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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: THE USE OF MOBILE DEVICES FOR ENGLISH LEXICAL IMPROVEMENT BY STUDENTS AT 1ST, 2ND, AND 3RD YEARS OF BACHILLERATO GENERAL UNIFICADO SAN GERARDO UNIT.

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

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Ambato – Ecuador

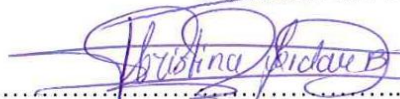
2019

A LA UNIDAD DE TITULACIÓN DE LA UNIVERSIDAD TÉCNICA DE AMBATO

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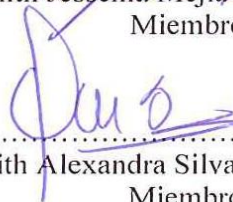
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TEMA:

THE USE OF MOBILE DEVICES FOR ENGLISH LEXICAL IMPROVEMENT BY STUDENTS AT 1ST, 2ND, AND 3RD YEARS OF BACHILLERATO GENERAL UNIFICADO SAN GERARDO UNIT.

AUTOR: Licenciado Wilson Gonzalo Rojas Yumisaca

DIRECTOR: Licenciado Rotini Peter Oye Magíster

FECHA: 23 de octubre de 2017

RESUMEN EJECUTIVO

La presente investigación tiene como objetivo determinar si el uso de los dispositivos móviles ayuda el mejoramiento del léxico en los estudiantes de primero, segundo y tercer año de bachillerato en la Unidad Educativa “San Gerardo”, provincia de Chimborazo, Cantón San Gerardo de la ciudad de Riobamba, para lo cual se realizó una investigación de campo con la aplicación de encuestas a 69 estudiantes, 5 autoridades y profesores de la unidad educativa.

Los resultados de esta encuesta demostraron que tanto profesores como estudiantes tienen acceso y son propietarios de dispositivos móviles, pero teniendo como preferencias el uso de celulares inteligentes y aplicaciones móviles en un promedio de 2 a 3 horas por día, lo cual facilita interactuar libremente utilizando este dispositivo móvil como herramienta para el proceso de enseñanza aprendizaje del léxico en el idioma Inglés. Además, las encuestas permitieron conocer que es importante hacer uso de la tecnología y dejar de lado las actividades monótonas en las aulas sin la participación activa de los estudiantes.

Por tal motivo se aplica un pre y post test con la finalidad de medir el conocimiento de los estudiantes antes de y después de aplicar estrategias

metodológicas viables dentro del aula a través de aplicaciones libres de pago y el uso de celulares para el mejoramiento del léxico.

Es necesario también mencionar que para la obtención de los datos y análisis de los resultados del pre y post test se utilizó la prueba T de estudiante con el programa estadístico SPSS (Estadística para las Ciencias Sociales) la misma que permitió obtener resultados debidamente comprobados.

Finalmente, los resultados de la investigación demostraron el impacto académico que tuvo en los estudiantes y profesores de la unidad educativa “San Gerardo”, luego de la adecuada aplicación de la “Guía del Estudiante” propuesta con sus diferentes actividades; las misma que permitió obtener el mejoramiento del léxico y cumplir con los objetivos planteados.

DESCRIPTORES: Aplicaciones móviles, celulares inteligentes, dispositivos móviles, estrategias metodológicas, herramienta, idioma inglés, investigación de campo, mejoramiento del léxico, proceso enseñanza aprendizaje, tecnología.

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THEME:

THE USE OF MOBILE DEVICES FOR ENGLISH LEXICAL IMPROVEMENT BY STUDENTS AT 1ST, 2ND, AND 3RD YEARS OF BACHILLERATO GENERAL UNIFICADO SAN GERARDO UNIT.

AUTHOR: Licenciado Wilson Gonzalo Rojas Yumisaca

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DATE: October 23rd, 2017

EXECUTIVE SUMMARY

The objective of this research is to determine if the use of mobile devices helps the lexical improvement in the first, second and third school years of the Educational Unit "San Gerardo", Chimborazo province, San Gerardo Parish in Riobamba, on which a field investigation was conducted with the application of surveys on 69 students, 5 authorities and teachers of the education unit.

The results of this survey showed that both teachers and students have access to and are owners of mobile devices, but they prefer to use smartphones and mobile applications in an average of 2 to 3 hours per day, which facilitates free interaction using this device mobile as a tool for lexicon teaching-learning process in English language. In addition, the surveys allowed to know that it is important to use technology and put aside monotonous activities in the classroom without the active participation of students.

For this reason, a Pre – Post Test was applied in order to measure students' knowledge before and after applying viable methodological strategies in the classroom through free applications and the use of cell phones for lexical improvement.

It is also necessary to mention that in order to obtain the data and analysis of the results of the pre and post test, the student's T test was used with the statistical program SPSS (Statistics for Social Sciences), which allowed obtaining the proven results.

Finally, the results of the research showed the academic impact it had on the students and teachers at the educational unit "San Gerardo", after the adequate application of the "Student Guide" proposed with its different activities; the same allowed to obtain the lexical improvement and to accomplish the proposed objectives.

KEY WORDS: English language, field research, lexical improvement, methodological strategies, mobile applications, mobile devices, smartphones, technology, tools, teaching-learning process.

INTRODUCTION

Teaching activity has been characterized by following the traditional educational model, where the main and only actor of the learning process has been the teacher but the high increase in technology with new tools has opened new learning options through the use of mobile devices in the classroom considering the needs of an educational model to guide the academic process.

Considering, the statement mentioned above, this research work refers to topics related to methodology, methods and techniques, which have been applied with the use of mobile devices and applications for the lexical improvement in English language and which are currently in full development. In addition, this study has been conducted in order to determine whether the use of mobile devices and applications, helps to improve the vocabulary of students at “San Gerardo” education unit.

This research work titled: “The use of mobile devices for English lexical improvement by students at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo unit”, 2016-2017 school year in Riobamba, Guano canton; San Gerardo parish”, plans to solve the problem encountered in the institution, following the next steps:

In Chapter I: It talks about the problem of the research, and its contextualization from a macro, mezzo and micro viewpoint that the educational institution and its environment present. It is analyzed critically, in order to develop the objectives that we want to achieve; and indicate the reasons why the current research is justified.

In Chapter II: It present the theoretical framework, which is composed by the research background, the philosophical and legal foundation of the theme; besides the hypothesis and key categories which orientate the problem of the research from a scientific and bibliography viewpoint.

In Chapter III: It addresses the basic method and the level of the research shows the design this research follows. The sample states the number of people involved and the operationalization of variables displays the development of the instruments for this work; and finally, the description of the instruments that are going to be used for collecting information and data.

In Chapter IV: It presents the analysis and interpretation of results with the findings displayed in figures and charts. The hypothesis verification is also established along with the bell curve.

In Chapter V: It covers the conclusions and recommendations of the research, which help to determine assumptions from all the results obtained with the different instruments of the collecting data; besides it allows to give suggestions about the current problem.

In Chapter VI: It talks about the proposal, which is focused in the research and design of activities that are going to be applied. The proposal contains a study guide based on MALL approach in order to enhance English lexical. It also details the process of how the proposal is going to be applied.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

“The Use of Mobile Devices for English Lexical Improvement”

1.2 Problem Statement

“The use of mobile devices for English lexical improvement by students at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo unit”, 2016-2017 school Year in Riobamba, Guano Canton; San Gerardo Parish.

1.2.1. Contextualization of the problem.

The high increase in the use of technology around the world has created controversial points of view between believers and doubters. Nowadays, technology offers variety of benefits and improves access to education while maintaining a high quality of education by facilitating alternatives in the learning process as well as instructional methods and skills. (Johnson, 2018)

Hooft J. (2006) says that, “Mobile devices are important instruments that make teaching relevant and meaningful thereby the students improve their lexical and numeracy abilities”. Nevertheless, English as Foreign Language students not necessarily use these devices for educational purposes, which presents a constraint while developing activities to improve vocabulary in the classroom. In the same way, J. Attwell (2005) reports. “Mobile devices use encourages in an independent and collaborative way and also increases the learners’ self-esteem and self-confidence.” This affirmation emphasises the importance of implementing technology-based activities in the classroom on the condition that students understand how positive and productive it could be since the majority of youngster spend a considerable amount of time only on social networks. (West, 2013)

The use of devices in English classes has not only presented positive benefits, but also negative ones, which must be taken into account. The first one is that students have not received the proper guide or training to choose educational activities to increase their vocabulary or improve their lexical and of course, teachers play a relevant role in this aspect. Due to teachers' lack of knowledge and skill regarding the latest and updated, applications, which can be taken advantage of in the English classroom, students feel unmotivated to try new things or learn new words. Moreover, some teachers prohibit the use of cell phones in the classroom because they consider it only as a distractor and not as a very useful tool, which can highly contribute in vocabulary learning; teachers prefer learners not to use these devices because there are certain doubts that students are surfing on social networks instead of paying attention in classes. In other words, teachers are used to the traditional tools for developing classes. (Lynch, 2015)

On the other hand, some teachers agree because, they perceive that the mobile learning have their benefits in English classes, but at the same time, they want to prevent students from such use by integrating mobile teaching-learning in order to integrate mobile activities in English classes. (Sung, 2016)

Additionally, it is necessary to mention that majority of students use cellphones in the classroom because of low-cost of internet access, in some high schools, students even have free Wi-Fi access, which increases the possibility of surfing the web whenever and wherever they want. According to a study developed by "The way forward for Education", 94% of students want to use their cell phones in the classroom, but it is the teacher's responsibility to direct this interest for academic purposes. (Harper, 2009)

In a great number of classrooms across Ecuador, learners bring and use their mobile devices. Incidentally, some learners may use this kind of technology for purposes related to classroom activities such as taking notes, looking up meanings of new words and vocabulary or may be surfing on the net. Others students may be using the same devices in order to communicate with friends

through WhatsApp, Messenger, Facebook or any other social networking site using various applications. The concern is in knowing and understanding what incidence this behavior has on English lexical learning. Specifically, there is a need to examine if using mobile devices in English classrooms helps or harms in the teaching process. (Trinder, 2017)

According to Hooft J. (2006), even though mobile devices have become more popular, their use has been met with resistance by both teachers and students in the learning environment based on the concept that they produce irritability in the classrooms. In the same way, James E. Katz (2008) declares that the mobile devices are a strongly inappropriate tool for learning or teaching due to the fact that students only use them for chatting and texting and not for studying or carrying out classroom activities. (Kartz, 2008)

Nowadays, teachers and students in the Education Unit “San Gerardo” in Chimborazo Province face many challenges in the English classrooms and one of them is the use of mobile devices. The rapid spread and use of smart phones, tablets, laptops, iPhones, iPads; etcetera has produced distraction and taken over the attention of students using these devices. It is common to see that while the teacher is busy helping other students or writing on the board, students are sending instant messages to friends, listening to music, or watching videos on the internet; despite the fact that the teacher has already set up the rules about use of phones in the classroom. Some teachers have decided to confiscate the cell phones, others just prohibit their use but students are always looking for the opportunity to take their mobiles out ignoring the rules or instructions given by the teacher. All these situations cause discomfort in the classroom and thus reluctance in using them during a lesson. (Earl, 2012)

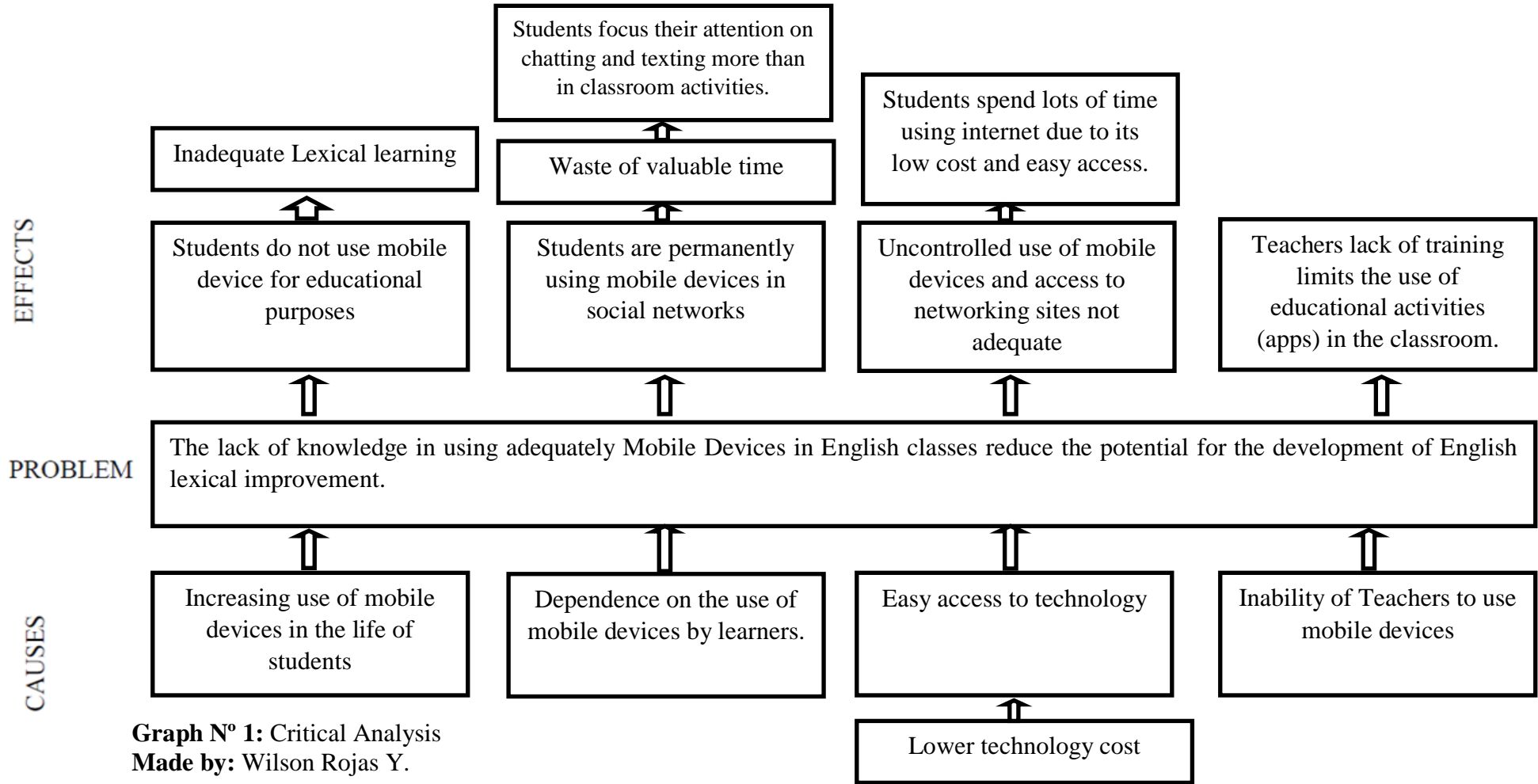
The students in 1st, 2nd, and 3rd grades of Bachillerato General Unificado; who are engaged most of the time in using these mobile devices in texting messages, playing video games, checking applications and social networks are

developing a kind of addiction to these digital devices. Then, there is a controversy among teachers and students if it is legal or illegal to use mobile devices in classes; because many teachers believe that students spend most of their time in and outside the classrooms using these devices hence do not pay attention in classes as this interrupts the teaching-learning process.

This concern has potential merit because recent statistics from the Pew Foundation show that “the median number of daily texts for older teens rose from 60 in 2009 to 100 in 2011”. Moreover, “64% of teens who have smart phones have messaged in class and also in educational institutions where mobile phones are banned.” (Cooper, 2005)

For all the mentioned above, it can be noticed that modern mobile devices create a great temptation to surf the internet, check social media, contact friends, play video games, explore new applications or take other mobile devices. Some students in class find it difficult to resist the idea to remain focused on academic activities and students at 1st, 2nd, and 3rd years of Bachillerato General Unificado are not the exception. Many teachers and students support the idea of using mobile devices in the classrooms, because they present a variety of activities to be used and they believe that these devices are not only used for social and entertainment activities but also for academic and educative purposes and they provide striking options for teaching-learning process.

1.2.2. Critical Analysis



Graph N° 1: Critical Analysis
Made by: Wilson Rojas Y.

The current investigation is about the use of mobile devices in the English as a Foreign Language classroom in order to improve English Lexical in the teaching–learning process at 1st, 2nd, and 3rd years of Bachillerato General Unificado, 2016-2017 school year in Riobamba, Guano Canton; San Gerardo Parish. This study has generated positive and negative results, which must be taken into considerations considering that majority of students has at least a mobile device and they prefer to use them in classes. This has become a problem in English classes during the teaching – learning process.

As a result, the lack of knowledge in using Mobile Devices appropriately in English classes reduces the potential for the development of English Lexical Improvement at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo because of the increasing use of mobile devices in the life of students has produced many effects which have been interrupting the process of acquiring new vocabulary and one of these effects is that the students do not use mobile devices for educational purposes; they use them for chatting and surfing on social networks. Besides, the bad use of mobile devices in classrooms produces an inadequate lexical learning because students chat all the time and when they do it, they prefer use expressions, short words, acronyms and emojis.

On the other hand, the dependence that learners have on the use of mobile devices produces that students are permanently surfing on social networks and at the same time it becomes a waste of time. These effects lead to students to focus their attention on chatting and texting in class more than paying attention to the English class. So, students have created a dependence on the use of mobile devices.

Furthermore, the easy access to the technology and the lower technology cost have produced an uncontrolled use of mobile devices in classrooms and access to inadequate networking sites by student which reduced the potential for the development of English lexical. As a consequence, with the easy access students spend a lot of time on their mobile devices without academic production.

Finally, the inability of some teachers for using mobile devices in order to take advantage of them, it does not allow using many educative applications with academic purposes. So, the lack of knowledge about mobile devices limits teachers for developing lexical activities in classroom using mobile devices.

Consequently, all these causes produce many effects that also have to be considered for example most of the students do not use mobile device for educational purposes, hence they are permanently uncontrolled using their devices, surfing on inadequate networking sites, means while teachers do not allow the use of mobile devices due to unfamiliarity on their use.

As conclusion, all these causes and effects do not allow active development in English classes and therefore there is no lexical improvement which is a fundamental part for the learning process of another language.

1.2.3. Prognosis

English has a remarkable status around the world, it is a global language called Lingua Franca. For these and other reasons, it is important create students' consciousness about the importance of the development of English lexical. If the current research based on English Lexical Improvement at 1st, 2nd, and 3rd years of "San Gerardo" Unified General Baccalaureate Education Unit, in Riobamba, is not carried out, the interaction between classmates and teacher will be affected.

In addition, if the current research project based English Lexical Improvement is effectively carried out and implemented in the institution, learners will have the opportunity to use English language meaningfully. Consequently, students' participation will enhance and increase due to the use of mobile devices in an appropriate way allow them to enhance their vocabulary in authentic situations, as well as to be focused on the English lexical improvement.

On the other hand, If mobile devices and application in English classes are not used adequately for the development of English lexical improvement, the learning results will not properly be very valuable since the students need to develop a

significant learning performance which will be useful in classrooms as a foreign language for a proper lexical learning process in the Baccalaureate students at San Gerardo Education Unit, then, it negatively affects their English learning performance.

First, Teachers will not have a structural change, which will not be integrated to reach significant lexical teaching and at the same time will not achieve students' engagements, motivation and accelerate the learning of lexical in English classes.

Secondly, if the problem of poor lexical improvement persists, students will not have sufficient vocabulary to understand others or express their own ideas. Teaching vocabulary has always been one of the most difficult challenges facing EFL teachers in a context where the exposure to the language is minimum and thus it makes more difficult for students to memorize and remember words.

Furthermore, if the problem persists, students will not be focused on learning since they will be engaged in using these devices in social network activities and not in classroom lessons, which creates or motivates a waste of time. Similarly, the classrooms will have the common classes or the traditional ones, whereby the results will show lack of interest and demotivation and consequently both teacher and students will have productive classroom activities.

Therefore, if mobile and applications are used incorrectly, they will think that these tools are not useful and they will not have an effective lexical improvement in the new education systems for the teaching learning process. What it means is that they will not have control in classes with the use of the new technological devices because of their unfamiliarity and inadequate use.

1.2.4. Setting of the problem

How does the use of mobile devices influence English lexical improvement by students at 1st, 2nd, and 3rd years of Bachillerato General Unificado San

Gerardo Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish?

1.2.5. Research questions

- What mobile applications do students use in classroom for improving vocabulary in English classes at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish?
- What mobile devices do students use to improve vocabulary in English at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish?
- What is the most effective approach for English lexical improvement at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish?
- What didactic resource can be implemented for English lexical improvement at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish?

1.2.6. Research delimitation

Content Delimitation

- Field:** Education.
- Area:** Technological Teaching.
- Aspect:** Use of Mobile Devices for English Lexical Improvement.

Temporal delimitation

2017 - 2018 School Year.

Social delimitation

The research project will be developed at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit, 2017-2018 School Year in Riobamba, Guano Canton, and San Gerardo Parish.

1.3. Justification

The importance of the study aims to establish what the incidence of using mobile devices is in English lexical improvement with Baccalaureate students in “San Gerardo” Educative Unit. Consequently, with the correct use of mobile devices, this research ferments to get better English lexical improvement in classrooms and that teachers take advantage of the technology by using more resources since in the daily classrooms activities students easily get frustrated and demotivated because they cannot use their mobile devices as a tool for their academic activities. So, they don’t pay attention in classes and/or are distracted because they prefer having on hands their mobile devices producing at the same time developing a negative attitude.

Furthermore, the interest of developing is to contribute to the contextualization of methodological strategies in classrooms according to the population of “San Gerardo” students and also considering what kind of available mobile devices and applications the students have.

The originality of this study is based on that the mobile devices and applications are implemented in the process of the lexical improvement in the L2 classrooms. In the same way, the development of this work has literature review about the project variables such as mobile devices and lexical improvement and after that will be applied a survey in order to collect data and then will be taken a Pre and Post Test to establish the level of English lexical that students possess.

Moreover, this study has a high great of feasibility due to the fact, that not only having technology and resources but also the support of the “San Gerardo” authority and lecturers from Technical University, Ambato, who are an essential part in the development of this research. Additional to this, it is necessary to

develop this work because the problem is happening. Therefore, they don't have control of using technology, mobile devices, network sites and hence create pedagogical problems.

Finally, the beneficiaries of this study are baccalaureate students at "San Gerardo", a public institution located in Riobamba in the Chimborazo province. As a matter of fact, students are evidenced that they will improve their lexical because mobile devices and applications will reinforce meaningful learning.

1.4. Objectives.

1.4.1. General Objective.

To incorporate the use of mobile device applications for lexical improvement in English by Students at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish.

1.4.2. Specific Objectives.

- To identify the main mobile devices used for English lexical improvement by Students at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish.
- To establish the most effective approach for English lexical improvement at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish.
- To develop a didactic study guide for lexical improvement in the English as a foreign language classroom at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Research Background

Some studies have previously been developed regarding the use of mobile devices and lexical improvement; nevertheless, all of them took place internationally. Among the most relevant ones are detailed below.

Ahmet Basal (2016) contributes with his study entitled “Effectiveness of Mobile Applications in Vocabulary Teaching” developed in Turkey with the objective to investigate the effectiveness of a mobile application on teaching idioms in the Michigan Corpus of Academic Spoken English corpus compared to traditional activities. The results of this experimental design indicate that the experimental group students who learned idioms through the use of mobile applications, achieved significantly better than their counterparts in the control group with traditional activities; thus, indicating that the use of the mobile application was more effective in teaching idioms than the traditional activities. (Basal, 2016)

Rahmani Khaoula (2016) presents the study “The importance of using mobile technology in improving students’ vocabulary”, the objectives of this paper were to encourage students in enhancing their vocabulary through using mobile technology, to improve language skills, to give the students the chance to learn new vocabulary, and to stimulate and facilitate vocabulary acquisition. After concluding the studies, the researcher concludes that mobile learning can be considered as a facilitating way for EFL learners to be more interactive and then motivated, the use of mobile technology can be a very useful way for learners to improve their vocabulary acquisition. (Khaoula, 2016)

The investigation “Exploring the impact of Mobile-Assisted Language Learning on developing learner’s lexical competence,” conducted by Narimane

(2016) contributes significantly, since its main goal is to investigate the newly flourishing learning approach known as MALL. The focus is to find out how the EFL students of Biskra University update themselves to use mobile devices to assist their vocabulary learning, and how they learn new lexical items to discover how EFL teachers and EFL students use handled devices in their daily learning practices. At the end on the study, the following conclusion was drawn, EFL students use their mobile devices as teaching and learning tools in order to develop their lexical competence as well as EFL teachers perceiving MALL activities as an effective mean in enhancing vocabulary knowledge. (Gacem, 2016)

In the national scope, after reviewing the Repository of The Armed Forces University - (ESPE) in Quito and Technical University in Ambato. It is concluded that there are no identical or similar works concerning the topic: *“The Use of Mobile Devices for English Lexical Improvement”*. In the archive of The Armed Forces University – (ESPE) in Quito, a study titled “The incidence of using authentic material in teaching vocabulary to students who are attending 10th grade at Saint Patrick School in Quito-Ecuador from September to December 2012” was found, but it does not constitute a significant contribution to the current research.

2.2. Philosophical Foundation

The current study is based on the constructivist theory. The word constructivism comes from the word construction or structure. This theory emphasizes learning through information building; whereby students construct their knowledge by taking advantage of prior experiences. In addition, there are some relevant points, which explain constructivism.

Jean Piaget was a Philosopher from Switzerland who argues that people produce their knowledge and form meaning based upon their experiences. Piaget’s theory covered learning theories, teaching methods and education reform. Jean Piaget was a scientist very famous for his constructivism theory that he did studying cognitive development and learning theories.

Piaget concluded that two of the components which created the construction of an individual's new knowledge are: Accommodation and Assimilation.

Piaget's theory of constructivism addresses how learning actually occurs that is why the role of teacher is very important in this research work because they act as a guide and facilitator who helps students come to their own understanding.

The resources, mobile devices and techniques for this learning theory take a very different approach toward traditional learning. The teacher must be asking instead of answering questions to the students, so the students come to the conclusions on their own. (Aldoobie, 2015)

Knowledge is not transmitted to students by the teacher, but by implementing didactic applications, students can use their mobile devices to practice vocabulary at their own place.

Learners use their own experience or prior knowledge to explain new knowledge. A great advantage of using mobile devices in the English classroom is that they are accessible in all levels, which give students the possibility to discover and apply new knowledge in classroom activities guided by the teacher.

Learning is an active dynamic process. It is well known that students enjoy all kind of gadgets. Then, why not motivate them to use their cellphones in class, but for educational purposes?

The integration of mobile technology and constructivist learning theory is impacting educational environments because they are changing daily and we can see that constructivist learning theory and mobile technology are being utilized in increasing numbers and innovative ways.

Learning is social. Through social networks such as Messenger, Facebook, and WhatsApp, students can learn from others while enjoying all the benefits technology offers.

Furthermore, learning is evidentiary and contextual because human beings do not learn secluded facts or theories, but cause and consequence or relationships for what they want to learn. Besides, constructivism is not a new learning theory; it originates all the way from Socrates, Plato, and Aristotle. In addition, there are three top persons, who made real good impacts to demonstrate the pattern of constructivism theory: John Dewey, Lev Vigotsky, and Jean Piaget. (Aldoobie, 2015)

2.3. Legal basis

The legal statutes that support the current research work are the following:

Republic of Ecuador Constitution of 2008. Section Five – Education

“**Article 26** Education is a right of the people throughout their lives, which is an unavoidable and mandatory duty of the State. It constitutes an area of priority for public policy making and state investment, guarantee of equality, social inclusion and indispensable condition for good living. People, families and society have the right and responsibility to partake in education.” In fact, this article guaranty that all students have the same rights to be included in education and give them an authentic process of teaching learning.

“**Article 27** Education will focus on human beings and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; it shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; promote gender equity, justice, solidarity and peace; encourage critical faculties, arts, sports, individual and community initiatives, the development of competencies and capabilities to create and work. Education is indispensable for knowledge, exercise of rights, building a sovereign country and key strategy for national development.” Indeed, teacher have to give students an inclusive and participatory participation during classes and persuade them to go ahead in their studies.

“Article 28 Education shall be for general welfare of the public and not be at the service of individuals and corporate interests, Universal access, permanence, mobility and graduation without any discrimination shall be guaranteed, as well as compulsory attendance of initial schooling, basic education and secondary education or their equivalents.” As this article says, all students have to receive an individual and a cooperative learning processes, consequently teachers have the obligation to guide students at the beginning, during and after classes.

Education is seen as the right of every citizen and community to interact among cultures as well as participate in a society that is ready to learn. The State shall promote intercultural dialogue in all her many dimensions.

“Article 29 The State shall guarantee the freedom to teach, academic freedom at higher education level, and the right of the people to learn in their own language and cultural environment. Parents or their representatives shall be at liberty to choose for their daughters and sons an education that is in line with their principles, beliefs, and pedagogical options.” In fact, this article persuades students and teacher to have an integral education with many values without restrictions but getting an integral process of education into the classrooms. (ASSEMBLY, 2008)

Ecuadorian Ministry of Education, Mandatory Curriculum Levels of Education - English as a Foreign Language.

Introduction

This English Language curriculum is designed for students in Basic General Education (2nd to 10th) and Unified General Baccalaureate (1st to 3rd), whose mother tongue is not English. Since Ecuadorian population is comprised of groups of people from different cultural and linguistic backgrounds, this curriculum acknowledges that not all learners in Ecuador are L1 Spanish speakers and there are varying degrees of bilingualism across communities. In keeping with

the needs of a linguistically and culturally diverse population, this curriculum presents a rationale and framework for learning English while acknowledging authentic, culturally relevant production and practices in order to facilitate educational inclusion of learners regardless of their L1.

This curriculum is built with monolingual and multilingual learners in mind, including those who speak Spanish and those who have little or no knowledge of Spanish. It aims at supporting the policy of developing citizens in Ecuador to communicate effectively in today's globalized world. The curriculum also supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning. These are the skills Ecuadorian learners will need to engage successfully in the local and international communities in the 21st century. (Ecuador, 2014)

How English as a Foreign Language contributes to the existing profile of Ecuadorian high school students.

The Ecuadorian High School existing Profile aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by focusing on the development of life skills, work skills, and entrepreneurship skills. Indeed, all the educational public institutions are engaged to increase their level of teaching learning.

The English as a Foreign Language (EFL) curriculum embraces the development of creative and critical thinking skills, as well as attitudes such as ethical conduct, through the values of academic honesty and integrity. These skills are integrated within the five curricular threads and encourage learners to act responsibly and respect themselves as well as others while participating in the communication process. In doing so, the curriculum endorses the values of solidarity and justice. In fact, English has become an important subject around the world and why not Ecuador. Then, based on these principles, English language has to be in the place that correspond and community, authorities, teachers, parents and students have the responsibility for receiving an education of quality.

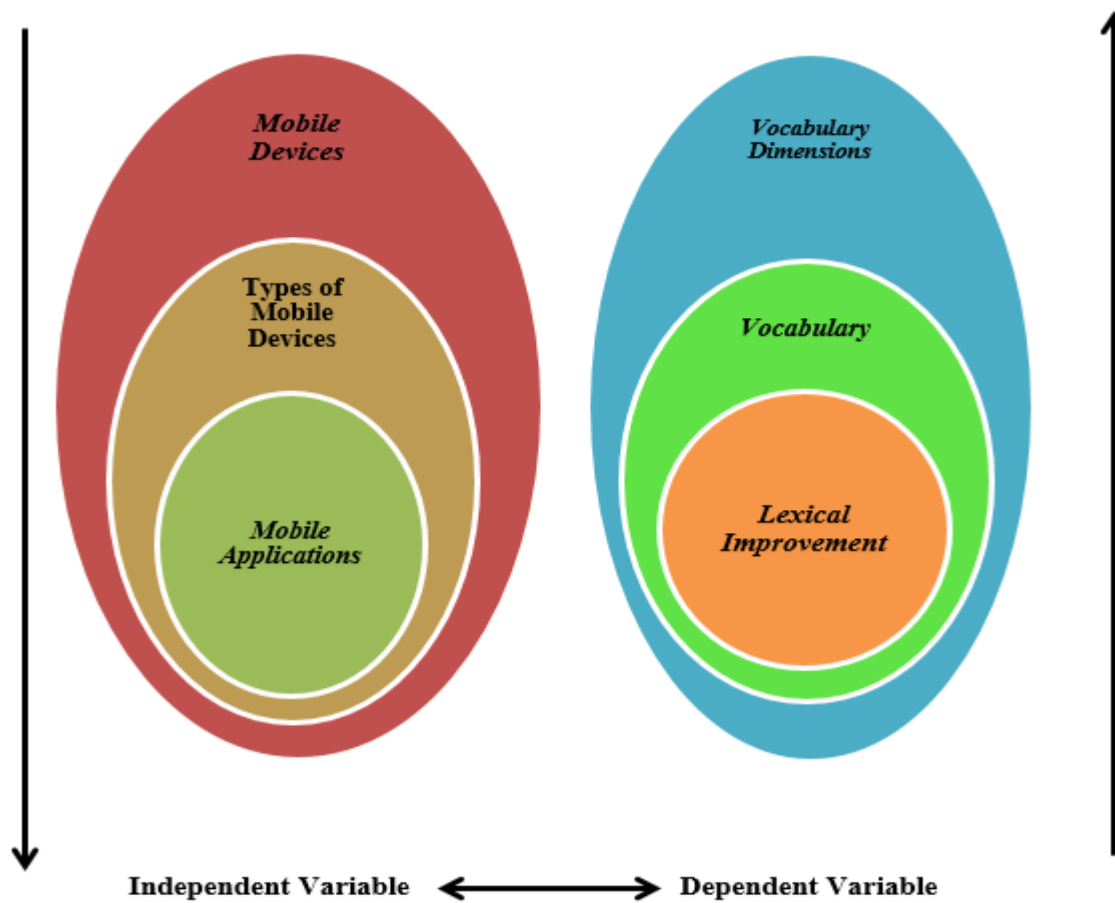
The curriculum is designed to stimulate linguistic intelligence through language analysis and comprehension of oral and written texts, which require critical thinking skills such as inference, analysis, and synthesis. Recognizing that the competencies based on the four macro-skills are indispensable tools for verbal reasoning, the English as a Foreign Language curriculum guides learners towards the ability to communicate and learn through a foreign language, in this case; English, by placing importance on clear oral expression according to international standards. The Common European Framework of Reference for Languages (CEFR). A strong emphasis is placed on verbal communication through group work, and the development of problem-solving skills has the purpose of strengthening learners' ability to interact socially in a variety of situations, fortifying principles such as tolerance and social inclusion. Foreign language learning harnesses the processes needed to establish logical relationships between different notions and concepts. Studies show that foreign language learning foments critical thinking skills, creativity, and flexibility of mind in young children. As such, the English as a Foreign Language curriculum contributes to the development of logical, critical, and creative thinking. (Council, 2015)

According to Michael Gordin (2015) English is considered the “Lingua Franca” of the science and technology community and being able to communicate in English opens up access not only to current and relevant information and primary sources, but also communication with people from around the world. (Gordin, 2015)

The Oral Communication, Reading, and Writing curricular threads comprise specific skills relate to the use of ICT to support and enhance the capacity for oral and written expressions, facilitating organization, autonomy, and independence, along with other 21st century skills. Consequently, learners will be equipped with learning strategies that will help them to become independent, self-motivated and lifelong learners. (Medel-Anonuevo, 2011)

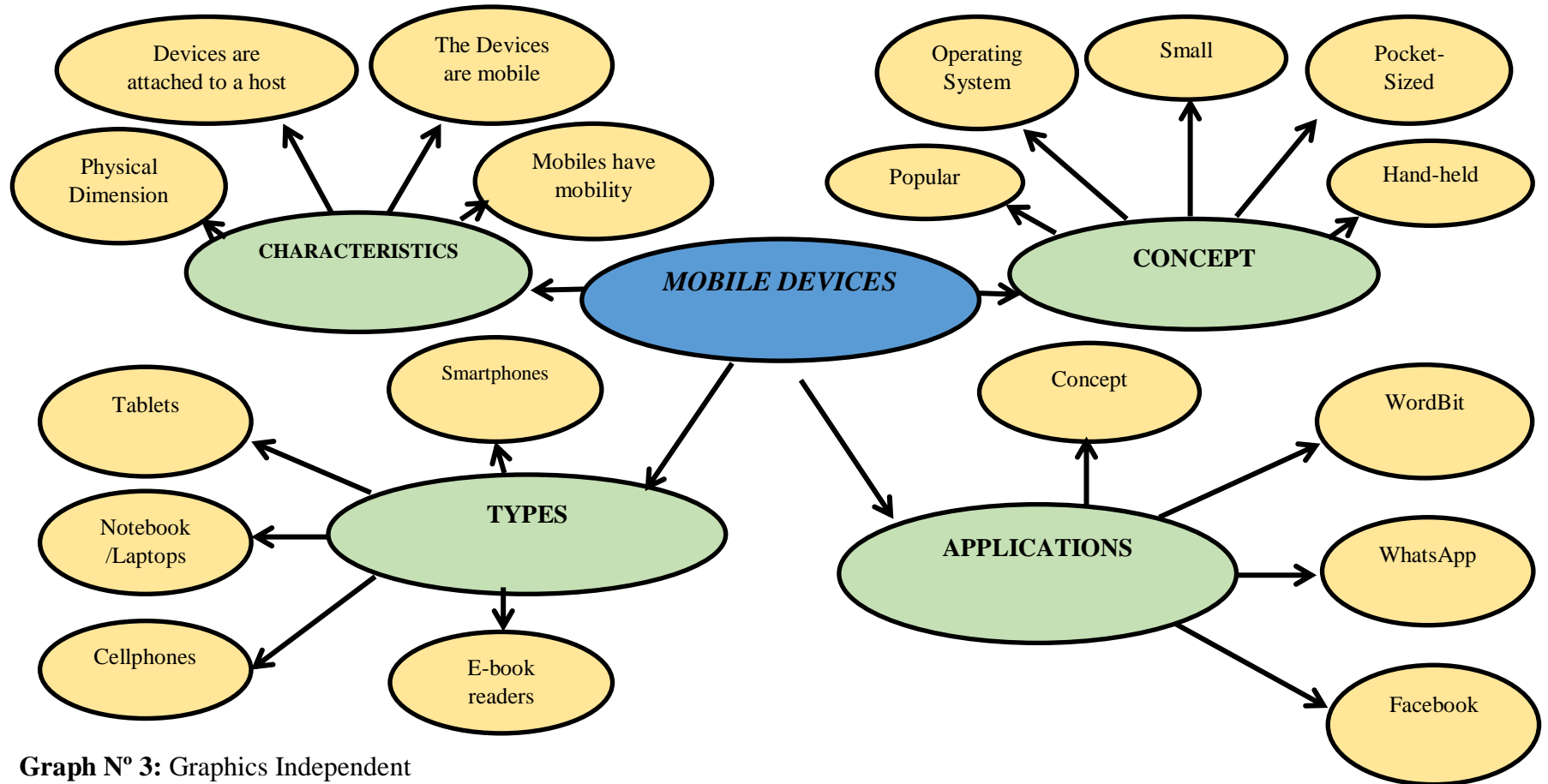
The English as a Foreign Language (EFL) curriculum includes trend known as Communication and Cultural Awareness and another called Language through the Arts. Both contribute significantly to students' approaching the socio-cultural reality of the country in thoughtful and inquisitive ways by exposing them to other cultures and languages, so as to better understand and strengthen their own sense of identity. The Language through the Arts and Communication and Cultural Awareness trends also encourage the use of Information and Communication Technology (ICT) to awaken intellectual curiosity and breed tolerance and inter-culturality through the use of an authentic language. Learners will be brought up to a B1 level as identified by the Common European Framework of References (CEFR). At this level, they will be able to communicate in everyday situations in English, solve basic problems, and communicate basic needs in situations such as travel, school, and work. Thus, the EFL curriculum has the purpose of develop activities related with the student's identities in order to provide through English different opportunities for academic scholarship, work and the access to the universities after concluding the high schools. (Europe, Council of, 2018)

2.4. Key Categories.



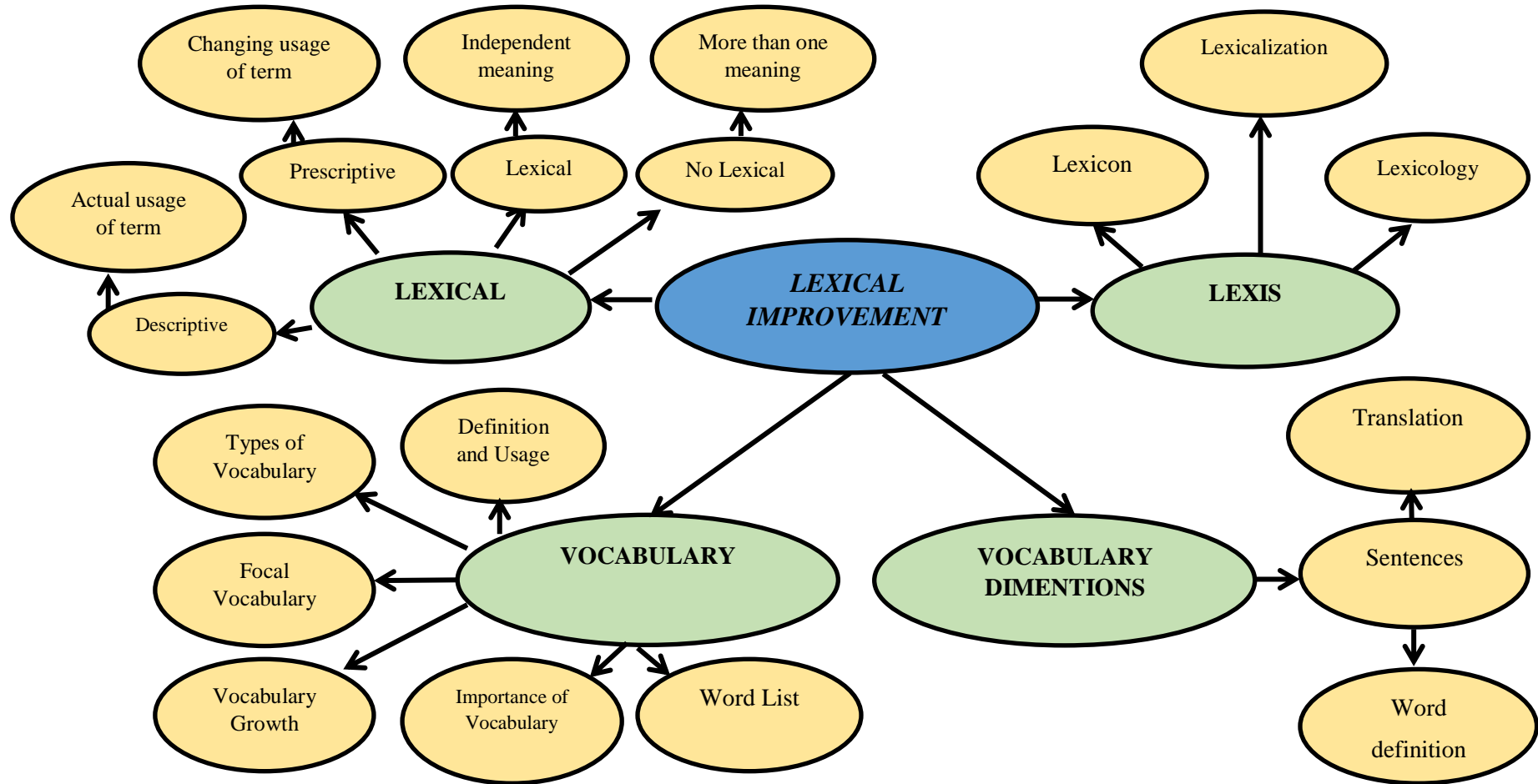
Graph N° 2: Key Categories
Made By: Wilson Rojas Y.

2.4.1. Independent Variable Interrelated Graphics.



Graph N° 3: Graphics Independent
Made by: Wilson Rojas Y.

2.4.2. Dependent Variable Interrelated Graphics.



Graph N° 4: Graphics Dependent

Made by: Wilson Rojas Y.

2.4.3. Dialectical View of Conceptualizing Variables.

2.4.3.1. Independent Variable Framework.

Mobile Devices

A mobile device is a small appliance in order to be handheld, it has a display screen with a touch system and a keyboard and can weigh as less than 2 pounds. (Anderson, 2014). Besides, mobile devices in time have become very important tools in the teaching-learning process, specifically in the development of English language skills. (Kroski, 2008)

These mobile devices have a system that works very easily with applications that include software known as applications, most of these applications and devices can be adapted with Bluetooth and Wi-Fi. These features allow having connection to a network and other devices. Furthermore, they are equipped with a camera or media player to record videos or music files. (Kroski, 2008)

The mobile devices also contain sensors for example compasses, gyroscopes, magnetometers that permit the detection of orientation and motion. These appliances may provide biometric user authentication, such as a camera for face recognition or fingerprint recognition. Examples are Apple's Touch and Androids. (Bicen, 2013)

Early pocket devices were also joined in late 2000s and also similar to tablet. Input and output of modern mobile devices are often combined in a touch screen. (Bicen, 2013)

Smartphones and laptops are popular and very common among those who wish to use some conventional computer in environmental circumstances. Many enterprises can extend the available power and utility for business by means of offering integrated data and smart card readers. (Hanson, 2011). In short, mobile

devices are essential in the students' everyday life activities, and due to their features and size, they can contribute as an effective learning tool.

There are many factories with few examples like Samsung, Sony, LG, Apple and Motorola Mobility which produce these types of mobile devices.

Characteristics of mobile devices

Mobile device can provide in context many dimensions such as:

- Physical dimensions because of size, color, shape, etc.
- Whether or not the device is mobile or some kind of host to which it is attached to is mobile
- The kind of host devices can be bound to (Wi-Fi, cable, Ethernet)
- How devices are attached to a host
- When the mobility occurs

“There are three basic ways mobile devices can be physically bound to mobile hosts: accompanied, surface-mounted or embedded into the fabric of a host. Accompanied refers to an object being loosely bound and accompanying a mobile host. Hence, mobile hosts with embedded devices such as an autonomous vehicle can appear larger than pocket-sized”. (Wikipedia, 2016). These facilities offered by mobile devices are functional and give students the possibility to access texts, websites and applications everywhere and serve as a complementary resource in the English classroom.

The most common size of mobile device is pocket-sized that can be carried by hands. Mark Weiser, known as the father of ubiquitous computing, computing everywhere, referred to device sizes that are tab-sized, pad and board sized, where tabs are defined as centimeter-sized devices, for example: smartphones and smart cards, and pads are defined as hand-held decimeter-sized devices, example: laptops and tablet computers. If one changes the form of the mobile devices in terms of being non-planar, one also has skin devices and tiny dust-sized devices. Dust says that miniaturized devices without direct HCI interfaces, e.g.

micro electro-mechanical systems (MEMS), ranging from nanometers through micrometers to millimeters. Skin: fabrics based upon light emitting and conductive polymers and organic computer device. As Weiser points out, mobile devices applications, which can be synchronized and adapted so that, the users can have the same opportunities to use and take advantage of them when integrated in the classrooms. (Paspallis, 2006)

Some of the advantages of mobile devices are that they can be used without a cable, which means that the user has access to internet while travelling; besides, cellphones do not need many functions or applications and the user can have access to internet offline. For these reasons, these devices are unique and more flexible in the hardware and software compared to other technologies. (Wikipedia, Mobile devices, 2016).

Types of mobile devices

Nowadays, mobile devices are multifunctional and have the capacity to host a wide range of applications. Some of the benefits of these devices, such as smartphones and tablets, are e-mail access, instant messaging, text messages, games, applications, work documents and more. These mobile devices have become as an extension of the PC or laptop and today many of these devices are replacing PCs or computers, and most important to students can use any of these devices in the classroom since they have been designed to hold many applications and also have access to free internet.

The term mobile device refers to a wide range of electronic products. These mobile devices are usually identified as portable devices. Some of the characteristics that these mobile phones have are:

- Ability to connect to the Internet (or other data network)
- Users access to data and interaction
- Multiple functionalities
- Lightweight and measure less than 10".

The types of mobile devices that are generally used in the classrooms are:

- Smartphone (including "superphones", "world phones", and some feature phones)
- Tablets
- Netbooks and ultraportable laptop.
- Cellphones
- E-book readers

In addition, there are other devices, such as connected digital cameras and standard MP3 players. (Mahon, 2014)

Figure N° 1: Illustration of some Mobile Devices



Source: <http://www.eportfolios.ac.uk/mobile>

The figure above shows some portable devices which are used for educational purposes. Mobile devices are mainly used in the process of learning and teaching foreign languages.

Smartphones: These devices have many functions similar to a computer that work as telephones and can also run applications and software as well as record audio and video or send and receive e-mails and text messages -features that can easily be applied to research in the classroom.

Tablets: These mobile devices do everything that e-book readers do and even more. Downloadable applications make these machines almost comparable

to computers; one can surf the Internet, play games, watch, even make movies and take pictures. Many educational institutions have started buying tablets for their students, for example models such as: Apple iPad, Kindle Fire and Galaxy.

Netbooks and ultraportable laptop: This device is an extension of PC or laptop and, in some cases; newer and more powerful mobile devices that can even completely replace PCs. When devices are used together, work done remotely on a mobile device can be synchronized with PCs to reflect changes and new information while away from the computer.

Cellphone: This is a simplest device compared with all mobile devices, but it is still a pretty powerful tool. They can be used for group discussions through text messages and considering the fact that many cell phones have cameras, they are also useful for projects that require photographs. Students can also record themselves when they read stories aloud for writing workshops or practicing speeches.

E-book readers: They have a fundamental function which is to read books and store complete libraries. They also offer easy access to dictionaries. Many students also use their e-book readers daily to replace paper publications, since these devices can read several editions and magazines. (Carvalho, 2015)

Uses of mobile devices

In this age, life can no longer be understood without the use of mobile devices since in the last decade, they have been incorporated into people's daily lives and have become indispensable.

According to the latest registered data, it is estimated that 35% of the population will have a Smartphone at the end of the year; this means 6% more than the previous year. The reception that these devices are having from the users around the world is very positive. (Lenhart, 2010)

Handheld devices have become recognized for use in mobile field management. Uses include digitizing notes, sending and receiving invoices, asset management, recording signatures, managing parts, and scanning barcodes. (Wikipedia, Mobile devices, 2016). But what is more important in these devices is now part of the education field which has originated the “Mobile learning” era which involves much more thus integrating new technologies into pedagogical strategies.

This means that mobile devices are connected to many fields of education and students are able to use them to take pictures, surf the Internet, access social networks, play video games etc. In the military field, mobile devices have created new opportunities for the Army to deliver training and educational materials to soldiers around the world. (Kukulaska-Hulme, 2008).

Mobile devices are no longer used only to make calls or send messages, but these digital media have acquired multiple uses. Some of the most current uses of mobile devices are:

New ways of communication: Currently, millions of users prefer social networks and interactive platforms. Facebook, Twitter, YouTube, Skype and WhatsApp are some of the most consulted tools from mobile devices. It also happens with emails, a tool that until recently was exclusive to laptops or traditional computers.

Look up information: Through mobile devices, people look for information and perform all kinds of searches related to business, education, medicine, entertainment, among others, since it is the shortest route to obtain information.

Mobile interaction

Mobile interaction is the study of interaction between mobile users and computers. Besides, mobile interaction is an aspect of human - computer interaction that emerged when computers became small enough to enable mobile usage, this occurred around 1990. This explanation adopts the originality and

instantaneity of mobile devices' power making communication inside and outside classrooms possible since many years ago.

Mobile devices are already part of our daily lives. People use mobile devices and media players almost everywhere and they are first interactive devices that are currently used for a wide variety of services. (Schleicher, 2014)

It has to be considered that mobile devices can affect the way we interact, share and communicate with others. They are growing in diversity and complexity, presenting new paradigms of interaction, modalities, forms and purposes. (Wikipedia, Mobile devices, 2016).

The main reason behind these mobile standards is to perceive the users' needs of mobile devices, which are the main objective of the interaction that exists between the user and the mobile device. This multidisciplinary mobile interaction with diverse academic subjects contributes to the educational field. Mobile learning may be a new concept but it could be something even stranger to those who do not want to consider it as such. (Gross, 2014)

History of mobile interaction

The history of mobile interaction can be divided into a series of ages. These are characterized by the technological approach and their interaction design trends to make fundamental changes in the design and use of mobile devices. (Wikipedia, Mobile devices, 2016).

1. **Portability:** When the first laptops were built in the early 1980s, they were seen as portable desktop computers.
2. **Miniaturization:** In 1990 many types of handheld devices were introduced such as digital organizers, handheld computers and personal digital assistants (PDAs)

3. **Connectivity:** Martin Cooper, in the year 1973 developed a hand-held mobile phone, which later in 1983 introduced the first commercial mobile phone called DynaTAC 8000X.
4. **Convergence:** Different types of mobile devices began to converge with form factors and designs. Also, in 1992, the first "smart phone" of the International Business Machines (IBM) Company was introduced. It was used to make phone calls, calendars, addresses, notes, email, fax and games.
5. **Divergence:** In the 2000s, many devices began to spread with the basic idea of divergence, which was the most specialized tool that facilitated the optimization in time and use. In this way "Apple iPod" was born the most famous device of this era.
6. **Applications:** in the year of 2007, Apple Inc. introduced the first "smart" cell phone, the iPhone. It was a convergent mobile device with different functions and it was designed with mobile interactions and a series of notable options.

Mobile Applications

The term application is a shorter form of application program. An application is the use of a technology, system or product designed to perform a specific function or in some cases, for another application program. Applications include word processors, database programs, web browsers, development tools, drawing, painting, image editing programs and communication programs. The applications use the services of the computer operating system and other support applications. (Terms, 2018)

Internet

Internet is a global system of computer networks, simply called "the network". It is a network of networks with access for all users from any mobile device to obtain information as far as they have the correspondent permission. The internet was conceived by the US government in the year 1969. The original objective was to create a network that would allow users of a research to "talk with" the research of computers in other universities.

At present, the Internet is a public facility, accessible to hundreds of millions of people around the world. Nowadays, most Internet users know internet as email that practically replaced the written postal service. The advantages are that people can communicate through the Internet in various ways, including Internet Relay Chat (IRC), Internet telephony, instant messaging, video chat or social networks.

The most used part of the Internet is the World Wide Web (WWW), called "the Web". By using the Web, users have access to millions of pages that have all kinds of information. Web browsing is done with a web browser; the most popular are Firefox, Internet Explorer and Chrome. (Szűts, 2016)

Wi-Fi

Wi-Fi or WiFi is a technology that allows electronic devices to connect to a wireless local area network (WLAN) using radio bands. (Webwise, 2016)

The term "Wi-Fi" is used in general English as a synonym for "WLAN" since most modern WLANs are based on these standards. "Wi-Fi" is a registered trademark of the Wi-Fi Alliance based on the standards of the Institute of Electrical and Electronic Engineers (IEEE). (Wikipedia, Wi-Fi, 2016)

Devices such as personal computers, smartphones, video game consoles, tablets, digital cameras, can be connected to the Internet using Wi-Fi technology through a WLAN network and a wireless access point. (Wikipedia, Wi-Fi, 2016)

Bluetooth

The term Bluetooth comes from the Danish and Norwegian king Harald Blåtand, translated as Harold Bluetooth; it is the commercial and popular name of the IEEE 802.15.1 wireless communication standard. Ericsson was one of the first companies to investigate this technology and later with time other companies like IBM, Nokia, Microsoft, and Motorola joined and supported the standard. (Webwise, 2016)

Bluetooth is a technology that is used to exchange data over short distances. This technology can be connected to mobile devices such as computers, digital cameras and mobile phones and is a way to exchange data wirelessly and it is also an attempt to eliminate the cables of mobile devices. (Webwise, 2016)

People use Bluetooth to transfer files from one mobile phone to another wirelessly. It is useful in sending music and photos between a personal computer and a mobile phone, which makes it a very useful application.

2.4.3.2. Dependent Variable Framework.

Lexical improvement

Lexical

The lexical definition is composed for a meaning of the term or word in common use. This term is related to the vocabulary of a language but not its grammar and construction. It is the term that is founded as a definition in a dictionary and also it is usually preferred that such definition is founded in the simplest way with the unique purpose of transmitting the information or meaning.

A lexical definition is descriptive because it informs in a real way among the language speakers and it changes with the use. They also tend to be inclusive for they are used to refer but also too vague for other purposes. (Brill, 2012)

The meanings of words given in a dictionary are lexical definitions. As a word may have more than one meaning, it may also have more than one lexical definition. Lexical definitions are either true or false. If the definition is the same as the actual use of the word then it is true; and if otherwise it is false.

Lexical is the use of vocabulary and becomes knowledge and competence because it is a very important topic for the mastery of a language and even more in the process of learning a new language.

Lexicon is considered one of the most challenging tasks for the study of a foreign language. For this reason, there are many studies to understand the nature of the vocabulary as well as the use, its effects and the link it has with other language skills.

Besides, words can be classified as lexical or no lexical. Lexical words are those that have independent meaning such as a noun, verb, adjective, adverb, or preposition. The definition which reports the meaning of a word or a phrase as it is actually used by people is called a lexical definition. (Wikipedia, Mobile devices, 2016)

Lexis

It is a term in linguistics used for the vocabulary of a language.

Lexicon (Adjective)

The study of the lexicon is a collection of words which is called lexicology.

Lexicalization

It is the process of adding words and patterns of words to the lexicon of a language. The distinction that exists between syntax and morphology in grammar is by tradition which is based on lexicon. However, the lexicon and grammar are now perceived as interdependent. (Wikipedia, 2016).

Vocabulary

Each language has a set of words that differentiate it from other languages. These are called Vocabulary or Lexis, which refer to the semantics of a language. Jackson (1998) says that the vocabulary of a language is related to the knowledge and meaning of words and becomes the basic component of learning a language.

The lexicon is a fundamental part of linguistic competence because it is a fundamental element to respond effectively to the four linguistic skills.

According to the American Heritage dictionary, it associates vocabulary with the words understood and used by students. Therefore, the vocabulary refers to the lexical knowledge that allows us to send and receive messages to have a good communication. (Easterbrook, 2013)

However, according to Aichaoui (2005), it is better to use elements of vocabulary instead of words because the vocabulary is not a simple word (a head-phone, a chair-man) but also it is composed of two or three words (mother-in-law). Therefore, it is more accurate to call them vocabulary or lexical elements.

Finally, vocabulary is a set of words which a language has and it is familiar by its use and this vocabulary is usually developed with age that serves as a very important tool for getting communication and an acquisition of new knowledge. Knowing that acquiring a wide vocabulary is one of the biggest challenges to learn a second language. (Calidad, 2012)

Definition and usage

Vocabulary is defined in (Wikipedia, 2016) as all known words which are familiar to a person and that a person uses them but knowing that a word is not as simple as having the ability to use and recognize. There are some aspects of word knowledge which are used to measure word knowledge such as:

1. Productive and Receptive: This vocabulary refers to all the words that can be produced within an appropriate context and coincide with the meaning. One of the first things we must evaluate about words is whether knowledge is productive or receptive. (Wikipedia, 2016) Productive because it is understood when they are heard or read. Receptive because you can write, affirm or understand by following the commands to understand the language. (Cumiskey, 2005)

2. Degree of knowledge: Here we find a certain amount of skills, which determine the degree of knowledge and consists of the words that gradually enter the vocabulary of a person in a period of time, the stages are:

1. Never encountered the word.
2. Heard the word, but could not define it.
3. Recognized the word due to context or tone of voice.
4. Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it
5. Fluent with the word – its use and definition.

3. Definition of word: The words been defined in several ways, and the estimates of the size of the vocabulary differ according to the definition used. The most common definition is that of a slogan (the non-inflected form or dictionary, which includes walking, but not walking, walking or walking). (Wikipedia, 2016)

Types of vocabulary

1. Reading vocabulary: The vocabulary of a person is the words that can be recognized when reading and the most extensive vocabulary because it knows more reading than listening.

2. Listening vocabulary: The vocabulary of a person who listens is the words that can be recognized through a speech and they can also understand the words they did not use before using keys such as the tone, gestures, topic of discussion and social context of the speech conversation.

3. Speaking vocabulary: The vocabulary used in people's speech is due to the spontaneous nature of speaking where words are misused although this action is involuntary but can be compensated with expressions and tones of voice.

4. Writing vocabulary: As we know, words are used in various forms of writing and many of these written words do not appear in speech since writers use limited words. (Montgomery, 2007)

Focal vocabulary

This vocabulary is a set of specialized terms for a particular group. They have a particular focus on experience and activity. Some linguists believe that this lexicon or vocabulary influences the perception of things by people. A clear example is Sapir's hypothesis where he has an elaborate vocabulary to describe the "nuer" cattle and they have dozens of names for cattle due to livestock histories, economy and environments. (Wikipedia, 2016)

The importance of a vocabulary

In conclusion, an extensive vocabulary helps expression and communication. Even more when the vocabulary is related to reading comprehension and linguistic vocabulary, it is synonymous with vocabulary of thought. We can also notice that a person can be judged by others according to their vocabulary. Finally, Wilkins (1972) says, "Without grammar, you can transmit very little, without vocabulary, nothing can be transmitted." (Lin, 2008)

Native- and foreign-language vocabulary size

1. Native-language vocabulary size: Native vocabulary varies widely depending on the level of education of the speaker. In 2016 it shows that native English speakers of 20 years recognized an average of 42,000 slogans. These slogans come from 6,100-word families and at 60 years of age they know an average of 6,000 more slogans. (Wikipedia, 2016).

2. **Foreign-language vocabulary:** The knowledge of words derived from 3000-word families and 5000 words more frequent provide the use of words of 95% but it is necessary to know families of 5000 words for 99.9% of word coverage.
3. **Second language vocabulary acquisition:** One of the first steps to learn second language is learning vocabulary but it is a continuous process in order to acquire vocabulary where we will find many techniques to acquire a language either native or a second language.

Memorization

Memorization is considered one of the best methods to learn vocabulary even though it is considered as a tedious activity in order to associate the words of the native language with the learning of a second language.

Sagarra and Alba, (2006) says that adults usually gather a quantity of vocabulary with the personalized memorization method. The only thing that is needed is a large number of repetitions established for the acquisition of new vocabulary in the learning of a language. (Yu, 2011)

Hanson, (2016) claims that in order to memorize a large number of vocabulary, repetition is required and can be helped with cards for acquiring computer-assisted vocabulary.

When a word in the second language is phonologically or visually similar to a word in the native language, it is assumed that they have the similar meaning although, this case is not always true. When we find a false friend, memorization and repetition are a fundamental method to learn. When we have a very limited time and we need to learn large amount of vocabulary, when the learner wants to remember information quickly or abstract concepts or meets false friends; memorization is the most appropriate method to use. (Wright, 2001)

The Keyword Method

The keyword method requires deeper cognitive processing and thus increases the likelihood of vocabulary retention because they create new or unusual connections and if time is available it can be emphasized in some keywords by creating mnemonic devices or word associations. (Alba, 2006)

In addition, studies have shown that associative vocabulary learning is more successful with younger students (Sagarra and Alba, 2006). Older students tend to rely less on creating word associations in order to remember vocabulary. (Attwell, 2005).

Vocabulary dimensions to improve lexical

Translation

Traditionally, translation has been the most widely used means of presenting the meaning of a word, it has the advantage of being the most direct route to a word's meaning. (EWinExcgange, 2017) Amira Osman, (2017) points out that Foster in 1958 said that translation is an act through which linguistic entities are transferred from one language to another language, where the language to be translated is called the source language (SL), while the language to be translated is called the target language (TL). The translator is also considered as the main actor who must have a good knowledge of the language of origin and also of destination, since the translator must transmit the original thoughts in the translated version as accurately as possible. It happens in classrooms when students want to know the meaning of new vocabulary, they usually make mistakes in meaning of the words because they don't have in hands a tool for consulting vocabulary which students prefer guessing the meaning. (Foster, 2017)

On the other hand, Ghazala, (1995) reports that translation is generally used to refer to all processes and methods used in order to convey the meaning of the source language to the target language. Students in classrooms need to know

the meaning of translated words because it is one of the most challenging tasks to be developed into the teaching learning process. (Osman, 2017)

Sentences

In this respect Alfred Tarsky (2017) states that sentences are the basic part of a language which are put together to express something. Besides, sentences are the most important feature of natural language that attempt to construct a correct structure with meaning. For this reason, it is important that students know how to make sentences in the process of learning English because sentences play an important role in language acquisition and students attempt to organize and built some sentences from Spanish to English during classes in order to have a lexical improvement. (Tarsky, 2017)

Word definition

First, it is necessary to clarify what is understood by word definition to the exact meaning of a word and specially as given in a dictionary. (Hasa, 2016)

For example, the definition of the word dog will be:

Dog: A domesticated carnivorous mammal that typically has a long snout, an acute sense of smell, non-retractile claws, and a barking, howling, or whining voice.

This definition includes the physical features as well as behavioral patterns of dogs to define the term dog. The characteristics listed here distinguish dogs from other mammals. Thus, it enables the reader to understand what is implied by the word.

A word may have only one definition; definitions provided by different sources may contain the same message, albeit with different wordings. (Hasa, 2016)

Word definition constitutes one of the most relevant indicators in vocabulary learning since in this way students develop the skill of not only translating or knowing the meaning of a word in L2 but also being able to define the word, thus be able to use it in a sentence and for communicational purposes.

Hypothesis

Alternative Hypothesis: Ha/H1

The proper use of mobile devices helps students' English lexical improvement in 1st, 2nd, and 3rd years of "San Gerardo" Unified General Baccalaureate Education Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish.

Null Hypothesis: Ha/H0

The proper use of mobile devices does not help students' English lexical improvement in the 1st, 2nd, and 3rd years of, "San Gerardo" Unified General Baccalaureate Education Unit, 2016-2017 School Year in Riobamba, Guano Canton; San Gerardo Parish.

Signaling hypothesis variables

Independent Variable: Mobile Devices

Dependent Variable: English Lexical Improvement

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Approach

This research work is going to be a basic research, because after setting the real problem, the theory will be related to the practice based on the use of mobile devices to improve English vocabulary and it will be a guide, which could be used to enhance the teaching – learning process in classroom.

This research is exploratory because it explores the relationship between the uses of Mobile Devices by Students for English Lexical Improvement, which are based on the criteria of teachers and students of “San Gerardo” Education Unit.

It is also descriptive because it analyzes the importance of the use of Mobile Devices for integral formation by the students at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit. (Urquiza, 2005)

Regarding data collection, instruments from primary (student’s surveys) and secondary sources (authorities and teachers’ survey) will be applied to get meaningful information in the process of this field research.

This research work will use literature sources, which are specialized in this topic; considering the requirements demanded by MINEDUC Ministry of Education and the new curriculum (Unified General Baccalaureate)

On the other hand, the research will use the Deductive - Inductive method, which goes from the general case to get the particular ones. Considering that, this method focuses to compare and establish similarities and differences. This method will also be useful for the conclusions and recommendations.

Finally, the research will also use the analytical method that helps to break down, and classify data by empirical analogies, scientific analogies, especially at the moment of interpreting field information taken through the surveys.

3.2 Basic Method of Research.

3.2.1 Methods

This study was conducted using in a quali–quantitative method because it refers to the data that is going to be collected during the development of the research project. Firstly, this research formulated a delimitation of the problem. Furthermore, this research studied the quality of activities, mobile devices and materials for English lexical improvement. Thus, this research was developed in an educational field, where both teachers and students were in active part of it. Secondly, the hypothesis was previous stablished. Thus, this research work had a hypothesis before the data collection.

This study was led by the quasi-experimental design of the investigation because it was developed considering the sample of population and they followed the intervention plan and at the end of the intervention the results were compared and analysed.

For the development of this research, the following methods are used:

Deductive Method: because it is useful in obtaining conclusions and recommendations, examining general statements about the use of mobile devices for English Lexical Improvement in English to reach specific cases for demonstration. This method also holds up reasoning, understanding and application of mobile devices with a view of improving vocabulary.

Inductive Method: because it goes from particular cases observed in field research process and reach generalization and conclusions. This method is also considered because it is necessary to establish similarities and differences, especially to understand the situation itself, and to discover true concepts about mobile devices in improving vocabulary.

Analytical Method: by applying the analytical method, the researcher could analyze in an orderly form the broad phenomena (lexical) while examining it and

determining which are the main variables and their relationship: mobile devices use and lexical improvement.

Synthetic Method: it puts information together and relate it to the study variables in order to present an appropriate proposal through the bibliography.

Hypothetical – Deductive: it develops the problem statement, literature reviews, hypothesis formulation, data collection, data analysis, interpretations, conclusions, hypothesis testing, and generalization of results to increase theoretical knowledge.

3.2.2 Research Design

The research is part of the criterion of feasibility as Feasible Project. As stated by Yépez (1999) a project is feasible when it develops a viable proposal or practical model to solve priority problems after making the diagnosis and which is supported on a theoretical basis.” A feasible study points out to determine potential positive and negative outcomes. (Investopedia, 2018)

Thereupon, the use of some structured applications in improving vocabulary by the students at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit takes on a feasible project.

Likewise, it presents a quali-quantitative composition because both descriptive and inferential statistics will be applied to tabulate and interpret results.

3.2.3 Type of Research

This work is under the following types of study:

Applied: it will be used in a basic sense, not to create new laws or principles but rather to apply the knowledge in the research areas: the use of mobile devices and their impact on English lexical improvement among the

students at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit.

Place: since it is a field research, it will take place in “San Gerardo” Education Unit, where surveys will be applied and proposal will be implemented.

By the method: it will use the qualitative and quantitative methods, because its development will determine indicators of the qualitative characteristics and numerical data with quantitative indicators, therefore the work will be based on deductive-inductive methods that allow analyzing data and obtaining conclusions.

3.3 Level or Type of Research.

This research work deals with the use of mobile devices and their impact on English lexical improvement among the students from 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit and according to its characteristics, the type of research is:

Applied: this research work is applied because it allows using knowledge of theoretical research of the mobile device and its impact on English lexical improvement.

Descriptive: it is descriptive because its purpose is to know in a detailed way the use of the mobile devices and their impact on English Lexical Improvement among the students at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit, and also it may modify the variables.

Transversal: this research is transversal because it takes place at a certain period of time of the 2016-2017 school year, using surveys in order to gather information.

Correlational: it is correlational because it relates the variables involved in the investigation; mobile devices and English lexical improvement.

3.4 Population and Sample.

3.4.1 Population

This research project will be applied to students at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit. This educative institution is located near to Riobamba and it is a public high school which receives budget and different dispositions from Ecuadorian Ministry of Education.

The population and sample of this research work comes from two principal groups:

The first group is composed for five school Authorities and English Teachers. They have a vast experience in teaching-learning process for at least 8 years in “San Gerardo” Educative Unit. Thus, they know about the educational process and also students’ background in teaching-learning process in different subjects.

The second group is composed of 69 students in 1st (25 students), 2nd (25 students) and 3rd (19 students) years, “San Gerardo” Unified General Baccalaureate Educative Unit. The students come from San Gerardo and they live around their high school.

Features of students:

- Men and women
- Different ages (12 – 19)
- Different level of English considering English
- Most of them are from San Gerardo, a few from Riobamba.

Table N° 1: Population

TABLE OF POPULATION	
POPULATION	QUANTITY
SCHOOL AUTHORITIES AND TEACHERS	5
STUDENTS	69
TOTAL	74

Source: “San Gerardo” Educative Unit Secretary’s Office file
Made by: Wilson Rojas Y.

3.4.2 Sample

Considering the size of population, their characteristics and variables will allow working with the entire universe as sample in order to get results that are more reliable.

Table N° 2: Sample

TABLE OF SAMPLE					
YEARS	1st	2nd	3rd	SCHOOL AUTHORITY AND TEACHERS	TOTAL
QUANTITY	25	25	19	5	74

Source: “San Gerardo” Educative Unit Secretary’s Office
Made by: Wilson Rojas Y.

3.5 Operationalization of Variables.

3.5.1 Operationalization of Independent Variable.

Table N° 3: Operationalization of Independent Variable.

OPERATIONALIZATION MATRIX				
Independent Variable	Dimensions	Indicators	Item	Technique Instrument
MOBILE DEVICE It is a small computing appliance with a miniature keyboard, which has become a common teaching tool in education and it has some characteristics and operating system. There are various types of mobile devices . These devices are equipped with Bluetooth, Wi-Fi, that can allow connection to	Characteristics	<ul style="list-style-type: none"> • Mobility • Physical dimensions • Devices attached to a host. 	What is a mobile device? How often do you use a mobile device as an instructional tool? Which mobile device do you use most of the time?	Questionnaire Survey Pre - Test Post - Test
	Types of mobile devices	<ul style="list-style-type: none"> • Smart phones • Tablets • Notebooks 	Which is the most used mobile device in the classroom?	

internet and with other devices using social network and mobile applications.	Mobile Applications	<ul style="list-style-type: none"> • Social structure • WordBit • Facebook • WhatsApp 	Have you ever used application for academic purposes on your mobile devices?	
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Source: Bibliographic research.

Made by: Wilson Rojas Y.

Operationalization of Dependent Variable.

Table N° 4: Operationalization of Dependent Variable.

OPERATIONALIZATION MATRIX				
Dependent Variable	Dimensions	Indicators	Item	Technique Instrument
<p>LEXICAL IMPROVEMENT</p> <p>Adjective “lexical” the study of lexis (vocabulary of a language) and lexicon (collection of words). It is the process of adding words or vocabulary of a language distinguished from its grammar and vocabulary dimensions. A lexical improvement serves as a useful and fundamental tool for communication and acquiring knowledge.</p>	Lexical	<ul style="list-style-type: none"> • Independent meaning. • Actual usage of terms. • Descriptive • Prescriptive 	<p>Do you use applications on your mobile devices to improve your lexical in English?</p> <p>Does your teacher work on activities that allow students’ lexical improvement?</p>	<p>Questionnaire Survey</p> <p>Pre - Test</p> <p>Post - Test</p>
	Vocabulary	<ul style="list-style-type: none"> • Definition and usage. • Types of vocabulary. • Importance of vocabulary. 	Does the new English language vocabulary have to be acquired by traditional or new methods?	
	Vocabulary dimensions	<ul style="list-style-type: none"> • Translation • Sentences • Word definition 	Do you think using mobile devices help to construct new vocabulary?	

Source: Bibliographic research.

Made by: Wilson Rojas Y.

3.6 Method of data collection.

3.6.1 Techniques and Data collection

In order to collect the information in this research surveys were applied at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit through a questionnaire with ten questions previously elaborated.

Once the surveys were applied, the following procedure was carried out:

Information Collection Procedure

Table N° 5: Information Collection Procedure

BASIC QUESTIONS	EXPLANATION
What for?	To achieve the objectives of the research work.
What people or objects?	School Authority, Teachers and Students from “San Gerardo Education Unit.
About what aspects?	The use of mobile devices applications and their impact on English lexical improvement.
Who?	Researcher
When?	During 2017-2018 School Year.
Where?	“San Gerardo” Education Unit in Riobamba, Guano Canton; San Gerardo Parish.
How many times?	One
What Data Collection Techniques	Survey, Pre and Post Test.
How?	Structured questionnaire.
In what situation?	Favorable, with a collaboration of San Gerardo’s community.

Source: Bibliographic research.

Made by: Wilson Rojas Y.

3.6.2 Process and Analysis Plan.

Process Plan

After applying a survey to the population, the researcher takes the following steps:

- Analysis of the variables
- Operationalization of the variables.
- Elaboration of the questionnaire.
- Application of survey.
- Tabulation of the information and analysis of answers.
- Data processing and tabulation using SPSS software.
- Testing of Hypothesis.
- Conclusions and recommendations based on the objectives.

3.6.3 Plan of analysis and interpretation of results

In order **to** analyze the problem and study it, this research used a primary source. It means that the information was taken from direct sources such as: School Authority, teachers and Students from “San Gerardo” Educative Unit.

Fielding. The field work took place with 69 selected students from 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo, 2017-2018 School Year in Riobamba, Guano Canton; San Gerardo Parish.

Instrument for Data Collection. There was a test as a tool for gathering all necessary information that helps the posterior analysis.

Processing and analysis. Data was accumulated and analyzed using descriptive and inferential statistics. The mean, median, the central tendency and also the calculation of T student using the Statistical Package for Social Science (SPSS) software, as well as to describe, interpret and discuss the qualitative data and graphs to be compared the results and support the hypothesis.

Establishment of conclusions and recommendations. The approach of the conclusions and recommendations should consider the planned objectives in Chapter I in order to present a conclusion and recommendation for each objective-

Relationship between specific Objectives, Conclusions and Recommendations

Table N° 6: Specific Objectives, Conclusions and Recommendations

SPECIFIC OBJECTIVES	CONCLUSIONS	RECOMMENDATIONS
To identify the main mobile devices used for English lexical improvement by students.		
To establish the most effective approach for English lexical improvement.		
To develop a didactic study guide for lexical improvement in the English as a foreign language classroom.		

Source: Direct Research.

Made by: Wilson Rojas Y.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1. Analysis of results.

The analysis and interpretation of the surveys applied to 69 students and 5 school authorities and teachers of Educative Unit “San Gerardo” in order to incorporate the use of mobile devices applications for English lexical improvement showed next the results:

Data Interpretation.

STUDENTS’ SURVEY

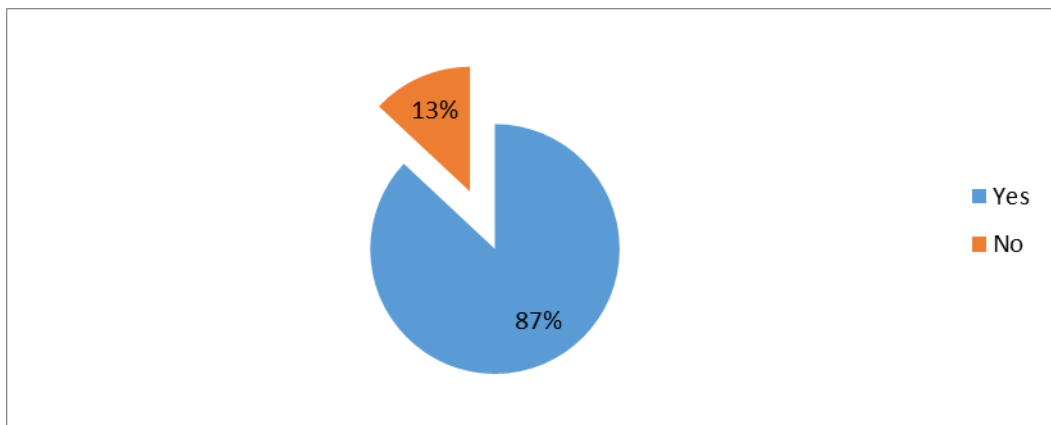
QUESTION 1: Do you have access to mobile devices?

Table N° 7: Access to mobile devices

Option	Frequency	Percentage
Yes	60	87,0%
No	9	13,0%
Total:	69	100%

Source: Student survey

Made by: Wilson Rojas Y.



Graph N° 5: Access to mobile devices

Source: Student survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: According to the data displayed, 87% of the students say that they have access to mobile devices. It means that they use mobile devices even though they are not the owners of this device. 13 % say that they have access to mobile devices independently, either they are or they are not the owners of these mobile devices.

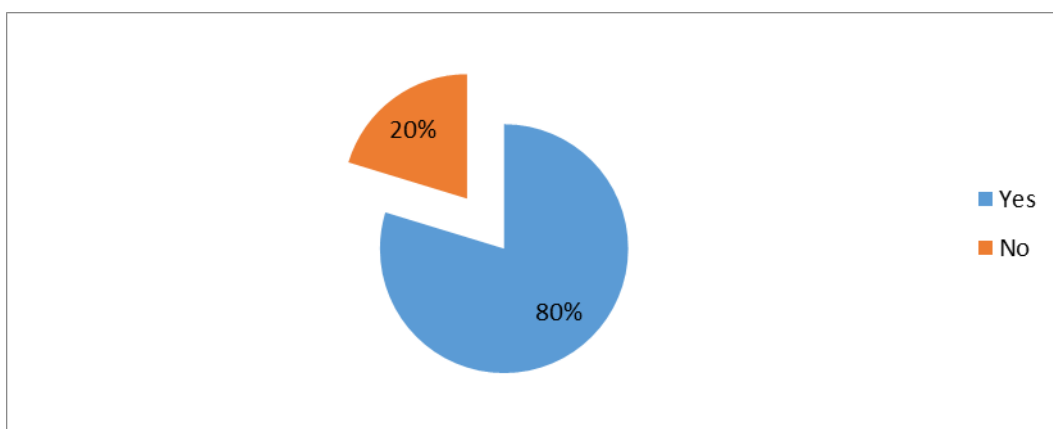
QUESTION 2: Do you own a mobile device?

Table N° 8: Own a mobile device

Option	Frequency	Percentage
Yes	55	79,7%
No	14	20,3%
Total:	69	100%

Source: Student survey

Made by: Wilson Rojas Y.



Graph N° 6: Own a mobile device

Source: Student survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: the second question objective was to know if students were owners of mobile devices. The survey showed the following results. It is seen that 80% of students state that they own mobile devices. Meanwhile 20 % of students said that they are not owners of mobile devices. In summary the survey demonstrates that majority of students own mobile devices.

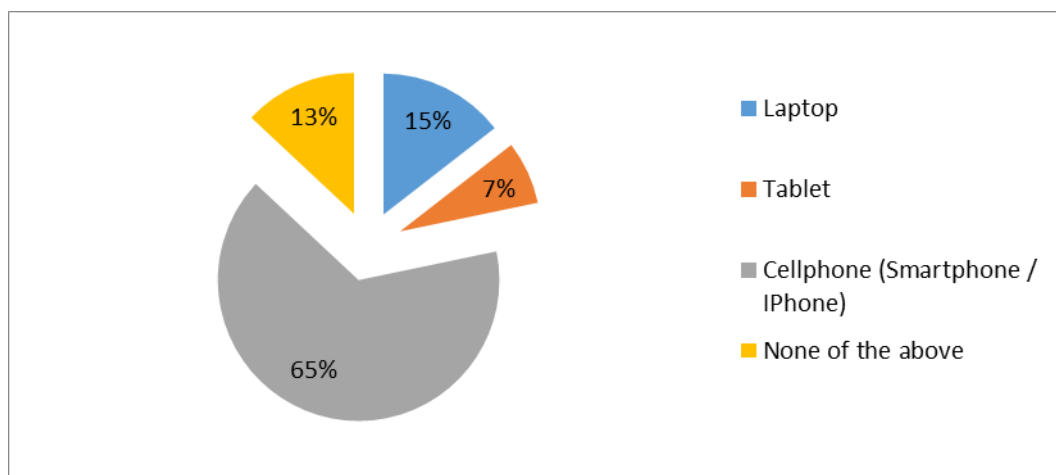
QUESTION 3: Which mobile device do you use most of the time?

Table N° 9: Use most of the time

Option	Frequency	Percentage
Laptop	10	14,5%
Tablet	5	7,2%
Cellphone (Smartphone / iPhone)	45	65,2%
None of the above	9	13,0%
Total:	69	100,0%

Source: Student survey

Made by: Wilson Rojas Y.



Graph N° 7: Kind of mobile devices students use most of the time

Source: Student survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: The graphic of question three demonstrates that the opinions of the survey respondents were divided. The data above demonstrates that 65% of the students use time cellphone most of the time, it means a smart phone or iPhone, but 15% of them state that they use laptops most of their time. However, 13% of students say that they do not use any of these devices. Finally, 7% of students use a tablet as a mobile device most of their time.

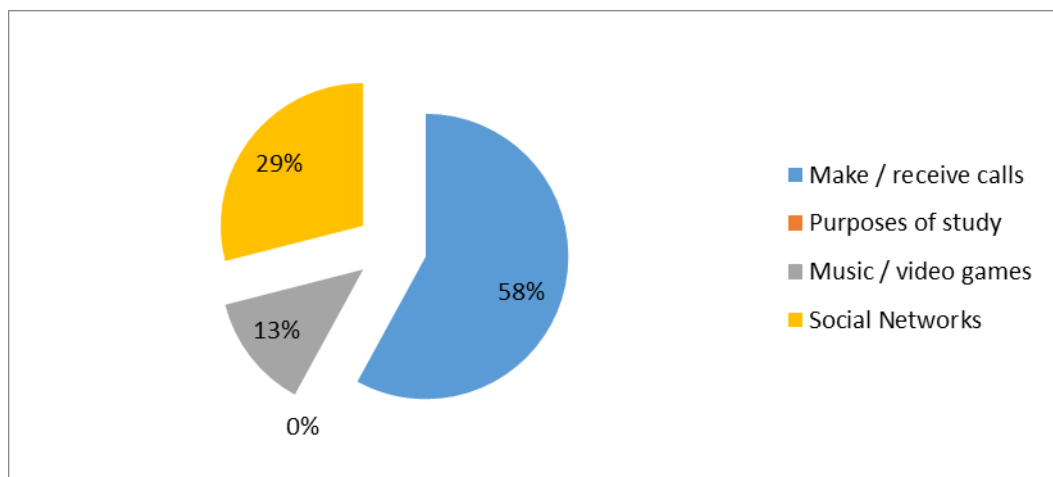
QUESTION 4: Which is the activity that most develop with your mobile device?

Table N° 10: Activity with your mobile device

Option	Frequency	Percentage
Make / receive calls	40	58,0%
Purposes of study	0	0,0%
Music / video games	9	13,0%
Social Networks (Facebook / WhatsApp / Messenger)	20	29,0%
Total:	69	100,0%

Source: Student survey

Made by: Wilson Rojas Y.



Graph N° 8: Activity with your mobile devices

Source: Student survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: Analyzing the answers of the students about the activity that most of them carry out with their mobile devices. It is possible to see the graphic, which shows that 58% of the students use mobile devices for making and receiving calls. 29% of students use their mobile devices for social networks most of their time. Even though, the activity that most develop the 13% of students is on music and video games. Finally, 0% of students assume that do not use mobile devices for purposes of study.

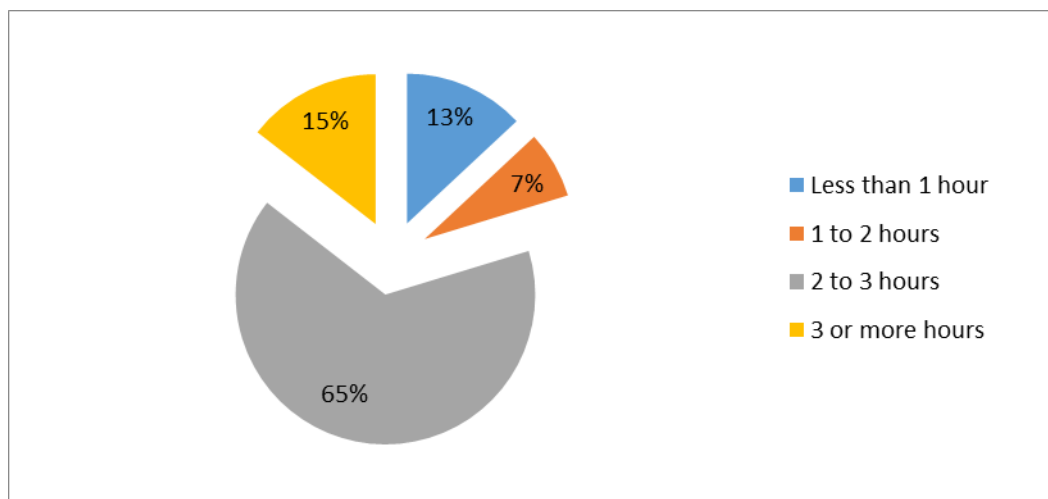
QUESTION 5: How often do you use your mobile device (per day)?

Table N° 11: Use your mobile device in a day

Option	Frequency	Percentage
Less than 1 hour	9	13,0%
1 to 2 hours	5	7,2%
2 to 3 hours	45	65,2%
3 or more hours	10	14,5%
Total:	69	100,0%

Source: Student survey

Made by: Wilson Rojas Y.



Graph N° 9: Use your mobile device

Source: Student survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: From the above table, it can be deduced that majority of respondents spend two to three hours per day on their mobile devices. 65% of the respondents spend more time using their mobile devices whether in learning or entertainment such as using online dictionaries or accessing to social media. In addition, 15% of the informants claim that the time they spent range from one hour to more hours while 13% of responders spend less than one hour per day and the rest of respondents, 7% state that they spent one to two hours on their mobile devices because they think that it is a waste of time and effort.

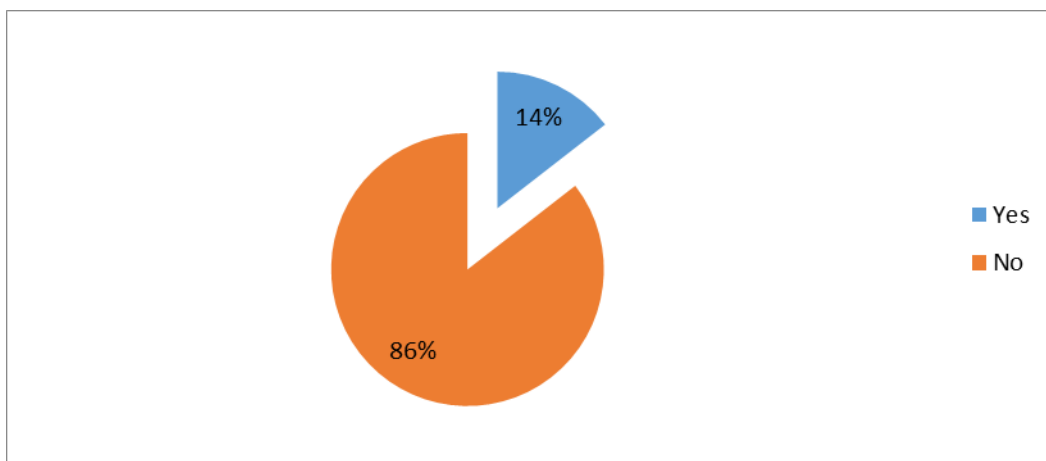
QUESTION 6: Have you ever used application for academic purposes on your mobile devices?

Table N° 12: Application for academic purposes

Option	Frequency	Percentage
Yes	10	14,5%
No	59	85,5%
Total:	69	100%

Source: Student survey

Made by: Wilson Rojas Y.



Graph N° 10: Application for academic purposes

Source: Student survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: According to the data seen above, 86% of students said YES, which means that they have used applications for academic purposes on their mobile devices., 14% of students Said No, that adduce that they have never used applications for academic purposes on your mobile devices. Evidently, most of the students prefer using applications.

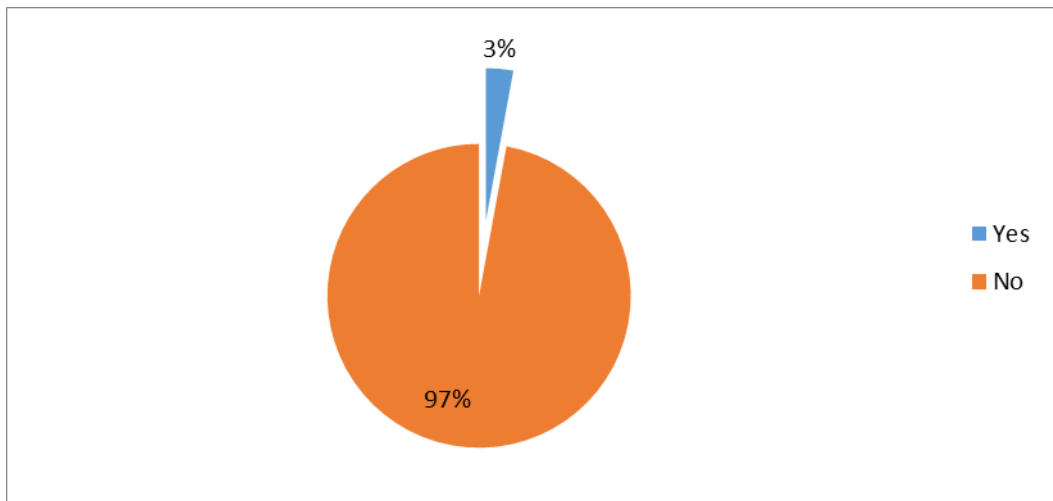
QUESTION 7: Have you used applications on your mobile device to study English?

Table N° 13: Application to study English

Option	Frequency	Percentage
Yes	2	2,9%
No	67	97,1%
Total:	69	100%

Source: Student survey

Made by: Wilson Rojas Y.



Graph N° 11: Application to study English

Source: Student survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: According to the data seen above, 97% of students have not used applications on their mobile devices to study English and 3% of students state that they have not used applications on their mobile device to study English, which is interesting because a large number of students use applications.

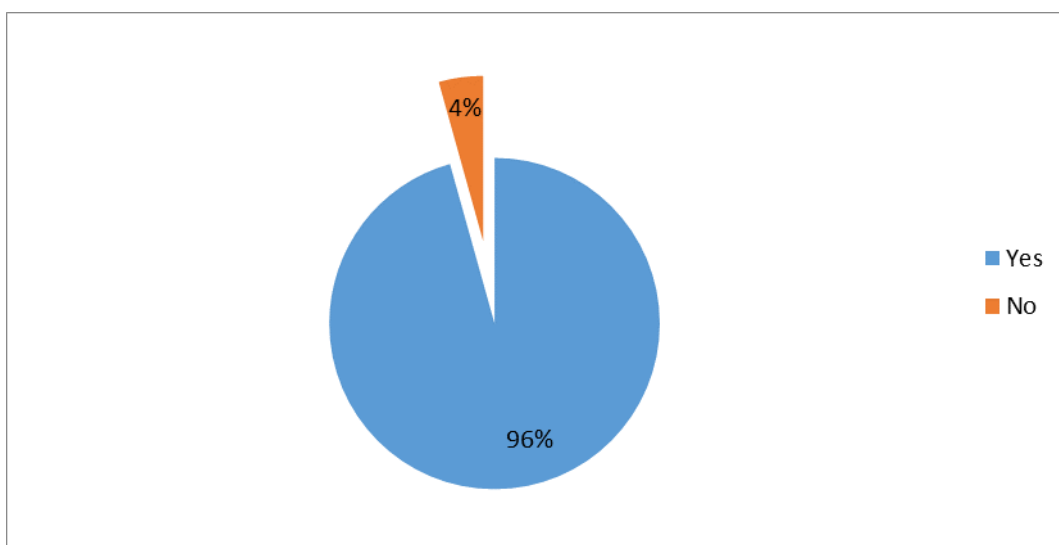
QUESTION 8: Would you like to use an application on your mobile devices to improve your vocabulary in English?

Table N° 14: Application to improve your vocabulary in English

Option	Frequency	Percentage
Yes	66	95,7%
No	3	4,3%
Total:	69	100%

Source: Student survey

Made by: Wilson Rojas Y.



Graph N° 12: Application to improve your vocabulary in English

Source: Student survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: In the graphic, it can be seen that; 96% of students would like to use an application on their mobile devices in order to improve their vocabulary in English. Meanwhile, 4% of students say that they don't use any application on their mobile devices in order to improve their vocabulary in English.

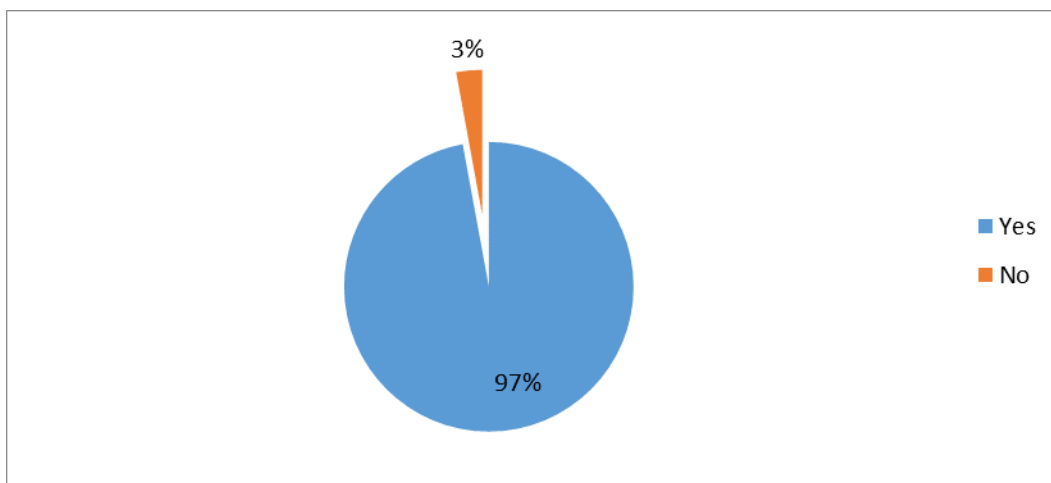
QUESTION 9: Would you like to use mobile devices for the English teaching-learning process?

Table N° 15: Use mobile devices for English teaching-learning process

Option	Frequency	Percentage
Yes	67	97,1%
No	2	2,9%
Total:	69	100%

Source: Student survey

Made by: Wilson Rojas Y.



Graph N° 13: Use mobile devices for English teaching-learning process

Source: Student survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: The graphic of this question demonstrates that the option YES got more percentage; 97%, which means that students would like to use mobile devices for their English teaching-learning process, even though the 3% percentage of students claims NO. It means that they wouldn't like to use mobile devices for the English teaching-learning process.

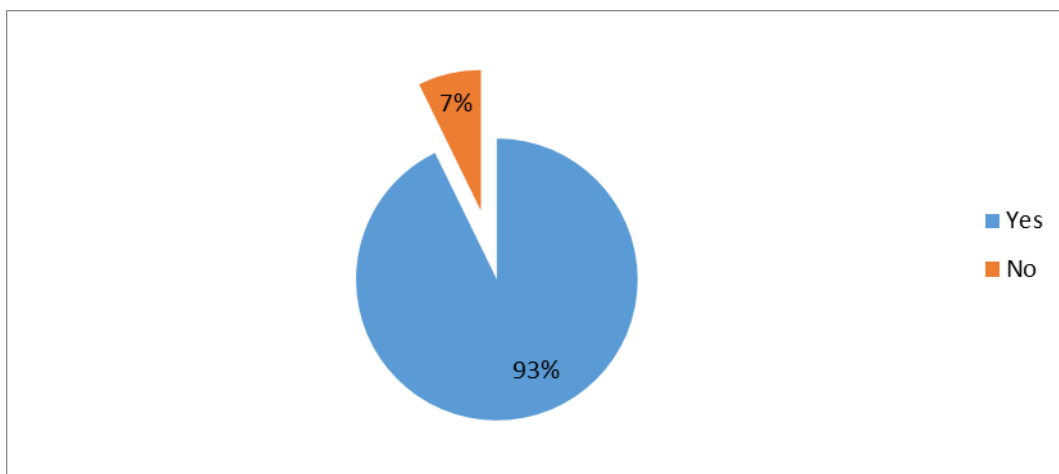
QUESTION 10: Do you agree to use applications with dictionaries to expand your vocabulary and find the meaning of new vocabulary in English?

Table N° 16: Applications to expand and find meaning of new vocabulary

Option	Frequency	Percentage
Yes	64	92,8%
No	5	7,2%
Total:	69	100%

Source: Student survey

Made by: Wilson Rojas Y.



Graph N° 14: Applications to expand and find meaning of new vocabulary

Source: Student survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: In the pie chart, it can be seen that 93% of students agree to use applications with dictionaries to expand their vocabulary and find the meaning of new vocabulary in English. On the other hands, 7% of students disagree to use applications with dictionaries to expand their vocabulary and find the meaning of new vocabulary in English. Therefore, all the students have their preferences, but majority agrees with the question done.

TEACHER SURVEY

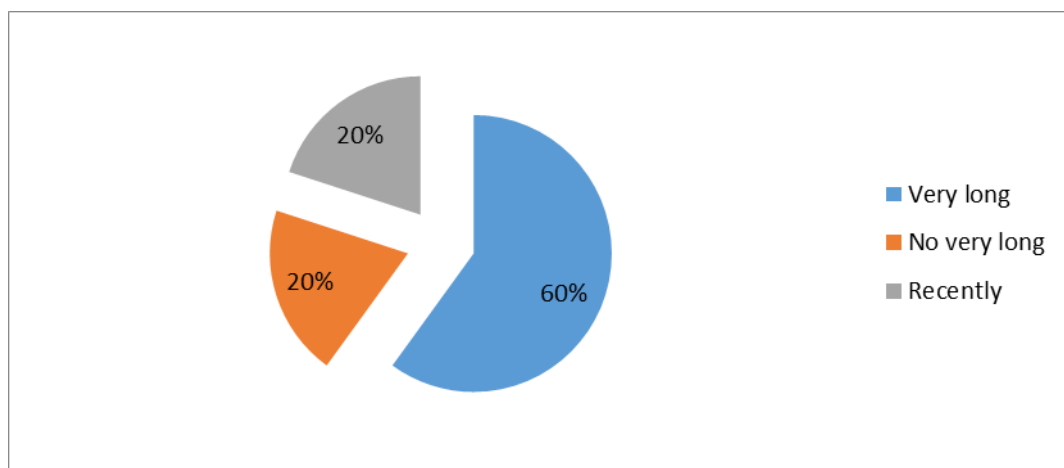
QUESTION 1: How long have you been teaching English?

Table N° 17: How long Teaching English?

Option	Frequency	Percentage
Very long	3	60,0%
No very long	1	20,0%
Recently	1	20,0%
<i>Total:</i>	5	100,0%

Source: Teacher survey

Made by: Wilson Rojas Y.



Graph N° 15: How long in teaching English

Source: Teacher survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: based upon the results displayed above, it can be deducted that 60% of teachers, it means majority of teachers have years of experience in teaching English. 20% of teachers do not have years of experience in teaching English. Finally, 20% of teachers state that they have recently experimented in teaching English.

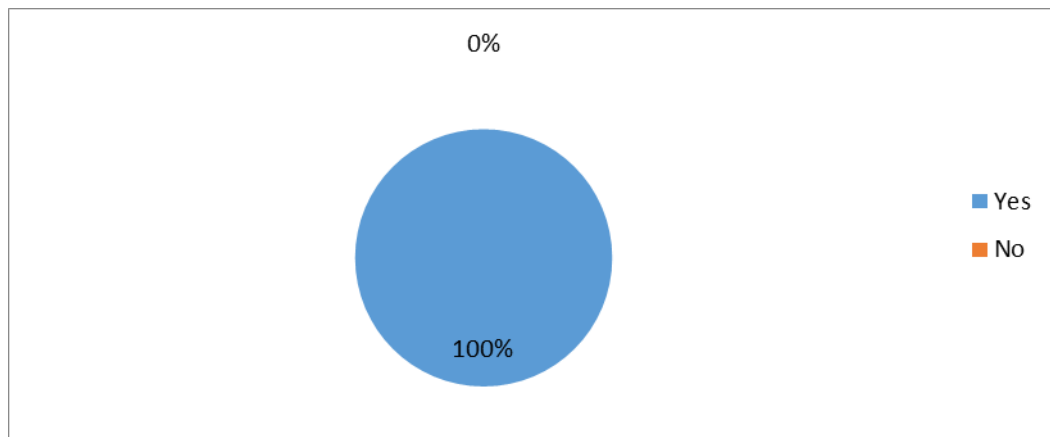
QUESTION 2: Do you own a mobile device?

Table N° 18: Own a mobile device

Option	Frequency	Percentage
Yes	5	100,0%
No	0	0,0%
Total:	5	100%

Source: Teacher survey

Made by: Wilson Rojas Y.



Graph N° 16: Own a mobile device

Source: Teacher survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: the second question look to discover if teachers are owners of mobile devices. The survey showed the following results. It is observed that 100% of teachers own mobile devices. Meanwhile 0 % represents teachers who have no mobile devices. In summary, the survey demonstrates that every single teacher owns a mobile device.

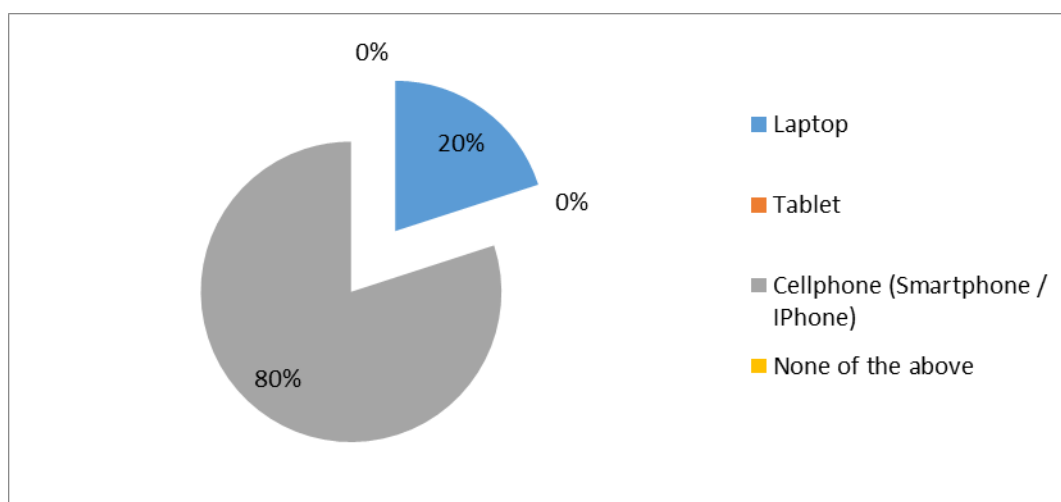
QUESTION 3: Which mobile device do you use most of the time?

Table N° 19: Use most of the time

Option	Frequency	Percentage
Laptop	1	20,0%
Tablet	0	0,0%
Cellphone (Smartphone / iPhone)	4	80,0%
None of the above	0	0,0%
Total:	5	100,0%

Source: Teacher survey

Made by: Wilson Rojas Y.



Graph N° 17: Use most of the time

Source: Teacher survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: The graphic of question three demonstrates that it was a survey with divided opinions. The data above shows that 80% of the teachers use cellphone most of the time, it means a smart phone or iPhone, but 20% of them use laptops most of their time. However, 0% of teachers says that they don't use any of these devices. It means neither a tablet nor another device.

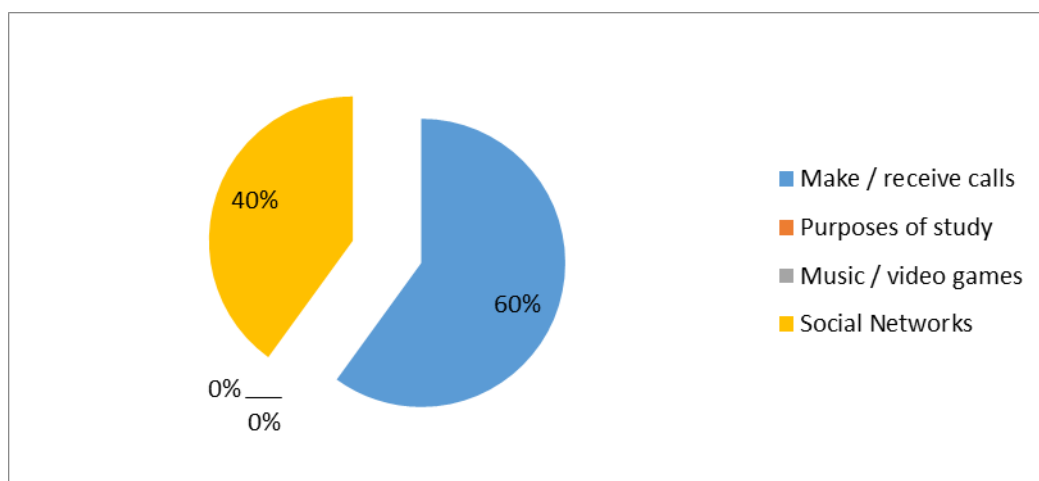
QUESTION 4: Which is the activity that is most developed with your mobile device?

Table N° 20: Activity with your mobile device

Option	Frequency	Percentage
Make / receive calls	3	60,0%
Purposes of study	0	0,0%
Music / video games	0	0,0%
Social Networks (Facebook / WhatsApp / Messenger)	2	40,0%
Total:	5	100,0%

Source: Teacher survey

Made by: Wilson Rojas Y.



Graph N° 18: Activity with your mobile device

Source: Teacher survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: Analyzing the answers of the teachers about the activity that they develop most with their mobile devices, it is clear that 60% of teachers use mobile devices for making and receiving calls. 40% of the teachers use their mobile devices for social networks most of their time. Even though, none of teachers uses mobile devices for music and video games, that is 0%. Finally, 0% of teachers accept that they do not use their mobile devices for purposes of study.

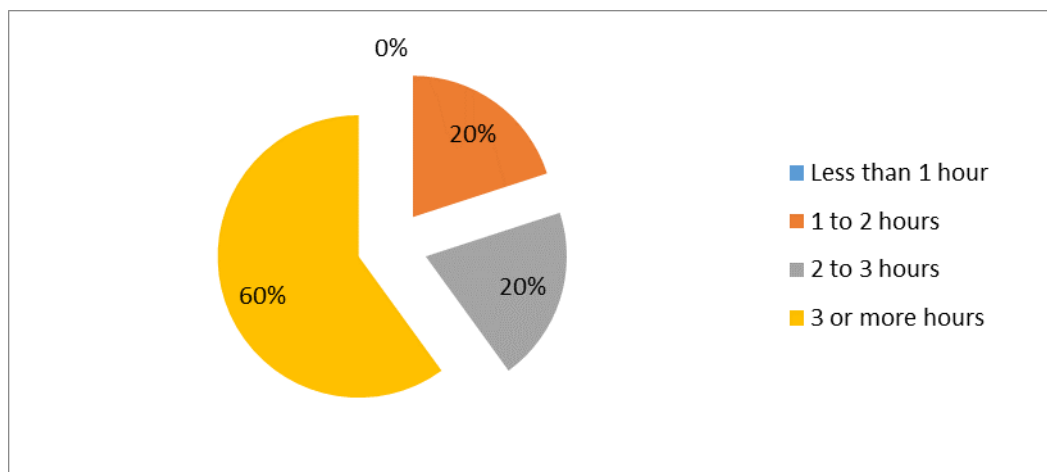
QUESTION 5: How often do you use your mobile device (on daily basis)?

Table N° 21: Use of your mobile device in a day

Option	Frequency	Percentage
Less than 1 hour	0	0,0%
1 to 2 hours	1	20,0%
2 to 3 hours	1	20,0%
3 or more hours	3	60,0%
Total:	5	100,0%

Source: Teacher survey

Made by: Wilson Rojas Y.



Graph N° 19: Use your mobile device

Source: Teacher survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: based on the results displayed above, it can be deduced that majority of respondents spend three or more hours per day on their mobile devices. 60% of the respondents spend more time using their mobile devices whether in learning or entertainment such as online dictionaries or accessing social media. In addition, 20% of the respondents claim that the time they spent range from two to three hours, while 20% of responders spend one to two hours per day and the rest of responders, 0%. state that they spend less than one hour on their mobile devices because they think that it is a waste of precious time and effort.

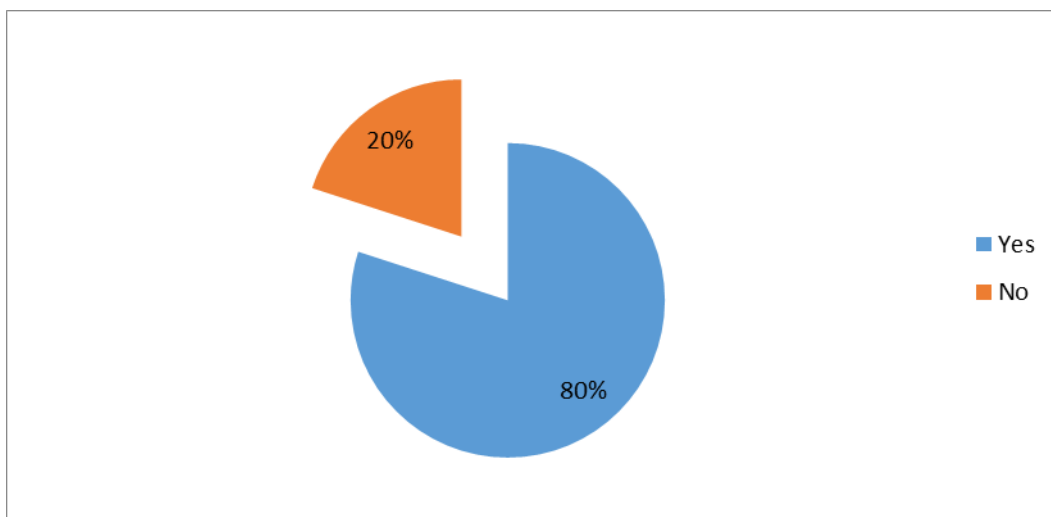
QUESTION 6: Have you ever used application for academic purposes on your mobile devices?

Table N° 22: Application for academic purposes

Option	Frequency	Percentage
Yes	4	80,0%
No	1	20,0%
Total:	5	100,0%

Source: Teacher survey

Made by: Wilson Rojas Y.



Graph N° 20: Use of Application for academic purposes

Source: Teacher survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: According to the graphic above, 80% of the teachers admit to YES, which means that they use applications for academic purposes on their mobile devices. 20% of teachers adduce that they have never used applications for academic purposes on their mobile devices. Evidently, most of the teachers prefer using applications.

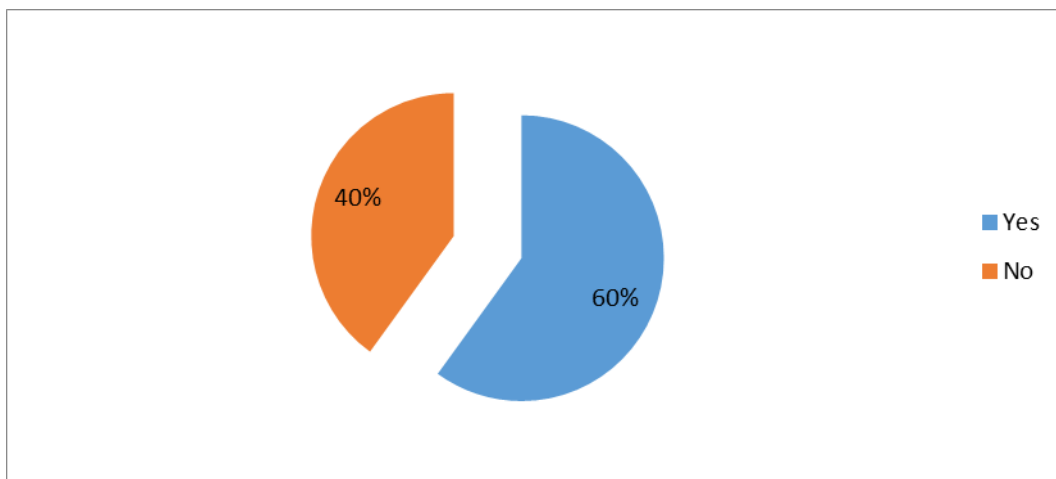
QUESTION 7: Have you used applications on your mobile device to study English?

Table N° 23: Use of Application to study English

Option	Frequency	Percentage
Yes	3	60,0%
No	2	40,0%
Total:	5	100,0%

Source: Teacher survey

Made by: Wilson Rojas Y.



Graph N° 21: Use of Application to study English

Source: Teacher survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: According to the data above, 60% of the teachers have used applications on their mobile devices to study English and 40% of teachers state that they have never used applications on their mobile devices to study English, which is interesting because a large number of teachers use applications.

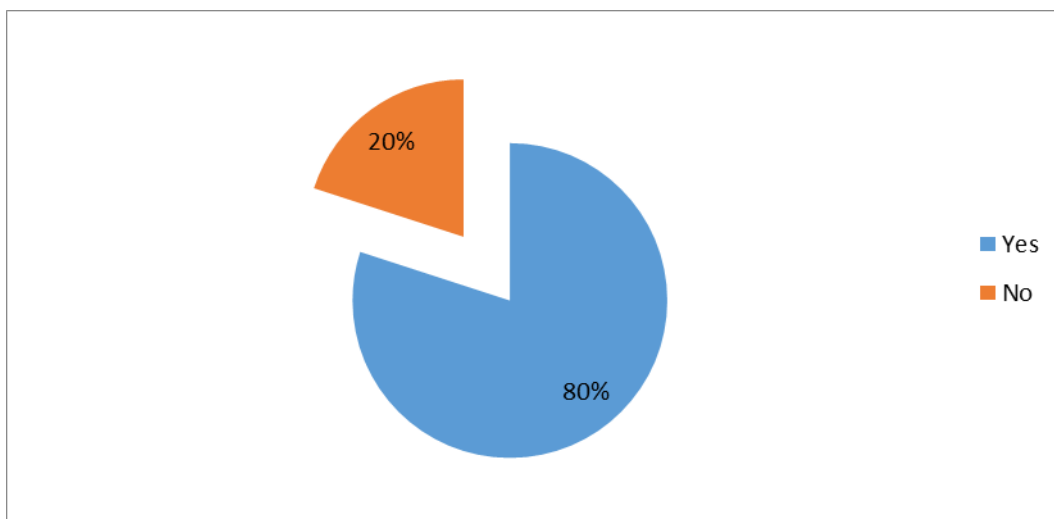
QUESTION 8: Would you like to use an application on your mobile devices to improve your vocabulary in English?

Table N° 24: Application to improve your vocabulary in English

Option	Frequency	Percentage
Yes	4	80,0%
No	1	20,0%
Total:	5	100,0%

Source: Teacher survey

Made by: Wilson Rojas Y.



Graph N° 22: Use of Application to improve vocabulary in English

Source: Teacher survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: In the graphic above, it can be seen that; 80% of teachers will like to use an application on their mobile devices in order to improve their vocabulary in English. Meanwhile, 20% of teachers say that they will not like to use an application on their mobile devices in order to improve their vocabulary in English.

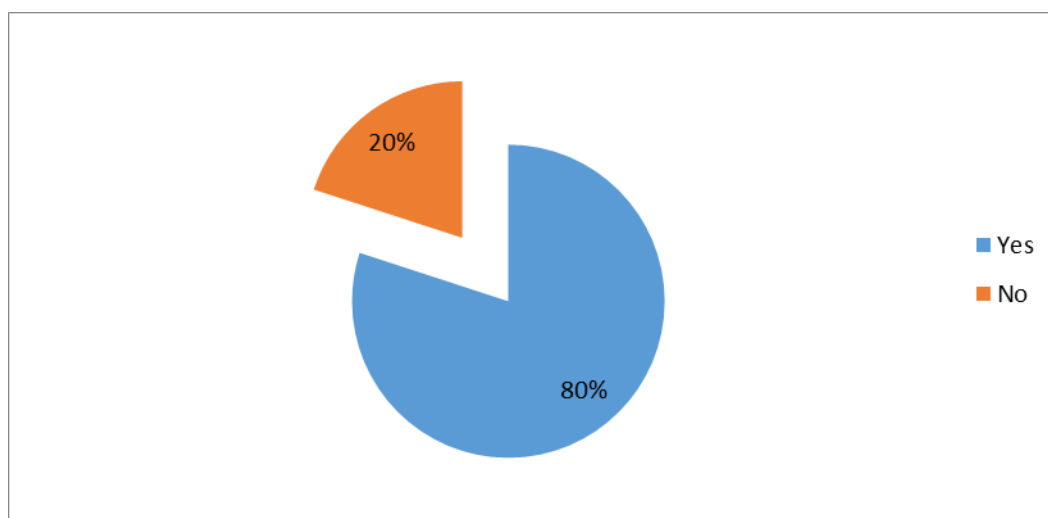
QUESTION 9: Would you like to use mobile devices for the English teaching-learning process?

Table N° 25: Use mobile devices for the English teaching-learning process

Option	Frequency	Percentage
Yes	4	80,0%
No	1	20,0%
Total:	5	100,0%

Source: Teacher survey

Made by: Wilson Rojas Y.



Graph N° 23: Use of mobile devices for the English teaching-learning process

Source: Teacher survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: The graphic of this question shows that the option YES got more percentage 80% which means that teachers would like to use mobile devices for English teaching-learning process, even though 20% percentage of teachers claims NO. It means that they will not like to use mobile devices for English teaching-learning process, but finally the 80% expect to introduce the use of their mobile devices in order to develop activities in the classroom.

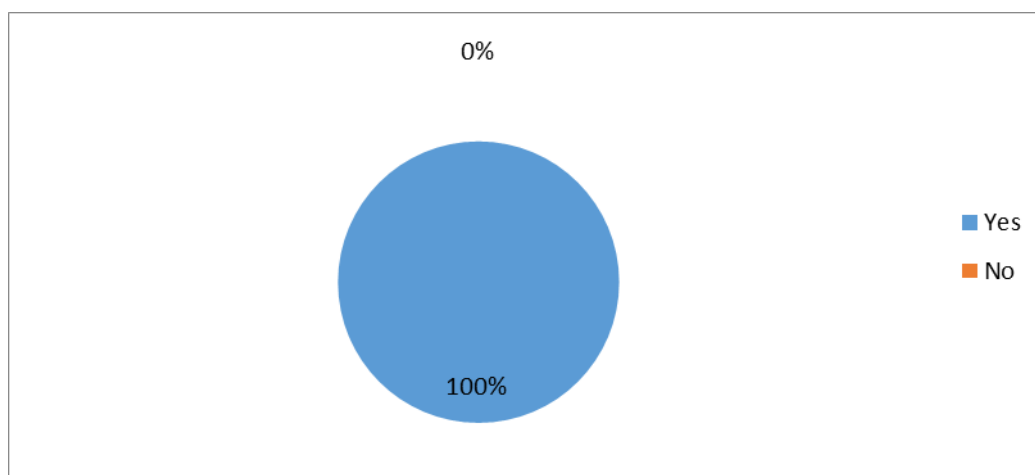
QUESTION 10: Do you agree to use dictionaries with applications to expand your vocabulary and find the meaning of new vocabulary in English?

Table N° 26: Applications to expand and find meaning of new vocabulary

Option	Frequency	Percentage
Yes	5	100,0%
No	0	0,0%
Total:	5	100,0%

Source: Teacher survey

Made by: Wilson Rojas Y.



Graph N° 24: Use of Applications to expand and find meaning of new vocabulary

Source: Teacher survey

Made by: Wilson Rojas Y.

Analysis and Interpretation: In the pie chart, it can be seen that 100% of teachers agree to use dictionaries with applications to expand their vocabulary and find the meaning of new vocabulary in English. On the other hands, 0% of teachers disagree to use dictionaries with applications to expand their vocabulary and find the meaning of new vocabulary in English. Therefore, all teachers agree with the question done and the majority of teachers have preferences in using their mobile devices and applications for developing classroom English activities.

Students' Survey

Table N° 27: Summary of each question

SUMMARY OF EACH QUESTION			
Question	Option	Frequency	Percentage
Question 1	Yes	60/69	87,0%
	No	9/69	13,0%
Question 2	Yes	55/69	79,7%
	No	14/69	20,3%
Question 3	Laptop	10/69	14,5%
	Tablet	5/69	7,2%
	Cellphone (Smartphone / iPhone)	45/69	65,2%
	None of the above	9/69	13,0%
Question 4	Make / receive calls	40/69	58,0%
	Purposes of study	0/69	0,0%
	Music / video games	9/69	13,0%
	Social Networks	20/69	29,0%
Question 5	Less than 1 hour	9/69	13,0%
	1 to 2 hours	5/69	7,2%
	2 to 3 hours	45/69	65,2%
	3 or more hours	10/69	14,5%
Question 6	Yes	10/69	14,5%
	No	59/69	85,5%
Question 7	Yes	2/69	2,9%
	No	67/69	97,1%
Question 8	Yes	66/69	95,7%
	No	3/69	4,3%
Question 9	Yes	67/69	97,1%
	No	2/69	2,9%
Question 10	Yes	64/69	92,8%
	No	5/69	7,2%

Source: Student Survey

Made by: Wilson Rojas Y.

Teacher Survey

Table N° 28: Summary of each question

SUMMARY OF EACH QUESTION			
Question	Option	Frequency	Percentage
Question 1	Very long	3/5	60,0%
	No very long	1/5	20,0%
	Recently	1/5	20,0%
Question 2	Yes	5/5	100,0%
	No	0/5	0,0%
Question 3	Laptop	1/5	20,0%
	Tablet	0/5	0,0%
	Cellphone (Smartphone / iPhone)	4/5	80,0%
	None of the above	0/5	0,0%
Question 4	Make / receive calls	3/5	60,0%
	Purposes of study	0/5	0,0%
	Music / video games	0/5	0,0%
	Social Networks	2/5	40,0%
Question 5	Less than 1 hour	0/5	0,0%
	1 to 2 hours	1/5	20,0%
	2 to 3 hours	1/5	20,0%
	3 or more hours	3/5	60,0%
Question 6	Yes	4/5	80,0%
	No	1/5	20,0%
Question 7	Yes	3/5	60,0%
	No	2/5	40,0%
Question 8	Yes	4/5	80,0%
	No	1/5	20,0%
Question 9	Yes	4/5	80,0%
	No	1/5	20,0%
Question 10	Yes	5/5	100,0%
	No	0/5	0,0%

Source: Teacher survey

Made by: Wilson Rojas Y.

Based on the analysis from the teachers and students' surveys, it was possible to conclude that:

- Majority of the students have access to and own mobile devices, which afford students and teachers to interact more freely in using this tool to learn.
- Cell phone is one of the mobile devices most used by students of "San Gerardo" educative unit; although they have other mobile devices, they prefer to use mobile phones (iPhone and Smartphone) with an average of 2 to 3 hours per day.
- According to the survey applied, both teachers and students are interested and inclined in the use of mobile devices and applications for English teaching - learning process using approaches, methodologies and techniques in order to enhance new vocabulary.
- Pre and Post Test to students are based on an approach, use of mobile devices' applications for lexical improvement.

Pre-Test and Post Test results.

Students from 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit took a Pre and Post Test where they obtained different scores. Students at "San Gerardo" answered a questionnaire based on 20 lexical questions developed in three sections: Translation, Sentences, and Word Definition sections.

Table N° 29: Pre-Test Average

“San Gerardo” Education Unit														
1ST School Year					2nd School Year					3RD School Year				
Roll N	Translation	Sentences	Word definition	Average	Roll N	Translation	Sentences	Word definition	Average	Roll N	Translation	Sentences	Word definition	Average
1	1,5	1,5	3,5	6,5	1	1,5	1,0	3,0	5,5	1	2,0	2,5	3,0	7,5
2	1,5	1,5	2,0	5,0	2	1,5	1,5	2,0	5,0	2	2,0	1,5	2,0	5,5
3	2,0	2,5	4,5	9,0	3	2,0	1,0	4,0	7,0	3	2,5	1,5	4,0	8,0
4	1,5	1,5	3,5	6,5	4	1,0	1,0	3,0	5,0	4	2,5	1,0	3,0	6,5
5	1,0	1,5	3,5	6,0	5	0,0	1,0	2,5	3,5	5	0,0	2,0	2,5	4,5
6	2,5	2,5	4,5	9,5	6	1,5	1,5	1,0	4,0	6	2,5	1,5	1,0	5,0
7	1,0	1,0	3,5	5,5	7	1,0	1,0	3,5	5,5	7	2,0	1,0	5,0	8,0
8	2,5	1,0	3,5	7,0	8	1,5	1,0	1,5	4,0	8	1,5	1,0	1,5	4,0
9	2,0	1,5	3,0	6,5	9	1,5	0,5	2,5	4,5	9	1,5	2,5	4,5	8,5
10	0,5	2,0	3,0	5,5	10	0,5	2,0	3,0	5,5	10	1,0	2,0	3,0	6,0
11	2,0	1,5	2,5	6,0	11	1,5	1,0	2,5	5,0	11	1,5	1,0	3,0	5,5
12	2,5	1,5	3,0	7,0	12	2,5	1,5	2,5	6,5	12	2,5	1,5	2,5	6,5
13	1,0	1,5	2,0	4,5	13	1,0	2,5	4,0	7,5	13	2,0	2,5	4,0	8,5
14	1,5	1,0	1,5	4,0	14	1,5	1,0	1,5	4,0	14	1,5	0,5	1,5	3,5
15	2,0	1,0	3,0	6,0	15	2,0	1,0	3,0	6,0	15	2,0	1,0	3,5	6,5
16	2,0	2,0	4,0	8,0	16	2,0	1,0	3,5	6,5	16	1,5	1,0	2,5	5,0
17	0,5	1,0	2,0	3,5	17	2,0	2,5	4,5	9,0	17	2,0	2,5	5,0	9,5
18	2,5	2,5	3,0	8,0	18	2,5	2,5	2,5	7,5	18	2,0	2,0	2,5	6,5
19	1,5	0,5	3,5	5,5	19	2,5	0,5	5,0	8,0	19	2,5	1,0	3,5	7,0
20	1,0	2,0	3,5	6,5	20	1,0	2,0	3,0	6,0					
21	2,0	1,0	2,5	5,5	21	2,0	1,0	2,0	5,0					
22	1,5	1,5	3,5	6,5	22	0,5	1,0	3,0	4,5					
23	1,0	1,5	4,5	7,0	23	1,0	1,5	4,5	7,0					
24	1,5	1,5	2,0	5,0	24	1,5	1,5	2,5	5,5					
25	2,5	1,0	3,0	6,5	25	2,5	1,0	3,5	7,0					
X	1,6	1,5	3,1	6,3	X	1,5	1,3	2,9	5,8	X	1,8	1,6	3,0	6,4

Source: Students' Pre-Test.

Made by: Wilson Rojas Y.

The media or average regarding the Pre-Test in each group is:

1ST School Year: 6, 3 out of 10, 0

2nd School Year: 5, 8 out of 10, 0

3rd School Year: 6, 4 out of 10, 0

Table N° 30: Post-Test Average

“San Gerardo” Education Unit														
1ST School Year					2nd School Year					3RD School Year				
Roll N	Translation	Sentences	Word definition	Average	Roll N	Translation	Sentences	Word definition	Average	Roll N	Translation	Sentences	Word definition	Average
1	2,5	2,5	3,5	8,5	1	2,0	2,5	5,0	9,5	1	2,5	2,5	4,5	9,5
2	2,5	2,0	4,5	9,0	2	2,0	2,0	4,0	8,0	2	2,5	2,5	5,0	10,0
3	2,5	2,5	5,0	10,0	3	2,5	2,0	5,0	9,5	3	2,5	1,5	4,5	8,5
4	1,5	2,0	4,0	7,5	4	2,0	2,0	4,5	8,5	4	2,5	2,0	3,5	8,0
5	1,5	1,5	4,0	7,0	5	0,5	2,5	2,5	5,5	5	2,0	1,5	4,0	7,5
6	2,0	2,5	4,5	9,0	6	2,0	1,5	4,5	8,0	6	2,5	2,0	3,0	7,5
7	1,5	1,0	4,5	7,0	7	1,5	1,0	4,0	6,5	7	2,0	0,5	5,0	7,5
8	2,5	2,0	4,0	8,5	8	2,5	1,5	4,5	8,5	8	2,5	2,0	4,5	9,0
9	2,0	2,5	3,0	7,5	9	2,5	1,5	3,0	7,0	9	2,5	2,5	4,5	9,5
10	2,0	2,0	3,5	7,5	10	2,0	2,0	3,5	7,5	10	1,5	2,0	3,5	7,0
11	1,5	2,0	4,0	7,5	11	2,5	1,5	4,5	8,5	11	2,5	1,0	3,5	7,0
12	2,0	2,0	4,5	8,5	12	2,5	1,5	3,5	7,5	12	2,5	2,5	3,5	8,5
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15	2,0	2,5	4,5	9,0	15	2,5	1,0	4,5	8,0	15	2,0	1,5	4,0	7,5
16	2,5	2,0	4,5	9,0	16	2,5	1,0	4,5	8,0	16	2,5	2,5	2,5	7,5
17	1,5	2,0	3,5	7,0	17	2,0	2,5	5,0	9,5	17	2,0	2,5	4,5	9,0
18	2,5	2,5	2,0	7,0	18	2,5	2,5	4,5	9,5	18	2,5	2,0	3,0	7,5
19	2,0	2,0	5,0	9,0	19	2,5	2,5	5,0	10,0	19	2,5	1,5	5,0	9,0
20	2,0	2,0	4,5	8,5	20	1,0	2,0	4,0	7,0					
21	2,0	1,0	3,5	6,5	21	2,5	1,5	4,0	8,0					
22	1,5	2,0	3,5	7,0	22	2,0	1,0	4,5	7,5					
23	1,5	2,0	5,0	8,5	23	1,5	2,0	4,5	8,0					
24	2,5	1,5	3,0	7,0	24	2,5	1,5	3,5	7,5					
25	2,5	1,0	4,0	7,5	25	2,5	2,0	4,0	8,5					
X	2,0	1,9	3,9	7,9	X	2,0	1,8	4,2	8,1	X	2,3	1,9	4,0	8,2

Source: Students' Pre-Test.

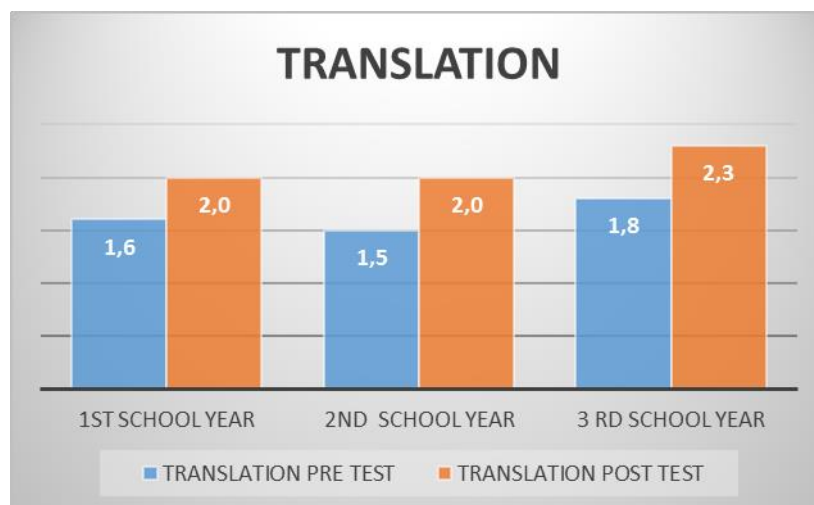
Made by: Wilson Rojas Y.

The media or average regarding the Post-Test in each group is:

1ST School Year: 7, 9 out of 10, 0

2nd School Year: 8, 1 out of 10, 0

3rd School Year: 8, 2 out of 10, 0



Graph N° 25: Translation results from Pre and Post Test.

Source: Pre and Post Test.

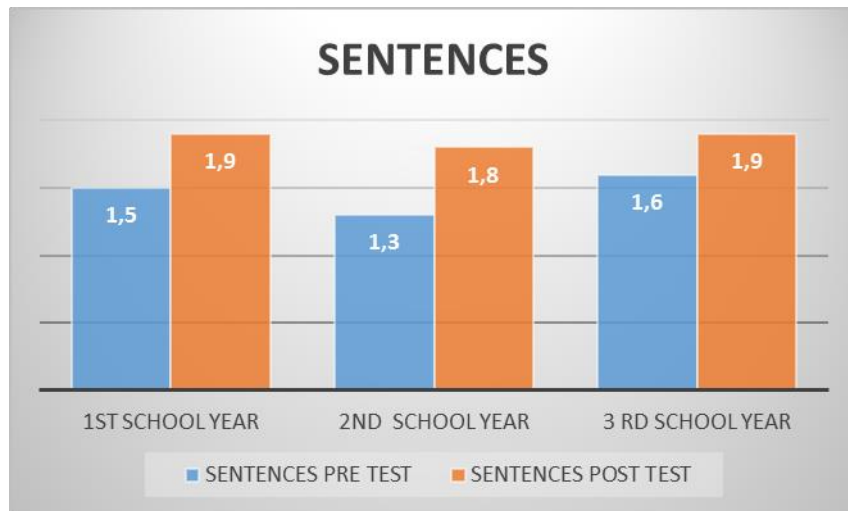
Made by: Wilson Rojas Y.

Analysis and Interpretation: The graphic above shows the obtained results from the Pre and Post-Tests related to “Translation” section questions in the evaluated 1st, 2nd and 3rd school years.

The 1st school year shows an average of 1, 6 in the Pre-Test and the average of 2, 0 in the Post Test; these values show a light difference. On the other hand, the 2nd school year displays an average of 1, 5 in the Pre-Test and the average of 2, 0 in the Post Test which means that there is a remarkable difference.

Finally, the 3rd school year interprets an average of 1, 8 in the Pre-Test and the average of 2, 3 in the Post-Test, the last value shows an increasing improvement in translation.

Thus, these averages between Pre and Post-Test shows an increasing level of lexical regarding translation section because the results display the lexical before and after. It clearly shows that there is a vocabulary improvement.



Graph N° 26: Sentence results from Pre and Post Test.

Source: Pre and Post Test

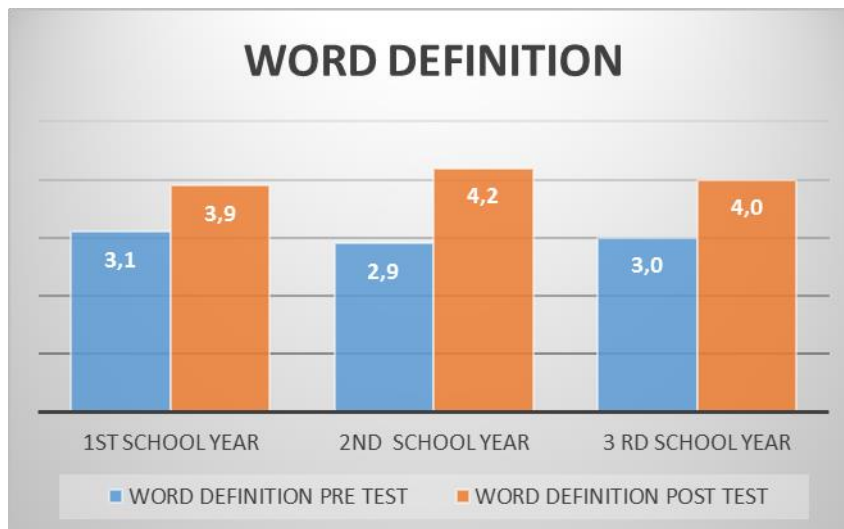
Made by: Wilson Rojas Y.

Analysis and Interpretation: The graphic of this section shows the obtained results from the pre and post-tests related with “Sentences” section questions in the three evaluated 1st, 2nd and 3rd school years.

The 1st school year shows an average of 1, 5 in the Pre-Test and the average of 1, 9 in the Post-Test; which has a notable difference between them. In the bars of 2nd school year the results are an average of 1, 3 in the Pre-Test and the average of 1, 8 in the post test which means that there is a remarkable difference.

Meanwhile, the 3rd school year average is 1, 8 in the Pre-Test and the Post Test average is 2, 3.

Consequently, these values show that there is an improvement in each school year, regarding to the sentence questions taken.



Graph N° 27: Word Definition results from Pre and Post Test.

Source: Pre and Post Test.

Made by: Wilson Rojas Y.

Analysis and Interpretation: In the questions about “word definition” demonstrates that the three school years had a high increase in vocabulary based on the graphic data.

The 1st school year shows an average of 3, 1 in the Pre-Test and the average of 3, 9 in the post test; which has a difference. In the same way the 2nd school year displays an average of 2, 9 in the Pre-Test and the average of 4, 2 in the Post-Test which means that students enhance their lexical notably. In the same manner the 3rd school year increased their vocabulary because in the Pre-Test they got an average of 3, 0 but in the Post Test they got 4, 0 there is an increase of 1, 0.

This means that the three school years had an increase in the Post-Test. Therefore, mobile devices applications enhanced student’s lexical.

4.2. Hypothesis Verification.

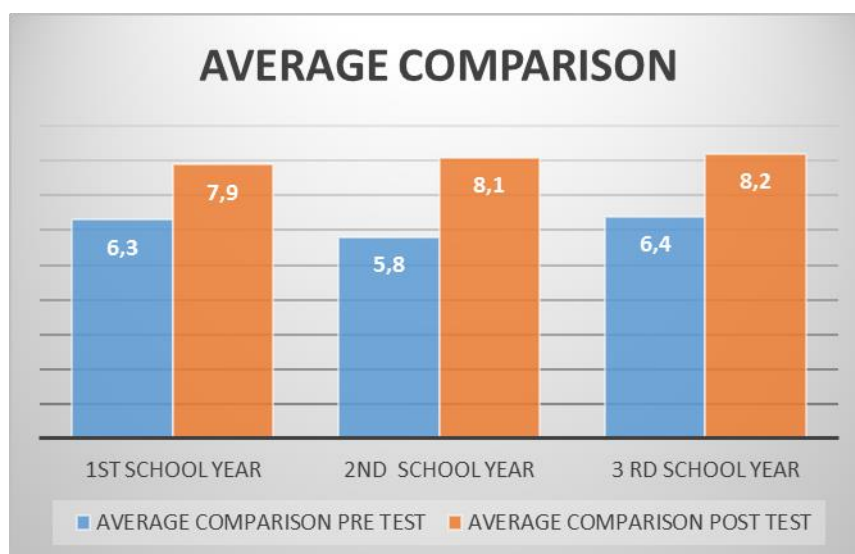
The following is the analysis of the results of the grades obtained in the Pre and Post-Test through calculation of T of student (Paired) with the Statistical Package for Social Science (SPSS) software, in order to determine whether or not the proper use of mobile devices helps in English lexical improvement.

Table N° 31: Chart of Average Comparison

“San Gerardo” Education Unit								
1ST School Year			2ND School Year			3RD School Year		
Roll N°	Score Pre-Test	Score Post-Test	Roll N°	Score Pre-Test	Score Post-Test	Roll N°	Score Pre-Test	Score Post-Test
1	6,5	8,5	1	5,5	9,5	1	7,5	9,5
2	5,0	9,0	2	5,0	8,0	2	5,5	10,0
3	9,0	10,0	3	7,0	9,5	3	8,0	8,5
4	6,5	7,5	4	5,0	8,5	4	6,5	8,0
5	6,0	7,0	5	3,5	5,5	5	4,5	7,5
6	9,5	9,0	6	4,0	8,0	6	5,0	7,5
7	5,5	7,0	7	5,5	6,5	7	8,0	7,5
8	7,0	8,5	8	4,0	8,5	8	4,0	9,0
9	6,5	7,5	9	4,5	7,0	9	8,5	9,5
10	5,5	7,5	10	5,5	7,5	10	6,0	7,0
11	6,0	7,5	11	5,0	8,5	11	5,5	7,0
12	7,0	8,5	12	6,5	7,5	12	6,5	8,5
13	4,5	6,5	13	7,5	8,0	13	8,5	10,0
14	4,0	6,5	14	4,0	7,5	14	3,5	5,0
15	6,0	9,0	15	6,0	8,0	15	6,5	7,5
16	8,0	9,0	16	6,5	8,0	16	5,0	7,5
17	3,5	7,0	17	9,0	9,5	17	9,5	9,0
18	8,0	7,0	18	7,5	9,5	18	6,5	7,5
19	5,5	9,0	19	8,0	10,0	19	7,0	9,0
20	6,5	8,5	20	6,0	7,0			
21	5,5	6,5	21	5,0	8,0			
22	6,5	7,0	22	4,5	7,5			
23	7,0	8,5	23	7,0	8,0			
24	5,0	7,0	24	5,5	7,5			
25	6,5	7,5	25	7,0	8,5			
X	6,3	7,9	X	5,8	8,1	X	6,4	8,2

Source: Student Pre and Post Test.

Made by: Wilson Rojas Y.



Graph N° 28: Average Comparison from Pre and Post-Test.

Source: Pre and Post Test.

Made by: Wilson Rojas Y.

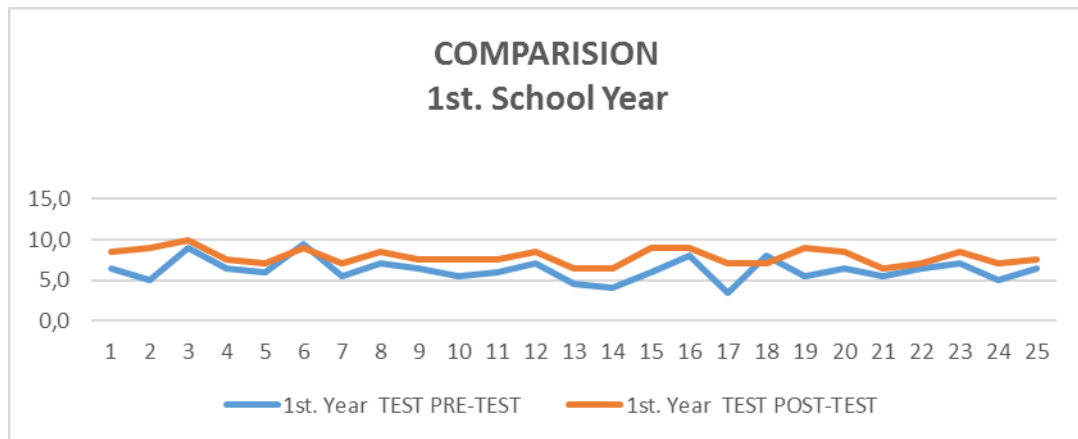
Analysis and Interpretation: Finally, the table 31 and the graphic 28 above displays the final results of the Pre and Post-Tests in the 1st, 2nd and 3rd school years. It is very clear that there is a difference on student's improvement in what was before and after applying the Pre and Post-Test to the students. The 1st school year shows a difference of 1, 6. It means that the students of this school year increased in their lexical due to the use of mobile devices and applications in English classes. The 2nd school year according to the data obtained, got an average of 2, 3 which explains a high increase in their lexical during the teaching-learning process in classes. The 3rd school year demonstrated a very good increase of 1, 8 which means that teachers and students were engaged with the use of mobile devices and the new MALL approach in order to develop activities into the classroom.

In other words, most of them were more interest in enhancing lexical when mobile devices and applications became part of the English classes.

Table N° 32: Average Comparison of School Years

AVERAGE COMPARISION SCHOOL YEARS		
School Year	TEST	
	PRE	POST
1st. School Year	6,3	7,9
2nd. School Year	5,8	8,1
3rd. School Year	6,4	8,2

Source: Students Pre and Post Test. **Made by:** Wilson Rojas Y.



Graph N° 29: T-Test Graphic Average Comparison 1st Year Pre and Post Test.

Source: SPSS Software.

Made by: Wilson Rojas Y.

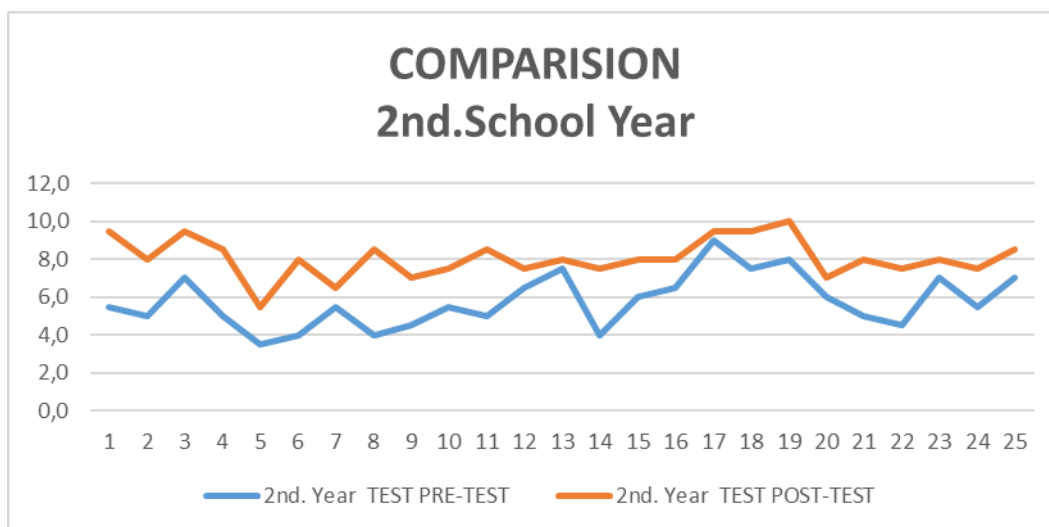
Table N° 33: T- Test Table Average Comparison 1st Year Pre and Post Test.

T – TEST FOR TWO PAIRED SAMPLES.

	Variable 1	Variable 2
Media	6,2600	7,8600
Varianza	1,9817	0,99
Observaciones	25,0000	25
Coeficiente de correlación de Pearson	0,5923	
Diferencia hipotética de las medias	0,0000	
Grados de libertad	24,0000	
Estadístico t	-6,9830	
P(T<=t) una cola	0,0000	
Valor crítico de t (una cola)	1,7109	
P(T<=t) dos colas	0,000000	
Valor crítico de t (dos colas)	2,0639	

Source: SPSS Software.

Made by: Wilson Rojas Y.



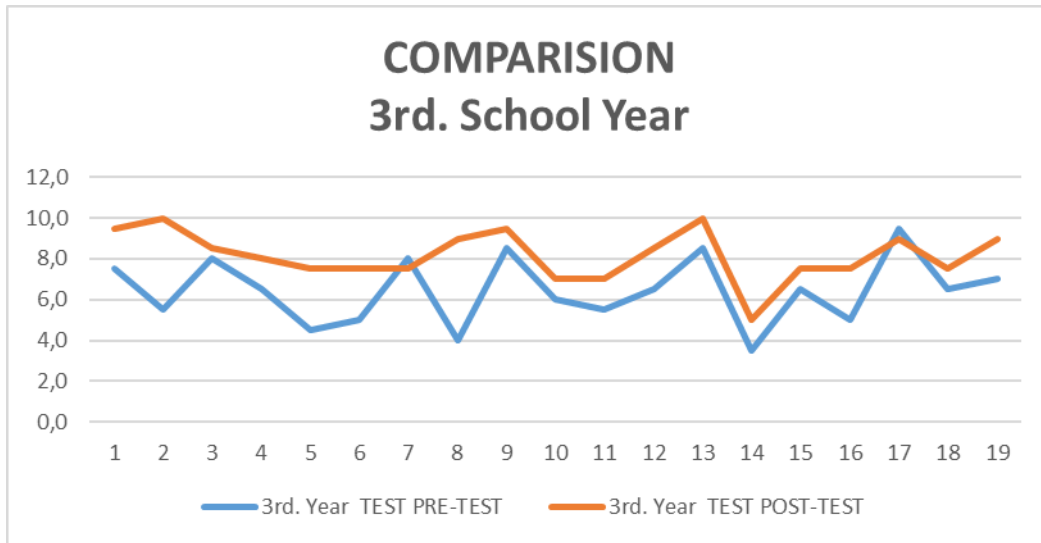
Graph N° 30: T-Test Graphic Average Comparison 2nd Year Pre and Post Test.
Source: SPSS Software. **Made by:** Wilson Rojas Y.

Table N° 34: T- Test Table Average Comparison 2nd Year Pre and Post Test.

T – TEST FOR TWO PAIRED SAMPLES.

	Variable 1	Variable 2
Media	5,7800	8,0600
Varianza	1,98083	1,06917
Observaciones	25,00000	25,00000
Coeficiente de correlación de Pearson	0,59639	
Diferencia hipotética de las medias	0,00000	
Grados de libertad	24,00000	
Estadístico t	-9,94442	
P(T<=t) una cola	0,00000	
Valor crítico de t (una cola)	1,71088	
P(T<=t) dos colas	0,00000	
Valor crítico de t (dos colas)	2,06390	

Source: SPSS Software. **Made by:** Wilson Rojas Y.



Graph N° 31: T-Test Graphic Average Comparison 3rd Year Pre and Post Test.
Source: SPSS Software. **Made by:** Wilson Rojas Y.

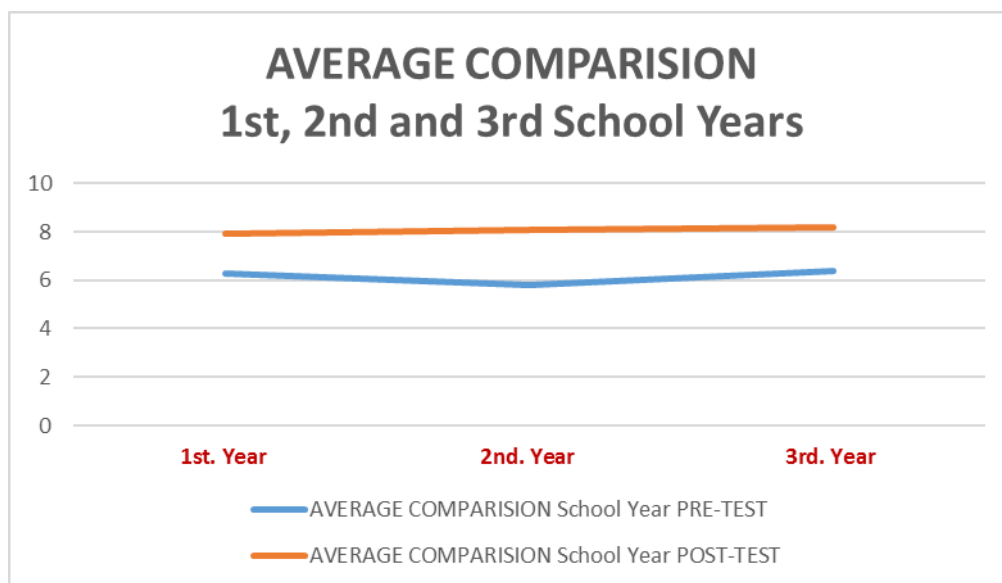
Table N° 35: T- Test Table Average Comparison 3rd Year Pre and Post Test.

T – TEST FOR TWO PAIRED SAMPLES.

	<i>Variable 1</i>	<i>Variable 2</i>
Media	6,4211	8,1579
Varianza	2,701754	1,557018
Observaciones	19,000000	19,000000
Coeficiente de correlación de Pearson	0,561695	
Diferencia hipotética de las medias	0,000000	
Grados de libertad	18,000000	
Estadístico t	-5,415013	
P(T<=t) una cola	0,000019	
Valor crítico de t (una cola)	1,734064	
P(T<=t) dos colas	0,000038	
Valor crítico de t (dos colas)	2,100922	

Source: SPSS Software.

Made by: Wilson Rojas Y.



Graph N° 32: T-Test Graphic Average Comparison 1st, 2nd and 3rd Years Pre and Post Test.

Source: SPSS Software.

Made by: Wilson Rojas Y.

Table N° 36: T- Test Table Average Comparison Average Comparison 1st, 2nd and 3rd Years Pre and Post Test.

T – TEST FOR TWO PAIRED SAMPLES.

	Variable 1	Variable 2
Media	6,1304	8,0145
Varianza	0,103333	0,023333
Observaciones	3,000000	3,000000
Coefficiente de correlación de Pearson	-0,033942	
Diferencia hipotética de las medias	0,000000	
Grados de libertad	2,000000	
Estadístico t	-9,127305	
P(T<=t) una cola	0,005896	
Valor crítico de t (una cola)	2,919986	
P(T<=t) dos colas	0,011792	
Valor crítico de t (dos colas)	4,302653	

Source: SPSS Software.

Made by: Wilson Rojas Y.

Analysis and Interpretation: The average comparison T-Test table shows that the average in the pre-test is 6, 1304. Consequently, students started with this level of English vocabulary knowledge. After applying the study guide with the different activities, strategies and approach to promote the improvement in

English lexical, the students got an average of 8, 0145. This is 1, 9 points more than the previous Post-Test. This means that had a higher increase in the Post-Test. Therefore, the proper use of mobile devices by students helps in English lexical improvement.

4.2.1. Hypothesis Approach

Alternative Hypothesis: Ha/H1

The proper use of mobile devices by students helps English lexical improvement in the 1st, 2nd, and 3rd years of “San Gerardo” Unified General Baccalaureate Education Unit.

Null Hypothesis: Ha/H0

The proper use of mobile devices by students doesn't help English lexical improvement in the 1st, 2nd, and 3rd years of, “San Gerardo” Unified General Baccalaureate Education Unit.

4.2.2. Selection of significant level

This research project used the significance level to verify the hypothesis $\alpha=0,05$ that corresponds to the 95% of reliability.

4.2.3. Statistic specifications

The data obtained from the population study helped the hypothesis verification. N=69.

Mathematical model

$$H0: \bar{X}_A = \bar{X}_B$$

$$H1: \bar{X}_A \neq \bar{X}_B$$

\bar{X}_A : Media Post Test

\bar{X}_B : Media Pre Test

Statistical Model

$$t = \frac{\bar{X}_A - \bar{X}_B}{\frac{S}{\sqrt{N}}}$$

$$t = 8,01 - 6,13$$

$$t = \frac{8,01 - 6,13}{\frac{1,47}{\sqrt{69}}}$$

$$t = \frac{1,8}{\frac{1,47}{8,306}}$$

$$t = \frac{14,95}{1,47}$$

$$t = 10,17$$

t = T student

S = standard deviation

N = Number of Students

Significance level

C = 95% of confidence level

$\alpha = 0,05$

Degrees of freedom

df = n-1

df = 69-1

df = 68

df = degrees of freedom

n = number of students

4.2.4. Statistics tables for paired samples

Table N° 37: T- Test Tables for paired samples of Pre and Post-Tests.

Paired Samples Statistics					
		Media	N	Desviación estándar	Media de error estándar
Par 1	Pre-Test	6,1304	69	1,47940	,17810
	Post Test	8,0145	69	1.07434	,12033

Paired Sample Correlations				
		N	Correlación	Sig.
Par 1	Pre-Test & Post Test	69	,568	,000

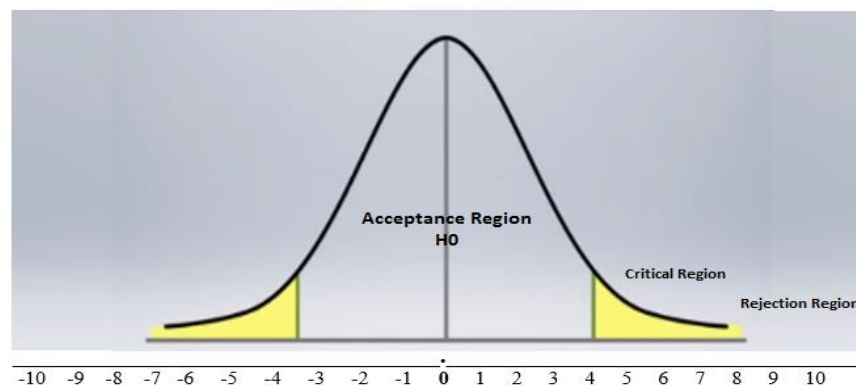
Paired Samples Test						
		Diferencias emparejadas				
		Media	Desviación estándar	Media de error estándar	95% de intervalo de confianza de la diferencia	
					Inferior	Superior
Par 1	Pre Test - Post Test	-1,88406	1,24009	,14929	-2,18196	-1,58616

Paired Samples Test				
		t	gl	Sig. (bilateral)
Par 1	Pre-Test - Post Test	12,620	68	,000

Source: SPSS Software.

Made by: Wilson Rojas Y.

4.2.5. Bell curve



Graph N° 33: Bell Curve - Acceptance Region

Source: SPSS Software.

Made by: Wilson Rojas Y.

4.2.6. Data collection

Students from 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit took Pre and Post-Tests where they obtained different scores. Students at “San Gerardo” answered a developed questionnaire based on 20 lexical questions in three sections: Translation, Sentences, and Word Definition sections.

4.2.7. Decision

First, it is important to take into consideration that the calculation of T of student through SPSS software for paired samples was used in this research work. Besides, it was necessary to take a Pre-Test before the implementation and a Post Test after its implementation with the purpose of determining if the hypothesis were successful or not. Furthermore, this test was used because the population sample was 69 and it is used to test the paired samples.

The T test was carried out in order to determine whether or not the proper use of mobile devices helps in English lexical improvement and to validate the hypothesis. Therefore, the T test shows that the proper use of mobile devices by students helps English lexical improvement.

Moreover, the level of significance is 0, 5 therefore the Null hypothesis is rejected whereas the alternative hypothesis is accepted. In other words, the proper use of mobile devices by students helps in English lexical improvement at 1st, 2nd, and 3rd years of Bachillerato General Unificado San Gerardo Unit.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions.

Finally, after analyzing the data collected from this research project, the following conclusions were reached:

- Majority of the students of “San Gerardo” educational unit have access to internet and they also own mobile devices and considering that mobile devices by students are the cellphone which contribute significantly to academic development inside and outside classrooms. In addition, there is a strong desire among surveyed students to learn about the use of applications because they have never used them for academic purposes before. All these characteristics are considered for allowing lexical improvement in the English teaching process, especially because they have in hands cellphones, unlimited internet access for expanding their vocabulary in English.
- Since the academic activities of students are based on the use of cellphones and applications, both teachers and students are very conscious that Mobile-Assisted Language Learning (MALL) is the most effective approach that contributed significantly to enhance vocabulary and improved their translation, sentences and word definition dimensions.
- In “San Gerardo” educational unit, students and teachers appreciate the Study Guide as an important tool to the lexical improvement, due to the fact that, this manual is new and increases the student’s interest to enhance their English lexical.

5.2. Recommendations.

After obtaining the conclusions mentioned above and based on them, the following recommendations were formulated:

- To use cellphones with academic purposes and consider them as tools because they will help students to enhance their lexical development since they can reinforce vocabulary activities.
- To include important and adequate activities, strategies and approaches such as Mobile-Assisted Language Learning (MALL) by means of the use of the most popular social network as Facebook, WhatsApp and Messenger that allow students to build their lexical learning. Furthermore, the use of the WordBit free application that stimulate in a positive, dynamic and didactic way to develop their skills in learning new vocabulary.
- To suggest that teachers apply the study guide proposed by the author in this research as a tool, so they can prove themselves that using mobile cellphones and free applications together with the MALL proposed approach motivate students to improve their vocabulary in English. Besides, it also helps to invite teacher to put aside the traditional and conventional English classes.

CHAPTER VI

THE PROPOSAL

6.1. Informative Data.

Proposal:

A Study Guide based on Mobile-Assisted Language Learning (MALL) activities for English Lexical Improvement.

Topic:

Mobile-Assisted Language Learning and English Lexical Improvement in students at “San Gerardo” Educative Unit.

Executing Institution:

“San Gerardo” Educative Unit.

Beneficiaries:

Students and Teachers at “San Gerardo” Educative Unit.

Estimated time for the execution:

During First Partial of the Second Fifth moth term (Quimestre) of the school year 2017-2018.

Beginning:

February 19th 2018

End:

March 19th 2018

Project Responsible:

Researcher: Wilson Rojas; Tutor: Rotini Peter Oye, Mg.

6.2. Proposal Background.

This research is aligned on the Ecuadorian Ministry of Education (MinEduc) which says that “English is unquestionably the world’s *lingua franca* at present. Not only is much of our technological, scientific, academic, and social information **are** written in English, but also learning and speaking more than one foreign language is essential in order to interact and communicate in today’s globalized world”. (Educacion & Ministerio de Educacion , National Curriculum Guidelines, 2014).

It means that Ministry of Education supports the English teaching learning process in public schools in Ecuador.

Besides, considering that the use of technology such as mobile devices is a very valuable resource which would be used in English classes for a proper lexical improvement and because mobile devices foment a structural change and at the same time it produces motivation. Moreover, students are focused on learning by means of new approaches, methods or strategies which motive rather than demotivate.

This research was planned taking into account the use of mobile devices and Mobile Assisted Language Learning (MALL) approach in order to improve the English lexical by Students in the 1st, 2nd, and 3rd years of “San Gerardo” Unified General Baccalaureate Education Unit.

This issue was evident and proved not only through the surveys of application, but also by Pre and Post-Test which determined that both mobile devices and MALL approach can be applied in order to enhance student’s English vocabulary.

Then, a Study Guide was proposed which contains communicative language approach, lessons, activities as well as the use of mobile devices with applications in order to get benefits for both teachers and students and improve in the lexical.

6.3. Justification.

National Curriculum Guidelines of the Ecuadorian Ministry of Education (MinEduc) says that “by the end of the 3rd year Bachillerato, students will have reached the communicative competence for B1 proficiency level (Independent User)” (Educacion, National Curriculum Guidelines, 2014). Besides, The Ecuadorian Ministry highlights the importance of learning English language; in order to enhance and align the current education with innovative technological changes; toward the development of student’ skill.

The main purpose of this proposal is to benefit students of “San Gerardo” Educative Unit to improve, especially students’ lexical learning which helps them to feel familiar with the L2.

A great advantage of using Mobile Assisted Language Learning (MALL) approach is to generate study habits in students supported by mobile devices and applications for improving their lexical in English. Furthermore, the proposed study guide is original and is the first time that it is used in “San Gerardo” Educative Unit.

6.4. Objectives.

6.4.1. General objective.

- To provide a methodological study guide in teaching vocabulary based on MALL approach with the use of mobile devices and applications to improve students’ English lexical.

6.4.2. Specific Objectives.

- To use The WordBit cellphone vocabulary application for developing different classroom activities in learning new lexical.
- To acquire significant vocabulary by implementing WhatsApp and Facebook social networks activities in the L2 classroom.

- To assess the effectiveness of the Study Guide for English Lexical Improvement based on The Mobile-Assisted Language Learning approach by applying a Pre and Post Test.

6.5. Feasibility Analysis.

This proposal is feasible because the Ecuadorian Ministry of Education (MinEduc) is giving impulse to the improvement of the English language in public education institutions. Besides, there is also all the predisposition and support of the different authorities of “San Gerardo” Educative Unit to carry out the proposal of this research because it will benefit teachers and especially to students who are learning L2. (Educacion & Ministerio de Educacion , National Curriculum Guidelines, 2014)

In addition, the applied surveys determined that both teachers and students have cell phones, internet access, free applications, and additionally there is all the willingness of teachers to apply the proposed study guide. Furthermore, teachers and students involved in this propose don’t have to invest anything, it means any special resource or budget but for sure they will be the beneficiaries of this proposal as a strategy to enhance their lexical.

Moreover, it is necessary to know that the Ecuadorian Ministry of Education’s annual planning has considered assigning 5 hours classes of English per week which is an important factor in order to develop the proposal.

Finally, in terms of infrastructure (classrooms and laboratories) and technological resources such as internet access, students and teachers count on these available resources any time in order to carry out all the activities.

6.6. Foundation.

Study Guide

It is a resource handbook based on approaches, strategies, techniques and activities to facilitate learning and understanding in several areas. The study guide

summarizes important issues that present problems with resolution tasks to be fulfilled which develop with writing, reading, speaking, listening and other skills. Besides, according to Jennifer M. Laidlaw & Ronald M. Harden (2016) say that a study guide “can be seen as a management tool which allows the teacher to exercise his responsibilities while at the same time giving the student an important part to play in managing his own learning”. (Harden, 1990)

Mobile Assisted Language Learning (MALL)

It is an approach to language learning that is based on the use of mobile devices and allows interaction between teachers and peers. It offers flexible access to learning resources and allows shortening distances in real time. MALL is a set of elements that has gained popularity in recent years due to the implementation of techniques and the use of mobile devices such as MP3 / 4 players, tablets and smartphones (iPhone or Samsung Galaxy). (Sinem Bezircilioglu, 2017)

Lexical

This concept is linked to the vocabulary of a language. This term is used to refer to words from the same region considering all the languages of the planet. (Jallifarhani, M. & Ghovenhnodoushan, M, 2012)

Application

It is a computer application which is designed to be used on mobile devices. The applications have a set of professional or leisure tasks which the users can obtain for free or paid.

The term application is a shorter form of application program. An application is the use of a technology, system or product designed to perform a specific function or in some cases, for another application program. Applications include word processors, database programs, web browsers, development tools, drawing, painting, image editing programs and communication programs. The

applications use the services of the computer operating system and other support applications. (Terms, 2018)

WordBit (Lockscreen Study)

It has great content of words ranging from a basic level A1 to an advanced level C1 under the standards of the common European framework of references for languages which allows learning vocabulary in a fun way and has audio to listen to the correct pronunciation of the vocabulary in English.

WordBit is an innovative and free application that has more than totally free 20,000 phrases and expressions. WordBit also contains vocabulary used in the IELTS, TOEFL, and even SAT examinations. It has phrases and expressions mostly used for any type of occasion such as: romantic and business phrases, colloquial expressions, etc. (AppBrain, 2018)

WhatsApp

It is one of the few applications that provide full control to the user, since it is a messaging system based on human communication through different channels: images, videos, links, documents, sounds and texts. WhatsApp has a capacity to handle different formats that are ordered according to the user's instructions and improves communication with other people.

WhatsApp into education is an application that encourages a daily link of communication which generates a sense of belonging in the small educational community between teacher and students. WhatsApp accompanies the teaching-learning process with new technologies and it is a way to capture the attention and interest of students, who will be easily involved with the activities proposed through this channel. (uptodown, 2017)

Facebook

It is a popular free social network invented by Mark Zuckerberg a young student at Harvard University who wanted to facilitate communication and socialization among students who were at Harvard University, but it ended up being the most used social network. In the year 2007, where Facebook had three years in the network, it got more than 500 million users around the world. Facebook does not educate as such, but it can become a tool that facilitates learning. (González, 2010)

6.7. Methodology (Operational Model)

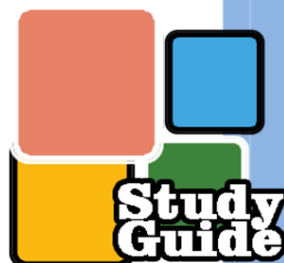
The operational model used in the research is based on a Study Guide which is focused on MALL approach and it is developed through activities, techniques and English language skills. This study guide will help students to improve their lexical not only with the use of mobile devices that they own but also with free applications and most used social networks. All the activities carried out are aligned with the standards, programming, planning and curriculum established by the Ecuadorian Ministry of Education (MinEduc).



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2018

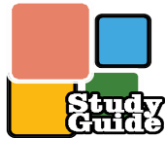
Study Guide based on MALL activities for English Lexical Improvement.



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Introduction

You are welcome to explore this *Study Guide* to learn more about lexical improvement based on MALL implementations approach and the use of mobile devices in classes.

This *Study Guide* is the result based on experiences that happen through learning and teaching situations in the classroom. These situations motivate to put into practice brief activities for practicing language learning strategies covering vocabulary and motivating students to improve their skills.

Please note that there are Four separate sections:

The First section of this *Study Guide* tells how it is presented, introducing data about how this *Study Guide* is composed.

The Second section gives general concepts explaining how to best present information about the MALL approach and the most useful free applications concepts used in the classrooms. At the same time, this section offers links for tutoring and orientation.

The Third section shows the activities for guiding and supporting teachers and students in future teaching situations, implementing MALL approach which goes hand in hand with WordBit, WhatsApp and Facebook applications.

In fact, this *Study Guide* contains a variety of interesting activities which allow students to get their lexical improvement.

Finally, The Four Section is the bibliography, from where some references and information are taken.

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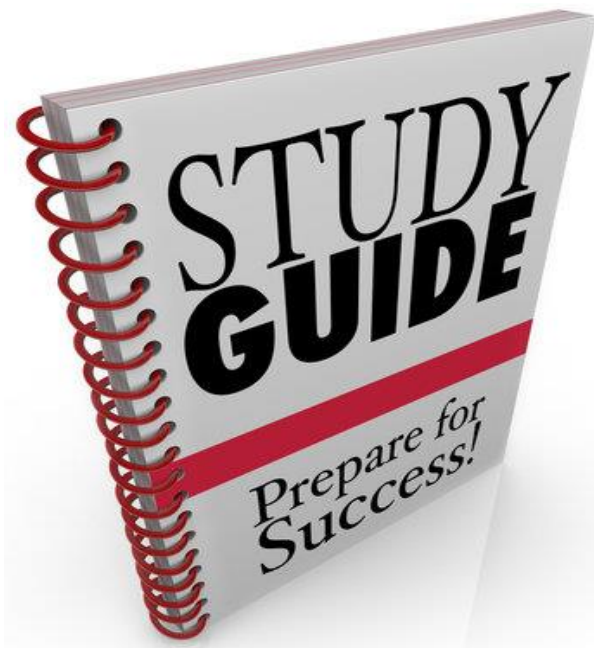
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SECTION 3:				
Workshop 1: "WordBit Application"				
Activity Description	Key vocabulary	Structures	Expression	Stage
Activity 1 "Welcome to WordBit Application"	Vocabulary Kayaking, tent, hiking, hotel, place, canoe, foot, cabin, sightseeing, camp site, bicycle trip, bus tour, cruise trip.	Using how much and very, tag questions.	To be green, that kind of thing	Presentation 40'
Activity 2 "Familiarizing with WordBit"				Practice 20' Application 15'
Activity 3 "Surfing WordBit"				Presentation 10' Practice 10' Application 15'
Workshop 2: "WhatsApp Application"				
Activity Description	Key vocabulary	Structures	Expression	Stage
Activity 1 "Welcome to WhatsApp Application"	Vocabulary Rest room, maple tree, cabin, parking lot, cafeteria, campsite,	Indirect questions.	Can't you miss it. It's forbidden.	Presentation 40'
Activity 2 "Familiarizing with WhatsApp"				Application 30'

<p>Activity 3 "Surfing WhatsApp"</p>	<p>fire ring, kayak rental, office, shower, statue.</p>			<p>Application 30'</p>
<p>Workshop 3: "Facebook Application"</p>				
<p>Activity Description</p>	<p>Key vocabulary</p>	<p>Structures</p>	<p>Expression</p>	<p>Stage</p>
<p>Activity 1 "Welcome to Facebook"</p>	<p>Vocabulary TV Tower, Lake Bridge, City Cathedral, City Park.</p>	<p>Prepositions of place.</p>	<p>Shake a leg. Hit the road.</p>	<p>Presentation 40'</p>
<p>Activity 2 "Familiarizing with Facebook"</p>				<p>Application 30'</p>
<p>Activity 3 "Surfing Facebook"</p>				<p>Application 40'</p>
<p>SECTION 4: Bibliography</p>				

SECTION 2

General Concepts

Study Guide



It is a resource handbook based on approaches, strategies, techniques and activities to facilitate learning and understanding in several areas.

The study guide summarizes important issues that present problems with resolution tasks to be fulfilled which develop writing, reading, speaking,

listening and other skills.

Besides, according to Jennifer M. Laidlaw & Ronald M. Harden (2016) a study guide “can be seen as a management tool which allows the teacher to exercise his responsibilities while at the same time giving the student an important part to play in managing his own learning”. (Harden, 1990)

Mobile Devices



A mobile device is a small appliance in order to be handheld and also, they have a display screen with a touch system and a keyboard and their weigh is less than 2 pounds. (Anderson, 2014). Besides, the mobile devices in time

have become a very important tool in the teaching-learning process, specifically in the development of English language skills. (Kroski, 2008)

These mobile devices have a system that works very easily with applications that include software known as applications, most of these applications and devices can be adapted to Bluetooth and Wi-Fi. These features allow having connection to a network and other devices. Furthermore, they are equipped with a camera or media player to record videos or music files. (Kroski, 2008)

Early pocket devices were joined in late 2000s and also similar to tablet. Input and output of modern mobile devices are often combined in a touch screen. (Bicen, 2013)

Smartphones and laptops are popular and very common among those who wish to use some conventional computer in environmental circumstances. (Hanson, 2011). In short, mobile devices are essential in the students' everyday life activities, and due to their features and size, they can contribute as an effective learning tool.

Lexical



This concept is linked to the vocabulary of a language.

This term is used to refer to words from the same region considering all the languages of the planet. (Jallifarhani, M. & Ghovenhdoushan, M, 2012)

Mobile Assisted Language Learning (MALL)



It is an approach to language learning that is based on the use of mobile devices and allows interaction between teachers and peers. It offers flexible access to learning resources and allows shortening distances in real time. MALL is a set of elements that have gained popularity in recent years due to the implementation of techniques and the use of

mobile devices such as MP3 / 4 players, tablets and smartphones (iPhone or Samsung Galaxy). (Sinem Bezircilioglu, 2017)

For more information about MALL, click here:

<https://www.youtube.com/watch?v=H2Ly1FOHla4> (Jarmon, 2013)

https://www.youtube.com/watch?v=e_XVh_hoMMM (EduHK, 2018)

Application



The applications have a set of professional or leisure tasks which the users can obtain for free or paid. It is designed to be used on mobile devices

The term application is a shorter form of application program. An application is the use of a technology, system or product designed to perform a specific function or in some cases, for another application program.

Applications include word processors, database programs, web browsers, development tools, drawing, painting, image editing programs and communication programs.

The applications use the services of the computer operating system and other support applications. (Terms, 2018)

WordBit (Lockscreen Study)



It has a great content of words ranging from a basic level A1 to an advanced level C1 under the standards of the common European framework of references for languages which allows learning vocabulary in a fun way and has audio to listen to the correct pronunciation of the vocabulary in English.

WordBit is an innovative and free application that has more than totally free 20,000 phrases and expressions.

WordBit also contains vocabulary used in the IELTS, TOEFL, and even SAT examinations. It also has phrases and expressions most used for any type of occasion such as: romantic and business phrases, colloquial expressions, etc. (AppBrain, 2018)

For more information about WordBit, click here:

https://www.youtube.com/watch?v=XQl14-cz_kI (Info, 2018)

<https://www.youtube.com/watch?v=W1AgsIT2RdM> (info, 2018)

WhatsApp



It is one of the few applications that provide full control to the user, since it is a messaging system based on human communication through different channels: images, videos, links, documents, sounds and texts.

WhatsApp has a capacity to handle different formats that are ordered according to the user's instructions and improves communication with other people.

WhatsApp into education is an application that encourages a daily link of communication which generates a sense of belonging in the small educational community between teacher and students.

WhatsApp accompanies the teaching-learning process with new technologies and it is a way to capture the attention and interest of students, who will be easily involved with the activities proposed through this channel. (uptodown, 2017)

For more information about WhatsApp, click here:

https://www.youtube.com/watch?v=6Hlr_IpSBEQ (Techboomers, 2017)

Facebook



It is a popular free social network invented by Mark Zuckerberg a young student at Harvard University who wanted to facilitate communication and socialization among students who were at Harvard University, but it ended up being the most used social network. In the year 2007 where Facebook had three years in the network, it got more than

500 million users around the world.

Facebook does not educate as such, but it can become a tool that facilitates learning. (González, 2010)

For more information about Facebook, click here:

<https://www.youtube.com/watch?v=uQ7OasW5GYY> (Techboomers, Welcome to Facebook!, 2015)

<https://www.youtube.com/watch?v=fGcHOcj1SQA&t=0s&index=17&list=PLk3xjyeTggSayKijxydpoqZ2qlY7Eu7Hr> (Techboomers, How to Use Facebook, 2017)

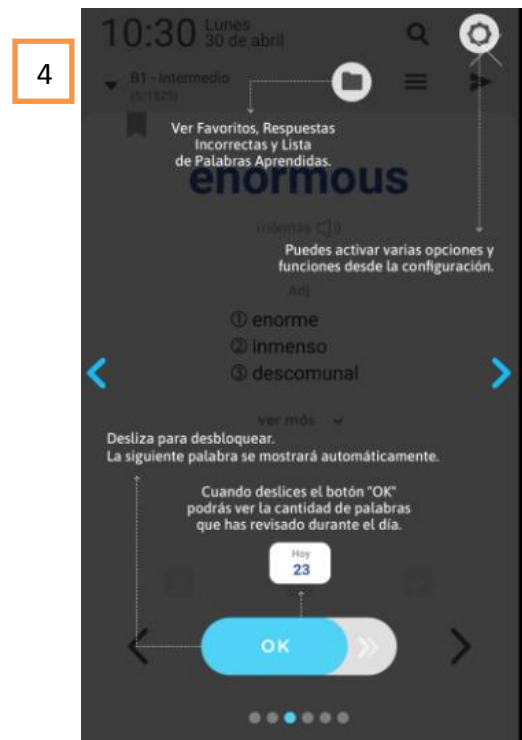
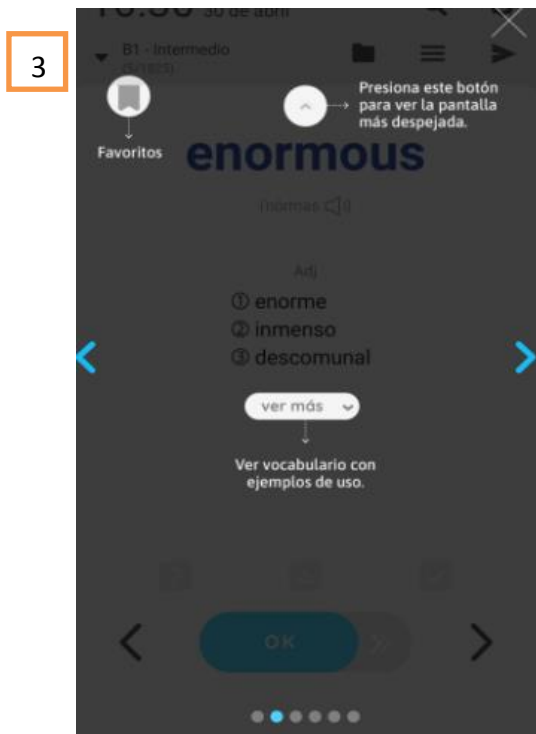
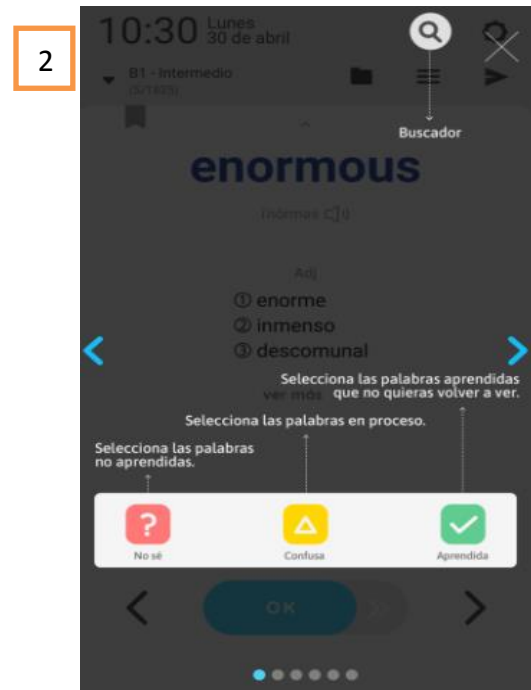
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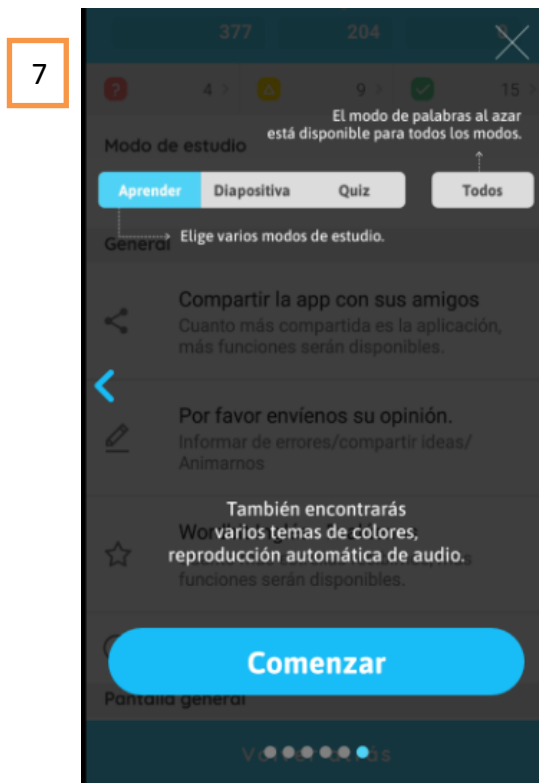
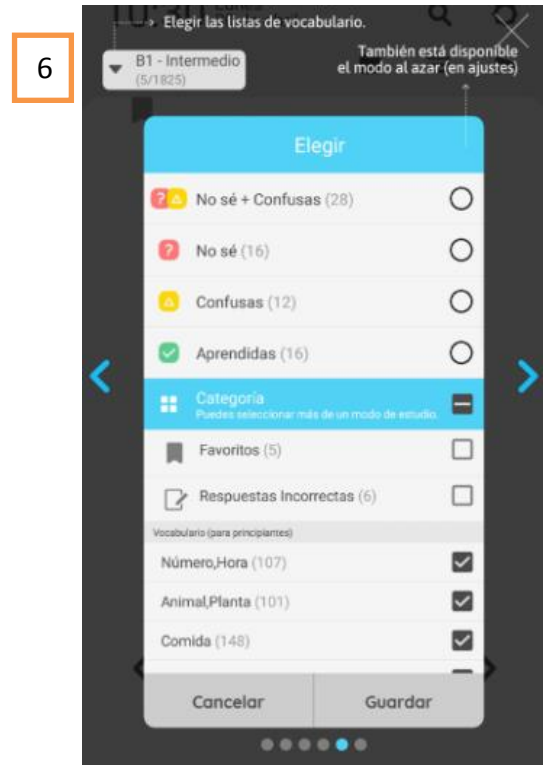
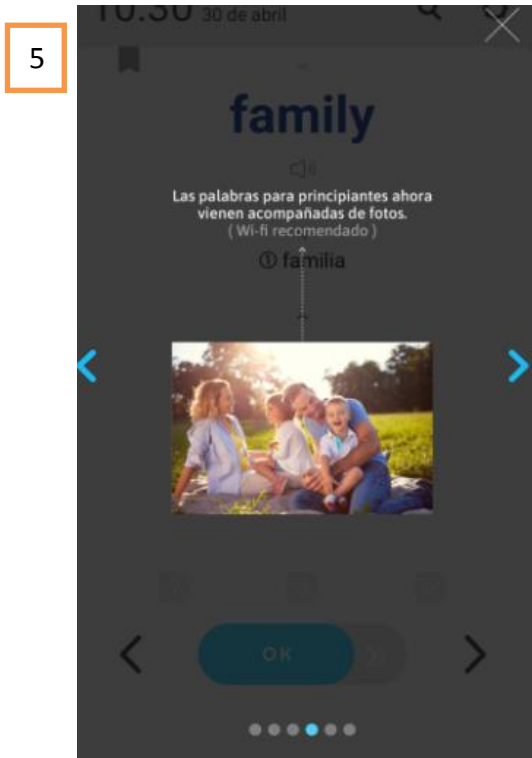
Workshop N°1 “WordBit”

Activity N°1

Activity N°1

“Welcome to WordBit Application”	
Objective:	To introduce Students as well Teachers the “WordBit” application in order to enhance vocabulary skills.
Classroom /Level: 1 st , 2 nd , and 3 rd Bacallaureate.	Time: Estimated time 40 minutes.
Resources:	Markers, laptop, projector, speakers, cell phones.
Procedure:	<ol style="list-style-type: none"> 1. Teacher starts the presentation on the projector about “WordBit” application. 2. If Students have questions, they participate by raising their hands up, and teacher responds to them 3. Then, students form groups of three in the classroom. 4. After that, everybody their cell phones on and follow the teacher’s instructions. 5. Teacher explains how to download and configurate WordBit application step by step. If someone makes a mistake during the explanation, he/she must stand up. 6. Teacher gives a feedback on the presentation and explains the academic benefits of using WordBit application for lexical improvement. 7. Finally, students have WordBit application on their cell phones.
Lexical Areas:	Related to trips, travellers, travel activities and the environment. (According to the Unit and Lesson).
Key Vocabulary and Structures:	<p>Vocabulary Kayaking, tent, hiking, hotel, place, canoe, foot, cabin, sightseeing, camp site, bicycle trip, bus tour, cruise trip.</p> <p>Expressions To be green, that kind of thing</p> <p>Structures Using how much and very, tag questions. (According to the Unit and Lesson).</p>
Participants:	Students and Teacher.
Links:	<p>https://www.youtube.com/watch?v=7tOe5Ckj1WY (Velasco, 2018)</p> <p>https://www.youtube.com/watch?v=XQll4-cz_kl (info, SUPER FÁCIL y RÁPIDA (WordBit Inglés), 2018)</p>





LESSON PLAN ACTIVITY Nº1 “WELCOME TO WORDBIT”

SCHOOL YEAR: 2017-2018

AREA: ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING

PERIODS: 5 PER WEEK

WEEK: FIRST

DEPARTMENT: FOREIGN LANGUAGE

TEACHER: WILSON ROJAS **SUBJECT:** ENGLISH

TOPIC/UNITS: UNIT 4

LESSONS: 1

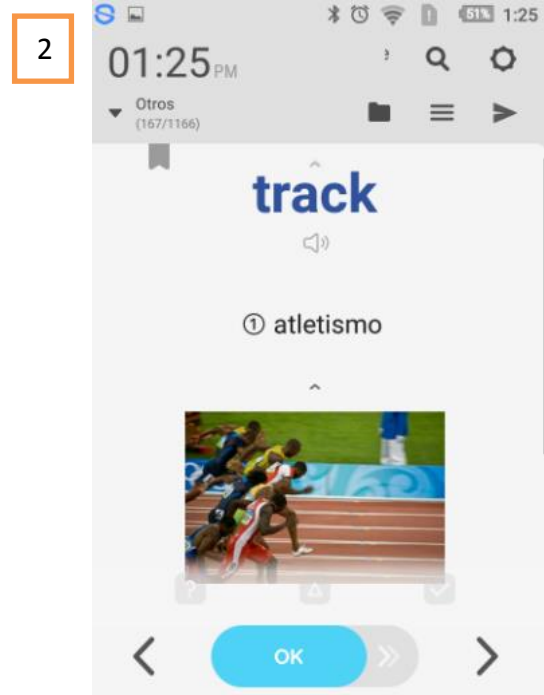
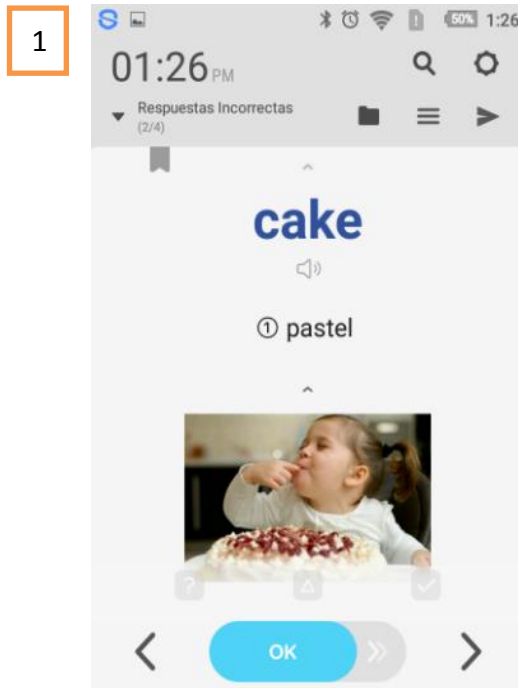
VALUES: Good living or “sumac Kawsay, national and planetary identity, unity in diversity, responsible citizenship.

Group: 1 st , 2 nd and 3 rd BGU.		Date: 2018	Time: 80 minutes	Nº Students: 25, 25, 19.
Recent topic work: Past Perfect Tense			Recent language work: Tag questions	
Aims: To give and ask for general information.				
Objectives: This lesson will enable learners to describe, compare and give opinions about travelers and touristic activities.				
Assessment: Individual and in groups				
Material: Markers, laptop, projector, speakers, cell phones.				
Anticipated problems:		Problems: Ss could not complete the task	Solution: Monitor the class and help them	
TIME	TEACHING ACTIVITIES		STUDENTS ACTIVITIES	SUCCESS INDICATORS
10 Minutes	STAGES: Warm up:			
40 Minutes	Presentation: 1. Teacher starts the presentation on the projector about “WordBit” application. 2. If Students have questions, they participate by raising their hands up, and teacher responds to them. 3. Then, students form groups of three in the classroom. 4. After that, everybody put their cell phones on and follow the teacher’s instructions. 5. Teacher explains how to download WordBit application step by step. If someone makes a mistake during the explanation, he/she must stand up 6. Teacher gives a feedback on the presentation and explains the benefits of using WordBit application for lexical improvement. 7. Finally, students have WordBit application on their cell phones.		<ul style="list-style-type: none"> Look at the presentation and understand the use of WordBit. Ask questions as many times as they want for information. Move around and form groups. Follow the teacher’s instruction on downloading WordBit application. 	<ul style="list-style-type: none"> To interact by asking and answering question on WordBit To download WordBit application. To know what WordBit application is used for?
20 Minutes	Practice:			
10 Minutes	Application:			
Additional possibilities: If some groups finish the activity first, they will help other groups				
Homework: Practice WordBit Application and Complete the workbook, page 142 exercises 1, and 2				

Activity N°2

Activity N°2

"Familiarizing with WordBit"	
Objective:	To Familiarize with the "WordBit" application in order to enhance vocabulary skills.
Classroom /Level:	1 st , 2 nd , and 3 rd Baccalaureate.
Time:	Estimated time 35 minutes.
Stage:	Practice 20' Application 15'
Resources:	Cell phones, WordBit application, Markers, Copies.
Procedure:	<ol style="list-style-type: none"> 1. Teacher and students unlock their cell phones. 2. Teacher asks students to surf on the WordBit application and look for new vocabulary for them, for about 10 minutes. 3. Students follow the instructions until they get vocabulary they prefer while their cell phones are locked and unlocked. 4. Teacher distributes a worksheet (V.I.S. Chart) to each student and allows a little time for them to become familiar with the information. 5. Students choose 5 words from the WordBit application and write down on (V.I.S. Chart) for completing the task with the word <i>translation</i> and <i>a sentence</i> per word. 6. Then, teacher explains to the students a model and clarify doubts about time that they have and also how to complete the task. 7. After that, Teacher and students practice with an example. If there are questions, teacher will clarify them. 8. Then, individually, students start to complete the task (V.I.S. Chart). 9. Teacher moves around the classroom in order to encourage students to complete the task assigned. 10. Finally, when time is over, teacher collects the worksheet.
Lexical Areas:	Related to trips, travellers, travel activities and the environment. (According to the Unit and Lesson).
Key Vocabulary and Structures:	<p>Vocabulary Kayaking, tent, hiking, hotel, place, canoe, foot, cabin, sightseeing, camp site, bicycle trip, bus tour, cruise trip.</p> <p>Expressions To be green, that kind of thing</p> <p>Structures Using how much and very, tag questions. (According to the Unit and Lesson).</p>
Participants:	Students and Teacher.



V.I.S. CHART (Vocabulary Improvement Strategy)		
SUBJECT: English Language.		
TEACHER'S NAME: Wilson Rojas		
STUDENT'S NAME: _____		
CLASSROOM: _____ DATE: _____		
WORD	Translation (Spanish)	Sentence
E.g. <i>Cake</i>	<i>Pastel</i>	<i>Mary eats a <u>cake</u>, doesn't she?</i>
1. <i>Track</i>	<i>Atletismo</i>	<i><u>Track</u> is a nice activity, isn't it?</i>
2.		
3.		
4.		
5.		

LESSON PLAN ACTIVITY Nº2 “FAMILIARIZING WITH WORDBIT”

SCHOOL YEAR: 2017-2018

AREA: ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING

PERIODS: 5 PER WEEK **WEEK:** FIRST

DEPARTMENT: FOREIGN LANGUAGE

TEACHER: WILSON ROJAS **SUBJECT:** ENGLISH

TOPIC/UNITS: UNIT 4

LESSONS: 1

VALUES: JUSTICE: Acting with fairness, honesty, impartiality, righteousness and firmness in search of a culture of peace and harmonious coexistence.

Group: 1 st , 2 nd and 3 rd BGU.	Date: 2018	Time: 80 minutes	Nº Students: 25, 25, 19.
Recent topic work: Tag questions		Recent language work: Tag questions	
Aims: Gives and ask and for general information.			
Objectives: This lesson will enable learners to describe, compare and give opinions about travelers and touristic activities.			
Assessment: Individual			
Material: Cell phones, WordBit application, markers, worksheets (V.I.S chapter).			
Anticipated problems:	Problems: Ss could not complete the task	Solution: Monitor the class and help them	
TIME	TEACHING ACTIVITIES	STUDENTS ACTIVITIES	SUCCESS INDICATORS
10 Minutes	STAGES: Warm up:		
35 Minutes	Presentation:		
20 Minutes	Practice: 1. Teacher and students unlock their cell phones. 2. Teacher asks students to surf on the WordBit application and look for new vocabulary for them, for about 10 minutes. 3. Students follow the instructions until they get vocabulary as they prefer while their cell phones are locked and unlocked. 4. Teacher distributes a worksheet (V.I.S. Chart) to each student and allows a little time for them to become familiar with the information. 5. Students choose 5 words from the WordBit application and write down on (V.I.S. Chart) for completing the task with the word <i>translation</i> and <i>a sentence</i> per word. 6. Then, teacher explains to students a model and clarify doubts about time that they have and also how they have to	<ul style="list-style-type: none"> • Work individually using cell phones and WordBit. • Familiarize with WordBit application and its use. • Get familiar with worksheet (V.I.S. Chart). 	<ul style="list-style-type: none"> • To use WordBit correctly.



<p>15 Minutes</p>	<p>complete the task.</p> <p>7. After that, Teacher and students practice with an example. If there are questions teacher will clarify them.</p> <p>Application:</p> <p>8. Then, individually students start to complete the task (V.I.S. Chart).</p> <p>9. Teacher move around the classroom to encourage students to complete the task assigned.</p> <p>10. Finally, when time is over teacher collect the worksheet.</p>	<ul style="list-style-type: none"> • Complete and do the worksheet (V.I.S. Chart) with the task assigned by teacher. 	<ul style="list-style-type: none"> • To look for new vocabulary on WordBit. • To use adequately WordBit.
<p>Additional possibilities: If somebody finish the activity first, they will go out from the classroom.</p>			
<p>Homework: Complete the workbook page 143 exercises 3, and 4</p>			

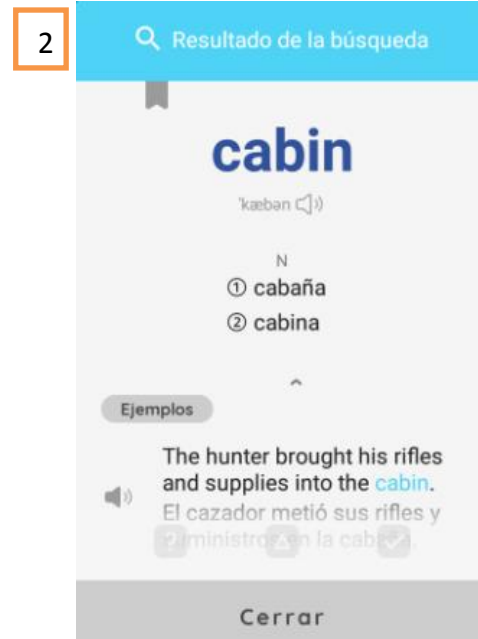
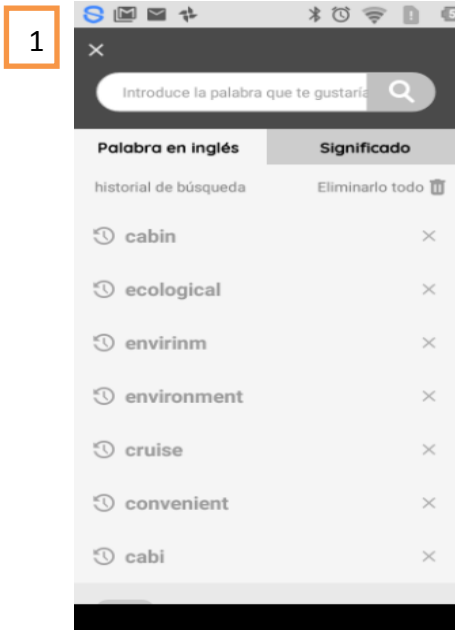
Activity N°3

Activity N°3

"Surfing WordBit"	
Objective:	To surf adequately "WordBit" application for lexical improvement.
Classroom /Level: 1 st , 2 nd , and 3 rd Baccalaureate.	Time: Estimated time 35 minutes.
Resources:	Cell phones, WordBit application, Markers, worksheet (V.I.S. Chart), Student book, cards.
Procedure:	<ol style="list-style-type: none"> 1. First, teacher divide students into pairs and provide them with a vocabulary card with a set of new words related to the unit Teacher distributes one worksheet (V.I.S. Chart) to each pair of students. 2. Teacher explains that the activity consists of new vocabulary completing the chart according to: <i>word translation, meaning and sentence.</i> 3. The object of the activity is to look for the set of new words using WordBit application and completing the worksheet (V.I.S. Chart). 4. In pairs, students unlock their cell phones and look for new vocabulary assigned and complete the (V.I.S. Chart) according to the time assigned.
Lexical Areas:	Related to trips, travellers, travel activities and the environment. (According to the Unit and Lesson).
Key Vocabulary and Structures:	<p>Vocabulary Kayaking, tent, hiking, hotel, place, canoe, foot, cabin, sightseeing, camp site, bicycle trip, bus tour, cruise trip.</p> <p>Expressions To be green, that kind of thing</p> <p>Structures Using how much and very, tag questions. (According to the Unit and Lesson).</p>
Participants:	Students and Teacher.

Vocabulary Card

Cabin Ecological Environment
Cruise Convenient



V.I.S. CHART (Vocabulary Improvement Strategy)			
SUBJECT: English Language.			
TEACHER'S NAME: Wilson Rojas			
STUDENT'S NAME: _____			
CLASSROOM: _____		DATE: _____	
WORD	Translation (Spanish)	Meaning (Concept)	Sentence (construct one from your own)
E.g. <i>Pollution</i>	<i>Contaminación</i>	<i>Contamination of the environment</i>	<i>Contamination is a problem in the World, isn't it?</i>
1. <i>Cabin</i>	<i>Cabina</i>	<i>A small rural house made of wood</i>	<i>John is next to the cabin, doesn't he?</i>
2.			
3.			
4.			

5.			
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LESSON PLAN ACTIVITY Nº3 “SURFING WORDBIT”

SCHOOL YEAR: 2017-2018 **AREA:** ENGLISH AS A FOREIGN LANGUAGE
SCHEDULE: MORNING **PERIODS:** 5 PER WEEK **WEEK:** FIRST
DEPARTMENT: FOREIGN LANGUAGE **TEACHER:** WILSON ROJAS **SUBJECT:** ENGLISH
TOPIC/UNITS: UNIT 4 **LESSONS:** 1
VALUES: JUSTICE: Acting with fairness, honesty, impartiality, righteousness and firmness in search of a culture of peace and harmonious coexistence.

Group: 1 st , 2 nd and 3 rd BGU.	Date: 2018	Time: 40 minutes	Nº Students: 25, 25, 19.
Recent topic work: Tag questions		Recent language work: Tag questions	
Aims: Gives and ask and for general information.			
Objectives: This lesson will enable learners to describe, compare and give opinions about travelers and touristic activities.			
Assessment: Individual			
Material: Cell phones, WordBit application, markers, worksheets (V.I.S chapter) student book. Cards.			
Anticipated problems:	Problems: Students could not complete the task	Solution: Monitor the class and help them	
TIME	TEACHING ACTIVITIES	STUDENTS ACTIVITIES	SUCCESS INDICATORS
5 Minutes	STAGES: Warm up:		
10 Minutes	Presentation: 1. First, teacher divide students into pairs and provide them with a vocabulary card with a set of new words related to the unit being studied. 2. Teacher distributes one worksheet (V.I.S. Chart) to each pair of students. 3. Teacher explains that the activity consists of new vocabulary completing the chart according to <i>word, translation, meaning and sentence.</i>	<ul style="list-style-type: none"> • Work in pairs surfing cell phones and WordBit. 	<ul style="list-style-type: none"> • To surf WordBit application correctly.
10 Minutes	Practice: 4. The objectives of the activity is to look for set of new words using WordBit application and complete the worksheet (V.I.S. Chart).	<ul style="list-style-type: none"> • Complete and do the worksheet (V.I.S. Chart) with the task assigned by teacher. 	<ul style="list-style-type: none"> • To look for new vocabulary on WordBit.
15 Minutes	Application: 5. In pairs students unlock their cell phones and look for new	<ul style="list-style-type: none"> • Learn new vocabulary. 	<ul style="list-style-type: none"> • To recognize new vocabulary.



Study Guide based on Mall activities for English Lexical

Improvement

	vocabulary assigned and complete the (V.I.S. Chart) according to the time assigned.		
Additional possibilities: If somebody finishes the activity first, he or she will leave the classroom.			
Homework: Complete the (V.I.S. Chart) according to the new vocabulary assigned in the Unit.			

Workshop N° 2 “WhatsApp”

Activity N°1

Activity N°1

“Welcome to WhatsApp Application”	
Objective:	To introduce Students as well Teachers to “WhatsApp” application in order to enhance vocabulary skills.
Classroom /Level: 1 st , 2 nd , and 3 rd Baccalaureate.	Time: Estimated time 40 minutes.
Resources:	Markers, laptop, projector, speakers, cell phones.
Procedure:	<ol style="list-style-type: none"> 1. Teacher stars the presentation on the projector on “WhatsApp” application. 2. If Students have questions, they participate by raising up their hands up, and teacher responds to them. 3. Then, students form groups of three in the classroom. 4. After that, everybody put their cell phones on and follow the teacher’s instructions. 5. Teacher explains how to download and configurate WhatsApp application step by step. If someone makes a mistake during the explanation, and he/she must stand up 6. Teacher gives a feedback on the presentation and explains the academic benefits of using WhatsApp application for lexical improvement. 7. Then, students have WhatsApp application on their cell phones. 8. After that, teacher creates a WhatsApp chat group and students join the group. 9. Finally, teacher gives students an explanation with a number of rules for using WhatsApp correctly and academically in and outside the classroom.
Lexical Areas:	Related to trips, travellers, travel activities and the environment. (According to the Unit and Lesson).
Key Vocabulary and Structures:	<p>Vocabulary Rest room, maple tree, cabin, parking lot, cafeteria, campsite, fire ring, kayak rental, office, shower, statue.</p> <p>Expressions Can’t you miss it. It’s forbidden.</p> <p>Structures</p>

	Indirect questions. (According to the Unit and Lesson).
Participants:	Students and Teacher.
Links:	https://www.youtube.com/watch?v=fZsJ6WH9C0c (Techboomers, How to Download and Install WhatsApp, 2017) https://www.youtube.com/watch?v=k-ym46ldvhl&index=4&list=PLk3xiyeTggSZ68FPeRgyjhsovf5vd5TKl (Techboomers, How to Create a WhatsApp Account, 2017)





LESSON PLAN ACTIVITY N°1 “WELCOME TO WHATSAPP”

SCHOOL YEAR: 2017-2018

AREA: ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING

PERIODS: 5 PER WEEK **WEEK:** SECOND

DEPARTMENT: FOREIGN LANGUAGE

TEACHER: WILSON ROJAS **SUBJECT:** ENGLISH

TOPIC/UNITS: UNIT 4

LESSONS: 2

VALUES: DISCIPLINE: Adherence of laws, rules and regulations that guide the behavior of the individual, family and society.

Group: 1 st , 2 nd and 3 rd BGU.		Date: 2018	Time: 80 minutes	Nº Students: 25, 25, 19.
Recent topic work: Past Perfect Tense			Recent language work: Tag questions	
Aims: To ask people to agree with you.				
Objectives: This lesson will enable learners to describe, compare and give opinions about travelers and touristic activities.				
Assessment: Individual and in groups				
Material: Markers, laptop, projector, speakers, cell phones.				
Anticipated problems:		Problems: Students could not complete the task		Solution: Monitor the class and help them
TIME	TEACHING ACTIVITIES		STUDENTS ACTIVITIES	SUCCESS INDICATORS
10 Minutes	STAGES: Warm up:			
40 Minutes	Presentation: 1. Teacher starts the presentation on the projector about “WhatsApp” application. 2. If Students have questions, they participate by raising their hands up, and teacher responds to them. 3. Then, students form groups of three in the classroom. 4. After that, everybody put their cell phones on and follow the teacher’s instructions. 5. Teacher explains how to download and configurate WhatsApp application step by step. If someone makes a mistake during the explanation and he/she must stand up. 6. Teacher gives a feedback on the presentation and explains the academic benefits of using WhatsApp application for lexical improvement. 7. Then, students have WhatsApp application on their cell phones.		<ul style="list-style-type: none"> • Look the presentation and understand the use of WhatsApp. • Ask as many times they want for information. • Move around and make groups. • Follow the teacher instruction for downloading WhatsApp application. 	<ul style="list-style-type: none"> • To interact by asking and answering question about WhatsApp • To download WhatsApp application. • To know what WhatsApp application is useful for?






<p>20 Minutes 10 Minutes</p>	<p>8. After that, teacher creates a WhatsApp chat group and students join the group.</p> <p>9. Finally, teacher gives students an explanation with a number of rules for using WhatsApp correctly and academically into and outside the classroom.</p> <p>Practice:</p> <p>Application:</p>		
<p>Additional possibilities: If some groups finish the activity first, they will help other groups.</p>			
<p>Homework: Practice WhatsApp Application and be part of your school WhatsApp group (1ro B.G.U., 2do B.G.U. or 3ro B.G.U.)</p>			

Activity N°2

Activity N°2

"Familiarizing with WhatsApp"	
Objective:	To Familiarize students with the "WhatsApp" application in order to enhance vocabulary skills.
Classroom /Level: 1 st , 2 nd , and 3 rd Baccalaureate.	Time: Estimated time 30 minutes.
Resources:	Cell phones, WhatsApp application, Markers.
Procedure:	<ol style="list-style-type: none"> 1. The teacher explains the topic of the class and students understood it, they are ready for the next challenging WhatsApp activity. 2. Teacher and students start to use their cell phone specifically in the WhatsApp group assigned. 3. Then, teacher sends a number of pictures, questions or written text messages to the students and ask them to reply them all giving the right answers within a short period of time. 4. Students check out this challenging WhatsApp pictures, questions or written text messages and answer them as soon as they can. 5. Immediately, Teacher replies student's answers, if the answers is correct "like" or "dislike" if it is incorrect. 6. Finally, Teacher and students got a feedback about the vocabulary class studied by using WhatsApp application.
Lexical Areas:	Related to trips, travellers, travel activities and the environment. (According to the Unit and Lesson).
Key Vocabulary and Structures:	<p>Vocabulary Rest room, maple tree, cabin, parking lot, cafeteria, campsite, fire ring, kayak rental, office, shower, statue.</p> <p>Expressions Can't you miss it. It's forbidden.</p> <p>Structures Indirect questions. (According to the Unit and Lesson).</p>
Participants:	Students and Teacher.

1. Number the pictures. Then classify them under the corresponding column.



Word Bank

1. kayaking	8. a cabin
2. a tent	9. sightseeing
3. hiking	10. a campsite
4. a hotel	11. a bicycle trip
5. by plane	12. a bus tour
6. by canoe	13. a cruise
7. on foot	

Key Expressions
To go green: to be an eco-friendly person

Vocabulary Strategy
Classify words to remember them better.

According to the image answer correctly:

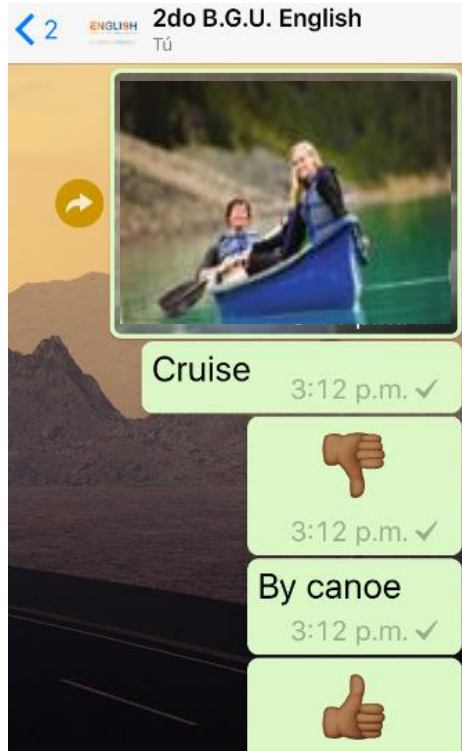
1ro B.G.U. English
TÚ



Tent 3:10 p.m. ✓

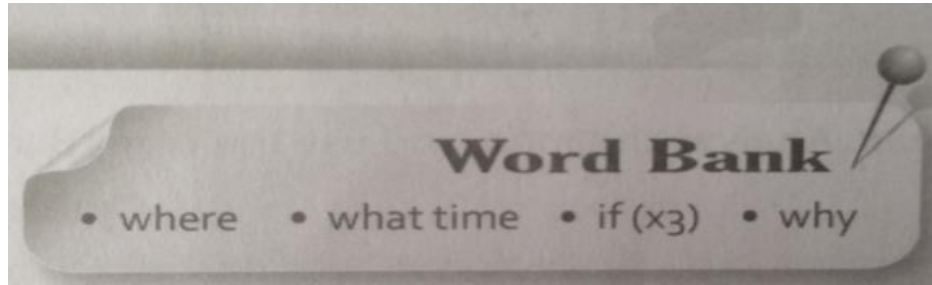
A cabin 3:10 p.m. ✓

2do B.G.U. English
TÚ

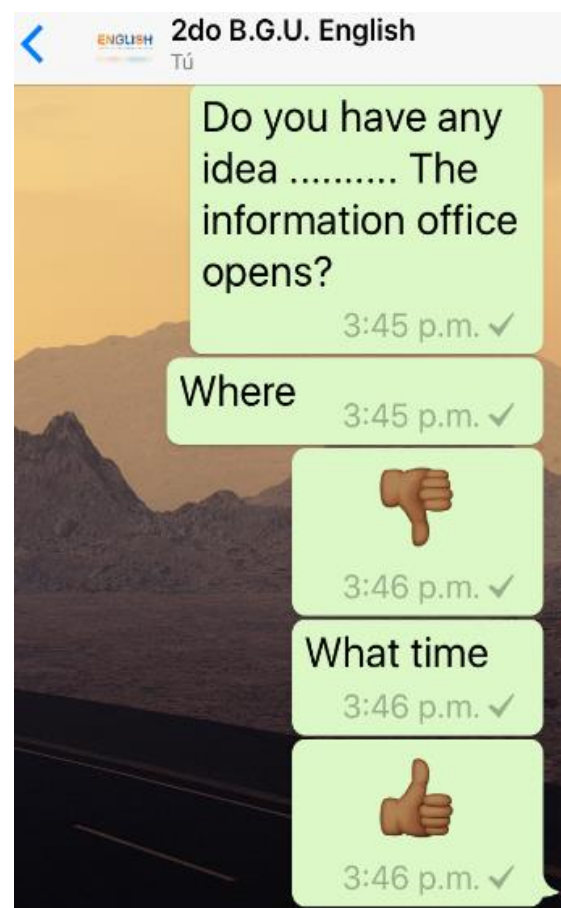
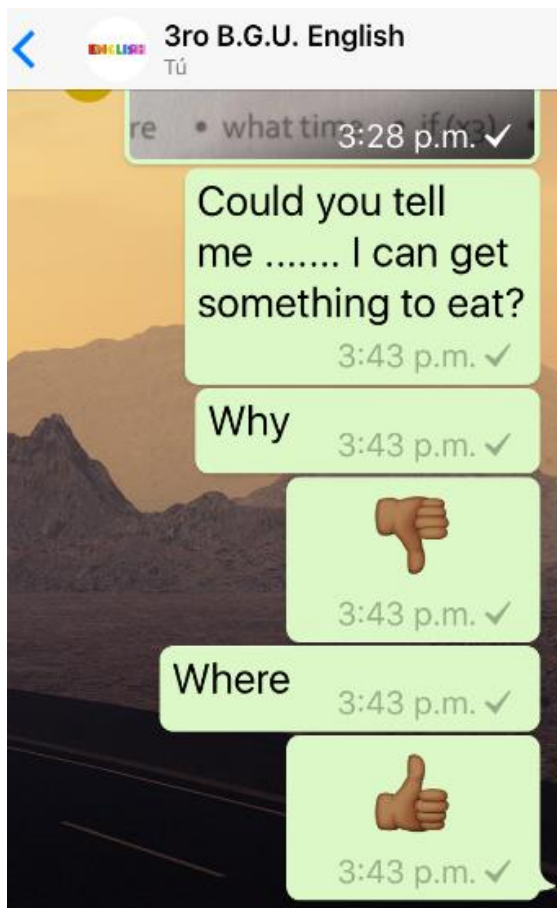


Cruise 3:12 p.m. ✓

By canoe 3:12 p.m. ✓



Complete the request and use the word bank.



LESSON PLAN ACTIVITY Nº2 “FAMILIARIZING WITH WHATSAPP”

SCHOOL YEAR: 2017-2018

AREA: ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING

PERIODS: 5 PER WEEK **WEEK:** SECOND

DEPARTMENT: FOREIGN LANGUAGE

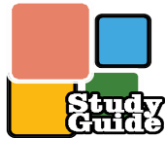
TEACHER: WILSON ROJAS **SUBJECT:** ENGLISH

TOPIC/UNITS: UNIT 4

LESSONS: 2

VALUES: DISCIPLINE: Adherence of laws, rules and regulations that guide the behavior of the individual, family and society.

Group: 1 st , 2 nd and 3 rd BGU.	Date: 2018	Time: 80 minutes	Nº Students: 25, 25, 19.
Recent topic work: Tag questions		Recent language work: Indirect questions	
Aims: To ask people to agree with you.			
Objectives: This lesson will enable learners to describe, compare and give opinions about travelers and touristic activities.			
Assessment: Individual.			
Material: Markers, cell phones, student book.			
Anticipated problems:	Problems: Students could not complete the task	Solution: Monitor the class and help them	
TIME	TEACHING ACTIVITIES	STUDENTS ACTIVITIES	SUCCESS INDICATORS
5 Minutes	STAGES: Warm up:		
30 Minutes	Presentation:		
15 Minutes	Practice:		
30 Minutes	Application: 1. Once teacher has explained the topic and students have understood it, they are ready for the next challenging WhatsApp activity. 2. Teacher and students start to use their cell phone specifically in the WhatsApp group assigned. 3. Then, teacher sends a number of pictures, questions or written text messages to the students and ask them to reply them all giving the right answers within a short period of time per question. 4. Students check out challenging WhatsApp pictures, questions or written text messages and answer them as soon as they can. 5. Immediately, Teacher checks student’s answers, if the answers is correct, “like” or “dislike” if it is incorrect. 6. Finally, Teacher and students get a feedback about the vocabulary class studied by using WhatsApp	<ul style="list-style-type: none"> • Work individually using WhatsApp on their cell phones. • Answer the questions posted on the WhatsApp group according to the directions given by the teacher. • Get familiar with WhatsApp English activities. 	<ul style="list-style-type: none"> • To use WhatsApp correctly and adequately. • To complete the activities assigned using WhatsApp application.



Study Guide based on Mall activities for English Lexical

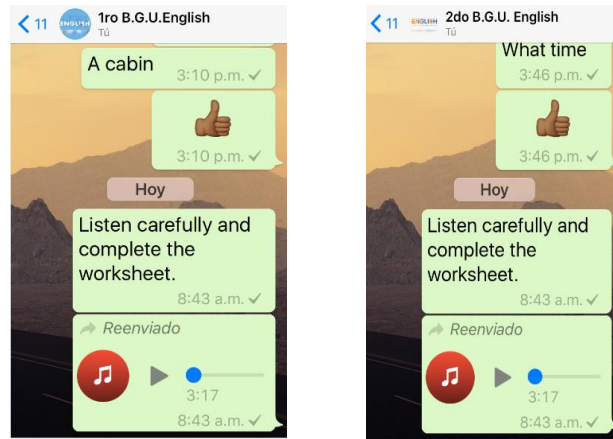
Improvement


	application.		
Additional possibilities: If some groups finish the activity first, they will help other students.			
Homework: Practice WhatsApp Application and Complete the workbook page 144 exercises from 1 to 6. Use WhatsApp group for consulting to your teacher and classmates about any questions.			

Activity Nº3

Activity Nº3

“Surfing WhatsApp”	
Objective:	To surf adequately “WhatsApp” application for lexical improvement.
Classroom /Level: 1 st , 2 nd , and 3 rd Baccalaureate.	Time: Estimated time 30 minutes.
Resources:	Cell phones, WhatsApp, WordBit (dictionary), Markers, worksheet, Student book.
Procedure:	<ol style="list-style-type: none"> 1. Students sit down individually and wait for instructions. 2. Teacher gives students the listening worksheet and explains what they have to do on it. 3. Students have to complete the listening part on the worksheet. They listen to the audio part as many times as they prefer until they complete the activity using their headphones. 4. Both teacher and students take out their cell phones and their headphones for the listening activity. 5. Teacher sends to the WhatsApp group the listening part (track) while he invites them to go over the exercises and makes sure everybody is ready. 6. Students play the audio part on their cell phones and complete the worksheet within the time assigned by the teacher. 7. Teacher moves around the class monitoring and helping students where it is necessary. 8. Once students have completed the worksheet they turn in and leave the classroom.
Lexical Areas:	Related to trips, travellers, travel activities and the environment. (According to the Unit and Lesson).
Key Vocabulary and Structures:	<p>Vocabulary Rest room, maple tree, cabin, parking lot, cafeteria, campsite, fire ring, kayak rental, office, shower, statue.</p> <p>Expressions Can’t you miss it. It’s forbidden.</p> <p>Structures Indirect questions. (According to the Unit and Lesson).</p>
Participants:	Students and Teacher.



 SOLO LA EDUCACION OS HARÁ LIBRES.	UNIDAD EDUCATIVA "SAN GERARDO" Telephone: 032 368 324 Electronic mail: uesangerardo@gmail.com	
	SUBJECT: English Language SCHOLAR YEAR: 2017 - 2018 TEACHER'S NAME: Wilson Rojas Y. CLASSROOM: _____ NAME: _____ DATE: _____	

INSTRUCTIONS:
Listen carefully and complete the missing vocabulary (10 minutes)



1. Listen and complete by looking at the map:



Word Bank	
1. restrooms	6. campsite
2. maple tree	7. fire ring
3. cabin	8. kayak rental office
4. parking lot	9. showers
5. cafeteria	10. statue

Conversation 1

- a. She's at _____
- b. She's going to _____

Conversation 2

- a. He's on _____
- b. He's going to _____



2. Listen, check your answers and complete the request.

- a. Can _____ tell me where _____ are ?
- b. Do you _____ which way the _____ is?

LESSON PLAN ACTIVITY Nº3 “SURFING WHATSAPP”

SCHOOL YEAR: 2017-2018

AREA: ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING

PERIODS: 5 PER WEEK

WEEK:

SECOND

DEPARTMENT: FOREIGN LANGUAGE

TEACHER: WILSON ROJAS

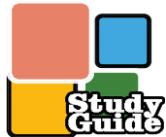
SUBJECT: ENGLISH

TOPIC/UNITS: UNIT 4

LESSONS: 2

VALUES: DISCIPLINE: Adherence to laws, rules and regulations that guide the behaviors of the individual, family and society.

Group: 1 st , 2 nd and 3 rd BGU.	Date: 2018	Time: 80 minutes	Nº Students: 25, 25, 19.
Recent topic work: Tag questions		Recent language work: Indirect questions	
Aims: Asking people questions to agree with you.			
Objectives: This lesson will enable learners to describe, compare and give opinions about travelers and touristic activities.			
Assessment: Individual.			
Material: Cell phones, WhatsApp application, markers, worksheets, student’s book.			
Anticipated problems:	Problems: Students could not complete the task	Solution: Monitor the class and help them	
TIME	TEACHING ACTIVITIES	STUDENTS ACTIVITIES	SUCCESS INDICATORS
5 Minutes	STAGES: Warm up:		
30 Minutes	Presentation:		
15 Minutes	Practice:		
30 Minutes	Application: 1. Students sit down individually and wait for instructions. 2. Teacher gives students the listening worksheet and explains what they have to do on it. 3. Students have to complete the listening part on the worksheet. They listen to the audio part as many times as they prefer until they complete the activity using their headphones. 4. Both teacher and students take out their cell phones and their headphones for the listening activity. 5. Teacher sends the track of the listening part to the WhatsApp group and invites them to go over the exercises and make sure everybody is ready. 6. Students plays the audio part on	<ul style="list-style-type: none"> • Work individually using WhatsApp on their cell phones. • Listen and complete the questions on the worksheet provided by the teacher. • Get familiar with WhatsApp English activities. 	<ul style="list-style-type: none"> • To use WhatsApp correctly and adequately. • To complete the activities assigned using WhatsApp application.



	<p>their cell phones and complete the worksheet within the time assigned by the teacher.</p> <ol style="list-style-type: none">7. Teacher moves around the class monitoring and helping students where it is necessary.8. Once students have completed the worksheet, they must turn them in and leave the classroom.		
<p>Additional possibilities: If any student finishes the worksheet activity first, he/she will turn in to the teacher and leave the classroom.</p>			

Workshop N°3 “Facebook”

Activity N°1

Activity N°1

“Welcome to Facebook Application”	
Objective:	To introduce Students as well Teachers to “Facebook” application in order to enhance vocabulary skills.
Classroom /Level: 1 st , 2 nd , and 3 rd Baccaalaureate.	Time: Estimated time 40 minutes.
Resources:	Markers, laptop, projector, speakers, cell phones.
Procedure:	<ol style="list-style-type: none"> 1. Teacher starts the presentation on the projector about “Facebook” application. 2. If Students have questions, they participate rising their hands up, and teacher responds students. 3. Then, students work in pairs around the classroom. 4. Everybody turns their cell phones on and follow the teacher’s instructions. 5. Teacher explains how to download and configure Facebook application step by step. If anyone makes a mistake during the explanation, he/she must stand up for receiving help. 6. Teacher makes a feedback about the presentation and explains the academic benefits of using Facebook application for lexical improvement. 7. Then, students have Facebook application on their cell phones. 8. After that, teacher creates a Facebook group and students must join to this Facebook group. 9. Finally, teacher gives students an explanation with a number of rules for using Facebook correctly and academically into and outside the classroom.
Lexical Areas:	Related to trips, travellers, travel activities and the environment. (According to the Unit and Lesson).
Key Vocabulary and Structures:	<p>Vocabulary TV Tower, Lake Bridge, City Cathedral, City Park.</p> <p>Expressions Shake a leg. Hit the road.</p> <p>Structures Prepositions of place.</p>

	(According to the Unit and Lesson).
Participants:	Students and Teacher.
Links:	https://www.youtube.com/watch?v=RmYkNcyYEG0





LESSON PLAN ACTIVITY N°1 “WELCOME TO FACEBOOK”

SCHOOL YEAR: 2017-2018

AREA: ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING

PERIODS: 5 PER WEEK **WEEK:** THIRD

DEPARTMENT: FOREIGN LANGUAGE

TEACHER: WILSON ROJAS

SUBJECT: ENGLISH

TOPIC/UNITS: UNIT 4

LESSONS: 3

VALUES: JUSTICE: Acting with fairness, honesty, impartiality, righteousness and firmness in search of a culture of peace and harmonious coexistence.

Group: 1 st , 2 nd and 3 rd BGU.	Date: 2018	Time: 80 minutes	Nº Students: 25, 25, 19.
Recent topic work: Tag questions		Recent language work: Prepositions of Place	
Aims: Ask people to agree with you.			
Objectives: This lesson will enable learners to describe, compare and give opinions about travelers and touristic activities.			
Assessment: In pairs			
Material: Markers, laptop, projector, speakers, cell phones.			
Anticipated problems:	Problems: Ss could not complete the task	Solution: Monitor the class and help them	
TIME	TEACHING ACTIVITIES	STUDENTS ACTIVITIES	SUCCESS INDICATORS
10 Minutes	STAGES: Warm up:		
40 Minutes	Presentation: 1. Teacher starts the presentation on the projector about “Facebook” application. 2. If Students have questions, they participate by raising their hands up, and teacher responds students. 3. Then, students work in pairs around the classroom. 4. After that, everybody turn their cell phones on and follow the teacher’s instructions. 5. Teacher explains how to download and configurate Facebook application step by step. If someone makes a mistake during the explanation he/she must stand up. 6. Teacher makes a feedback about the presentation and explains the academic benefits of using Facebook application for lexical improvement. 7. The students have Facebook application on their cell phones. 8. After that, teacher creates a Facebook group and students join	<ul style="list-style-type: none"> Look the presentation and understand the use of Facebook. Ask as many times they want for information about the Facebook presentation. Move around and make pairs. Follow the teacher instruction for downloading Facebook application on their cellphones. 	<ul style="list-style-type: none"> To interact by asking and answering question about Facebook. To download Facebook application. To know what Facebook application is useful for?



<p>20 Minutes</p> <p>10 Minutes</p>	<p>to this Facebook group.</p> <p>9. Finally, teacher gives students an explanation with a number of rules for using Facebook correctly and academically in and outside the classroom.</p> <p>Practice:</p> <p>Application:</p>		
<p>Additional possibilities: If any pair finish the activity first, they will help other students.</p>			
<p>Homework: Practice Facebook Application and be part of your school WhatsApp group (1ro B.G.U., 2do B.G.U. or 3ro B.G.U.)</p>			

Activity N°2

Activity N°2

"Familiarizing with Facebook"	
Objective:	To Familiarize students with the "Facebook" application in order to enhance vocabulary skills.
Classroom /Level: 1 st , 2 nd , and 3 rd Baccalaureate.	Time: Estimated time 30 minutes.
Resources:	Cell phones, Facebook application, Markers.
Procedure:	<ol style="list-style-type: none"> 1. Once teacher has explained the topic of the class and students understood it, they are ready for the next challenging Facebook activity. 2. Teacher and students start to use their cell phone specifically in the Facebook group assigned. 3. Teacher asks students to go online and investigate interesting information about a place they have chosen and find a picture of it. For example: City Park, TV Tower, Lake Bridge, City Cathedra. 4. Next, students have to write a "Brochure" (worksheet provided) with some questions about the place mentioned before. 5. After that, the downloaded picture, and the "Brochure" must be posted onto the Facebook group. 6. Finally, students will get a feedback about the "Brochure" by using Facebook application, in the next session.
Lexical Areas:	Related to trips, travellers, travel activities and the environment. (According to the Unit and Lesson).
Key Vocabulary and Structures:	<p>Vocabulary TV Tower, Lake Bridge, City Cathedral, City Park.</p> <p>Expressions Shake a leg. Hit the road.</p> <p>Structures Prepositions of place. (According to the Unit and Lesson).</p>
Participants:	Students and Teacher.

The Statue of Liberty



BROCHURE

Think about a Place. Investigate and write:

Place:

.....

General description:

Writing Strategy

Writing a Brochure
Brochures are texts that give information about travel destinations. Their purpose is to inform and recommend the reader things to do, places to go to, and general tips to have a pleasant stay. To write a brochure, include some brief historical information, descriptions and comparisons. Don't forget to give opinions with reasons in order to support them.

List 10 new words for you:

.....

.....

.....

.....



LESSON PLAN ACTIVITY Nº2 “FAMILIARIZING WITH FACEBOOK”

SCHOOL YEAR: 2017-2018

AREA: ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING

PERIODS: 5 PER WEEK **WEEK:** THIRD

DEPARTMENT: FOREIGN LANGUAGE

TEACHER: WILSON ROJAS

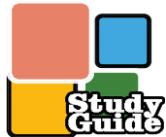
SUBJECT: ENGLISH

TOPIC/UNITS: UNIT 4

LESSONS: 3

VALUES: JUSTICE: Acting with fairness, honesty, impartiality, righteousness and firmness in search of a culture of peace and harmonious coexistence.

Group: 1 st , 2 nd and 3 rd BGU.	Date: 2018	Time: 80 minutes	Nº Students: 25, 25, 19.
Recent topic work: Tag questions		Recent language work: Prepositions of Place	
Aims: To ask people to agree with you.			
Objectives: This lesson will enable learners to describe, compare and give opinions about travelers and touristic activities.			
Assessment: In pairs			
Material: Markers, laptop, projector, speakers, cell phones.			
Anticipated problems:	Problems: Ss could not complete the task	Solution: Monitor the class and help them	
TIME	TEACHING ACTIVITIES	STUDENTS ACTIVITIES	SUCCESS INDICATORS
5 Minutes	STAGES: Warm up:		
30 Minutes	Presentation:		
15 Minutes	Practice:		
30 Minutes	Application: <ol style="list-style-type: none"> Once teacher has explained the topic of the class and students understood it, they are ready for the next challenging Facebook activity. Teacher and students start to use their cell phone specifically in the Facebook group assigned. Teacher asks students to go online and investigate interesting information about the place they have chosen and find a picture of it. For example: City Park, TV Tower, Lake Bridge, City Cathedra. Next, students have to write a “Brochure” (worksheet provided) with some questions about the place mentioned before. After that, the downloaded picture and the “Brochure” must be posted in the Facebook group. Finally, students will get a feedback about the “Brochure” by using 	<ul style="list-style-type: none"> Work in pairs using Facebook on their cell phones. Answer the questions posted on the Facebook group according to the directions given by the teacher. Get familiar with Facebook English activities. 	<ul style="list-style-type: none"> To use Facebook correctly and adequately. To complete the activities assigned using Facebook application.



Study Guide based on Mall activities for English Lexical

Improvement

	Facebook application, in the next session.		
Additional possibilities: If any pair finish the activity first, they will wait until teacher collects the brochures.			
Homework: Practice Facebook Application by yourself and use Facebook group for consulting to your teacher and classmates about any questions.			

Activity Nº3

Activity Nº3

“Surfing Facebook”	
Objective:	To surf adequately “Facebook” application for lexical improvement.
Classroom /Level: 1 st , 2 nd , and 3 rd Baccalaureate.	Time: Estimated time 40 minutes.
Resources:	Cell phones, Facebook, WordBit (dictionary), Markers, Journal worksheet, Student book.
Procedure:	<ol style="list-style-type: none"> 1. Students sit down individually and wait for instructions. 2. Teacher gives students the Video Worksheet and explains what they have to do on it. 3. Students have to complete the Video Worksheet. They can watch the video as many times as they prefer until they complete the activity using their headphones. 4. Both teacher and students take out their cell phones and also their headphones for the video activity. 5. Teacher post a video in the Facebook group and invites them go over Video Worksheet and makes sure everybody is ready. 6. Students plays the video part on their cell phones and complete the Video Worksheet in the time assigned by the teacher. 7. Teacher moves around the class monitoring and helping students where necessary. 8. Once students have completed the Video Worksheet, they must turn in it and leave the classroom.
Lexical Areas:	Related to trips, travellers, travel activities and the environment. (According to the Unit and Lesson).
Key Vocabulary and Structures:	<p>Vocabulary TV Tower, Lake Bridge, City Cathedral, City Park.</p> <p>Expressions Shake a leg. Hit the road.</p> <p>Structures Prepositions of place. (According to the Unit and Lesson).</p>
Participants:	Students and Teacher.
Links:	https://www.youtube.com/watch?v=g3L4lqv-ouw https://www.youtube.com/watch?v=aizd-rWx1Zg

**UNIDAD EDUCATIVA “SAN GERARDO”
VIDEO WORKSHEET**

Worksheet:	Facebook Video	
Topic:	Preposition of Place	Unit N°: 4
Link:	https://www.youtube.com/watch?v=aizd-rWx1Zg	
Student's Name:		
Date:	, 2018	Classroom: “ ”

INSTRUCTIONS: Once you have watched the videos, select one video and make five questions.

(There are 5 questions. You have to answer only 2 questions, please.)

Note: Please, turn in your paper to your teacher. No more than one sheet of paper; write on both sides if it is necessary.

REFLECTIVE QUESTIONS

- 1. What is a preposition of place?**
- 2. Number at least three prepositions of places.**
at
on
in
- 3. What preposition do you use for “movement”?**
The preposition “to”
- 4. Give an example using preposition “to”**
- 5. Are these sentences CORRECT or INCORRECT according to the preposition of places?**
I walk to school every day CORRECT
He lives on United States. INCORRECT

RUBRIC

ACTIVITY	GRADES
5 Questions (each question 1)	5 points
2 Answers (each question 2,5)	5 points
Total:	10 points

LESSON PLAN ACTIVITY N°3 “SURFING FACEBOOK”

SCHOOL YEAR: 2017-2018

AREA: ENGLISH AS A FOREIGN LANGUAGE

SCHEDULE: MORNING

PERIODS: 5 PER WEEK **WEEK:** THIRD

DEPARTMENT: FOREIGN LANGUAGE

TEACHER: WILSON ROJAS

SUBJECT: ENGLISH

TOPIC/UNITS: UNIT 4

LESSONS: 3

VALUES: JUSTICE: Acting with fairness, honesty, impartiality, righteousness and firmness in search of a culture of peace and harmonious coexistence.

Group: 1 st , 2 nd and 3 rd BGU.	Date: 2018	Time: 80 minutes	Nº Students: 25, 25, 19.
Recent topic work: Tag questions		Recent language work: Prepositions of Place	
Aims: Ask people to agree with you.			
Objectives: This lesson will enable learners to describe, compare and give opinions about travelers and touristic activities.			
Assessment: Individual.			
Material: Cell phones, Facebook application, markers, worksheets, student book.			
Anticipated problems:	Problems: Ss could not complete the task	Solution: Monitor the class and help them	
TIME	TEACHING ACTIVITIES	STUDENTS ACTIVITIES	SUCCESS INDICATORS
5 Minutes	STAGES: Warm up:		
20 Minutes	Presentation:		
15 Minutes	Practice:		
40 Minutes	Application: 1. Students sit down individually and wait for instructions. 2. Teacher gives students the Video Worksheet and explains what they have to do on it. 3. Students have to complete the Video Worksheet. They can watch the video as many times as they prefer until they complete the activity using their headphones. 4. Both teacher and students take out their cell phones and their headphones for the video activity. 5. Teacher post a video onto the Facebook group and invites them go over Video Worksheet and makes sure everybody is ready. 6. Students play the video part on their cell phones and complete the Video Worksheet in the time assigned by the teacher. 7. Teacher moves around the class	<ul style="list-style-type: none"> • Work individually using Facebook on their cell phones. • Watch the video and complete the questions on the video worksheet provided by the teacher. • Get familiar with Facebook English activities. 	<ul style="list-style-type: none"> • To use Facebook correctly and adequately. • To complete the activities assigned using Facebook application.



Study Guide based on Mall activities for English Lexical

Improvement

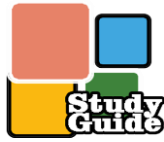
	monitoring and helping students where necessary. 8. Once students have completed the Video Worksheet, they must turn in it and leave the classroom.		
Additional possibilities: If any student finishes the video worksheet activity first, he/she will turn in to the teacher and leave the classroom.			
Homework: No homework.			



SECTION 4

Bibliography

- Anderson, T. (2014). "Army seeks to increase use of mobile devices". En T. Anderson, *Mobile Devices* (págs. 10–15).
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Table N° 38: Operational Model

OPERATIONAL MODEL					
PHASE	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLE	TIME
1 PLANNING	<ul style="list-style-type: none"> • To prepare a schedule of activities to present the proposal of the research work to school authorities and English teachers. • To determine the most useful applications in order to improve English Lexical using mobile devices. 	<ul style="list-style-type: none"> • Write an official letter to the school Director asking for authorization to socialize the Study Guide with English teachers. • Prepare the Study Guide presentation. • Look for free academic applications for mobile devices in order to improve lexical. 	<ul style="list-style-type: none"> • Official letter • Study Guide • Projector • Slides • Computer • Cell phones • Applications 	<ul style="list-style-type: none"> • School Authorities. • Teachers. • Author of the proposal. 	2 Days
2 SOCIALIZATION	<ul style="list-style-type: none"> • To present the Study Guide to the teachers by demonstrating how it works. • To motivate high school authorities and English 	<ul style="list-style-type: none"> • Presentation and demonstration of each lesson and activity and its procedures. • Socialize with authorities and teachers on the use of 	<ul style="list-style-type: none"> • Didactic material. • Study Guide • Projector • Slides • Computer 	<ul style="list-style-type: none"> • School Authorities. • Teachers. • Author of the proposal. 	3 Days

	teachers about the use of mobile devices, applications, and social networks.	mobile devices with applications and different social networks for academic uses.	<ul style="list-style-type: none"> • Cell phones • Applications • Internet access. 		
3 PROPOSAL APPLICATION	<ul style="list-style-type: none"> • To apply the Study Guide for the use of applications with the different social networks. 	<ul style="list-style-type: none"> • Application of the Study Guide through lessons and activities and its procedures. 	<ul style="list-style-type: none"> • Study Guide • Cell phones • Applications. • Internet Access • Didactic material. 	<ul style="list-style-type: none"> • Author of the proposal. • Teachers. 	3 Weeks
4 EVALUATION	<ul style="list-style-type: none"> • To assess the effectiveness of the Study Guide based on Mobile-Assisted Language Learning (MALL) applied with students. 	<ul style="list-style-type: none"> • Pre and Post Test. 	<ul style="list-style-type: none"> • Pre-Test form. • Post Test form. 	<ul style="list-style-type: none"> • Author of the proposal. • Teachers. 	1 Day

Source: Researcher

Made by: Wilson Rojas Y.

6.8. Administration of the Proposal

Table N° 39: Administration of Proposal

Institution	Responsible	Activities	Budget	Financing
“San Gerardo” Educative Unit. Riobamba, Guano Canton; San Gerardo Parish.	Wilson Rojas	Individual and group activities	\$ 280,00	Researcher

Source: Researcher

Made by: Wilson Rojas Y.

6.9. Evaluation of the Proposal

The following evaluation proposal plan will be considered in order to enhance English lexical.

Table N° 40: Evaluation of the proposal

BASIC QUESTIONS	EXPLANATION
1. What to evaluate?	Proposal significance.
2. Why to evaluate?	To see the reliability of the proposal and achievements.
3. For what to evaluate?	To determine if it necessary to make modifications and see the efficacy of the proposal.
4. With what criteria?	Effectiveness and pertinence.
5. Indicators	Quantitative and qualitative student’s grades
6. Who is the evaluator?	The researcher
7. When to evaluate?	Before and after the implementation of the proposal.
8. How to evaluate?	Through Pre and Post Test.
9. Information Sources	Pre and Post Test, based on Student’s English book Level 4. (Ministerio de Educación)
10. What instruments are used to evaluate?	Rubrics according to Pre and Post Test.

Source: Researcher

Made by: Wilson Rojas Y.

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ANNEXES

Annex 1: Research Authorization Document.



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCION DE POSGRADO

APROBACION DE USO DE INFORMACION (CONSENTIMIENTO)

Tema de Investigación: THE USE OF MOBILE DEVICES FOR ENGLISH LEXICAL IMPROVEMENT BY STUDENTS IN THE 1ST, 2ND, AND 3RD YEARS OF "SAN GERARDO" UNIFIED GENERAL BACCALAUREATE EDUCATION UNIT, 2016-2017 SCHOOL YEAR IN RIOBAMBA, GUANO CANTON; SAN GERARDO PARISH.

Yo, ROJAS YUMISACA WILSON GONZALO, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera; en la Universidad Técnica de Ambato. He considerado a los cursos 1ro, 2do y 3ro de Bachillerato de la Unidad Educativa "San Gerardo" a ser parte del estudio que explora sobre el uso de los dispositivos móviles para mejorar el vocabulario en el Idioma Inglés y aplicar las técnicas y metodologías que son parte de la propuesta de mi tesis de grado.

Por este motivo se procederá a tomar fotografías, realizar encuestas; aplicar técnicas y presentaciones durante las clases de Inglés; las mismas que se llevaran a cabo durante el año lectivo 2017 – 2018.

Es importante puntualizar que todas las actividades e información recolectada ya mencionadas son con propósitos académicos y de investigación, los mismos que serán adjuntados como respaldos.

Al contar con su consentimiento, agradezco a las autoridades, maestros, estudiantes y todo el personal de la Unidad Educativa "San Gerardo" por el apoyo para la ejecución de dicha investigación.


Wilson Rojas Y.
Maestrante
Universidad Técnica de Ambato

Sonia Monar
Rectora
Unidad Educativa "San Gerardo"

Annex 2: Research Instrument Student's Validation.



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSTGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRAJERA
INSTRUMENTO DE VALIDACION (Encuesta Estudiantes)

Item	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados.		Observaciones	B. Calidad técnica y representativa				Observaciones	C. Lenguaje		Observaciones
	Pertenencia (P)	No Pertenencia (NP)		Optima (O)	Buena (B)	Regular (R)	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	✓			✓					✓		
2	✓			✓					✓		
3	✓			✓					✓		
4	✓			✓					✓		
5	✓			✓					✓		
6	✓			✓					✓		
7	✓			✓					✓		
8	✓			✓					✓		
9	✓			✓					✓		
10	✓			✓					✓		
Datos del validador			ROJAS CASTRO CARHITA, Msc				060289046-9		 Firma		
			Apellidos y Nombres				Número Cédula				
			DOCENTE				DOCENTE INGLÉS		13-12-2017	0984829745	
			Profesión				Cargo		Fecha	Teléfono	

Annex 3: Research Instrument Teacher's Validation.



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSTGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRAJERA
INSTRUMENTO DE VALIDACION (Encuesta Docentes)

Item	D. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados.		Observaciones	E. Calidad técnica y representativa				Observaciones	F. Lenguaje		Observaciones	
	Pertenencia (P)	No Pertenencia (NP)		Optima (O)	Buena (B)	Regular (R)	Deficiente (D)		Adecuado (A)	Inadecuado (I)		
1	✓			✓					✓			
2	✓			✓					✓			
3	✓			✓					✓			
4	✓			✓					✓			
5	✓			✓					✓			
6	✓			✓					✓			
7	✓			✓					✓			
8	✓			✓					✓			
9	✓			✓					✓			
10	✓			✓					✓			
Datos del validador			<i>Mrs. Cabezas A. Leonardo E.</i>				<i>060188042-0</i>					
			Apellidos y Nombres				Número Cédula					
			<i>Docente</i>				<i>Docente / Inglés</i>		<i>13-12-2017</i>		<i>0996407030</i>	
			Profesión				Cargo		Fecha		Teléfono	

Annex 4: Student Survey.



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA Encuesta dirigida a ESTUDIANTES de la Unidad Educativa “San Gerardo”

Objetivo: Incorporar el uso de dispositivos móviles con aplicaciones para el mejoramiento del Léxico en Inglés por los estudiantes de 1ro, 2do y 3er años de bachillerato general unificado de la Unidad Educativa “San Gerardo”.

Instrucciones: Lea cuidadosamente cada una de las preguntas y marque con una “X” la respuesta que mejor describa tu opinión. Los datos son de carácter absolutamente confidencial, así que puede responder con la mayor libertad y sinceridad posible.

Nº	PREGUNTA	RESPUESTA
1	¿Tiene usted acceso a dispositivos móviles?	<input type="checkbox"/> Si <input type="checkbox"/> No
2	¿Es usted propietario de un dispositivo móvil?	<input type="checkbox"/> Si <input type="checkbox"/> No
3	¿De los dispositivos móviles aquí nombrados cual es el que más utiliza?	<input type="checkbox"/> Laptop <input type="checkbox"/> Tablet <input type="checkbox"/> Celular (Smartphone / iPhone) <input type="checkbox"/> Ninguna de las anteriores.
4	¿Cuál es la actividad que más desarrolla con su dispositivo móvil?	<input type="checkbox"/> Realizar/recibir llamadas <input type="checkbox"/> Propósitos de estudio <input type="checkbox"/> Música/video juegos <input type="checkbox"/> Redes Sociales (Facebook / WhatsApp / Messenger)
5	¿Qué tiempo promedio al día usted considera que hace uso de su dispositivo móvil?	<input type="checkbox"/> Menos de 1 hora <input type="checkbox"/> 1 a 2 horas <input type="checkbox"/> 2 a 3 horas <input type="checkbox"/> 3 o más horas
6	¿Alguna vez ha utilizado en su dispositivo móvil aplicaciones con fines académicos?	<input type="checkbox"/> Si <input type="checkbox"/> No
7	¿Ha utilizado en su dispositivo móvil aplicaciones para estudiar Inglés?	<input type="checkbox"/> Si <input type="checkbox"/> No
8	¿Desearía utilizar en su dispositivo móvil una aplicación para mejorar su vocabulario (Léxico) en Inglés?	<input type="checkbox"/> Si <input type="checkbox"/> No
9	¿Le gustaría utilizar dispositivos móviles para el proceso enseñanza-aprendizaje del Inglés?	<input type="checkbox"/> Si <input type="checkbox"/> No
10	¿Está usted de acuerdo en utilizar diccionarios con aplicaciones móviles para ampliar su vocabulario y encontrar el significado de nuevo vocabulario en Inglés?	<input type="checkbox"/> Si <input type="checkbox"/> No

Annex 5: Teacher Survey.



UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA Encuesta dirigida a MAESTROS de la Unidad Educativa “San Gerardo”

Objetivo: Incorporar el uso de dispositivos móviles con aplicaciones para el mejoramiento del Léxico en Inglés por los estudiantes de 1ro, 2do y 3er años de bachillerato general unificado de la Unidad Educativa “San Gerardo”.

Instrucciones: Lea cuidadosamente cada una de las preguntas y marque con una “X” la respuesta que mejor describa tu opinión. Los datos son de carácter absolutamente confidencial, así que puede responder con la mayor libertad y sinceridad posible.

Nº	PREGUNTA	RESPUESTA
1	¿Cuál es su experiencia en enseñar Inglés?	<input type="checkbox"/> Mucho tiempo <input type="checkbox"/> No mucho tiempo <input type="checkbox"/> Recientemente
2	¿Es usted propietario de un dispositivo móvil?	<input type="checkbox"/> Si <input type="checkbox"/> No
3	¿De los dispositivos móviles aquí nombrados cual es el que más utiliza?	<input type="checkbox"/> Laptop <input type="checkbox"/> Tablet <input type="checkbox"/> Celular (Smartphone / iPhone) <input type="checkbox"/> Ninguna de las anteriores.
4	¿Cuál es la actividad que más desarrolla con su dispositivo móvil?	<input type="checkbox"/> Realizar/recibir llamadas <input type="checkbox"/> Propósitos de estudio <input type="checkbox"/> Música/video juegos <input type="checkbox"/> Redes Sociales (Facebook / WhatsApp / Messenger)
5	¿Qué tiempo promedio al día usted considera que hace uso de su dispositivo móvil?	<input type="checkbox"/> Menos de 1 hora <input type="checkbox"/> 1 a 2 horas <input type="checkbox"/> 2 a 3 horas <input type="checkbox"/> 3 o más horas
6	¿Alguna vez ha utilizado en su dispositivo móvil aplicaciones con fines académicos?	<input type="checkbox"/> Si <input type="checkbox"/> No
7	¿Ha utilizado en su dispositivo móvil aplicaciones para enseñar Inglés?	<input type="checkbox"/> Si <input type="checkbox"/> No
8	¿Desearía utilizar en su dispositivo móvil una aplicación para mejorar el vocabulario (Léxico) en Inglés?	<input type="checkbox"/> Si <input type="checkbox"/> No
9	¿Le gustaría utilizar dispositivos móviles para el proceso enseñanza-aprendizaje del Inglés?	<input type="checkbox"/> Si <input type="checkbox"/> No
10	¿Está usted de acuerdo en utilizar diccionarios con aplicaciones móviles para ampliar su vocabulario y encontrar el significado de nuevo vocabulario en Inglés?	<input type="checkbox"/> Si <input type="checkbox"/> No

10. Man

- a. The wise man of the tribe was a boy
- b. The wise man of a the tribe was a car
- c. The wise man of the tribe was a river.

III. WORD DEFINITION: (10 items)

Circle the word that doesn't belong in each group.

11.

- a. At
- b. Am
- c. On

12.

- a. Bakery
- b. Restroom
- c. Kitchen

13.

- a. Speak
- b. Write
- c. Obstacle

14. Write the best word that define each imagen:

- a. Landscape, sunset, garbage, waterfall.
- b. Sunset, garbage, waterfall, landscape.
- c. Garbage, sunset, waterfall, landscape.

landscape waterfall sunset garbage



a.....

b.....

c.....

d.....

Select the best word definition for each sentence:

15. Transportation system that runs underground:

- a. Bus transportation
- b. ticket
- c. subway

16. Taking a walk in a mountain:

- a. Surfing
- b. jogging
- c. hiking

17. A person who inhabits or lives in a city or town:

- a. Thief
- b. citizen
- c. neighbor

18. Meeting in which a reporter ask questions to obtain answer for a person:

- a. News
- b. advertisement
- c. interview

19. The act of writing messages:

- a. Running
- b. texting
- c. pulling

20. Something that is given to someone as a result of his/her good action:

- a. Reward
- b. arrow
- c. schedule

Total: 20 Items

Annex 7: Vocabulary Rubric.

VOCABULARY RUBRIC

Excellent 8 – 10	Complete knowledge of vocabulary. Excellent at identifying word translation, sentences and definitions. No vocabulary problems.
Very Good 6 – 7.9	Good vocabulary knowledge. Good at identifying word translation, sentences and definitions. No problems with vocabulary.
Good 4 – 6.9	General vocabulary knowledge. Able to identify word translation, sentences and definitions. Some vocabulary problems without interfering understanding.
Fair 2 – 3.9	Still acceptable vocabulary knowledge. Still able to identify word translation, sentences and definitions. Some vocabulary problems fully interfering understanding.
Fail 1.9 or fewer	Lack of vocabulary knowledge. Unable to identify word translation, sentences and definitions. Vocabulary problems fully interfering understanding.