answer with**", students are able to decide whether they want to answer the questions with terms or definitions. If they select the option terms, they will be asked to type the word that corresponds to the definition given by the program.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
WRITE
REMAINING 18
INCORRECT 0
CORRECT 0
Options
Don't know
Answer
TYPE THE ANSWER

The mother of someone's mother or father.

Source: https://quizlet.com/283454868/learn

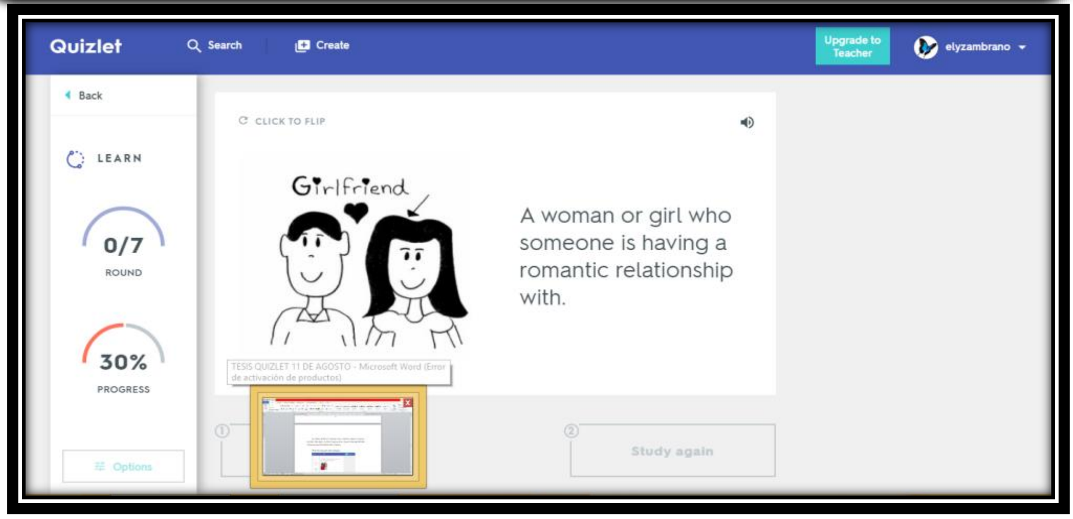
If the students choose the option "**definitions**", the terms will be showed by the program and they are required to write the right definition to them.


Back
WRITE
REMAINING 16
INCORRECT 2
CORRECT 0
Options
BOYFRIEND
Don't know
Answer
TYPE THE ANSWER
Upgrade to remove ads
Only $1/month
Ad closed by Google
Stop seeing this ad
Why this ad?

Source: https://quizlet.com/283454868/learn

By clicking on the icon "**Question Types**", students are free to decide how their cards will appear. To clarify, they have three options which are flashcards, written questions and multiple choice questions.

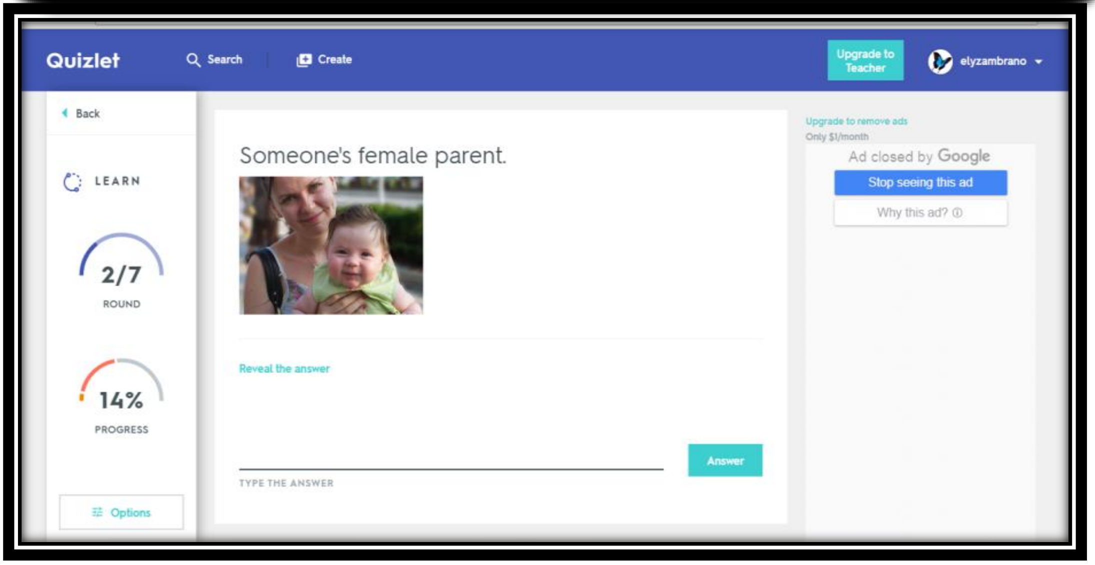
When students choose the option "**flashcards**", some cards containing the picture, the term and the definition will be displayed for them to study.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
LEARN
0/7
ROUND
30%
PROGRESS
Options
CLICK TO FLIP
Girlfriend
TESIS QUIZLET 11 DE AGOSTO - Microsoft Word (Error de activación de productos)
Study again

A woman or girl who someone is having a romantic relationship with.

Source: https://quizlet.com/283454868/learn

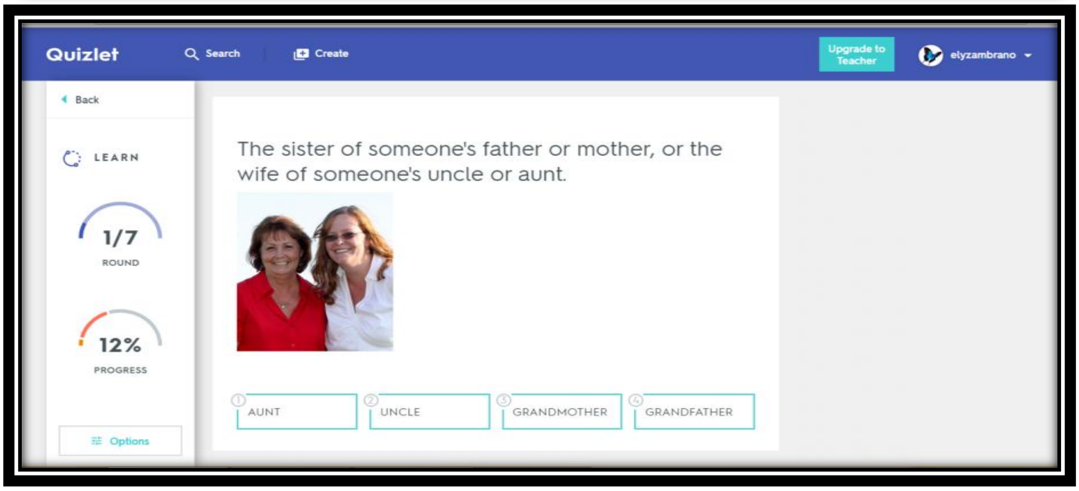
Choosing the option "**Written Questions**", the program provides students with the picture, definition or the term. So, the users have to write the appropriate answer. To see the answers students can press on the button "**Flip the Card**". Then, they are able to find the answer of the question.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
LEARN
2/7
ROUND
14%
PROGRESS
Options
Reveal the answer
TYPE THE ANSWER
Answer
Upgrade to remove ads
Only $1/month
Ad closed by Google
Stop seeing this ad
Why this ad?

Someone's female parent.

Source: https://quizlet.com/283454868/learn

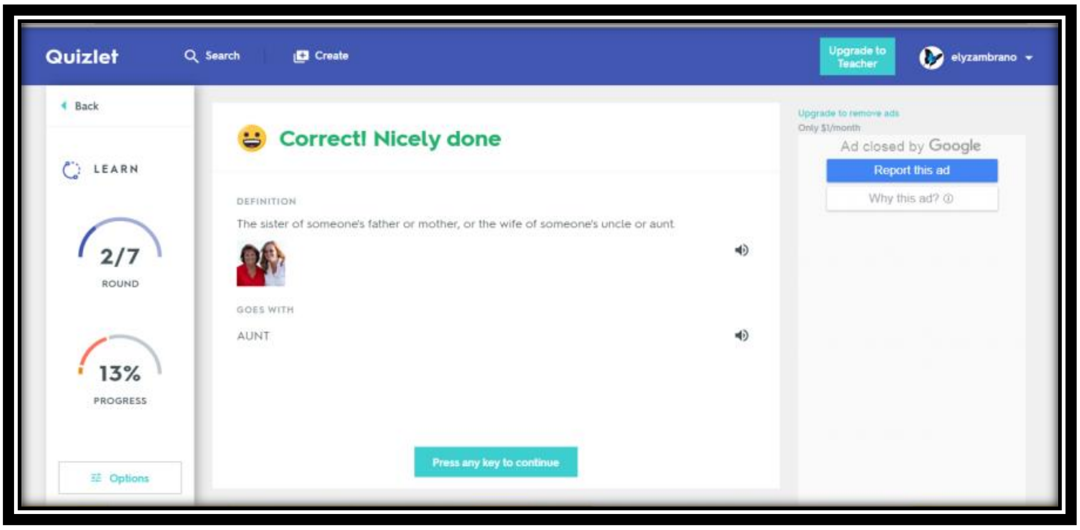
Finally, in the option "Multiple Choice Questions", the cards are presented with terms or definitions and four possible answers where one of them is right and the other three are wrong. Thus, the students have to read the definitions given and select the right answer.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
LEARN
1/7
ROUND
12%
PROGRESS
Options
① AUNT
② UNCLE
③ GRANDMOTHER
④ GRANDFATHER

The sister of someone's father or mother, or the wife of someone's uncle or aunt.

Source: https://quizlet.com/283454868/learn

Feedback is immediately provided to students. In this sense, when students have rightly completed the task, a kind message appears in the screen congratulating them because of their achievement.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
LEARN
2/7
ROUND
13%
PROGRESS
Options
Upgrade to remove ads
Only $1/month
Ad closed by Google
Report this ad
Why this ad?
Press any key to continue

Correct! Nicely done

DEFINITION

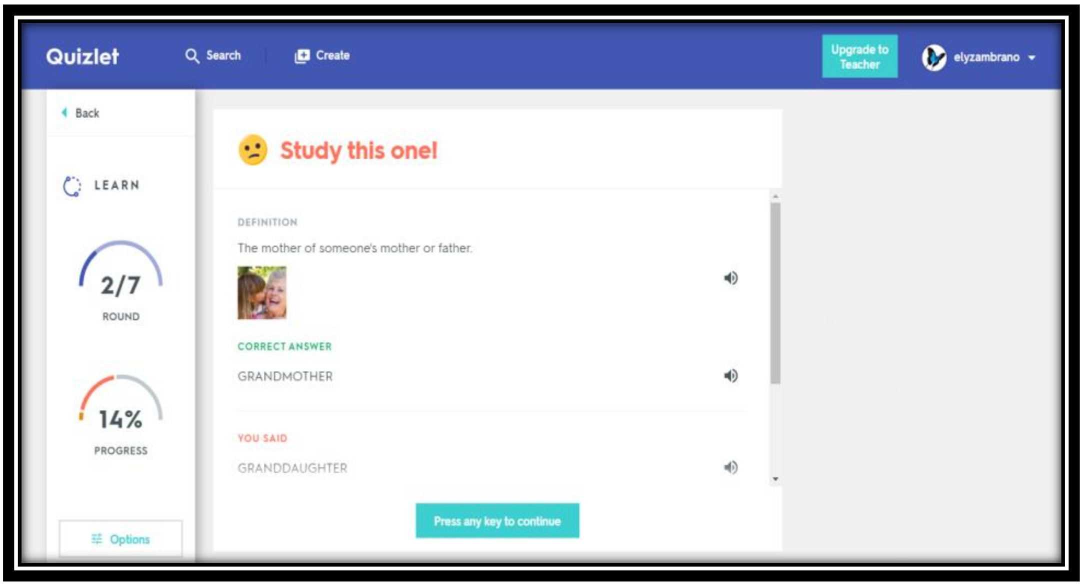
The sister of someone's father or mother, or the wife of someone's uncle or aunt

GOES WITH

AUNT

Source: https://quizlet.com/283454868/learn

Otherwise, if the students wrote a wrong answer, another message appears in the scream encouraging students to practice harder in that term.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
LEARN
2/7
ROUND
14%
PROGRESS
Options
Press any key to continue

Study this one!

DEFINITION

The mother of someone's mother or father.

CORRECT ANSWER

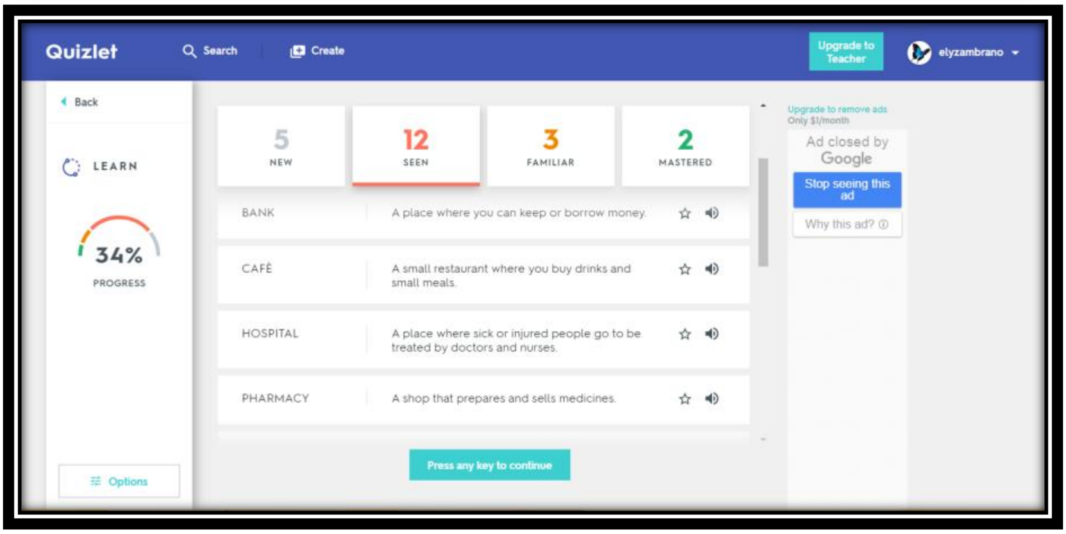
GRANDMOTHER

YOU SAID

GRANDDAUGHTER

Source: https://quizlet.com/283454868/learn

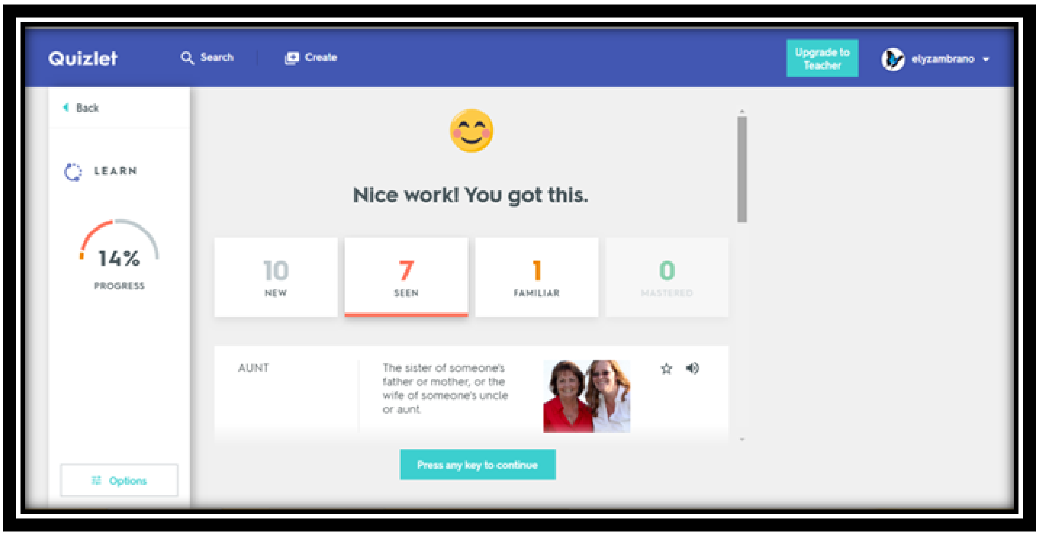
In the left side, students will find their progress so that, they are able to know how well they are doing the activity or if they need to practice more. Thus, students are challenged to accomplish the 100% of performance. It motivates them to practice and practice as many times as possible until they get the perfect score.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
LEARN
34%
PROGRESS
Options
5
NEW
12
SEEN
3
FAMILIAR
2
MASTERED
Upgrade to remove ads
Only $1/month
Ad closed by Google
Stop seeing this ad
Why this ad?
Press any key to continue

BANK	A place where you can keep or borrow money.
CAFÉ	A small restaurant where you buy drinks and small meals.
HOSPITAL	A place where sick or injured people go to be treated by doctors and nurses.
PHARMACY	A shop that prepares and sells medicines.

Source: https://quizlet.com/283454868/learn

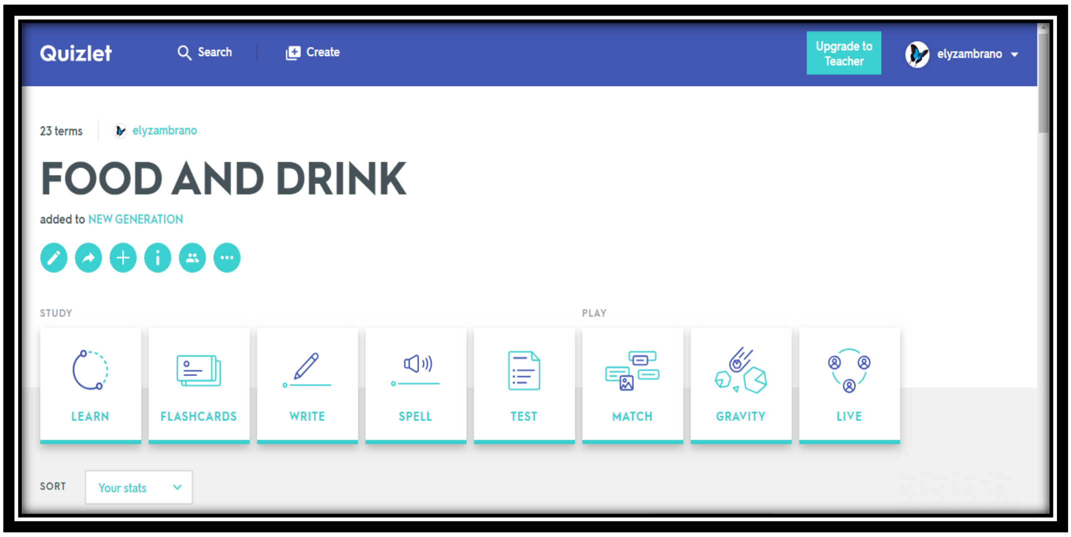
At the end of the game, a general report of the practice will appear. It shows the learners how many new terms are included in the study set, how many terms have been seen by them, with how many term are the students familiar with, and how many terms do the students already master.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
LEARN
14%
PROGRESS
Options
Nice work! You got this.
10
NEW
7
SEEN
1
FAMILIAR
0
MASTERED
Press any key to continue

AUNT	The sister of someone's father or mother, or the wife of someone's uncle or aunt.

Source: https://quizlet.com/283454868/learn

FLASH CARDS


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
23 terms
elyzambrano
FOOD AND DRINK
added to NEW GENERATION
STUDY
PLAY
LEARN
FLASHCARDS
WRITE
SPELL
TEST
MATCH
GRAVITY
LIVE
SORT
Your stats

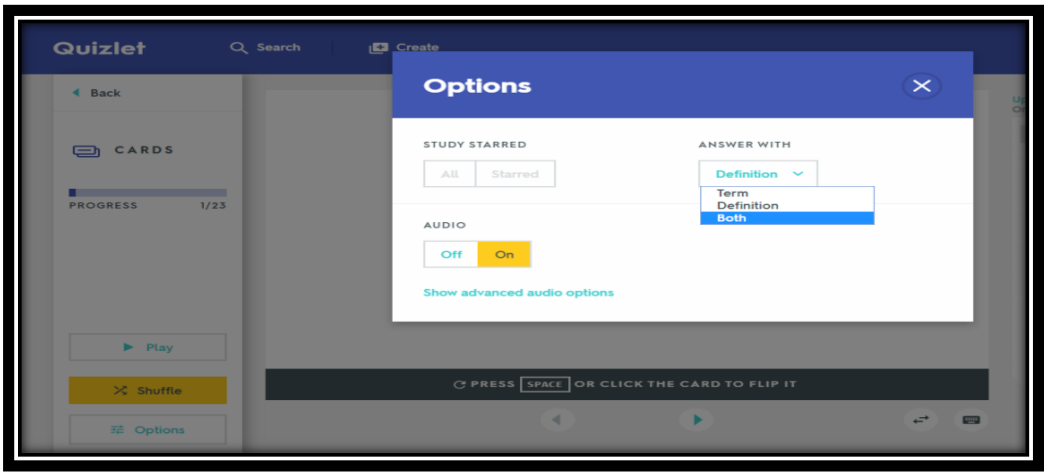
Source: https://quizlet.com/283466407/flashcards

"**Flashcards**" activity is a very interesting activity which calls the students' attention due to the colorful pictures it presents. Visuals make the students learning more meaningful.

(María, 2012) stated "Visual aids, when integrated into the lesson plan through media, attract students´ attention to the topic presented in the class, enhance and facilitate comprehension of grammar and language, increase students' motivation, as well as help students to memorize the new vocabulary and structures."

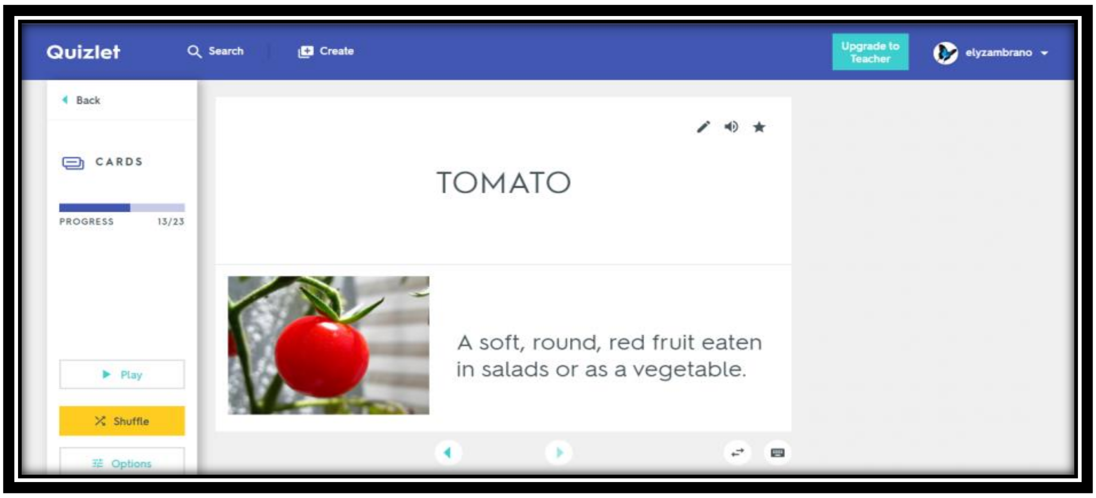
PROCEDURE

By clicking on "**Options**" students are free to choose whether they want to work. So, they can listen to the word and the definition appears on the flashcard, listen to the definition and the word appears in the flashcards or both the word and the definitions appear simultaneously in the flashcards. Additionally, the users are able to decide if they want to turn on the audio.


Quizlet
Search
Create
Back
CARDS
PROGRESS
1/23
Play
Shuffle
Options
Options
STUDY STARRED
All
Starred
ANSWER WITH
Definition
Term
Definition
Both
AUDIO
Off
On
Show advanced audio options
PRESS SPACE OR CLICK THE CARD TO FLIP IT

Source: https://quizlet.com/283466407/flashcards

Flashcards activity brings the students the opportunity to learn the new terms and their definitions. They will unconsciously memorize the lexicon while they are shuffling the flashcards in order to read and listen to the word and meaning, pronunciation, and intonation.

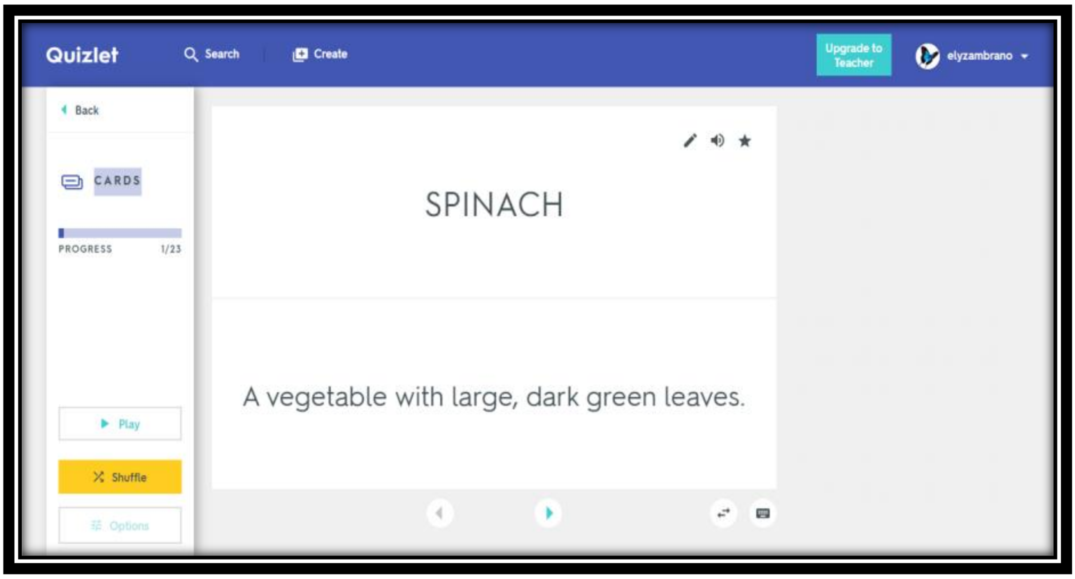

Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
CARDS
PROGRESS
13/23
Play
Shuffle
Options

TOMATO

A soft, round, red fruit eaten in salads or as a vegetable.

Source: https://quizlet.com/283466407/flashcards

Every time students shuffle the cards, their brains are aware about the next word to be presented. The students' progress could be found in the left side of the screen. It allows users to know how much work does it remains.

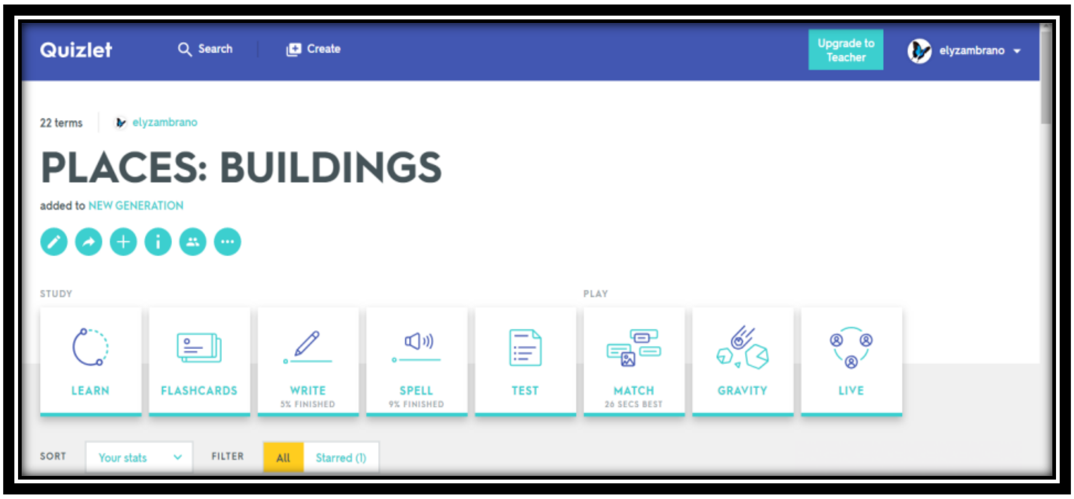

Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
CARDS
PROGRESS
1/23
Play
Shuffle
Options

SPINACH

A vegetable with large, dark green leaves.

Source: https://quizlet.com/283466407/flashcards

WRITE


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
22 terms
elyzambrano
PLACES: BUILDINGS
added to NEW GENERATION
STUDY
PLAY
LEARN
FLASHCARDS
WRITE
5% FINISHED
SPELL
9% FINISHED
TEST
MATCH
26 SECS BEST
GRAVITY
LIVE
SORT
Your stats
FILTER
All
Starred (1)

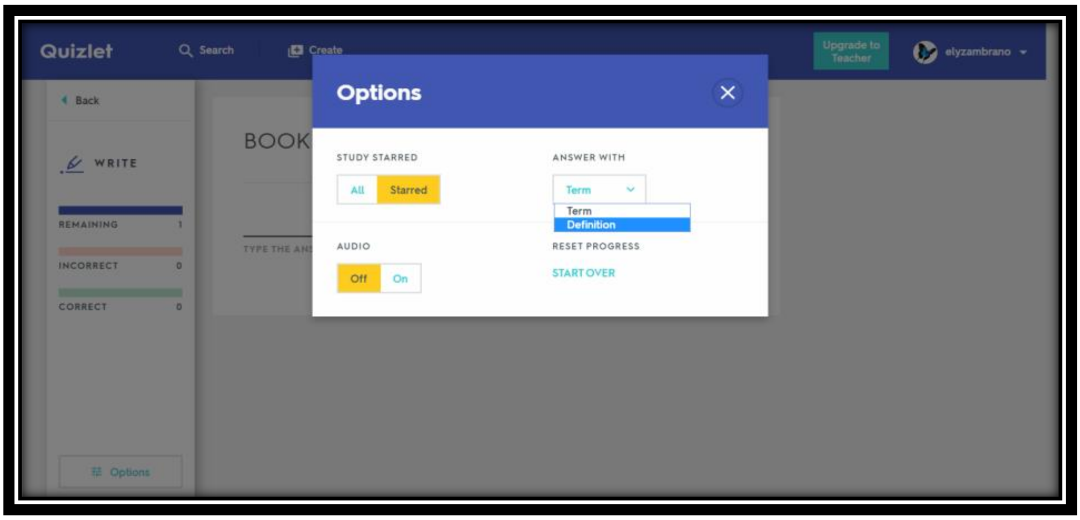
Source: https://quizlet.com/283483397/write/starred

By working at "**Write**" section, students will develop their spelling ability since they are required to correctly write the words.

Users will unconsciously learn and use the right grammar structures if they want to successfully complete the task.

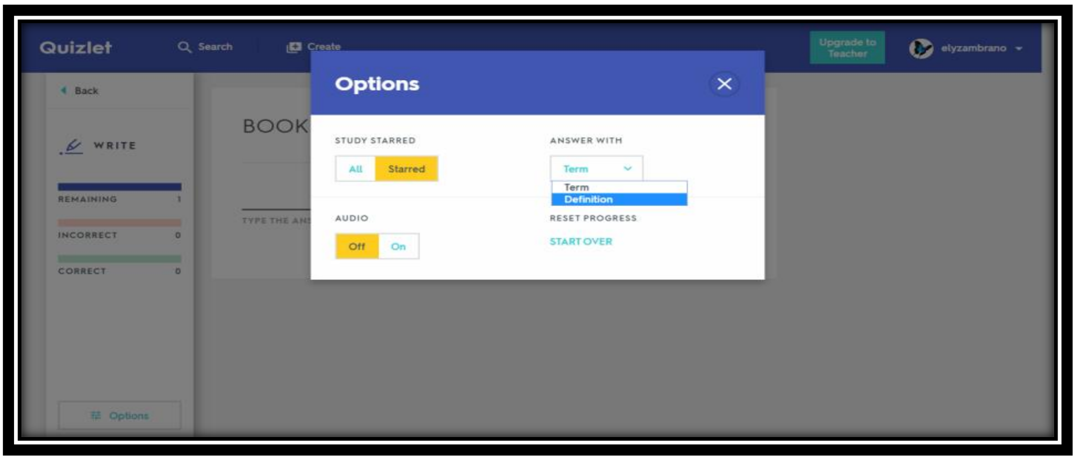
PROCEDURE

In the "**Write**" activity, students are asked to write the information required. It depends on the students if they want to be given the words and they write the definitions or vice versa. It is possible to do by clicking in the icon "**Option**".


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
WRITE
REMAINING 1
INCORRECT 0
CORRECT 0
Options
BOOK
TYPE THE AN
Options
STUDY STARRED
All
Starred
ANSWER WITH
Term
Term
Definition
AUDIO
Off
On
RESET PROGRESS
START OVER

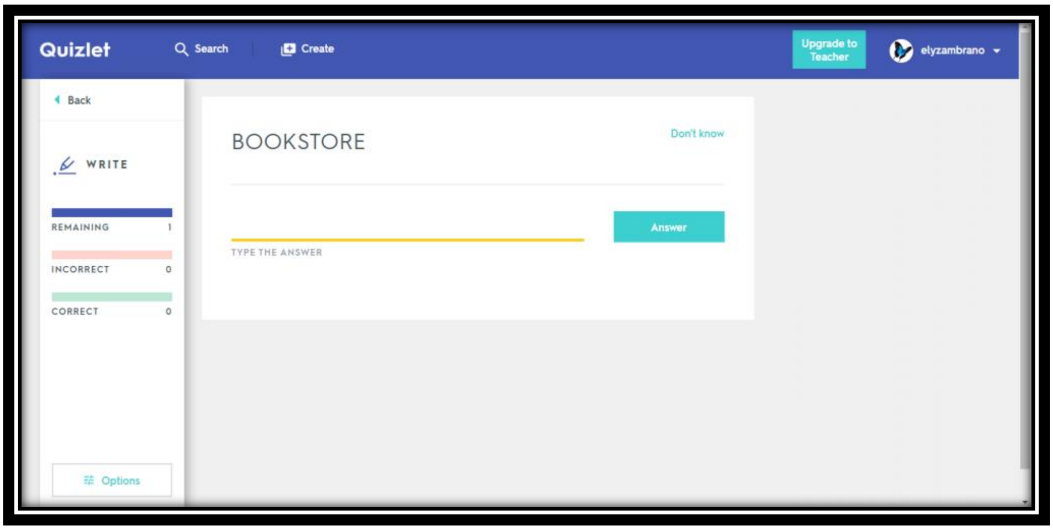
Source: https://quizlet.com/283483397/write/starred

Users will have the possibility to play with all of the words or just with the starred ones. In addition to this, they should decide if they want to play the audio or not.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
WRITE
REMAINING 1
INCORRECT 0
CORRECT 0
Options
BOOK
TYPE THE AN
Options
STUDY STARRED
All
Starred
ANSWER WITH
Term
Term
Definition
AUDIO
Off
On
RESET PROGRESS
START OVER

Source: https://quizlet.com/283483397/write/starred

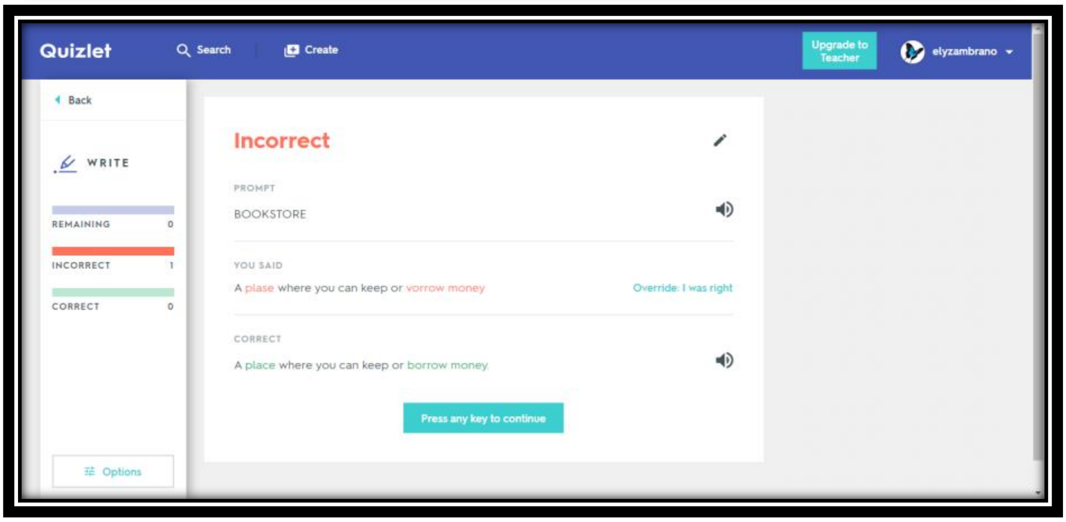
Once the students have started the game, some terms or definition will be presented on the screen. The, students have to type the correct term or write the corresponding definition.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
WRITE
REMAINING 1
INCORRECT 0
CORRECT 0
Options
Don't know
Answer
TYPE THE ANSWER

BOOKSTORE

Source: https://quizlet.com/283483397/write/starred

When words or definitions are misspelled, it will be possible to appreciate a message in the screen showing that the answer is incorrect. Next, it will be shown the answer that the student wrote highlighting with red colors the mistakes done, and how the right answer should be. So that, students could notice where the mistakes were and correct them for the next time.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
WRITE
REMAINING 0
INCORRECT 1
CORRECT 0
Options
Override: I was right
Press any key to continue

Incorrect

PROMPT

BOOKSTORE

YOU SAID

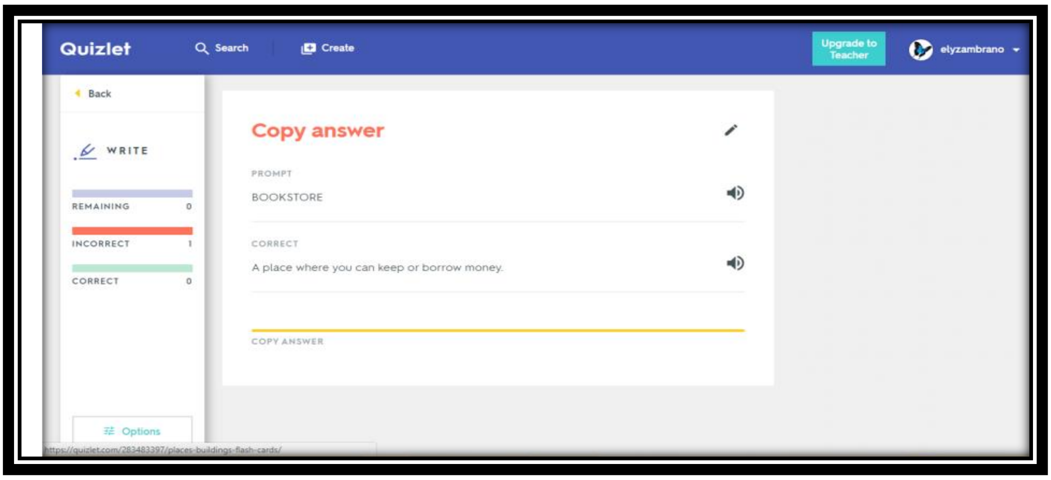
A plase where you can keep or vorrow money

CORRECT

A place where you can keep or borrow money

Source: https://quizlet.com/283483397/write/starred

If students do not know the answer, they can click on the option "**I don't know**" and the answer will be immediately presented. Then, the user will be asked to copy it and that word will be included again.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
WRITE
REMAINING 0
INCORRECT 1
CORRECT 0
Options
https://quizlet.com/283483397/places-buildings-flash-cards/

Copy answer

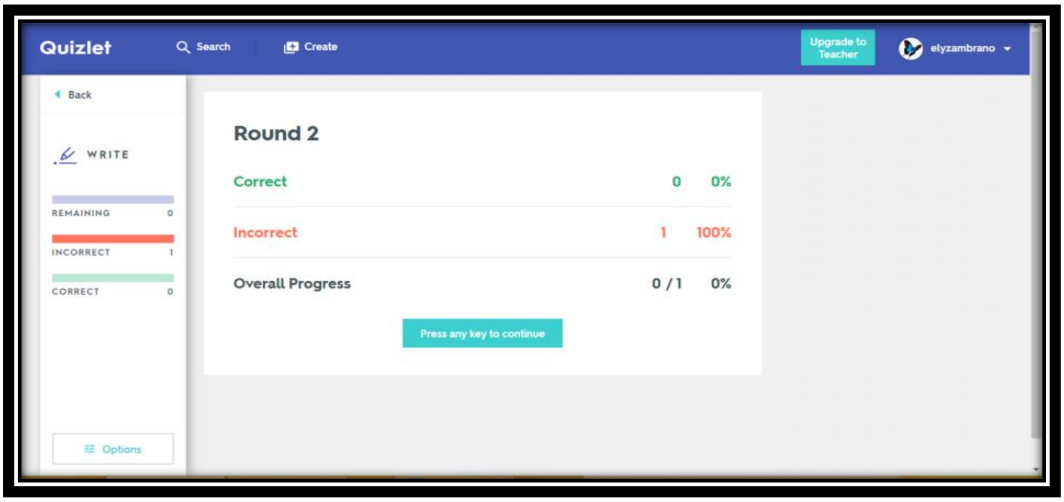
PROMPT
BOOKSTORE

CORRECT
A place where you can keep or borrow money.

COPY ANSWER

Source: https://quizlet.com/283483397/write/starred

After each time the students have tried to complete the activity, they will find a practice report revealing how many times they have tried the activity, how many words of the total was correct and how many were incorrect. Additionally, the overall progress is presented with the only purpose to let the user know how well their performance was.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
WRITE
REMAINING 0
INCORRECT 1
CORRECT 0
Options
Press any key to continue

Round 2

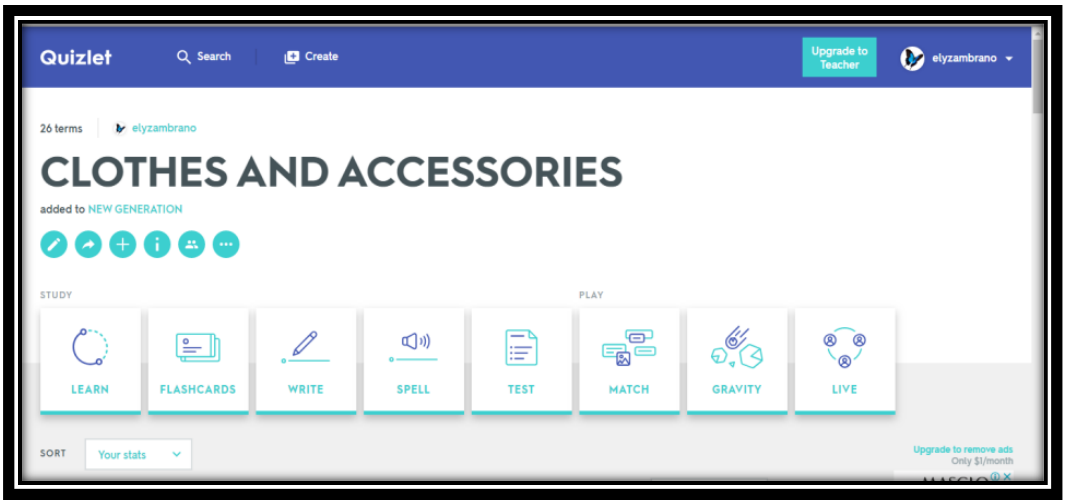
Correct 0 0%

Incorrect 1 100%

Overall Progress 0 / 1 0%

Source: https://quizlet.com/283483397/write/starred

SPELL


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
26 terms
elyzambrano
CLOTHES AND ACCESSORIES
added to NEW GENERATION
STUDY
PLAY
LEARN
FLASHCARDS
WRITE
SPELL
TEST
MATCH
GRAVITY
LIVE
SORT
Your stats
Upgrade to remove ads
Only $1/month

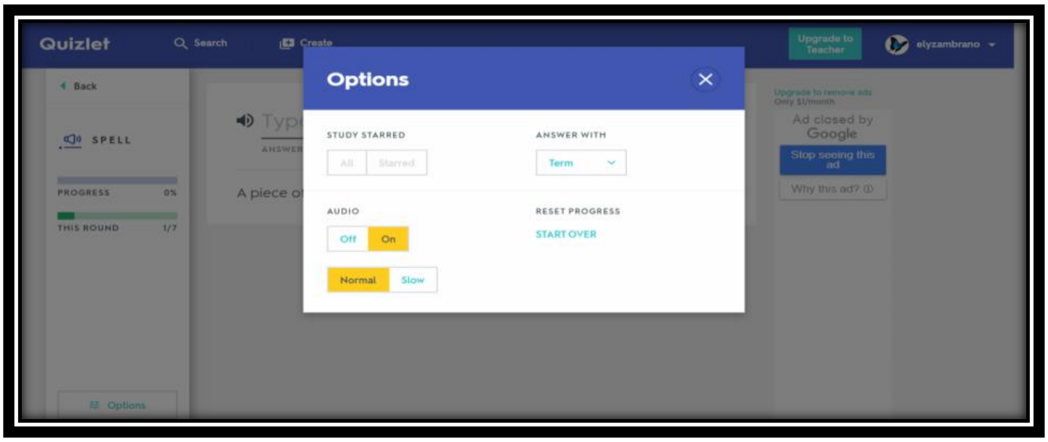
Source: https://quizlet.com/283196247/spell

"Spell" enables students to develop their listening skill. It is due to the fact that, students must be aware on hearing the words or the definitions pronounced in the audio, because they are required to type them as soon as possible after listening.

This activity encourages students to combine both the receptive and productive skills.

PROCEDURE

As well as in the previous activities, students can choose if they want to work with terms or definitions. Moreover, clicking in the option "**normal**", students will hear the word in the normal speed. On the other hand, if they choose the option "**slow**", the word will be pronounced slower than the normal. It makes word for students more intelligible.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
SPELL
PROGRESS 0%
THIS ROUND 1/7
Options
Upgrade to remove ads
Only $1/month
Ad closed by Google
Stop seeing this ad
Why this ad?

Options

STUDY STARRED: All | Starred

ANSWER WITH: Term

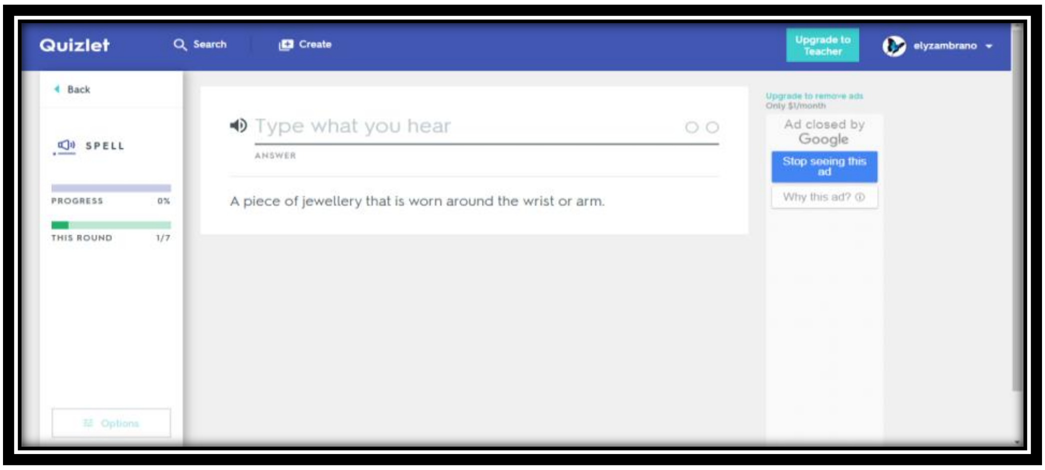
AUDIO: Off | On

RESET PROGRESS: START OVER

Normal | Slow

Source: https://quizlet.com/283196247/spell

If students have chosen the option "**term**", they will be provided with the definition. Thus, clicking on the speaker icon, they will listen to the term needed to type in the space.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
SPELL
PROGRESS 0%
THIS ROUND 1/7
Options
Upgrade to remove ads
Only $1/month
Ad closed by Google
Stop seeing this ad
Why this ad?

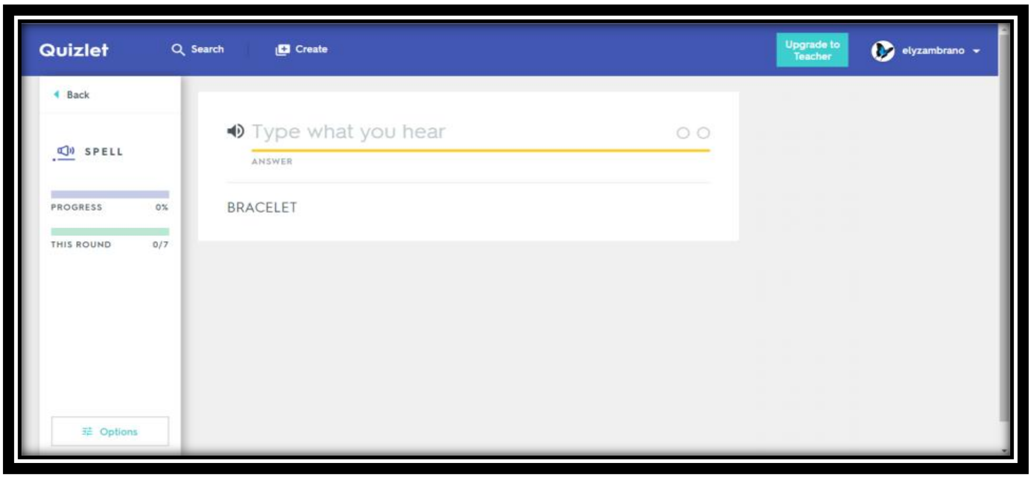
Type what you hear

ANSWER

A piece of jewellery that is worn around the wrist or arm.

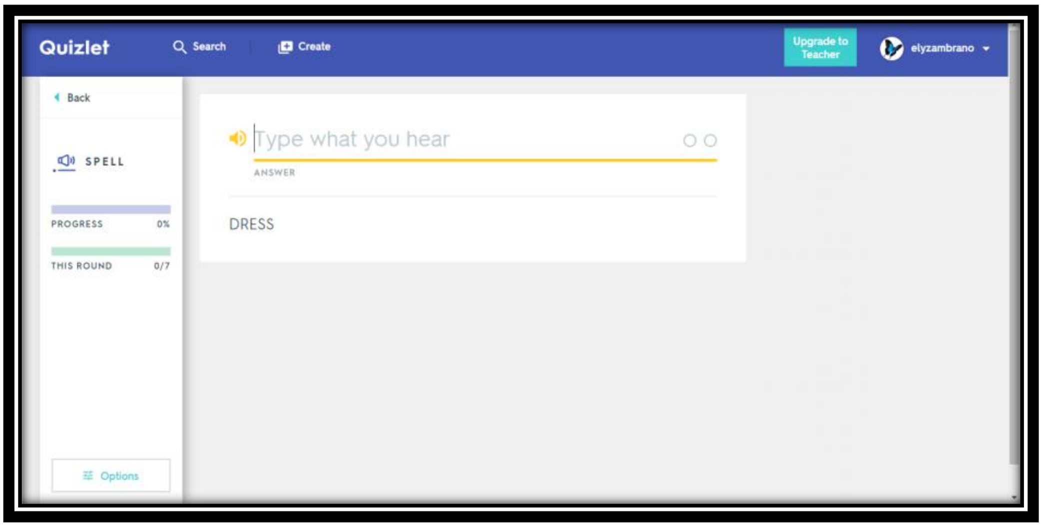
Source: https://quizlet.com/283196247/spell

Otherwise, if students have chosen the option "**definition**", they will be provided with the term. Thus, clicking on the speaker icon, they will listen to definition. Then, students need to be very intelligent to memorize the answer until they have written it.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
SPELL
PROGRESS 0%
THIS ROUND 0/7
Options
Type what you hear
ANSWER
BRACELET

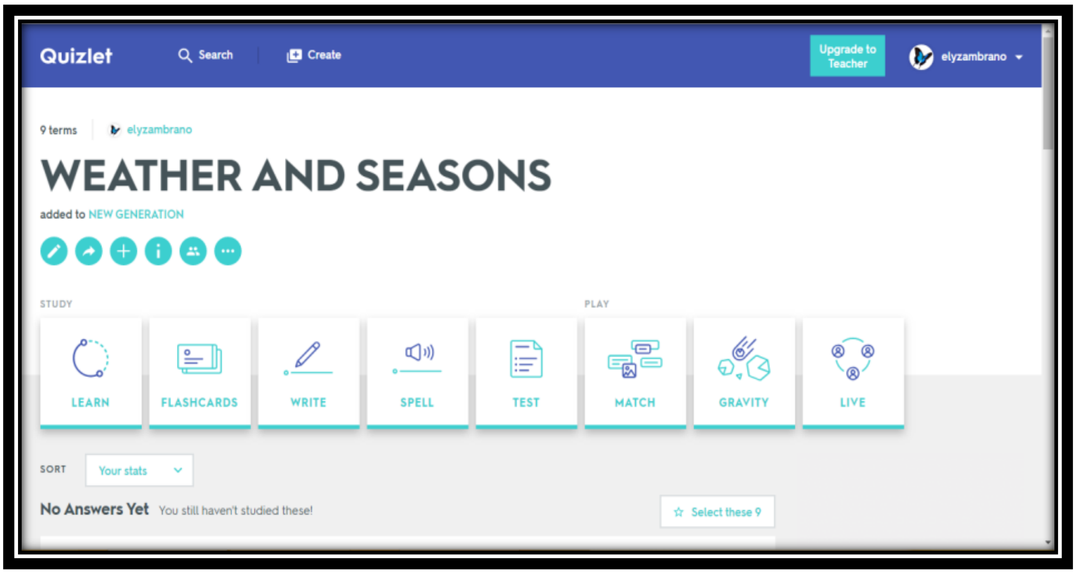
Source: https://quizlet.com/283196247/spell

Additionally, students are able to check their progress by checking the left side where results of practice are exposed.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
SPELL
PROGRESS 0%
THIS ROUND 0/7
Options
Type what you hear
ANSWER
DRESS

Source: https://quizlet.com/283196247/spell

MATCH


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
9 terms
elyzambrano

WEATHER AND SEASONS

added to NEW GENERATION

STUDY
PLAY
LEARN
FLASHCARDS
WRITE
SPELL
TEST
MATCH
GRAVITY
LIVE
SORT
Your stats
Select these 9

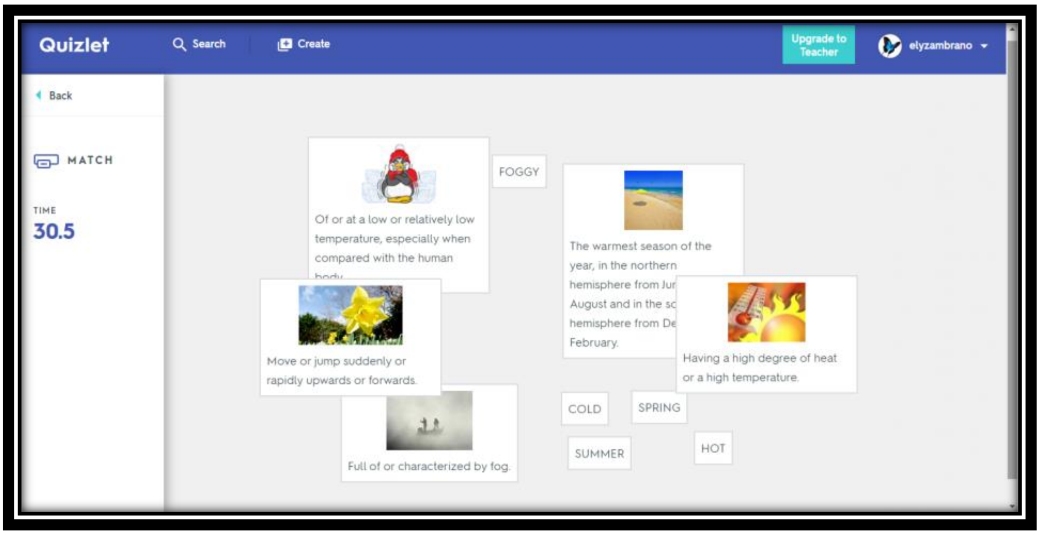
No Answers Yet You still haven't studied these!

Source: https://quizlet.com/276298759/match

"Match" is a game that encourages students to be engaged with the vocabulary learning. It consists in matching the words and the right definition and pictures.

This activity promotes long term learning. According to (Linde) "long term learning is all about connections in the brain. Neurons, or brain cells, connect to other neurons, building networks and communities of memories"

Students have to drag the cards containing the words to the corresponding definitions. If the matches are right, the cards disappear otherwise they stay in the same place until the user find the correct answers.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
MATCH
TIME
30.5
FOGGY
COLD
SPRING
SUMMER
HOT

Of or at a low or relatively low temperature, especially when compared with the human body

The warmest season of the year, in the northern hemisphere from Jur August and in the sc hemisphere from De February.

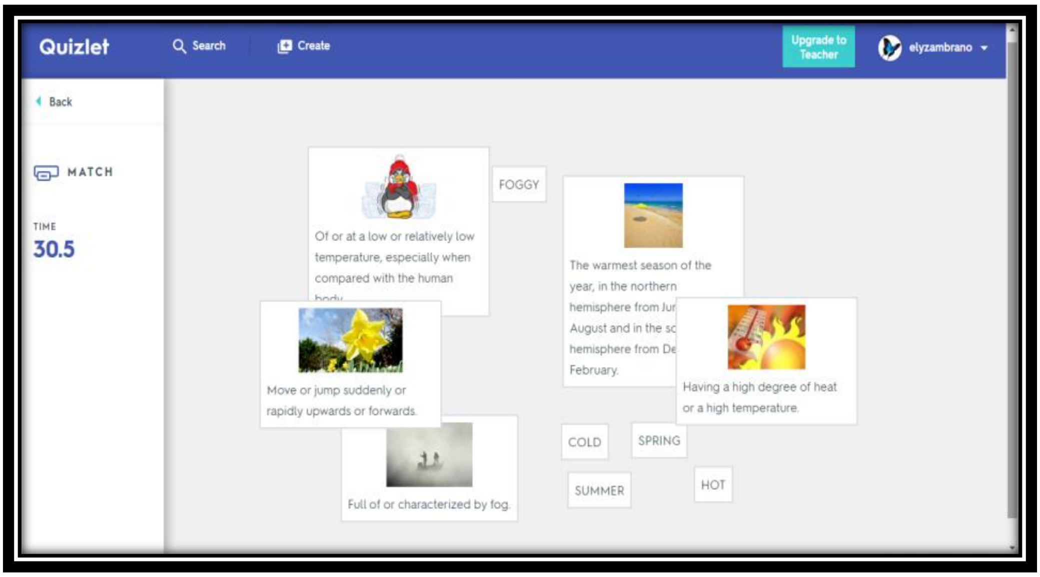
Move or jump suddenly or rapidly upwards or forwards.

Having a high degree of heat or a high temperature.

Full of or characterized by fog.

Source: https://quizlet.com/276298759/match

Every time the students have matched the right definition and term, the cards will disappear until no one will be there in the screen. It means that they have finished the game. Otherwise, the cards stay there until the player chooses the right answers.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
MATCH
TIME
30.5
FOGGY
COLD
SPRING
SUMMER
HOT

Of or at a low or relatively low temperature, especially when compared with the human body

The warmest season of the year, in the northern hemisphere from Jur August and in the sc hemisphere from De February.

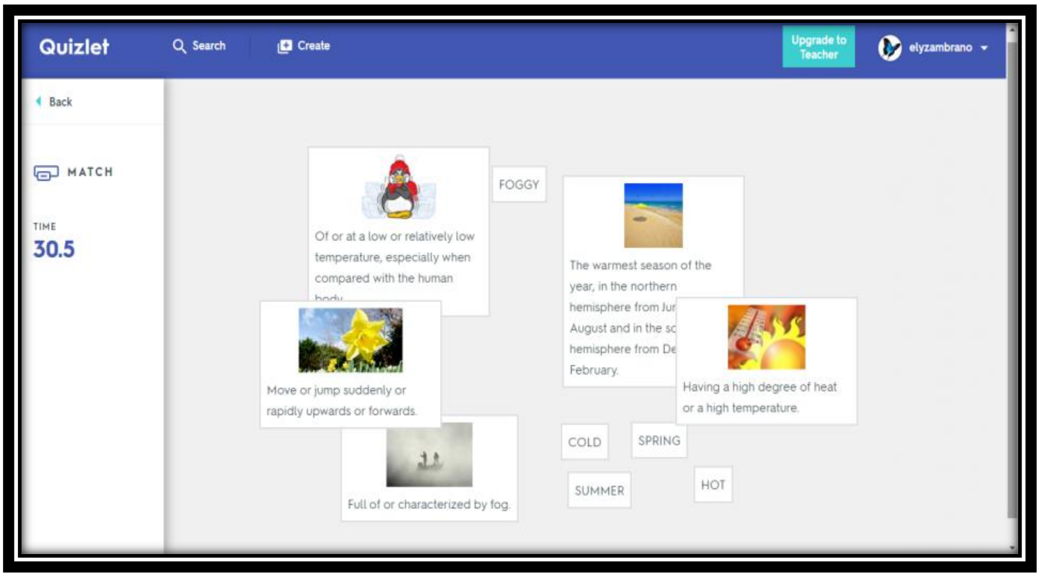
Move or jump suddenly or rapidly upwards or forwards.

Having a high degree of heat or a high temperature.

Full of or characterized by fog.

Source: https://quizlet.com/276298759/match

This activity includes a timer on the left side. Thus, students will be able to keep control over the time they have taken until finishing the activity. The timer automatically stops when the task is done. In this sense, the learners could compare their performance with their partners' performance. So, students will feel motivated to do the activities faster than the other in order to competitive.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
MATCH
TIME
30.5
FOGGY
COLD
SPRING
SUMMER
HOT

Of or at a low or relatively low temperature, especially when compared with the human body.

The warmest season of the year, in the northern hemisphere from Jur August and in the sc hemisphere from De February.

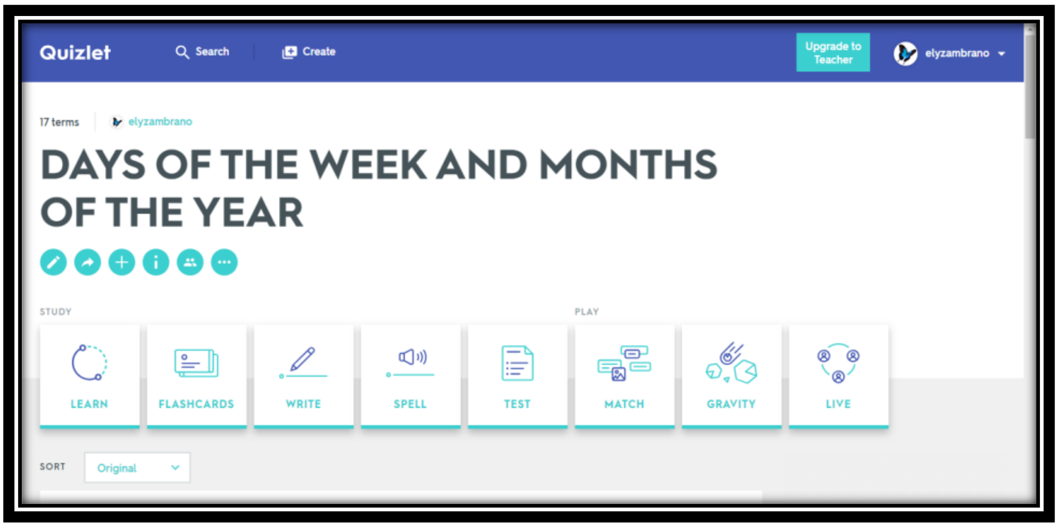
Move or jump suddenly or rapidly upwards or forwards.

Having a high degree of heat or a high temperature.

Full of or characterized by fog.

Source:https://quizlet.com/276298759/match

GRAVITY


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
17 terms
elyzambrano

DAYS OF THE WEEK AND MONTHS OF THE YEAR

STUDY
PLAY
LEARN
FLASHCARDS
WRITE
SPELL
TEST
MATCH
GRAVITY
LIVE
SORT
Original

Source: https://quizlet.com/283983841/gravity

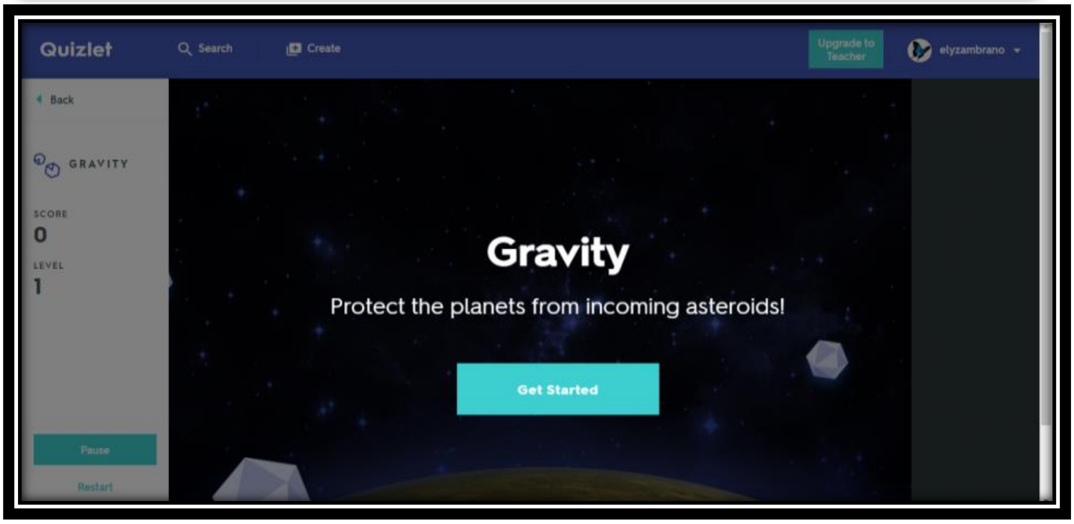
With "Gravity" students can practice the vocabulary and their meaning. In addition to this, students are able to combine and show their mental ability and their psychomotor ability at the same time.

"Gravity" motivates students to learn and practice the new words since it is an engaging activity which demands all of the students' attention in order to accomplish their goals.

Students feel more motivated to learn the new vocabulary without being forced to repeat isolated words too many times or memorize them in a mechanical way.

PROCEDURE

At the beginning of this activity, students will appreciate a message asking them to click on the "Get started" bottom in order to start the game.



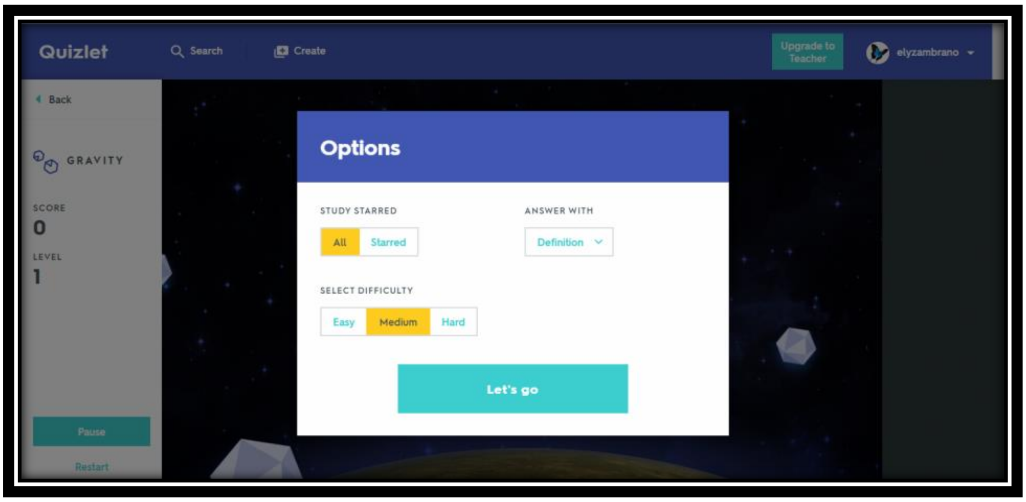
Gravity

Protect the planets from incoming asteroids!

Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
GRAVITY
SCORE
0
LEVEL
1
Get Started
Pause
Restart

Source: https://quizlet.com/283983841/gravity

A soon as users have pressed the bottom "Get started", another window will appear. This window gives the students the option to personalize their game features like the study starred, answer with, and select the difficulty.



Options

STUDY STARRED: All

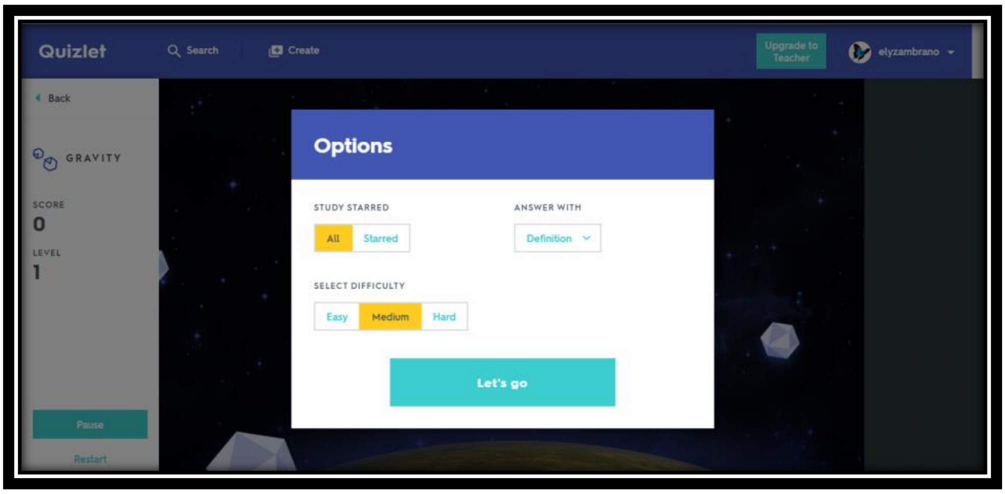
ANSWER WITH: Definition

SELECT DIFFICULTY: Medium

Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
GRAVITY
SCORE
0
LEVEL
1
All
Starred
Definition
Easy
Medium
Hard
Let's go
Pause
Restart

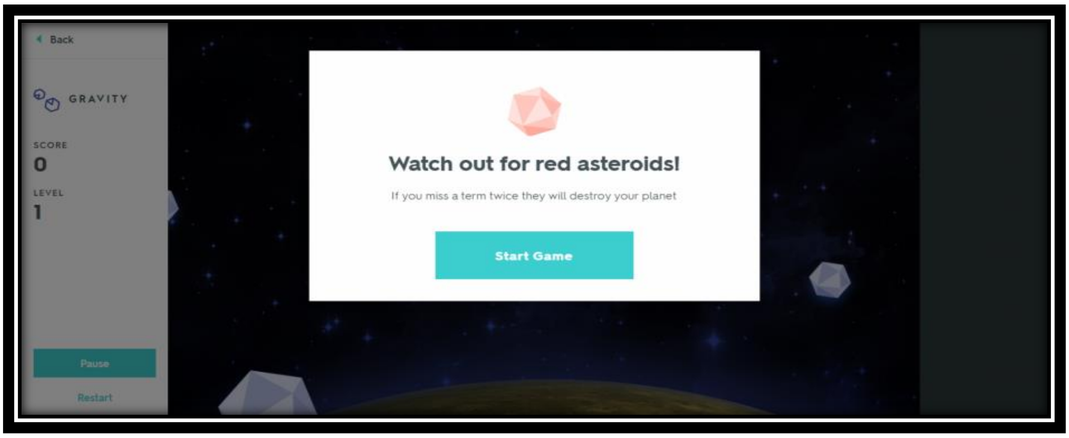
Source: https://quizlet.com/283983841/gravity

In the option "**study starred**", students choose if they want to work with all of the words or just with the most voted ones. By clicking on the option "**answer with**", the users have the opportunity to determine whether they want to work with the terms, the definitions or with both of them randomly. Finally, when pressing the "**select the difficulty**" icon; students are free to decide the game's level of difficulty which is easy, medium or hard. Furthermore they can try all of them going from the easiest to the most complex.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
GRAVITY
SCORE
0
LEVEL
1
Pause
Restart
Options
STUDY STARRED
All
Starred
ANSWER WITH
Definition
SELECT DIFFICULTY
Easy
Medium
Hard
Let's go

Source: https://quizlet.com/283983841/gravity

Once the students have personalized the game, they can press the bottom "**Let's go**": immediately, a new window appears where users are asked to click on the "**Get started**" icon then the game will start.

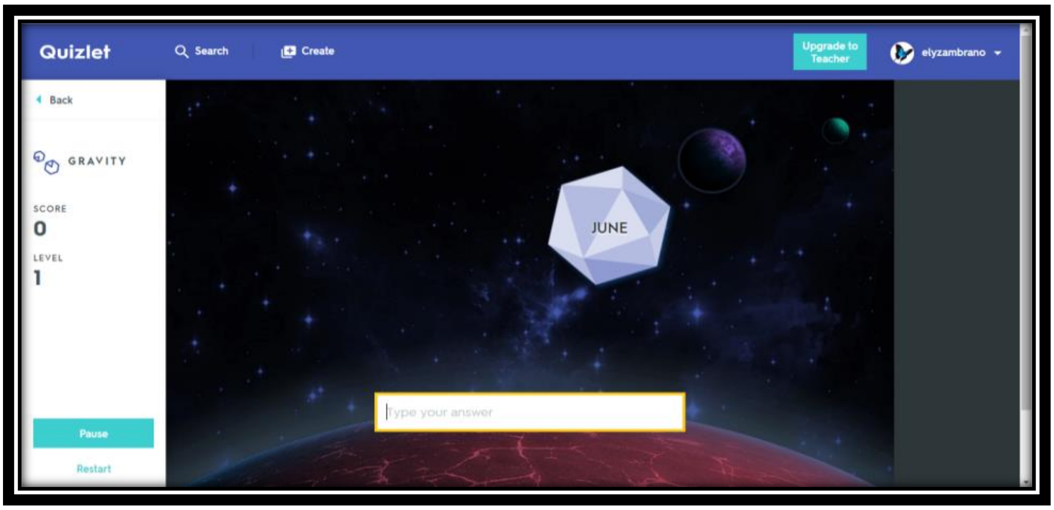

Back
GRAVITY
SCORE
0
LEVEL
1
Pause
Restart
Start Game

Watch out for red asteroids!

If you miss a term twice they will destroy your planet

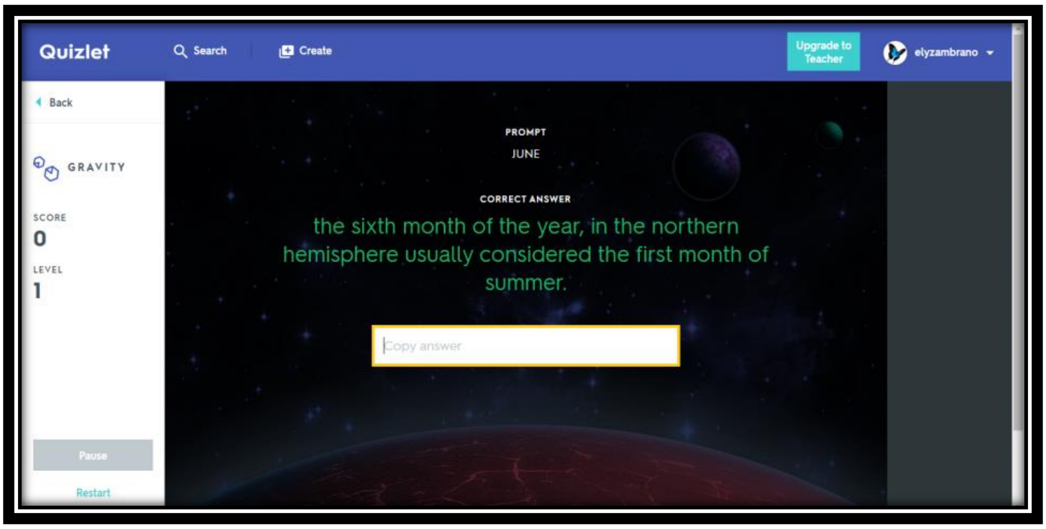
Source: https://quizlet.com/283983841/gravity

Students will be asked to write the term or the definition as fast as they can. Students have to look the term or definition the asteroid has then, they have to write the corresponding answer the asteroid disappears.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
GRAVITY
SCORE
0
LEVEL
1
JUNE
Type your answer
Pause
Restart

Source: https://quizlet.com/283983841/gravity

When students do not complete the required information on time, the answer will be shown and they lose the game. So, students have to be very fats and clever in order to successfully win the game

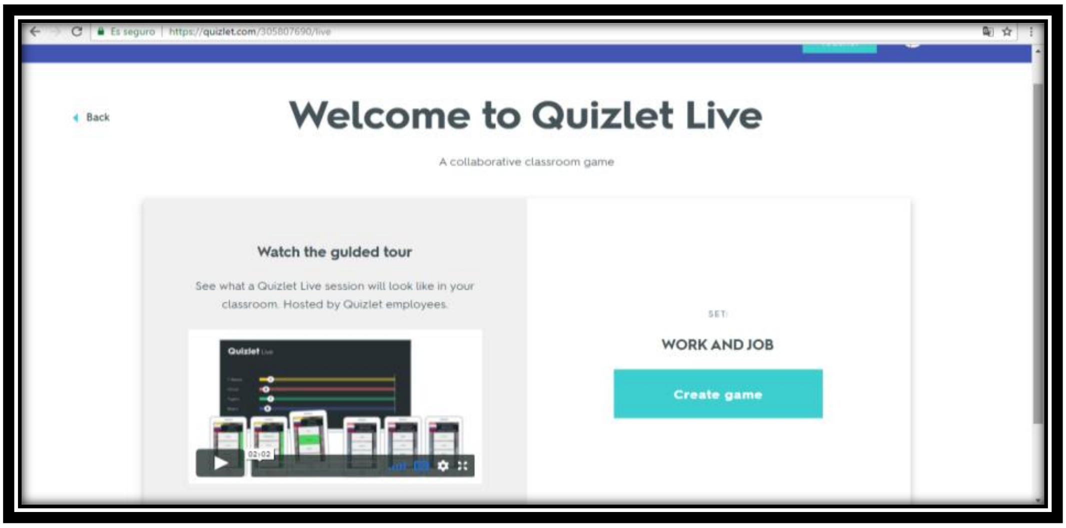

Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
GRAVITY
SCORE
0
LEVEL
1
PROMPT
JUNE
CORRECT ANSWER

the sixth month of the year, in the northern hemisphere usually considered the first month of summer.

Copy answer
Pause
Restart

Source: https://quizlet.com/283983841/gravity

QUIZLET LIVE



Welcome to Quizlet Live

A collaborative classroom game

Watch the guided tour

See what a Quizlet Live session will look like in your classroom. Hosted by Quizlet employees.

Source: https://quizlet.com/305807690/live

"**Quizlet Live**" is a very interesting activity which is especially designed for those students who enjoy being social and competitive.

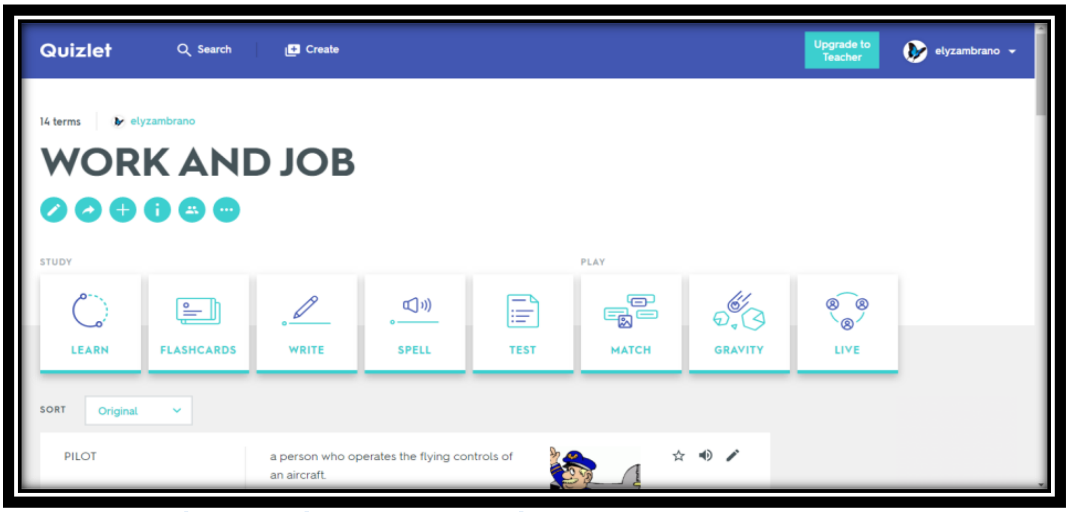
It invites students to work with their partners and to learn in a cooperative way. Additionally, learners have the opportunity to show their weaknesses by competing. This interactive game promotes the collaborative work since it requires at least four students to participate.

The "**Quizlet Live**" activity helps to involve the scaffolding learning since students will play in teams; it means that the students who need help to understand something will be supported by those who have a higher level of knowledge.

PROCEDURE

Each student needs to be provided with an electronic devise so that they can play simultaneously. In addition to this, the teacher must have also a tablet, computer or smart phone because it is going to be the controller and monitor of the game. Furthermore, a projector is necessary in order to project the game development so that all of the participants can see the terms and the definitions that will be matched.

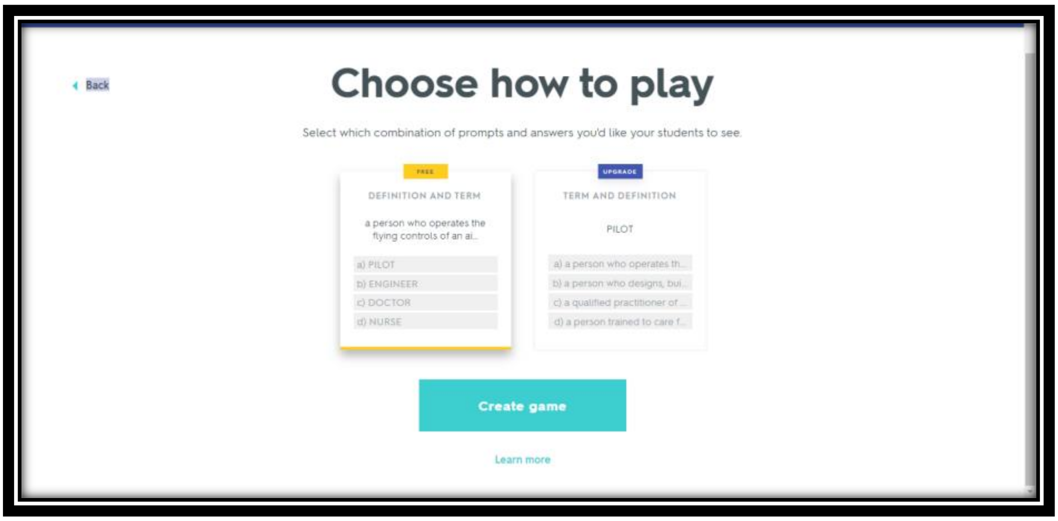
Before starting the game, the teacher needs to have already created a Quizlet account and a study set containing at least six terms and definitions.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
14 terms
elyzambrano
WORK AND JOB
STUDY
PLAY
LEARN
FLASHCARDS
WRITE
SPELL
TEST
MATCH
GRAVITY
LIVE
SORT
Original

PILOT — a person who operates the flying controls of an aircraft

Source: https://quizlet.com/305807690/live

When the "**choose how to play**" screen appears, teacher is able to choose if working with the terms and the students match the definitions or the contrary.



Choose how to play

Select which combination of prompts and answers you'd like your students to see.

DEFINITION AND TERM

a person who operates the flying controls of an ai...

a) PILOT
b) ENGINEER
c) DOCTOR
d) NURSE

TERM AND DEFINITION

PILOT

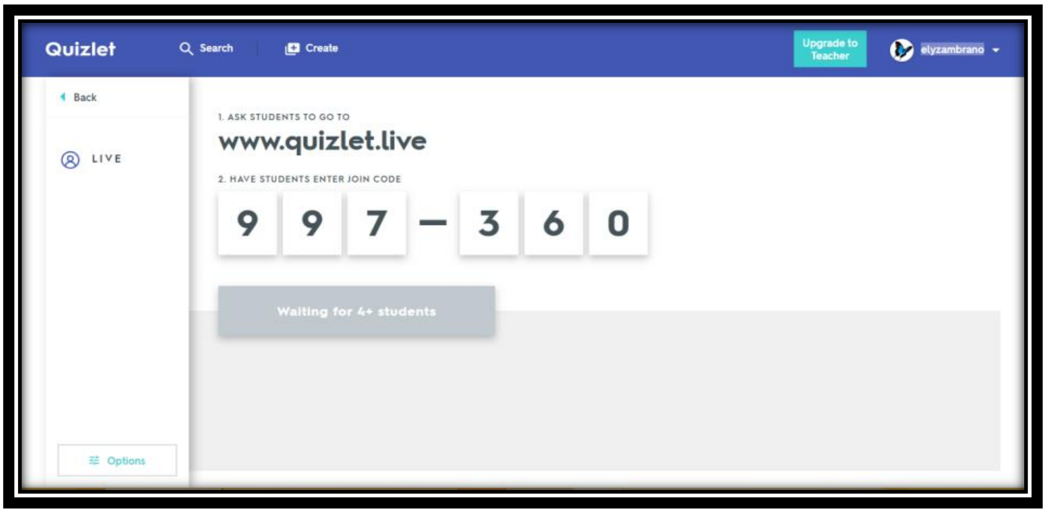
a) a person who operates th...
b) a person who designs, bui...
c) a qualified practitioner of ...
d) a person trained to care f...

Back
FREE
UPGRADE
Create game
Learn more

Source: https://quizlet.com/305807690/live

Once the teacher has created the game, it will be provided with a code which will be given to all of the participants with the intention to be members of the game. So that, the teacher projects the "Qizlet Live" screen and students have to join to the game.

To start the game, at least four students have to enter the game code to be participants. Otherwise, teacher will not be able to continue with the activity.



1. ASK STUDENTS TO GO TO

www.quizlet.live

2. HAVE STUDENTS ENTER JOIN CODE

9 9 7 – 3 6 0

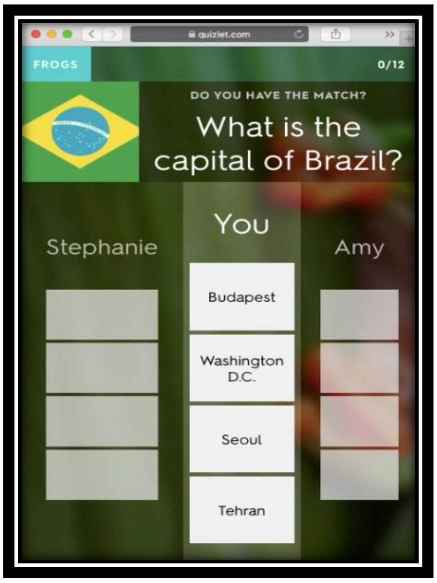
Waiting for 4+ students

Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
LIVE
Options

Source: https://quizlet.com/305807690/live

Before to start the game, all of the students need to be sat in teams at any place they want inside the classroom.

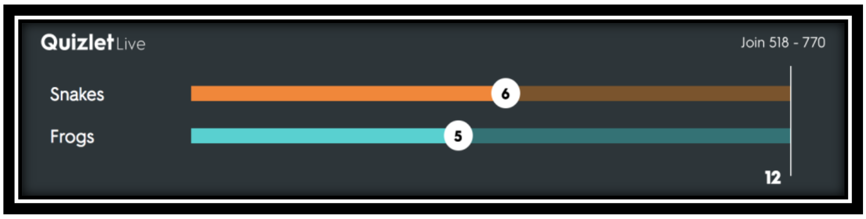
Each member of the team will receive the same term definition however; each one will have different definitions. So, talking in the group and sharing the knowledge they already possess, they have to decide what the right answer is.


quizlet.com
FROGS
0/12
DO YOU HAVE THE MATCH?
What is the capital of Brazil?
Stephanie
You
Amy
Budapest
Washington D.C.
Seoul
Tehran

Source: https://quizlet.com/help/2444125/how-to-use-quizlet-live

If the answer given by the team was correct the program drives them to the next question but, if the answer was wrong, they have to start again because of the fact their progress situation will get zero again.

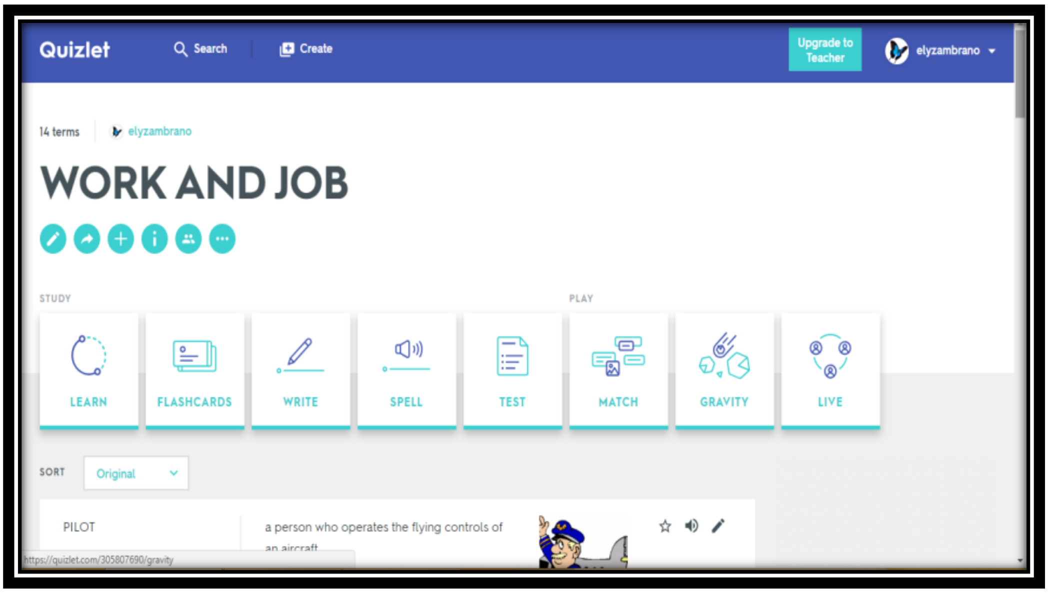
Another advantage of using this game is that students from all of the teams will be able to see their progress over the others. So that you can feel engaged and challenged to be faster and more accurate than the rest of the teams.



Source: https://quizlet.com/help/2444125/how-to-use-quizlet-live

The team that matches all of the terms and definitions asked by the teacher will be the winners. Even more, it is very important to let the students' notice that this activity pursues to help them to learn and practice vocabulary and that it is not a negative competence which could lead the participants to fight or disrespect the others.

TEST


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
14 terms
elyzambrano
STUDY
PLAY
LEARN
FLASHCARDS
WRITE
SPELL
TEST
MATCH
GRAVITY
LIVE
SORT
Original
https://quizlet.com/305807690/gravity

WORK AND JOB

PILOT	a person who operates the flying controls of an aircraft

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true

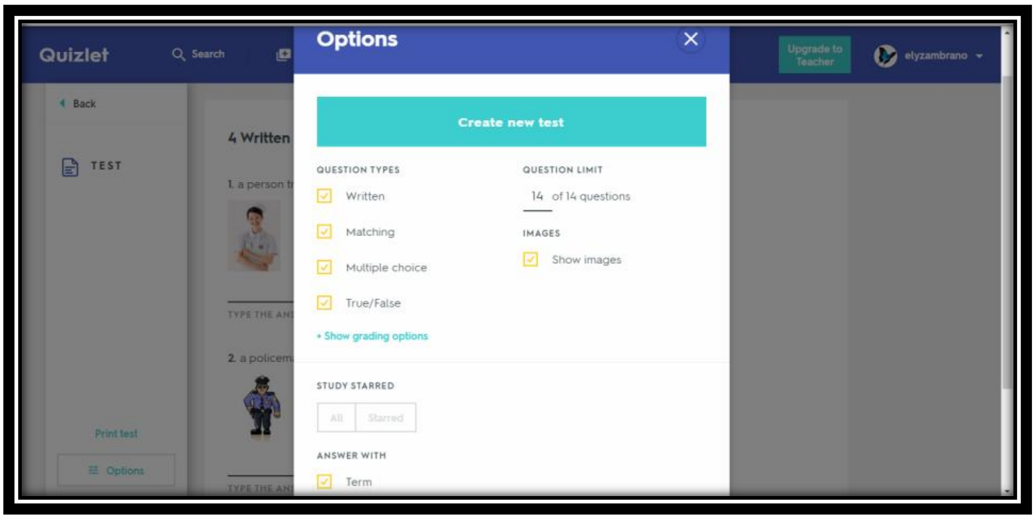
Evaluating the students' learning progress is crucial in the teaching and learning process. However, evaluation does not necessary have to be stressful and frustrating for students.

Most of the time, students feel scared, stressed, nervous and even sick of formal test where teachers point their eyes on them.

When students feel comfortable and confident at being evaluated by doing activities they really like, they surely will enjoy showing what they have learned.

PROCEDURE

In the option "**Question Type**", students can select if they want written, matching, multiple choice or true/ false question or all of them at the same time.


Quizlet
Search
Upgrade to Teacher
elyzambrano
Back
TEST
4 Written
1. a person t
TYPE THE AN
2. a policem
TYPE THE AN
Print test
Options
Options
Create new test
+ Show grading options

QUESTION TYPES
☑ Written
☑ Matching
☑ Multiple choice
☑ True/False

QUESTION LIMIT
14 of 14 questions

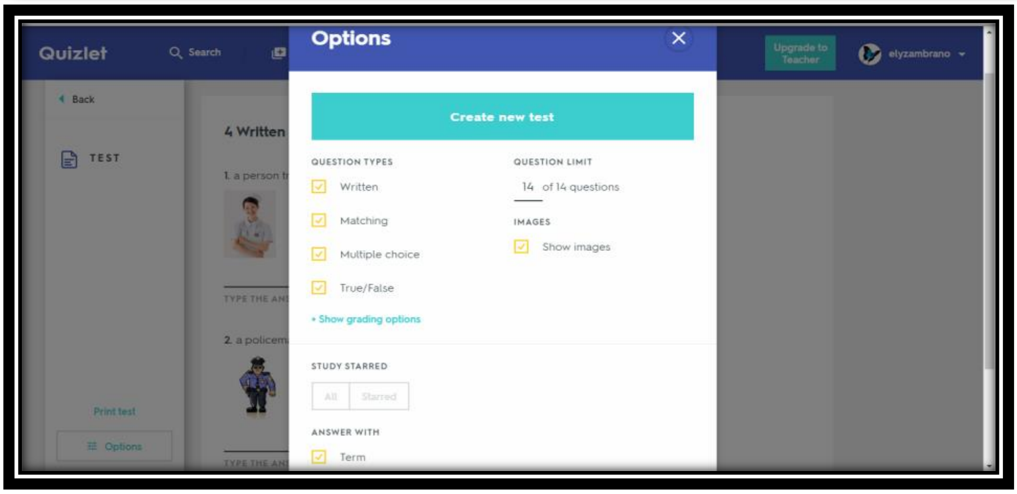
IMAGES
☑ Show images

STUDY STARRED
All Starred

ANSWER WITH
☑ Term

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true

In addition to this, students can appreciate an icon tagged "**images**", where they can choose whether they want images or not in their tests. Here users will also find how many questions are there in the test.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Upgrade to Teacher
elyzambrano
Back
TEST
4 Written
1. a person t
TYPE THE AN
2. a policem
TYPE THE AN
Print test
Options
Options
Create new test
+ Show grading options

QUESTION TYPES
☑ Written
☑ Matching
☑ Multiple choice
☑ True/False

QUESTION LIMIT
14 of 14 questions

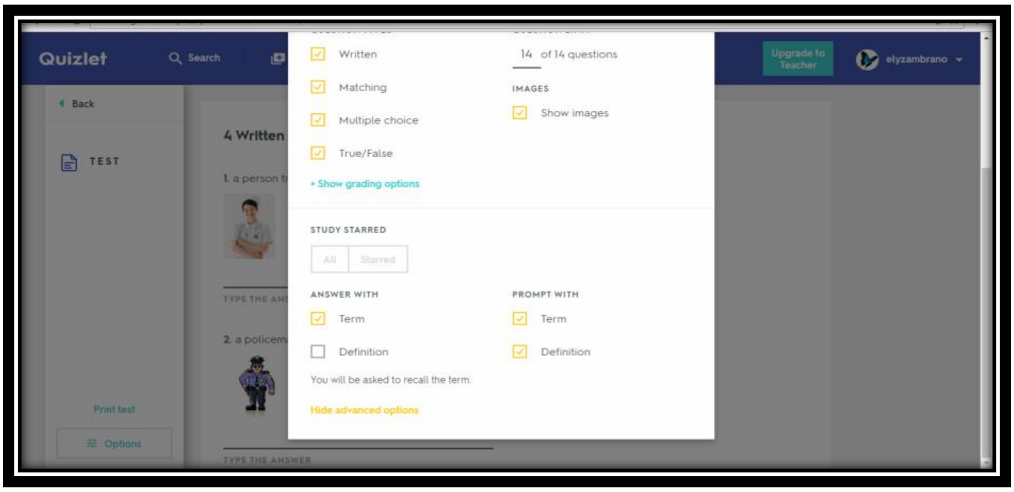
IMAGES
☑ Show images

STUDY STARRED
All Starred

ANSWER WITH
☑ Term

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true

In the features configuration, users will select if they want to answer just with terms, only with definitions or to make it more challenging they can get the option "Prompt with" and work with terms and definitions randomly.


Quizlet
Search
Upgrade to Teacher
elyzambrano
Back
TEST
4 Written
1. a person fr
TYPE THE ANS
2. a policem
TYPE THE ANSWER
Print test
Options

☑ Written
☑ Matching
☑ Multiple choice
☑ True/False

14 of 14 questions

IMAGES

☑ Show images

+ Show grading options

STUDY STARRED

All Starred

ANSWER WITH

☑ Term
☐ Definition

You will be asked to recall the term.

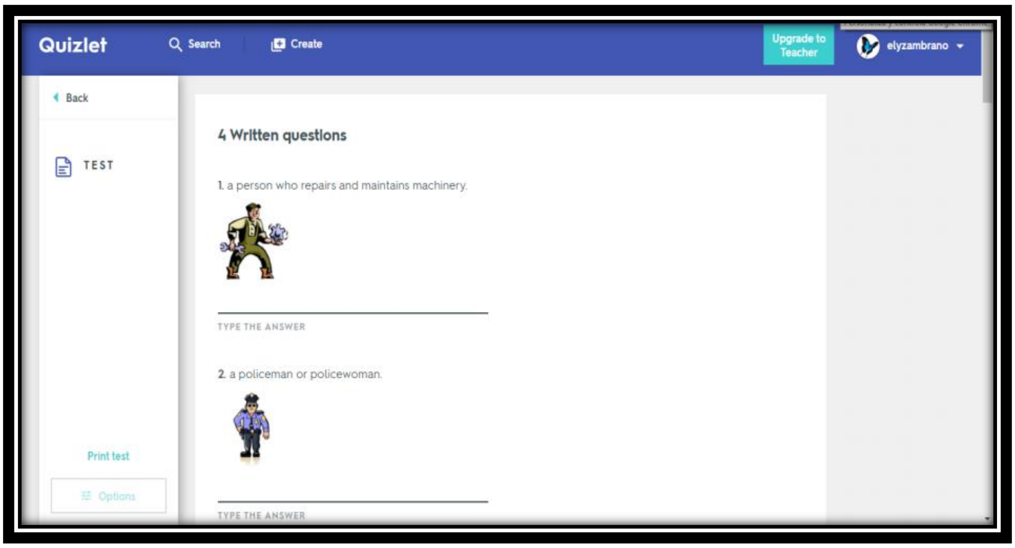
PROMPT WITH

☑ Term
☑ Definition

Hide advanced options

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true

If students have chosen the four types of questions, they will have four sections with four items each one. The first section will be the "Written Questions" where students are asked to type either the definitions or the terms.


Quizlet
Search
Create
Upgrade to Teacher
elyzambrano
Back
TEST
Print test
Options

4 Written questions

1. a person who repairs and maintains machinery.

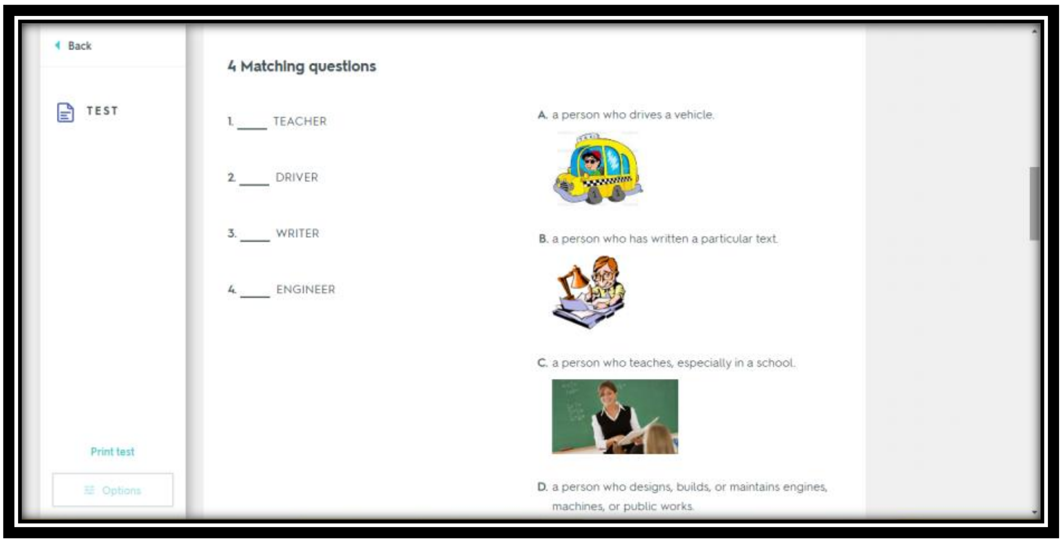
TYPE THE ANSWER

2. a policeman or policewoman.

TYPE THE ANSWER

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true

The second section in the test is the "**Matching Questions**". Here students are required to match the terms and the definitions by typing the letter of the corresponding answer next to the term.



4 Matching questions

1. ____ TEACHER
2. ____ DRIVER
3. ____ WRITER
4. ____ ENGINEER

A. a person who drives a vehicle.

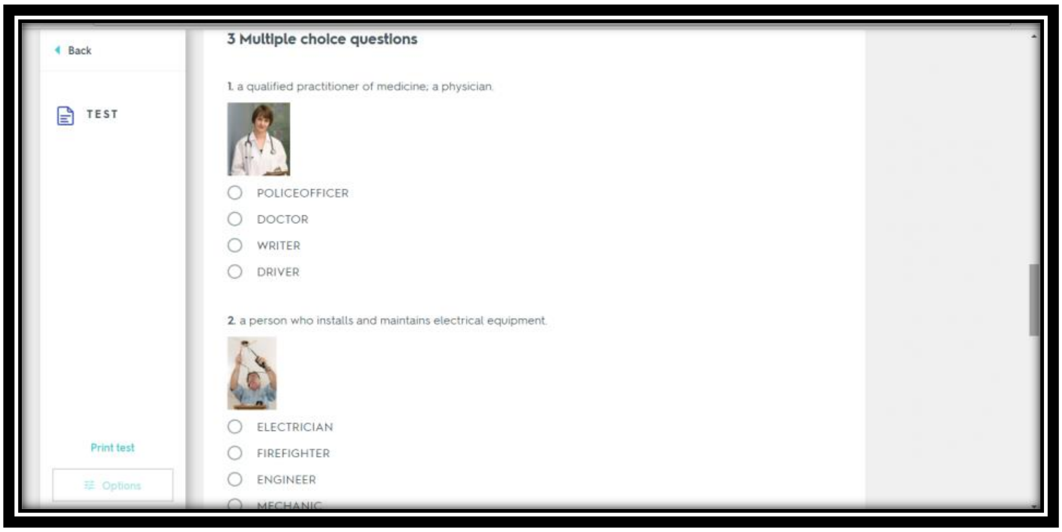
B. a person who has written a particular text.

C. a person who teaches, especially in a school.

D. a person who designs, builds, or maintains engines, machines, or public works.

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true

The third section contains multiple choice questions. It means that students have to analyze and mark the right term for the definition given or vice versa.



3 Multiple choice questions

1. a qualified practitioner of medicine; a physician.

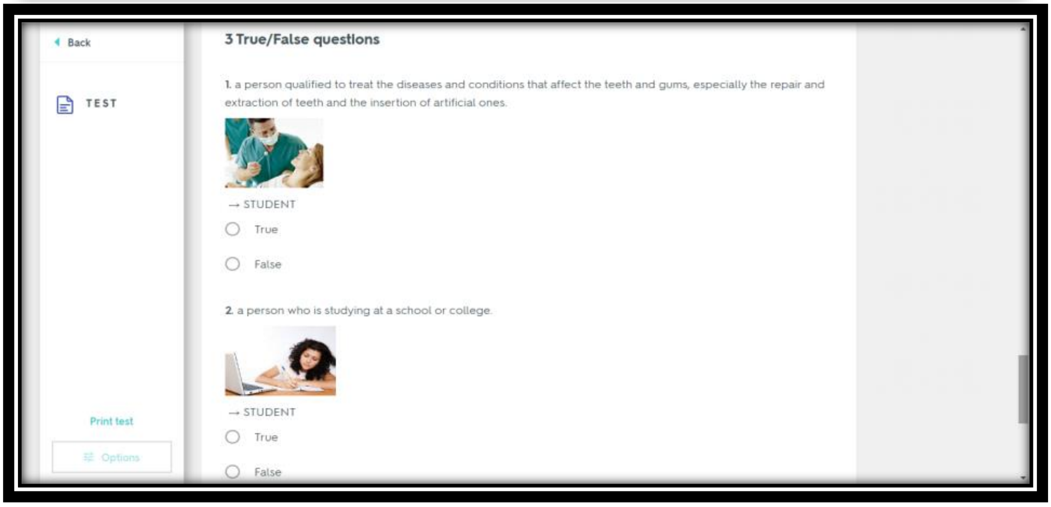
○ POLICEOFFICER
○ DOCTOR
○ WRITER
○ DRIVER

2. a person who installs and maintains electrical equipment.

○ ELECTRICIAN
○ FIREFIGHTER
○ ENGINEER
○ MECHANIC

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true

Finally, the fourth part of the test is the "True/False Questions". In this section, students are to read the definitions and the terms shown then, decide whether they are true or false.



3 True/False questions

1. a person qualified to treat the diseases and conditions that affect the teeth and gums, especially the repair and extraction of teeth and the insertion of artificial ones.

→ STUDENT

○ True

○ False

2. a person who is studying at a school or college.

→ STUDENT

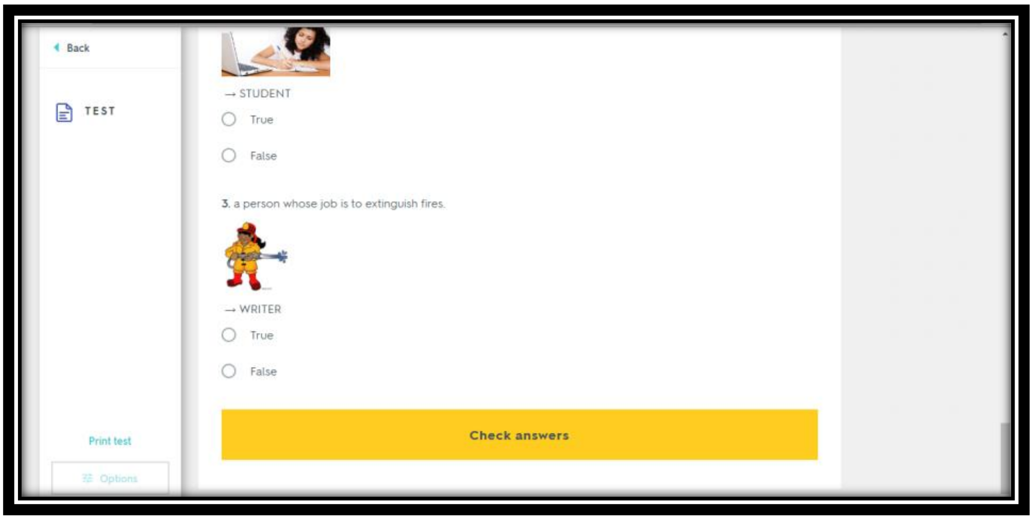
○ True

○ False

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true

After the learners have finished the test, they will find an option "**Check the Answers**".

By pressing on this icon, students will be able to check their answers and realize how many right answers and wrong answers they had. They also can see where the mistakes were and how it was supposed to be. Furthermore, on the left side they can appreciate the percentage of the test gotten.



→ STUDENT

○ True

○ False

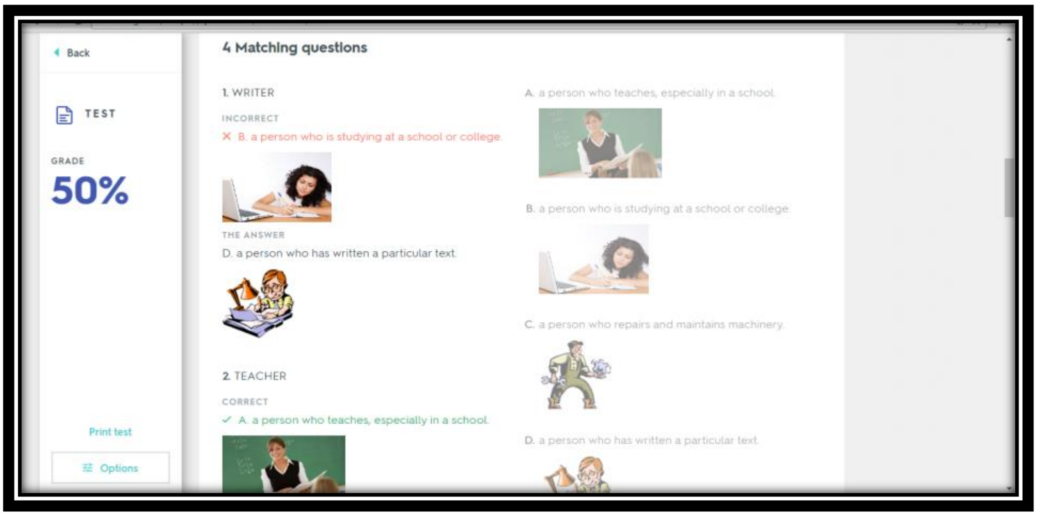
3. a person whose job is to extinguish fires.

→ WRITER

○ True

○ False

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true



GRADE
50%

4 Matching questions

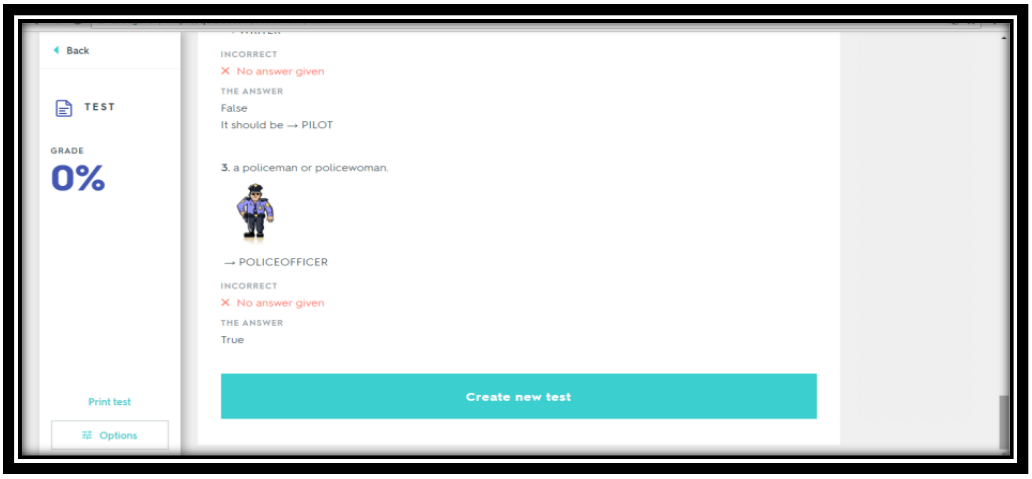
1. WRITER
INCORRECT
✗ B. a person who is studying at a school or college.
THE ANSWER
D. a person who has written a particular text.

2. TEACHER
CORRECT
✓ A. a person who teaches, especially in a school.

A. a person who teaches, especially in a school.
B. a person who is studying at a school or college.
C. a person who repairs and maintains machinery.
D. a person who has written a particular text.

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true

If students want to continue practicing, they have the option "Create a New Test" where a test will appear in order to give the users the opportunity to keep learning. This option allows students to create new test as many times they want because it does not have limit.



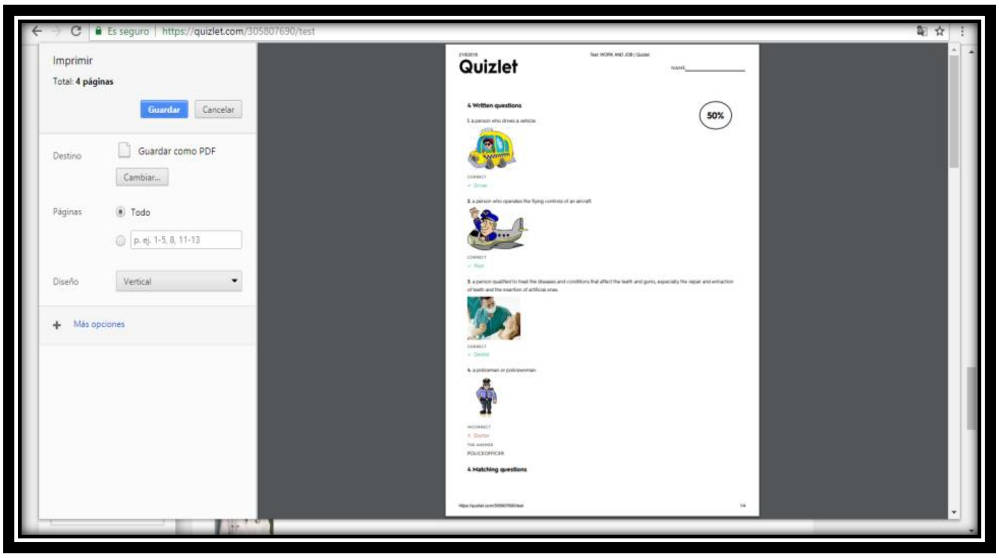
GRADE
0%

INCORRECT
✗ No answer given
THE ANSWER
False
It should be → PILOT

3. a policeman or policewoman.
→ POLICEOFFICER
INCORRECT
✗ No answer given
THE ANSWER
True

Source:https://quizlet.com/305807690/test?answerTermSides=2&promptTermSides=6&questionCount=14&questionTypes=15&showImages=true

Quizlet test also provides students with the possibility to print the test so that they get familiar with the questions they will have. Not only before doing the test but also after doing it the users can get a printed document maybe to keep a portfolio of their progress or just to check their performance


Es seguro
https://quizlet.com/305807690/test
Imprimir
Guardar
Cancelar
Cambiar...
p. ej. 1-5, 8, 11-13
Más opciones
Quizlet
NAME
50%

Total: 4 páginas

Destino: Guardar como PDF

Páginas: ● Todo

Diseño: Vertical

4 Written questions

1 a person who drives a vehicle

2 a person who operates the flying controls of an aircraft

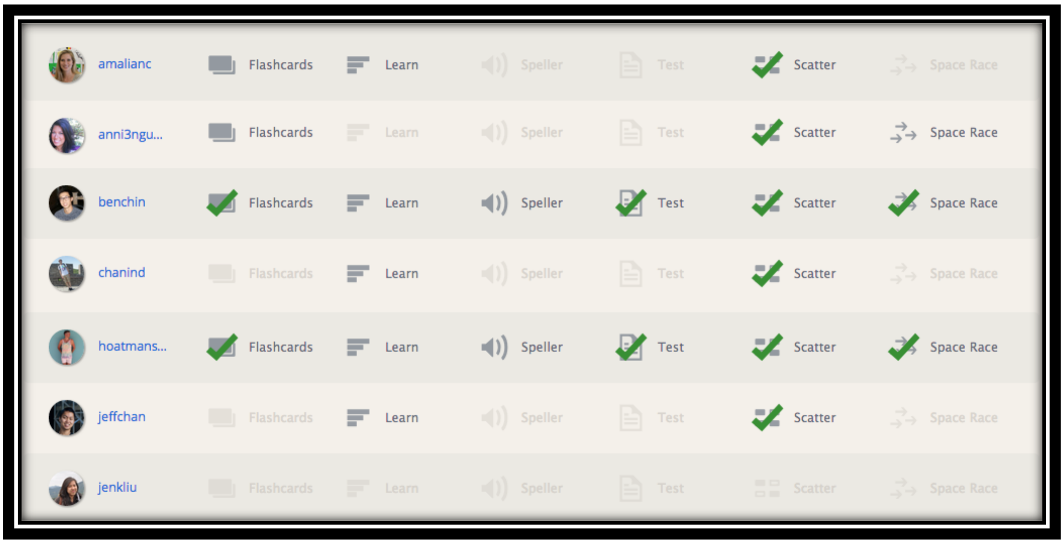
3 a person qualified to treat the diseases and conditions that affect the teeth and gums, especially the repair and extraction of teeth and the insertion of artificial ones

4 a policeman or policewoman

POLICEOFFICER

4 Matching questions

CLASS PROGRESS



amalianc	Flashcards	Learn	Speller	Test	✓ Scatter	Space Race
anni3ngu...	Flashcards	Learn	Speller	Test	✓ Scatter	Space Race
benchin	✓ Flashcards	Learn	Speller	✓ Test	✓ Scatter	✓ Space Race
chanind	Flashcards	Learn	Speller	Test	✓ Scatter	Space Race
hoatmans...	✓ Flashcards	Learn	Speller	✓ Test	✓ Scatter	✓ Space Race
jeffchan	Flashcards	Learn	Speller	Test	✓ Scatter	Space Race
jenkliu	Flashcards	Learn	Speller	Test	Scatter	Space Race

Thinking on teachers' role in the use of the Quizlet Application in the English vocabulary learning, it is important to highlight that this platform enables them to monitor their students' learning, practice and progress all the time.

"Class Progress" consists in a very detailed report containing information about each one of the students' individual performance while using the different activities of the application.

Teachers can keep control of the time the students spend at learning the new vocabulary, as well as the best scores the students have among their partners.

UNIDAD EDUCATIVA CUSUBAMBA

Lesson Plan # 1

Institution: Unidad Educativa Cusubamba	**Area:** English as a Foreign Language	**Course:** 2nd BGU.	**Time:** 90’
Teacher:	**Learning Technique:** Learn	**Practicing Technique:** Learn	

CONTENT	LEARNING GOALS	PROCEDURE	RESOURCES	EVALUATION
Family and Friends Grandfather, grandmother, mother, father brother, sister son, daughter grandson granddaughter uncle, aunt cousin nephew, niece husband, wife friend boy, girl boyfriend girlfriend	Students will be able to : • To identify the members of the family. • To associate pictures and words. • To establish relationship between relatives. • To listen for specific information and write.	• Students get into the Quizlet class. • Students enter into the family and friends study set. • Students click on the “learn” option • Students read the words and look at the pictures. • Students read the words and their meaning. • Students listen for the pronunciation of the words and definitions. • Students practice the pronunciation. • Students match the words and the definitions. • Students write the words or the definitions asked. • Students match the pictures and words.	• Electronic devises • Internet • Speakers	• Quizlet Learn testing activities

UNIDAD EDUCATIVA CUSUBAMBA

Lesson Plan # 2

Institution: Unidad Educativa Cusubamba	**Area:** English as a Foreign Language	**Course:** 2nd BGU.	**Time:** 90’
Teacher:	**Learning Technique:** Flashcards	**Practicing Technique:** Flash cards	

CONTENT	LEARNING GOALS	PROCEDURE	RESOURCES	EVALUATION
Food and Drink Breakfast, lunch, dinner, meal, drink, dessert, snack, steak, vegetable, fruit, apple, banana, grape, pear, watermelon, strawberry, cake, cereal, cheese, chips, chocolate, coffee, soda, lemonade, juice, ice cream, fish, jam, chicken, beef, pasta, rice, potatoes, barbecue.	Students will be able to : • To learn vocabulary about food and drink. • To associate pictures and words. • To identify the definitions for terms. • To listen for specific information.	• Students get into the Quizlet class. • Students enter into the food and drinks study class. • Students click on the “Flash cards” study mode. • Students read the words and look at the pictures. • Students read the words and their meaning. • Students listen for the pronunciation of the words and definitions. • Students practice the pronunciation. • Students shuffle the cards to find the terms meaning. • Students drag the pictures to the corresponding word and meaning. • Students observe the pictures and get familiar with the new vocabulary. • Students memorize the vocabulary presented	• Electronic devises • Internet • Speakers	• Quizlet Flash cards evaluation

UNIDAD EDUCATIVA CUSUBAMBA

LessonPlan # 3

Institution: Unidad Educativa Cusubamba	**Area:** English as a Foreign Language	**Course:** 2nd BGU.	**Time:** 90’
Teacher:	**Learning Technique:** Flashcards	**Practicing Technique:** write	

CONTENT	LEARNING GOALS	PROCEDURE	RESOURCES	EVALUATION
Places: **Buildings** Apartment, bank, bookstore, café, school, factory, garage, grocery store, hospital, house, hotel, library, police office, fire station, pharmacy, post office, theatre, disco, museum, railway station.	Students will be able to : • To learn vocabulary about places and buildings. • To increase their vocabulary level. • To get familiar with the places existing in the town or city where they live in. • To listen for specific information • To develop the writing skill and comprehension.	• Students get into the Quizlet class. • Students enter into the places study set. • Students choose the “write” option • Students read the words and look at the pictures. • Students listen to the terms or definition. • Students write the word or definition they hear. • Students practice the pronunciation. • Students practice as many times as necessary.	• Electronic devises • Internet • Speakers	• Quizlet Write practice activities

UNIDAD EDUCATIVA CUSUBAMBA

Lesson Plan # 4

<table>
<tr><td colspan="2">Institution: Unidad Educativa Cusubamba</td><td>Area: English as a Foreign Language</td><td>Course: 2nd BGU.</td><td>Time: 90’</td></tr>
<tr><td colspan="2">Teacher:</td><td>Learning Technique: Flashcards</td><td colspan="2">Practicing Technique: Spell</td></tr>
<tr><th>CONTENT</th><th>LEARNING GOALS</th><th>PROCEDURE</th><th>RESOURCES</th><th>EVALUATION</th></tr>
<tr><td>Clothes and accessories
Bag, belt, blouse, boot, cap, dress, glove, jacket, jeans, raincoat, scarf, shirt, shoes, shorts, skirt, sweater, swimsuit, tie, tights, trousers, T-shirt, watch, earrings, bracelet, ring, sunglasses, umbrella, necklace, purse.</td><td>Students will be able to :
• To gain vocabulary about clothes and accessories
• To identify the clothes and accessories’ names.
• To talk about clothes and accessories.
• To listen for specific information and write.</td><td>• Students get into the Quizlet class.
• Students enter clothes and accessories study set.
• Students click on the “spell” option
• Students listen to the word presented.
• Students read the meaning of the word.
• Students type the word they hear and that corresponds to the definition given.
• Students listen to the program giving the definitions of a determined term.
• Students read the term provided.
• Students write the definition they have heard.
• Students listen to the pronunciation.
• Students practice the pronunciation.</td><td>• Electronic devises
• Internet
• Speakers</td><td>• Quizlet Spell testing activities</td></tr>
</table>

UNIDAD EDUCATIVA CUSUBAMBA

Lesson Plan # 5

Institution: Unidad Educativa Cusubamba	**Area:** English as a Foreign Language	**Course:** 2nd BGU.	**Time:** 90’
Teacher:	**Learning Technique:** Flashcards	**Practicing Technique:** Gravity	

CONTENT	LEARNING GOALS	PROCEDURE	RESOURCES	EVALUATION
Weather Cloud, cloudy, cold, fog, foggy, hot, ice, rain, snow, storm, sun, sunny, thunderstorm, warm, wet, wind, windy, freeze, frozen. **Seasons** Winter, spring, summer, fall, autumn.	Students will be able to : • To learn vocabulary about weather and seasons. • To recognize the weather characteristics and the seasons with their corresponding time. • To get knowledge about the time during the year. • To listen for specific information and write.	• Students get into the Quizlet class. • Students enter into the weather and seasons study set. • Students click on the “gravity” option • Students look at the picture and the words or definitions given. • Students write the definition which corresponds to the word that appeared in the screen. • Students type the word according to the defection presented. • Students do the task before the asteroid falls. • Students practice the vocabulary the times they consider it is necessary to learn the new vocabulary.	• Electronic devises • Internet • Speakers	• Quizlet Gravity testing activities

UNIDAD EDUCATIVA CUSUBAMBA

Lesson Plan # 6

Institution: Unidad Educativa Cusubamba	**Area:** English as a Foreign Language	**Course:** 2nd BGU.	**Time:** 90’
Teacher:	**Learning Technique:** Learn	**Practicing Technique:** Match	

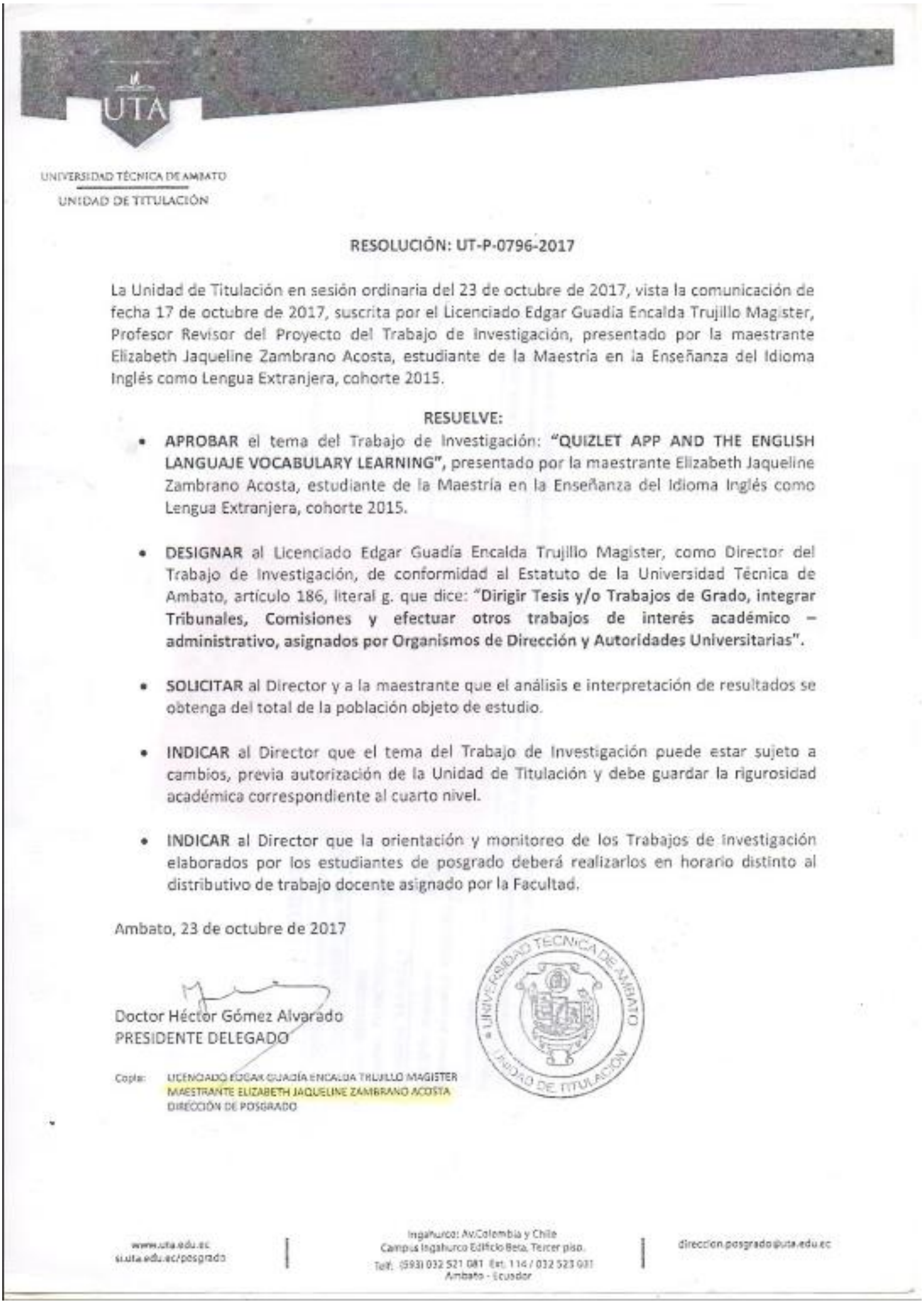
CONTENT	LEARNING GOALS	PROCEDURE	RESOURCES	EVALUATION
Days of the week Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. **Months of the year** January, February, March, April, May, June, July, August, September, October, November, December.	Students will be able: • To learn vocabulary about days of the week and months of the year. • To associate the days of the week and the months of the year with the ordinal numbers. • To listen for specific information and write. • To use the vocabulary about days of the week and months of the year.	• Students get into the Quizlet class. • Students enter into the days of the week and months of the year study set. • Students click on the “match” option • Students read the words, look at the pictures and drug the definitions with the corresponding terms. • Students practice as many times as necessary until the new vocabulary is learned.	• Electronic devises • Internet • Speakers	• Quizlet Match testing activities

UNIDAD EDUCATIVA CUSUBAMBA

Lesson Plan # 7

<table>
<tr><td colspan="2">Institution: Unidad Educativa Cusubamba</td><td colspan="2">Area: English as a Foreign Language</td><td colspan="2">Course: 2nd BGU.</td><td>Time: 90’</td></tr>
<tr><td colspan="2">Teacher:</td><td colspan="2">Learning Technique: Learn</td><td colspan="3">Practicing Technique: Quizlet Live</td></tr>
<tr><td>CONTENT</td><td>LEARNING GOALS</td><td>PROCEDURE</td><td colspan="2">RESOURCES</td><td colspan="2">EVALUATION</td></tr>
<tr><td>WORK AND JOBS
Secretary, doctor, driver, mechanic, singer, engineer, student, teacher, musician, tennis player, nurse, farmer, waiter, waitress, painter, photographer, electrician, baker, chef, gardener, pilot, dentist, police officer, writer, firefighter.</td><td>Students will be able to :
• To learn vocabulary about works and jobs
• Recognize the different jobs and works existing.
• To talk about works and jobs by using the new vocabulary.
• To respect turns.
• To work in a cooperatively and collaboratively way.</td><td>• Students get into the Quizlet class.
• Students enter into the works and jobs study set.
• Students click on the “quizlet live” option
• Students join to the group by entering the code provided by the teacher.
• Students take turns to participle representing their group.
• Students respect their students opinions and answers.
• Students collaborate with the students who need support.
• Students read the word or definition provided and writes the word or definition that best corresponds.
• Students friendly compete with their partners until a winner is declared.</td><td colspan="2">• Electronic devises
• Internet
• Speakers</td><td colspan="2">• Quizlet live testing activities</td></tr>
</table>

ANNEXES



UNIVERSIDAD TÉCNICA DE AMBATO
UNIDAD DE TITULACIÓN

RESOLUCIÓN: UT-P-0796-2017

La Unidad de Titulación en sesión ordinaria del 23 de octubre de 2017, vista la comunicación de fecha 17 de octubre de 2017, suscrita por el Licenciado Edgar Guadía Encalda Trujillo Magister, Profesor Revisor del Proyecto del Trabajo de Investigación, presentado por la maestrante Elizabeth Jaqueline Zambrano Acosta, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera, cohorte 2015.

RESUELVE:

- **APROBAR** el tema del Trabajo de Investigación: **"QUIZLET APP AND THE ENGLISH LANGUAJE VOCABULARY LEARNING"**, presentado por la maestrante Elizabeth Jaqueline Zambrano Acosta, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera, cohorte 2015.

- **DESIGNAR** al Licenciado Edgar Guadía Encalda Trujillo Magister, como Director del Trabajo de Investigación, de conformidad al Estatuto de la Universidad Técnica de Ambato, artículo 186, literal g. que dice: **"Dirigir Tesis y/o Trabajos de Grado, integrar Tribunales, Comisiones y efectuar otros trabajos de interés académico – administrativo, asignados por Organismos de Dirección y Autoridades Universitarias".**

- **SOLICITAR** al Director y a la maestrante que el análisis e interpretación de resultados se obtenga del total de la población objeto de estudio.

- **INDICAR** al Director que el tema del Trabajo de Investigación puede estar sujeto a cambios, previa autorización de la Unidad de Titulación y debe guardar la rigurosidad académica correspondiente al cuarto nivel.

- **INDICAR** al Director que la orientación y monitoreo de los Trabajos de Investigación elaborados por los estudiantes de posgrado deberá realizarlos en horario distinto al distributivo de trabajo docente asignado por la Facultad.

Ambato, 23 de octubre de 2017

Doctor Héctor Gómez Alvarado
PRESIDENTE DELEGADO

Copia: LICENCIADO EDGAR GUADÍA ENCALDA TRUJILLO MAGISTER
MAESTRANTE ELIZABETH JAQUELINE ZAMBRANO ACOSTA
DIRECCIÓN DE POSGRADO

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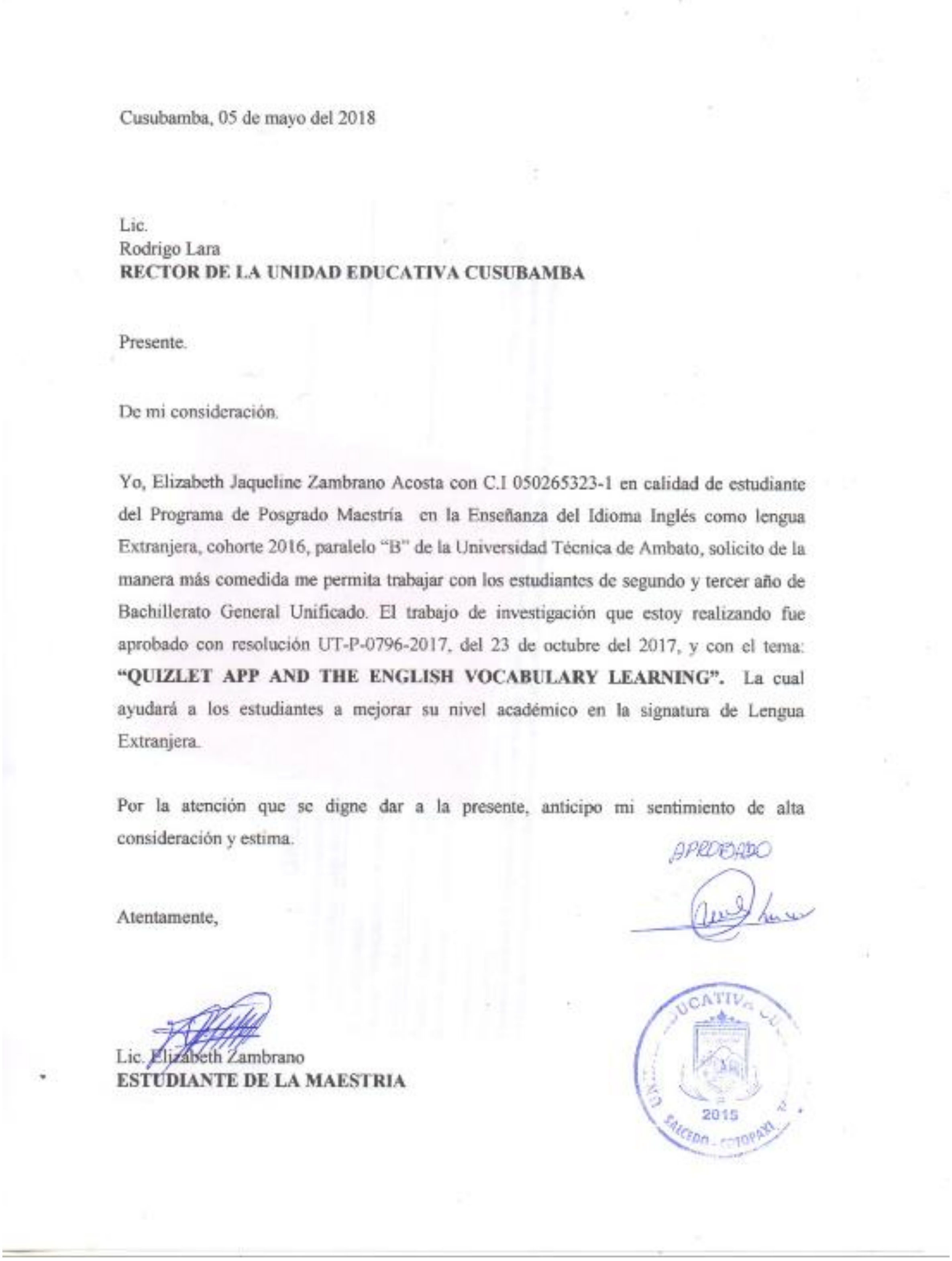


Cusubamba, 05 de mayo del 2018

Lic.
Rodrigo Lara
RECTOR DE LA UNIDAD EDUCATIVA CUSUBAMBA

Presente.

De mi consideración.

Yo, Elizabeth Jaqueline Zambrano Acosta con C.I 050265323-1 en calidad de estudiante del Programa de Posgrado Maestría en la Enseñanza del Idioma Inglés como lengua Extranjera, cohorte 2016, paralelo "B" de la Universidad Técnica de Ambato, solicito de la manera más comedida me permita trabajar con los estudiantes de segundo y tercer año de Bachillerato General Unificado. El trabajo de investigación que estoy realizando fue aprobado con resolución UT-P-0796-2017, del 23 de octubre del 2017, y con el tema: **"QUIZLET APP AND THE ENGLISH VOCABULARY LEARNING".** La cual ayudará a los estudiantes a mejorar su nivel académico en la signatura de Lengua Extranjera.

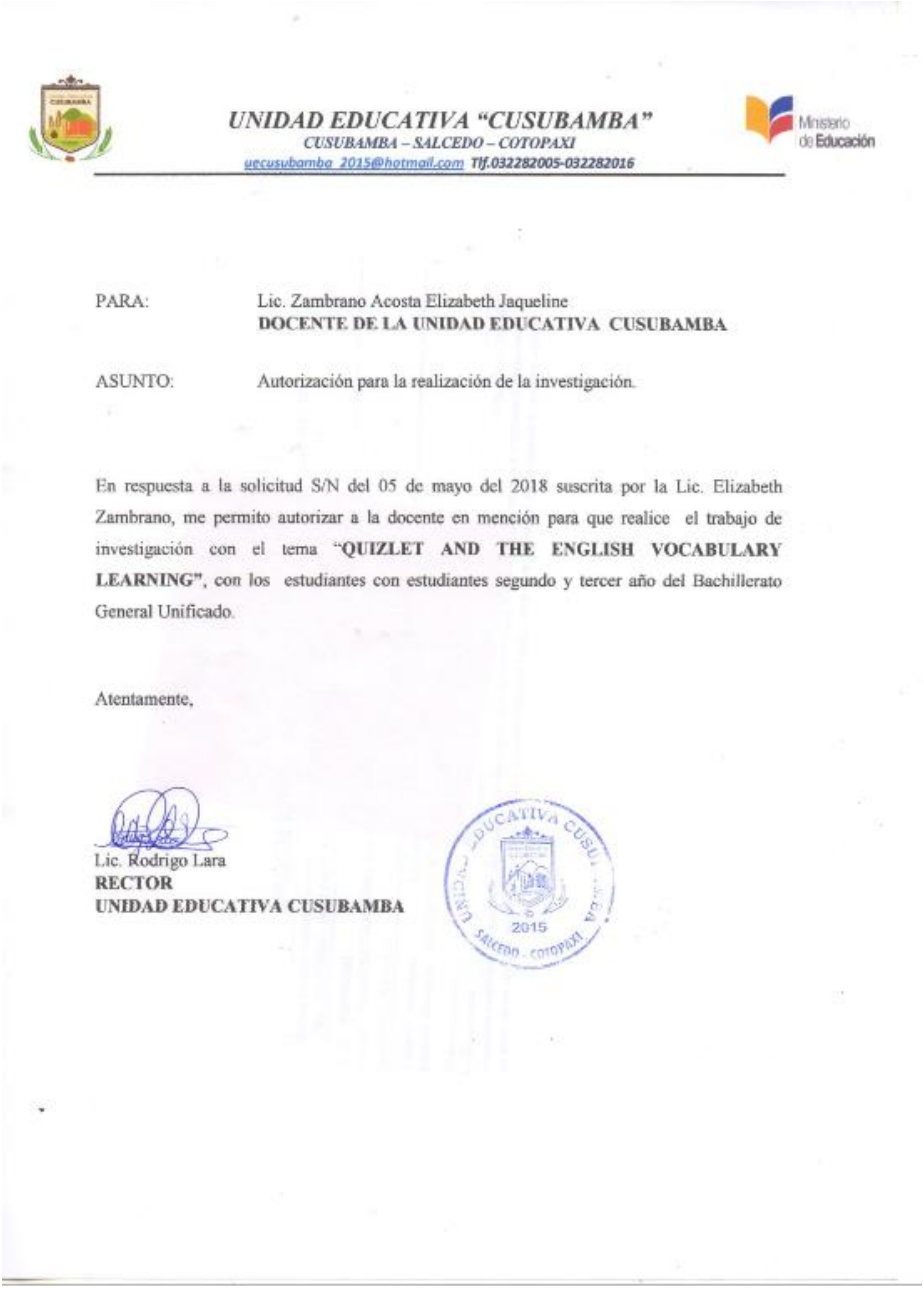
Por la atención que se digne dar a la presente, anticipo mi sentimiento de alta consideración y estima.

APROBADO

Atentamente,

Lic. Elizabeth Zambrano
ESTUDIANTE DE LA MAESTRIA

2015



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CUSUBAMBA – SALCEDO – COTOPAXI
uecusubamba_2015@hotmail.com Tlf.032282005-032282016

Ministerio de Educación

PARA: Lic. Zambrano Acosta Elizabeth Jaqueline
DOCENTE DE LA UNIDAD EDUCATIVA CUSUBAMBA

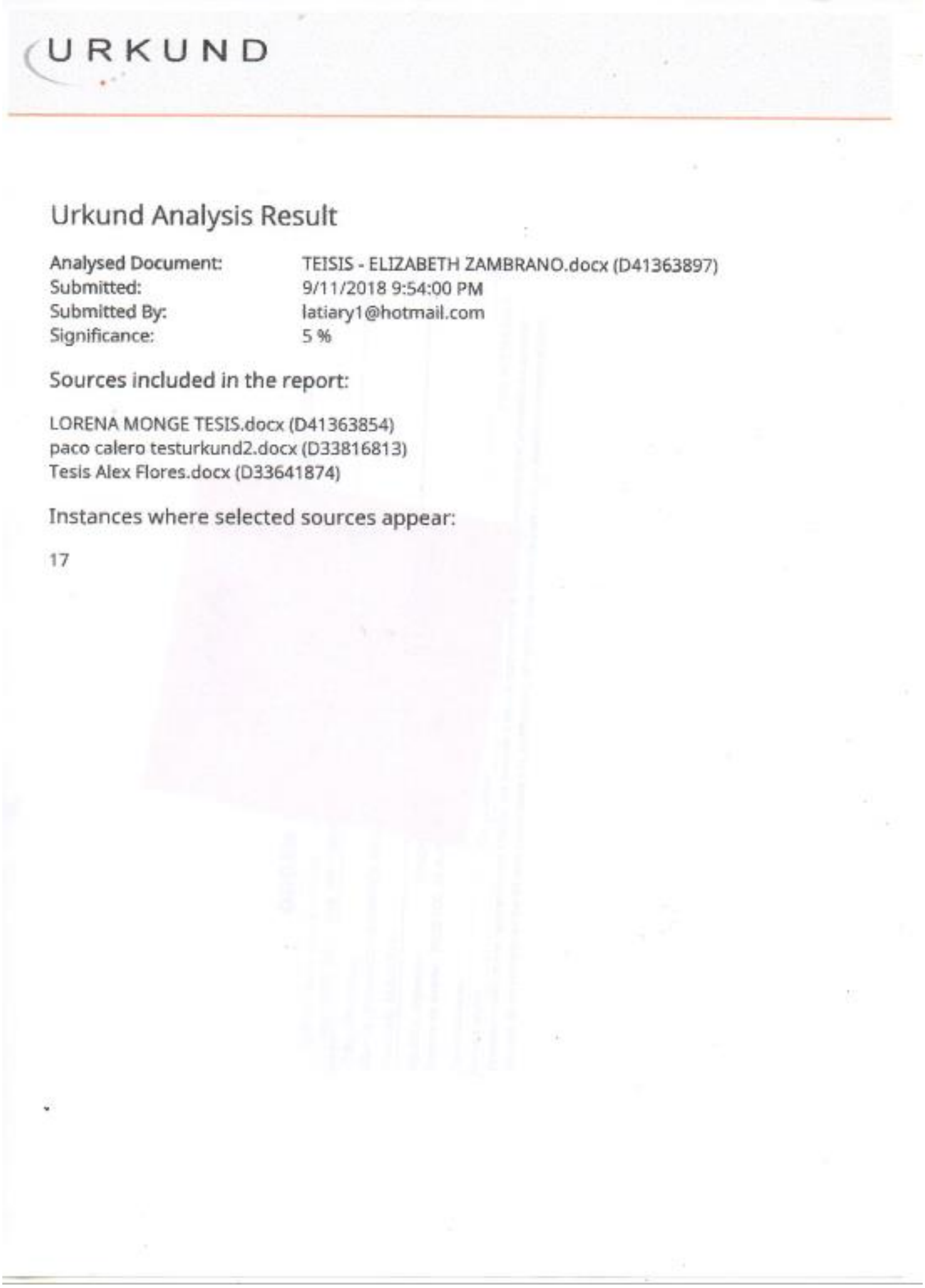
ASUNTO: Autorización para la realización de la investigación.

En respuesta a la solicitud S/N del 05 de mayo del 2018 suscrita por la Lic. Elizabeth Zambrano, me permito autorizar a la docente en mención para que realice el trabajo de investigación con el tema “**QUIZLET AND THE ENGLISH VOCABULARY LEARNING”**, con los estudiantes con estudiantes segundo y tercer año del Bachillerato General Unificado.

Atentamente,

Lic. Rodrigo Lara
RECTOR
UNIDAD EDUCATIVA CUSUBAMBA

2015



URKUND

Urkund Analysis Result

Analysed Document:	TEISIS - ELIZABETH ZAMBRANO.docx (D41363897)
Submitted:	9/11/2018 9:54:00 PM
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Sources included in the report:

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UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÒN
CARRERA DE IDIOMAS
MODALIDAD: SEMIPRESENCIAL
ENCUESTA DIRIGIDA A LOS ESTUDIANTES

Objetivo: Recabar información sobre el uso de las ICTs en la enseñanza del Idioma Inglés como lengua extranjera en los Segundos y Terceros años del Bachillerato General Unificado en la Unidad Educativa Cusubamba.

Instructivo:

- Lea cuidadosamente cada una de las preguntas proporcionadas en el presente cuestionario.
- Marque con una (**x**) en la opción que usted crea conveniente der acuerdo a su criterio.

La información obtenida a través de esta encuesta será utilizada única y exclusivamente para los propósitos de esta investigación. Por favor sírvase contestar las preguntas con veracidad.

ITEM	**ASPECTO**	**RESPUESTAS**	
		Si	**No**
1	¿Sabe usted que son las Tecnologías de Información y Comunicación (ICTs)?		

ITEM	**ASPECTO**	**RESPUESTAS**			
		Siempre	**Casi siempre**	**Casi nunca**	**Nunca**
2	¿Usted considera que el uso de las Tecnologías de Información y Comunicación (ICTs) promueve el aprendizaje?				

ITEM	**ASPECTO**	**RESPUESTAS**	
		Si	**No**
3	¿Le gusta trabajar con equipos tecnológicos?		

ITEM	**ASPECTO**	**RESPUESTAS**			
		Siempre	**Casi siempre**	**Casi nunca**	**Nunca**
4	¿Su profesor de Inglés utiliza las ICTs en el aula?				
5	¿Su profesor de Inglés utiliza algún tipo de herramienta tecnológica para evaluar sus conocimientos?				
6	¿Utiliza usted alguna aplicación o plataforma para aprender Inglés?				
7	¿Tiene usted acceso al internet en su domicilio?				

GRACIAS POR SU VALIOSA COLABORACION

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÒN
CARRERA DE IDIOMAS
MODALIDAD: SEMIPRESENCIAL
ENCUESTA DIRIGIDA A LOS ESTUDIANTES

Objetivo: Recabar información sobre el desarrollo del proceso de enseñanza aprendizaje del Idioma Inglés como lengua extranjera en los Segundos y Terceros años del Bachillerato General Unificado en la Unidad Educativa Cusubamba.

Instructivo:

- Lea cuidadosamente cada una de las preguntas proporcionadas en el presente cuestionario.
- Marque con una (**x**) en la opción que usted crea conveniente der acuerdo a su criterio.
La información obtenida a través de esta encuesta será utilizada única y exclusivamente para los propósitos de esta investigación. Por favor sírvase contestar las preguntas con veracidad.

ITEM	**ASPECTO**	**RESPUESTAS**			
		Siempre	**Casi siempre**	**Casi nunca**	**Nunca**
1	¿Utiliza su profesor métodos motivadores para enseñar el Inglès ?				

ITEM	**ASPECTO**	**RESPUESTAS**	
		Si	**No**
2	¿Considera que las técnicas y estrategias utilizadas por su profesor para la enseñanza del idioma Inglés son interesantes y novedosas?		
3	¿Cree usted que el ambiente del aula proporcionado por su profesor de Inglés es adecuado?		

ITEM	**ASPECTO**	**RESPUESTAS**			
		Siempre	**Casi siempre**	**Casi nunca**	**Nunca**
4	¿Su profesor de Inglés fomenta la participación activa de los estudiantes para el desarrollo de las habilidades del idioma (listening, Reading, writing, and speaking)?				

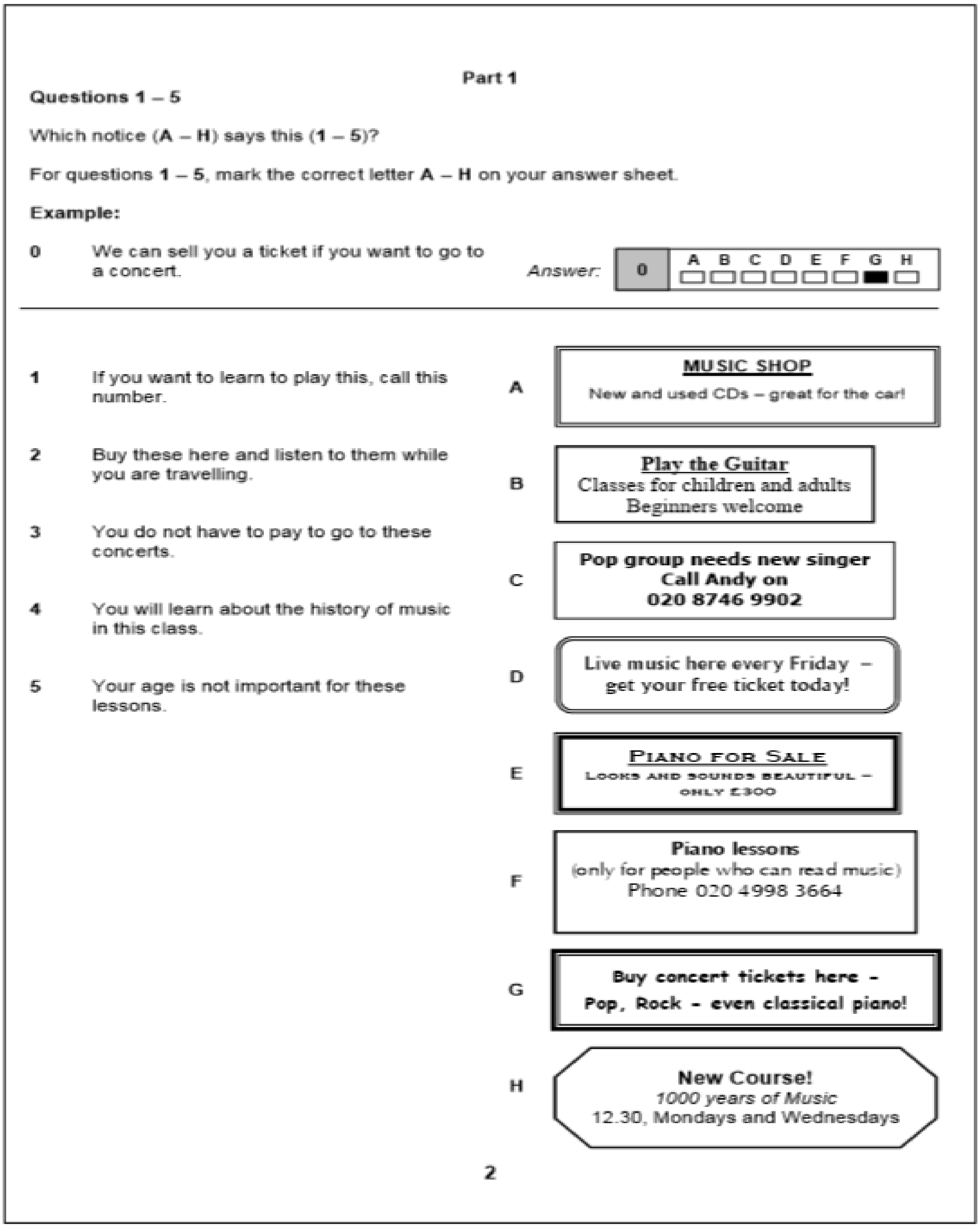
ITEM	**ASPECTO**	**RESPUESTAS**			
		Siempre	**Casi siempre**	**Casi nunca**	**Nunca**
5	¿Cree usted que la gramática y el vocabulario es importante en el aprendizaje de un nuevo idioma?				

ITEM	**ASPECTO**	**RESPUESTAS**			
		Siempre	**Casi siempre**	**Casi nunca**	**Nunca**
6	¿Cree usted que su profesor de Inglès utiliza actividades interesantes e innovadoras para reforzar el aprendizaje del vocabulario?				

ITEM	**ASPECTO**	**RESPUESTAS**			
		Principiante	**Elemental**	**Intermedio**	**Avanzado**
7	¿En qué nivel de conocimientos del idioma Inglés considera que se encuentra usted?				

GRACIAS POR SU VALIOSA COLABORACION

PRETEST – READING



Part 1

Questions 1 – 5

Which notice (**A – H**) says this (**1 – 5**)?

For questions **1 – 5**, mark the correct letter **A – H** on your answer sheet.

Example:

0 We can sell you a ticket if you want to go to a concert.

Answer: **0** A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ■ H ☐

---

1 If you want to learn to play this, call this number.

2 Buy these here and listen to them while you are travelling.

3 You do not have to pay to go to these concerts.

4 You will learn about the history of music in this class.

5 Your age is not important for these lessons.

A
MUSIC SHOP
New and used CDs – great for the car!

B
Play the Guitar
Classes for children and adults
Beginners welcome

C
Pop group needs new singer
Call Andy on
020 8746 9902

D
Live music here every Friday –
get your free ticket today!

E
PIANO FOR SALE
LOOKS AND SOUNDS BEAUTIFUL – ONLY £300

F
Piano lessons
(only for people who can read music)
Phone 020 4998 3664

G
Buy concert tickets here –
Pop, Rock – even classical piano!

H
New Course!
1000 years of Music
12.30, Mondays and Wednesdays

2

Part 2

Questions 6 – 10

Read the sentences about going camping.
Choose the best word (**A**, **B** or **C**) for each space.

For questions **6 – 10**, mark **A**, **B** or **C** on your answer sheet.

Example:

0 Adrian and Martin .... their school holiday last week.

A opened **B** joined **C** began

Answer: **0** A ☐ B ☐ C ■

---

6 They .... to go camping for their holiday.

A decided **B** thought **C** felt

7 They wanted to .... somewhere near the sea.

A stand **B** put **C** stay

8 It .... three hours to drive to the campsite.

A had **B** took **C** got

9 They put their tent in a .... of the field.

A centre **B** corner **C** back

10 They .... some postcards to their friends.

A bought **B** chose **C** sent

Turn over ►

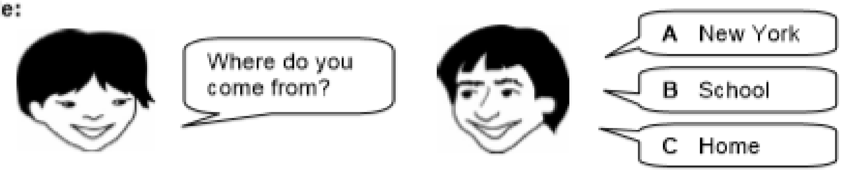
Part 3

Questions 11 – 15

Complete the five conversations.
For questions **11 – 15**, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Answer: **0** A B C ■ ☐ ☐

---

11 I'm sorry we don't have your size.

A What a pity!
B I hope so.
C I'll take it.

12 How long are you going to stay in Bangkok?

A For another three weeks.
B For the last three weeks.
C It took three weeks.

13 See you tomorrow.

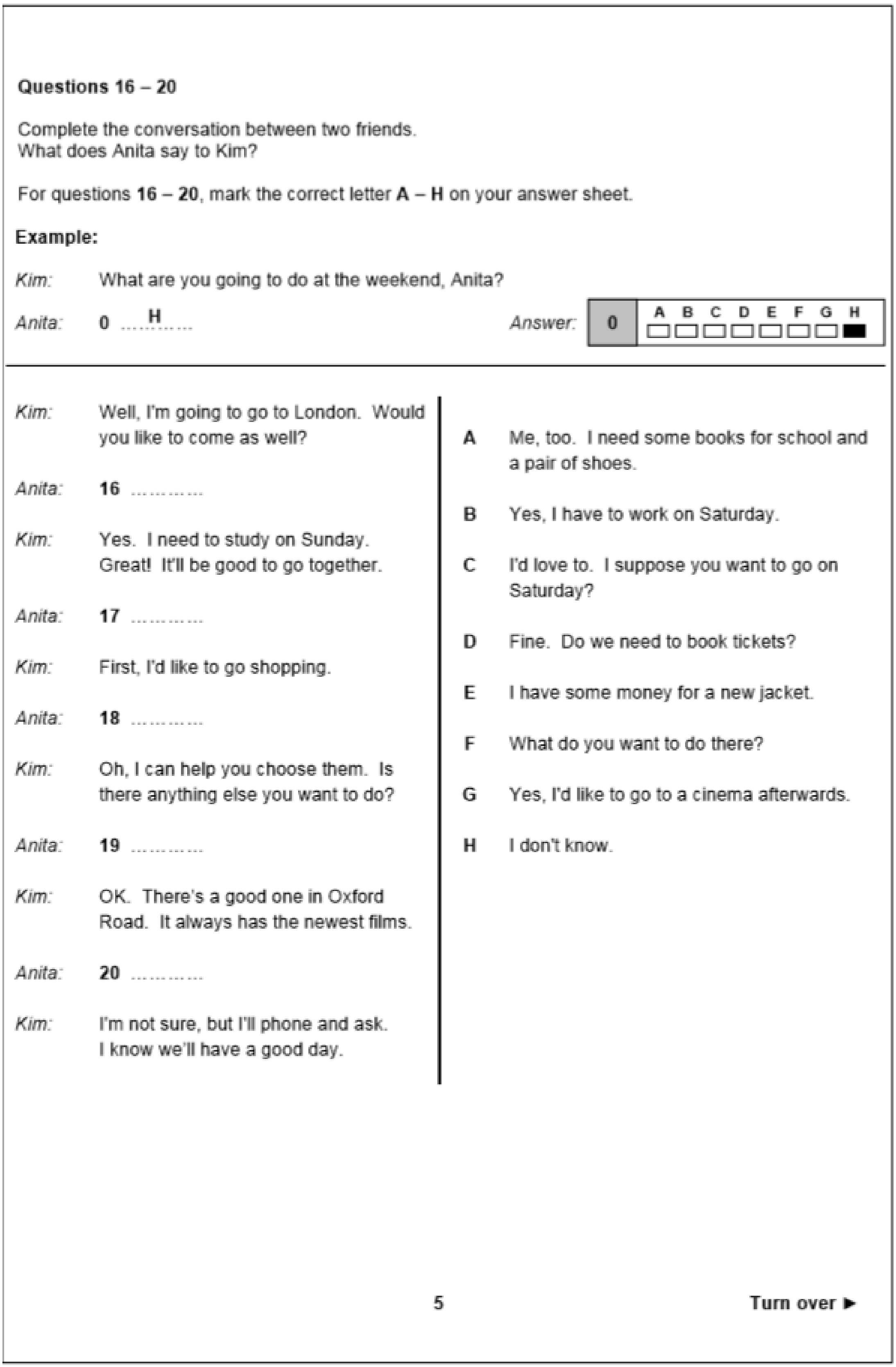
A That's all right.
B I can't see.
C Don't be late.

14 Can I leave early?

A Before 4.30.
B Yes, that's fine.
C Not at all.

15 I don't like this programme.

A I'll turn it on.
B Let's turn it off then.
C You didn't take it off.



Questions 16 – 20

Complete the conversation between two friends.
What does Anita say to Kim?

For questions **16 – 20**, mark the correct letter **A – H** on your answer sheet.

Example:

Kim: What are you going to do at the weekend, Anita?

Anita: **0** ……H……

Answer:

0	A	B	C	D	E	F	G	H
	☐	☐	☐	☐	☐	☐	☐	■

Kim: Well, I'm going to go to London. Would you like to come as well?

Anita: **16** …………

Kim: Yes. I need to study on Sunday. Great! It'll be good to go together.

Anita: **17** …………

Kim: First, I'd like to go shopping.

Anita: **18** …………

Kim: Oh, I can help you choose them. Is there anything else you want to do?

Anita: **19** …………

Kim: OK. There's a good one in Oxford Road. It always has the newest films.

Anita: **20** …………

Kim: I'm not sure, but I'll phone and ask. I know we'll have a good day.

A Me, too. I need some books for school and a pair of shoes.

B Yes, I have to work on Saturday.

C I'd love to. I suppose you want to go on Saturday?

D Fine. Do we need to book tickets?

E I have some money for a new jacket.

F What do you want to do there?

G Yes, I'd like to go to a cinema afterwards.

H I don't know.

Part 4

Questions 21 – 27

Read the article about a sailing trip.
Are sentences **21 – 27** 'Right' (**A**) or 'Wrong' (**B**)?
If there is not enough information to answer 'Right' (**A**) or 'Wrong' (**B**), choose 'Doesn't say' (**C**).

For questions **21 – 27**, mark **A**, **B** or **C** on your answer sheet.

Round the World

Jonathan and Claire Spencer both had very busy jobs and didn't have enough time to spend with their young children. They wanted to change this and, because their hobby was boats, they decided to sail round the world together.

It took six years to prepare everything for the trip. First, they bought a new boat. Then, both adults had to take advanced sailing lessons and learn all about the sea and the weather. Jonathan also did several courses in repairing engines and Claire spent an hour in a restaurant learning to cut up fish.

In October, they took a one-year break from their jobs and sailed away from England with their two children. The next year, in August, their long journey ended in Australia.

The boat was quite small, but Jonathan and Claire took a teacher for the children with them. None of them found the trip boring because there were three computers, many CDs, a television and a DVD player on the boat.

The family loved being at sea and seeing the stars in the sky. But, most of all, Jonathan and Claire enjoyed spending time with their children while they were still young.

Example:

0 Before their trip, Jonathan and Claire Spencer spent a lot of time working.

A Right **B** Wrong **C** Doesn't say

Answer:

	A	B	C
0	■	☐	☐

---

21 The Spencers were soon ready to travel round the world.

A Right **B** Wrong **C** Doesn't say

22 Jonathan learnt to do the work of a mechanic.

A Right **B** Wrong **C** Doesn't say

23 Claire knew a lot about cooking before the trip started.

A Right **B** Wrong **C** Doesn't say

24 The trip took longer than twelve months.

A Right **B** Wrong **C** Doesn't say

25 When the trip ended, Jonathan and Claire decided to stay in Australia.

A Right **B** Wrong **C** Doesn't say

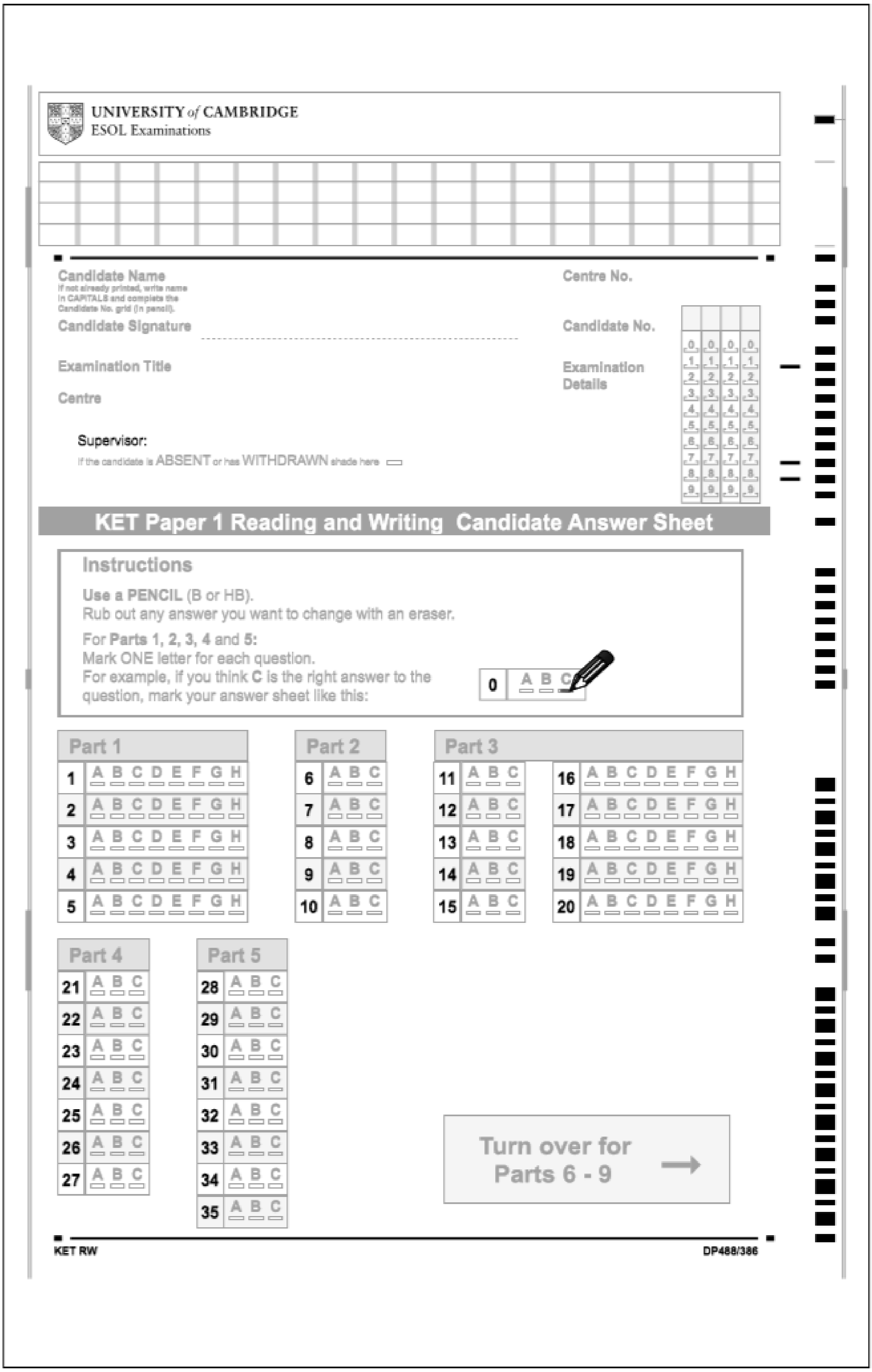
26 There was a lot for the children to do on the boat.

A Right **B** Wrong **C** Doesn't say

27 For Jonathan and Claire, the best part of the trip was being with their family.

A Right **B** Wrong **C** Doesn't say

Turn over ►



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here ☐

Centre No.

Candidate No.

Examination Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

KET Paper 1 Reading and Writing Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).
Rub out any answer you want to change with an eraser.

For **Parts 1, 2, 3, 4** and **5:**
Mark ONE letter for each question.
For example, if you think **C** is the right answer to the question, mark your answer sheet like this:

0 A B C

Part 1

1	A B C D E F G H
2	A B C D E F G H
3	A B C D E F G H
4	A B C D E F G H
5	A B C D E F G H

Part 2

6	A B C
7	A B C
8	A B C
9	A B C
10	A B C

Part 3

11	A B C	16	A B C D E F G H
12	A B C	17	A B C D E F G H
13	A B C	18	A B C D E F G H
14	A B C	19	A B C D E F G H
15	A B C	20	A B C D E F G H

Part 4

21	A B C
22	A B C
23	A B C
24	A B C
25	A B C
26	A B C
27	A B C

Part 5

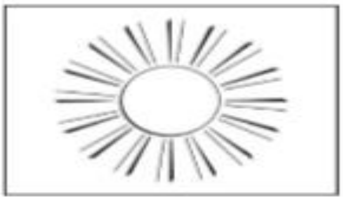
28	A B C
29	A B C
30	A B C
31	A B C
32	A B C
33	A B C
34	A B C
35	A B C

Turn over for Parts 6 - 9 →

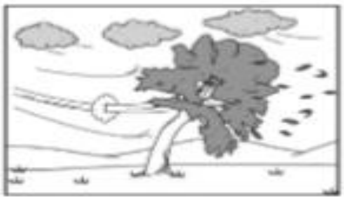
KET RW DP488/386

PRE TEST - LISTENING

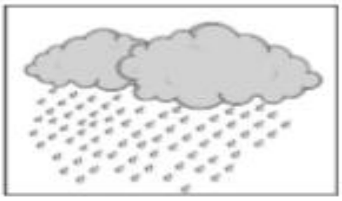
3 What was the weather like last weekend?



A ☐

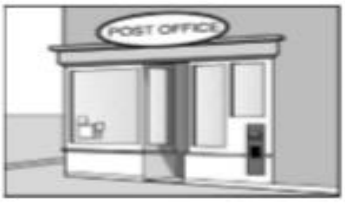


B ☐

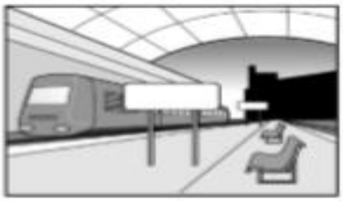


C ☐

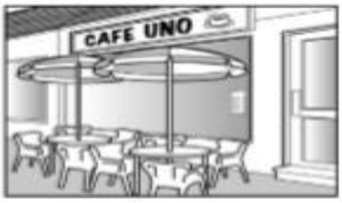
4 Where are they going to meet?


POST OFFICE

A ☐

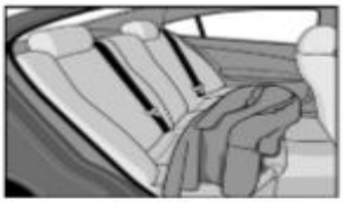


B ☐

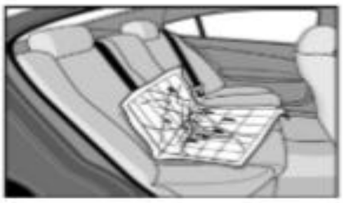


C ☐

5 What's still in the car?



A ☐



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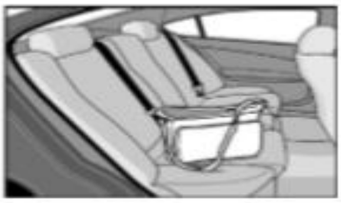


C ☐

Turn over ►

Part 1

Questions 1 – 5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions **1 – 5**, put a tick (✓) under the right answer.

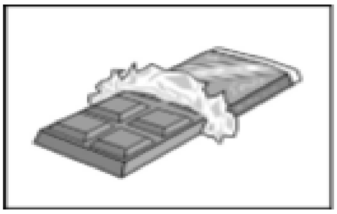
Example:

0 How many people were at the meeting?

3	13	30
A ☐	**B** ☐	**C** ☑

---

1 What's Jill's favourite food?



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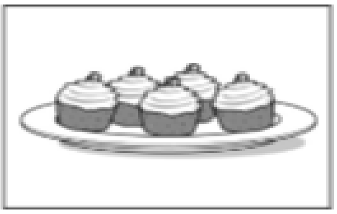
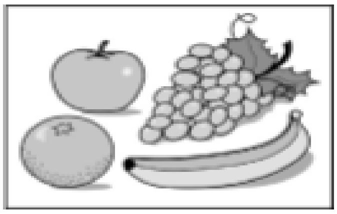
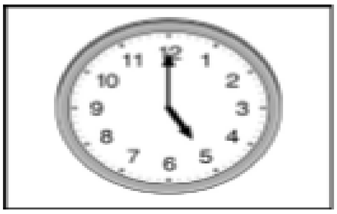


B ☐



C ☐

2 What time will Barry phone back?



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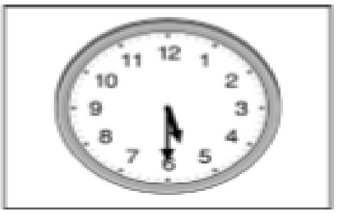
A ☐



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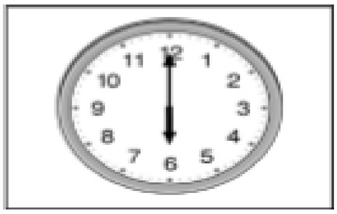
B ☐



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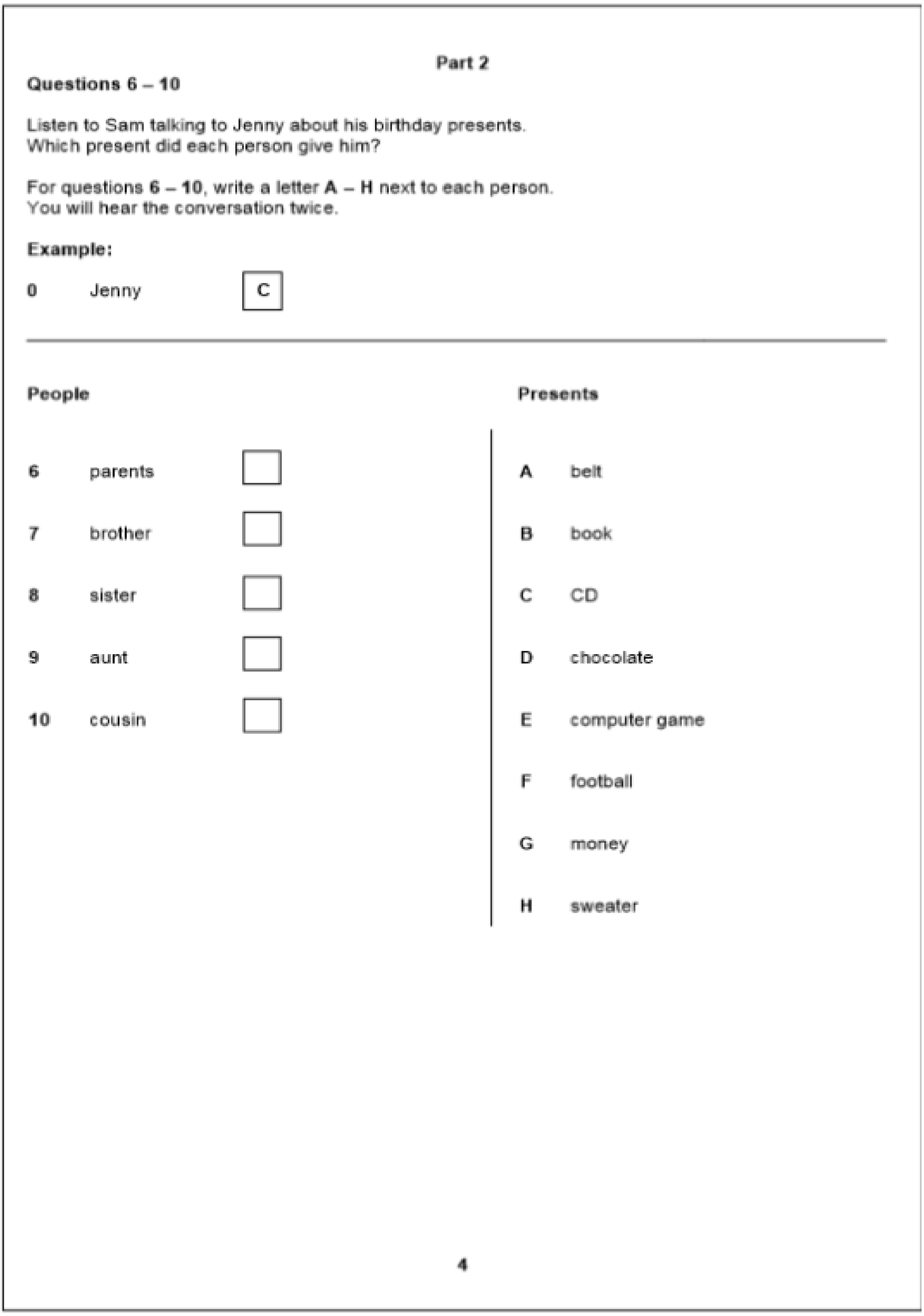
C ☐



Part 2

Questions 6 – 10

Listen to Sam talking to Jenny about his birthday presents.
Which present did each person give him?

For questions **6 – 10**, write a letter **A – H** next to each person.
You will hear the conversation twice.

Example:

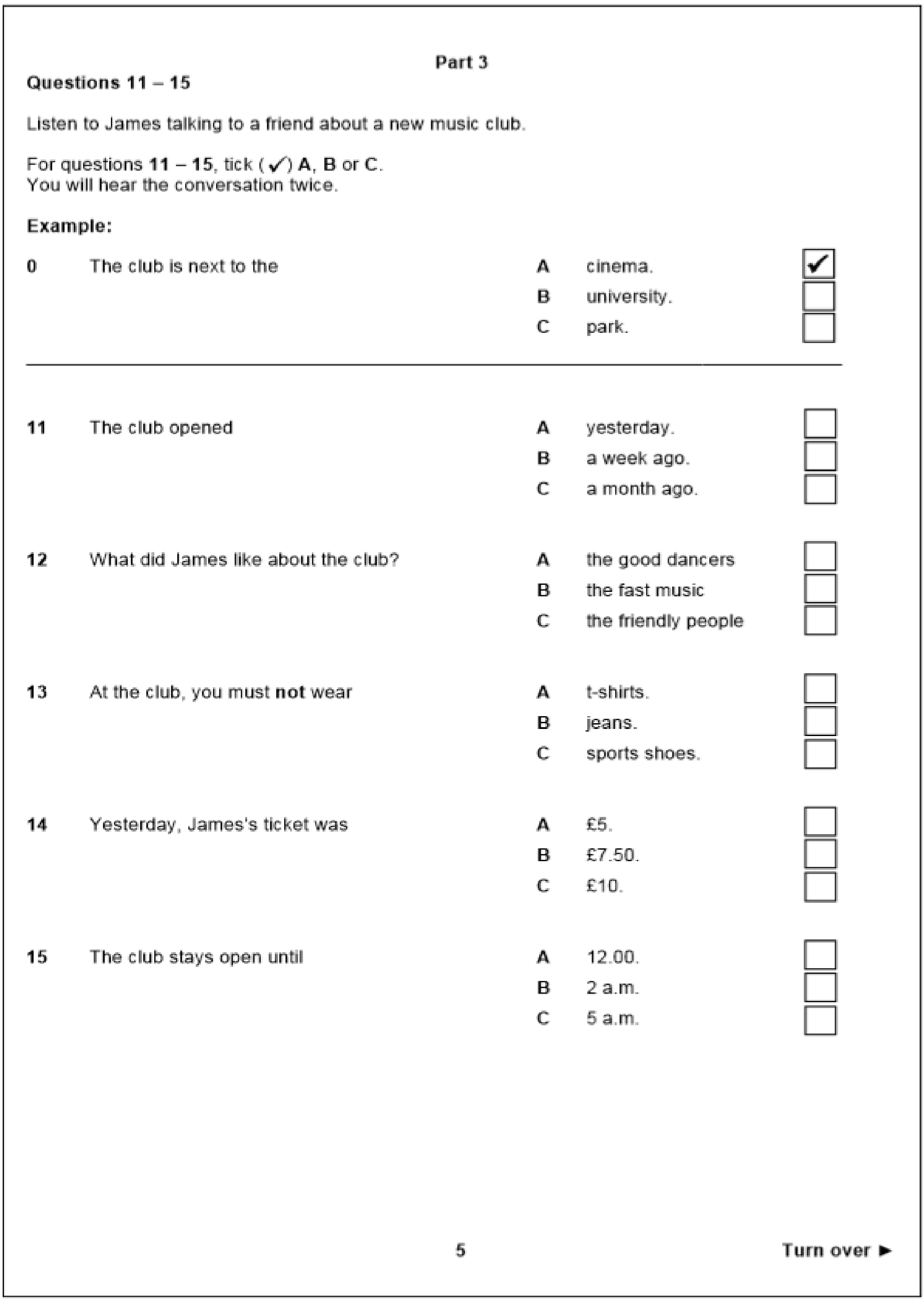
0	Jenny	C

People

6	parents	☐
7	brother	☐
8	sister	☐
9	aunt	☐
10	cousin	☐

Presents

A	belt
B	book
C	CD
D	chocolate
E	computer game
F	football
G	money
H	sweater



Part 3

Questions 11 – 15

Listen to James talking to a friend about a new music club.

For questions **11 – 15**, tick (✓) **A**, **B** or **C**.
You will hear the conversation twice.

Example:

0 The club is next to the
A cinema. ☑
B university. ☐
C park. ☐

---

11 The club opened
A yesterday. ☐
B a week ago. ☐
C a month ago. ☐

12 What did James like about the club?
A the good dancers ☐
B the fast music ☐
C the friendly people ☐

13 At the club, you must **not** wear
A t-shirts. ☐
B jeans. ☐
C sports shoes. ☐

14 Yesterday, James's ticket was
A £5. ☐
B £7.50. ☐
C £10. ☐

15 The club stays open until
A 12.00. ☐
B 2 a.m. ☐
C 5 a.m. ☐

5

Turn over ►

Part 5

Questions 21 – 25

You will hear some information about a food market.

Listen and complete questions **21 – 25**.
You will hear the information twice.

ELWOOD FOOD MARKET

Hall 1 sells: vegetables

21 and ....

Hall 2 sells: **22** cakes and ....

Hot breakfast in the café until: **23**

Hall 3

Piece of pizza costs: **24**

Children's playroom next to the: **25**

You now have 8 minutes to write your answers on the answer sheet.

Part 4

Questions 16 – 20

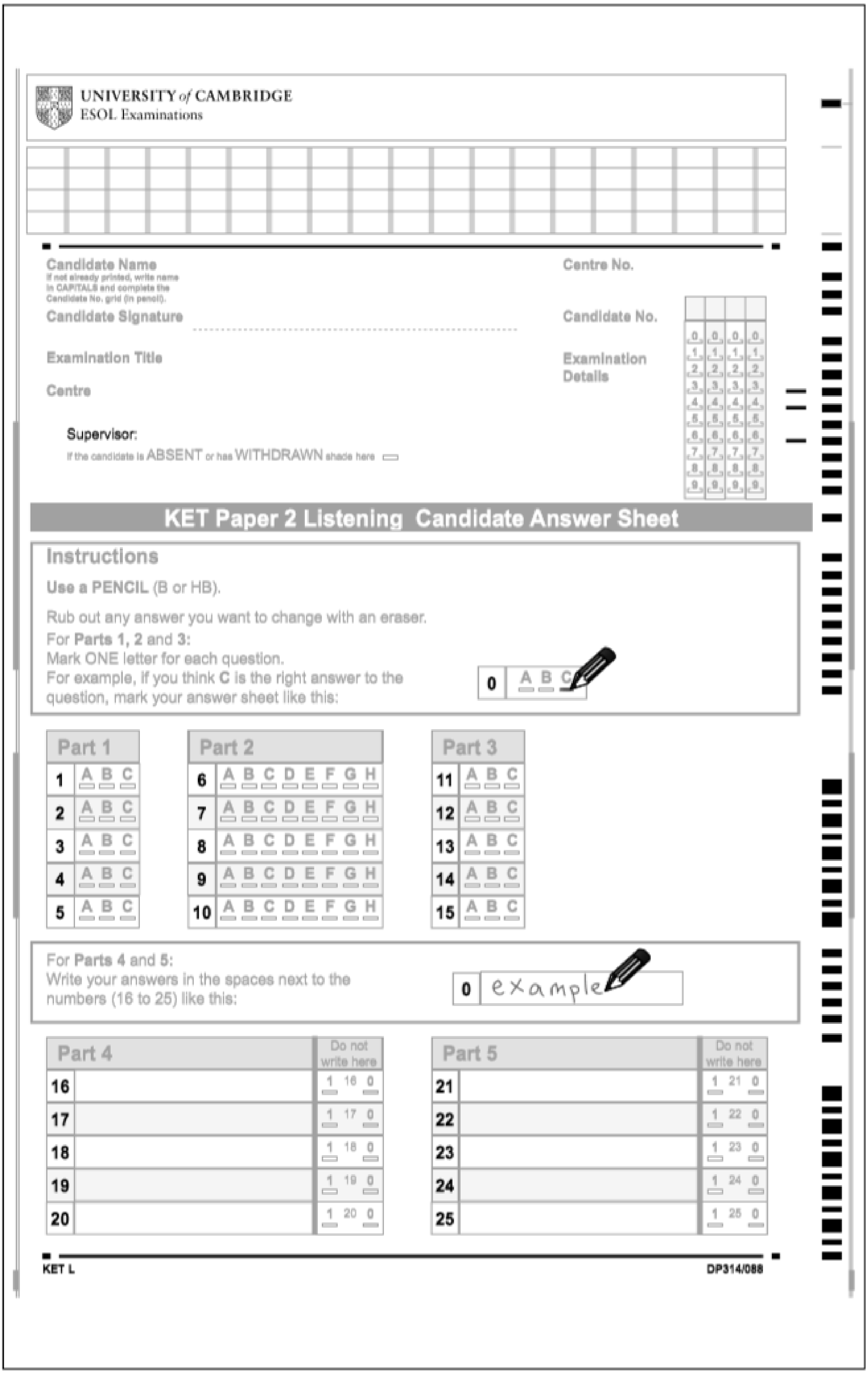
You will hear a man telephoning the Tourist Information Centre in Windfield.

Listen and complete questions **16 – 20**.
You will hear the conversation twice.

Trip to Windfield

Name of hotel in centre: Mill Hotel

Address:	**16**	24 .... Road
Cost of single room:	**17**	£
Telephone number of hotel:	**18**	
Places to visit:	**19**	Museum and ....
Museum closed on:	**20**	



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Centre No.

Candidate Signature ....

Candidate No.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Examination Title

Examination Details

Centre

Supervisor:
If the candidate is ABSENT or has WITHDRAWN shade here ☐

KET Paper 2 Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For **Parts 1, 2** and **3:**
Mark ONE letter for each question.
For example, if you think **C** is the right answer to the question, mark your answer sheet like this:

0 A B C

Part 1	
1	A B C
2	A B C
3	A B C
4	A B C
5	A B C

Part 2	
6	A B C D E F G H
7	A B C D E F G H
8	A B C D E F G H
9	A B C D E F G H
10	A B C D E F G H

Part 3	
11	A B C
12	A B C
13	A B C
14	A B C
15	A B C

For **Parts 4** and **5:**
Write your answers in the spaces next to the numbers (16 to 25) like this:

0 example

Part 4		Do not write here
16		1 16 0
17		1 17 0
18		1 18 0
19		1 19 0
20		1 20 0

Part 5		Do not write here
21		1 21 0
22		1 22 0
23		1 23 0
24		1 24 0
25		1 25 0

KET L DP314/088

POST TEST – READING

Part 1

Questions 1 – 5

Which notice (**A – H**) says this (**1 – 5**)?

For questions **1 – 5**, mark the correct letter **A – H** on your answer sheet.

Example:

0 Call this person if you are interested in buyingthese.

Answer: **0** A B C D E F G H ☐ ☐ ☐ ☐ ☐ ☐ ☐ ■

---

1 If you buy enough of these, you will get one free.

2 These will cost less at the weekend.

3 When you play here, you always need to wear the right things.

4 Speak to this person if you need some help.

5 You have to take these off before you enter this place.

A

Hilltop Guesthouse
Walkers - no dirty boots inside please

B

50% discount on all sports clothes
Saturday and Sunday only

C

Can't find the right shoe size?
Please ask the assistant

D

Grey's Hotel Pool
Towels available from front desk
One per guest

TOP GUY
Men's t-shirts
Three for the price of two

F

Tennis Club
Trainers and sports clothes only on the tennis courts

G

Football practice this weekend
Bring trainers –
we might play indoors

H

Ski boots for sale
Ring Sue – 657365
Weekends and evenings only please

Part 2

Questions 6 – 10

Read the sentences about Ravi's barbecue.
Choose the best word (**A**, **B** or **C**) for each space.

For questions **6 – 10**, mark **A**, **B** or **C** on your answer sheet.

Example:

0 Ravi ………… some friends to come to his house.

A visited **B** included **C** invited

Answer: **0** **A B C** ☐ ☐ ■

---

6 It was a great ………… for a barbecue.

A weather **B** day **C** temperature

7 Ravi ………… a big table and some chairs in the garden.

A did **B** put **C** held

8 Ravi had some ………… of chicken to cook on the barbecue.

A sides **B** parts **C** pieces

9 Everybody ………… and chatted while they were eating their food.

A laughed **B** enjoyed **C** pleased

10 Nobody wanted to ………… because they were having such fun.

A leave **B** close **C** end

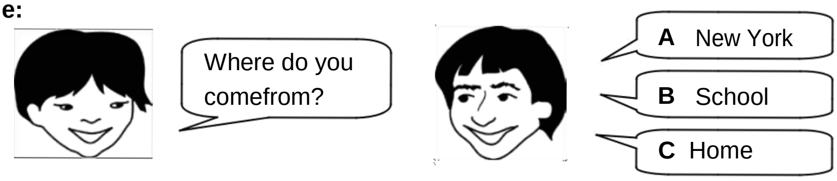
Part 3

Questions 11 – 15

Complete the five conversations.
For questions **11 – 15**, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Answer: **0** A B C ■ ☐ ☐

---

11 How do you eat this?

A In this restaurant.
B With a spoon.
C It'slovely.

12 Let's go to the cinema this evening.

A We don't have any
film. **B** You went to the
theatre. **C** I've seen the
film already.

13 Do you know why they came here?

A To meet Josie.
B For two weeks.
C On their way home.

14 I'm really sorry about breaking that plate.

A I'd like you
to. **B** Yes, you
were.**C**
That'sallright.

15 I feel very cold in here, don't you?

A Did you go out in the
rain? **B** I don't think there
is.
C Shall I close the door?

Questions 16 – 20

Complete the conversation between two friends.
What does Sarah say to Jack?

For questions **16 – 20**, mark the correct letter **A – H** on your answer sheet.

Example:

Jack: Hello Sarah. How was your weekend?

Sarah: **0** …………**G**

Answer:

	A	B	C	D	E	F	G	H
0	☐	☐	☐	☐	☐	☐	■	☐

Jack: It was OK. But Jane wasn't feeling very well.

Sarah: **16** ....

Jack: She felt tired and hot, so she stayed in bed. What did you do?

Sarah: **17** ....

Jack: That's great. Where did you go?

Sarah: **18** ....

Jack: A few times. My parents live near there. Did you go to the beach?

Sarah: **19** ....

Jack: It's always quiet. Did you go in the sea?

Sarah: **20** ....

Jack: Well, it's a lovely place. We're hoping to go there again soon.

A I drove to Burnham-by-the-Sea. Haveyoubeenthere?

B It was too cold to swim.

C No, I haven't. How long did you stay?

D I went away for a few days.

E Whenwassheill?

F I went for a walk there. Thereweren'tmany people.

G Fine, thanks. And yours?

H What was wrong with her?

Part 4

Questions 21 – 27

Read the article about a theatre school.
For questions **21 – 27**, mark **A**, **B** or **C** on your answer sheet.

_

My Theatre School

I've been an actor for thirty years, since I was ten, and four years ago I started a theatre school. It's open every Saturday and Sunday and I help there when I'm not in a play.

I got the idea for the school at a party. I was talking to a few friends, who said how difficult it is for young people who want to be actors. I didn't study in a theatre school, but it didn't matter because I learned by working in different theatres. But now, because a lot of these have closed, not many young people can do this.

My school is open to anyone, of any age, who wants to act. You don't have to be the world's best actor or singer and at the moment we have students from eight years old to twenty-six. Our teachers are actors themselves. I can't pay them anything but they come because they like being with the students and helping them. My twelve-year-old daughter, who sings beautifully, goes to the school. Last month she wanted to be an actor, but now she says she wants to be a police officer!

The school is hard work because it's getting bigger with more new students every week. It takes all my free time but I like being busy and it has become a special part of my life.

Example:

0 The writer opened her theatre school

A fouryears ago.
B tenyears ago.
C thirtyyears ago.

Answer: 0 A B C ■ ☐ ☐

---

21 When does the writer go to the theatre school?

A everySaturday and Sunday
B fromMondayto Friday
C onher free weekends

22 Who made the writer decide to start a theatre school?

A somefriends
B young people
C teachers

23 What is the problem today for young actors?

A The schools for actors are full.
B Acting is a difficult thing to learn.
C Many theatres are not open any more.

24 Everyone who goes to the writer's school

A has to be very good at singing.
B is hoping to work in the theatre.
C must be older than eight years of age.

25 Actors agree to teach at the school because they want

A to work with young people.
B to earn a little more money.
C to get better at their job.

26 At the moment, the writer's daughter wants to be

A a singer.
B an actor.
C a policeofficer.

27 How does the writer feel about the theatre school?

A She hasn't got enough time for it.
B It's very important to her.
C It has too many students.

POST TEST – LISTENING

Part 1

Questions 1 – 5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions **1 – 5**, put a tick (✓) under the right answer.

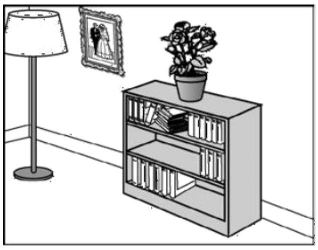
Example:

How many people were at the meeting?

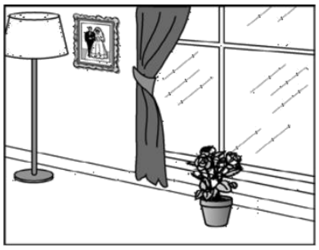
3	13	30
A ☐	**B** ☐	**C**✓ ☐

---

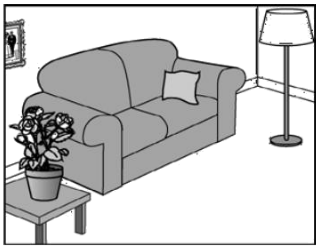
1 Where will Helen put her new house plant?



A ☐

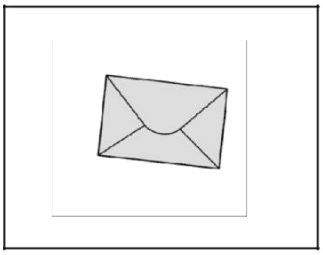


B ☐

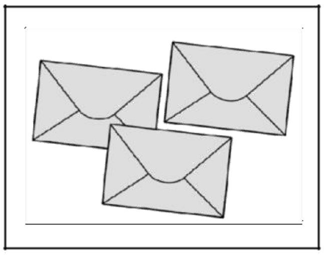


C ☐

2 What post does the woman have today?



A ☐



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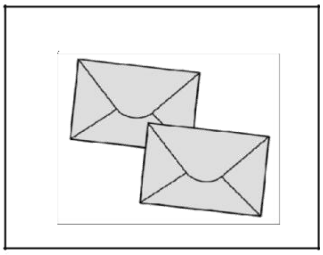
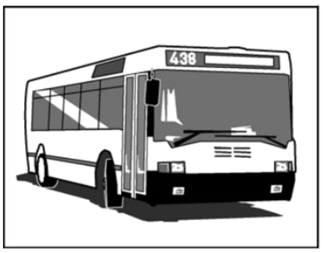
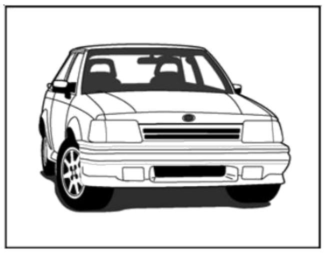
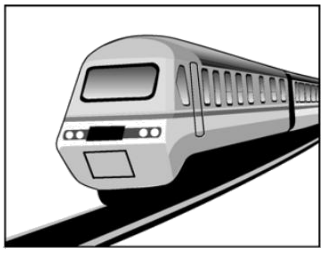


C ☐

3 How will the friends travel to the city?

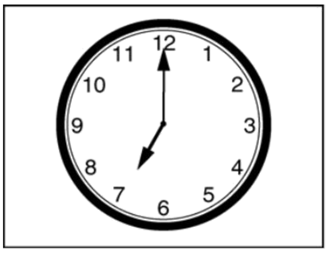


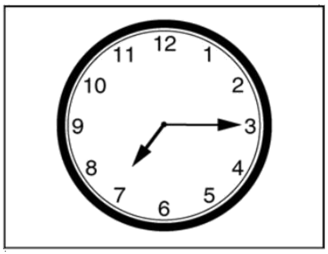


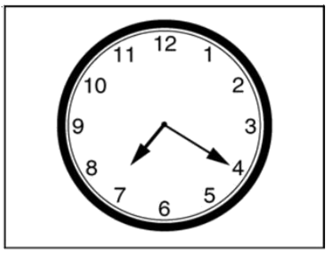


A ☐ **B** ☐ **C** ☐

4 What time will they have dinner this evening?

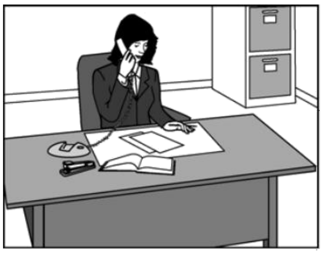


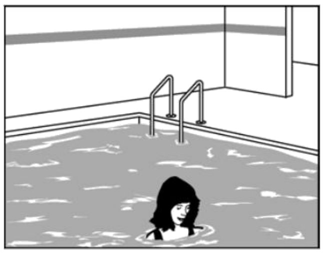


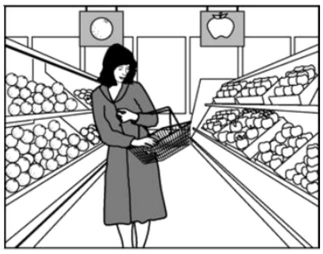


A ☐ **B** ☐ **C** ☐

5 What will Jenny do this afternoon?







A ☐ **B** ☐ **C** ☐

Part 2

Questions 6 – 10

Listen to Megan talking to a friend about her glass animals.
Which person gave her each animal?

For questions **6 – 10,** write a letter **A – H** next to each animal.
You will hear the conversation twice.

Example:

0 dog F

GLASS ANIMALS

6 dolphin ☐

7 elephant ☐

8 cat ☐

9 lion ☐

10 bear ☐

PEOPLE

A brother

B cousin

C father

D friend

E grandfather

F grandmother

G mother

H sister

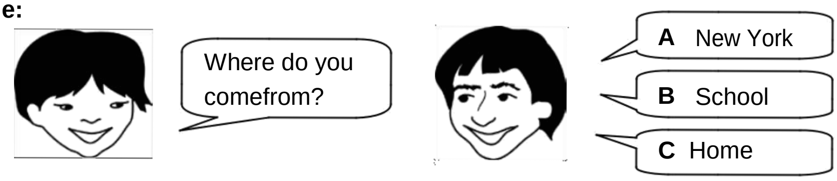
Part 3

Questions 11 – 15

Complete the five conversations.
For questions **11 – 15**, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Answer: **0** A B C ■ ☐ ☐

---

11 How do you eat this?

A In this restaurant.
B With a spoon.
C It'slovely.

☐
☐

13 Let's go to the cinema this evening.

A We don't have any film. **B** You went to the theatre. **C** I've seen the film already.

☐
☐
☐

13 Do you know why they came here?

A To meet Josie.
B For two weeks.
C On their way home.

15 I'm really sorry about breaking that plate.

A I'd like you to. **B** Yes, you were.**C** That'sallright

Part 4

Questions 16 – 20

You will hear a woman talking to a man. She wants to buy a car.

Listen and complete questions **16–20**.
You will hear the conversation twice.

CAR FOR SALE

Telephonenumber: 534028

Car made in: **16**

Age of car: **17** .... Years

Colour of car: **18**

Price of car: **19** £ ....

Addresstosee car: **20** 24 .... Lane

Part 5

Questions 21 – 25

You will hear some information about a castle.

Listen and complete questions **21 – 25**.
You will hear the information twice.

OldbridgeCastle

Castlenot open on:		Mondays
Number of bus to castle:	**21**	
Specialexhibition of:	**22**	16th and 17th century ....
Café open:	**23**	between 10a.m. and .... p.m.
Castle shop has free:	**24**	
Price of an adult ticket:	**25**	£ ....

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