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**TOPIC:**

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**"MOBILE LEARNING AND THE DEVELOPMENT OF ENGLISH LANGUAGE  
VOCABULARY"**

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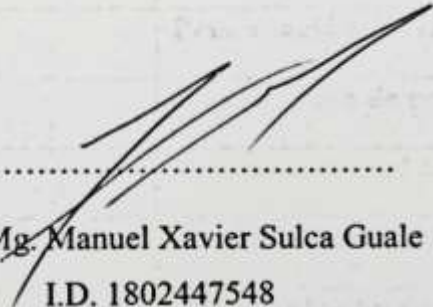
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I, Lcdo.. Mg. Manuel Xavier Sulca Guale, holder of the I.D No. 180244754-8, in my capacity as supervisor of the Research dissertation on the topic:

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Comments expressed in this report are the author’s responsibility.

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## **DEDICATION**

To:

My mother, the one who always been supporting me and motivating me to believe in myself achieve my goals and to fight for my dreams. Furthermore, I want to dedicate this work to my father the best friend in my life, and to my grandmother the one who always been taking care of me. Absolutely thanks.

Fernando

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I extend a huge thanks to all my teachers from Carrera de Idiomas, especially to Mg. Xavier Sulca who we have drealed a good friendship and Mg. Veronica Chicaisa a teacher who I really admire. Thanks for their support and encouragement when I needed. Mostly, I want to express my great appreciation and gratitude to my parents and to my teachers who taught me so much more than being a professional, but not being a good person.

Fernando

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## ABSTRACT

The current research named “the Mobile learning and the development of English language vocabulary” is focused on the problem that students does not manage technological devices to acquire a second language. This research is expected to analyze the relation between technological tools and the learning process of acquiring English vocabulary. The methodology that was applied during this process of evaluation was qualitative and quantitative by applying a pre-test and post-test which allowed to have results to know the English level of the students, proficiency in the target language before and after the application of the test. The subjects proposed for the application of the test were second semester university students of “Pedagogia de la actividad Fisica y Deporte” major at Universidad Técnica de Ambato. The conclusion of this research was that technological devices and the common method of teaching have a good impact on students. In both cases, students obtained an improvement on their English level. On the other hand, at the moment to implement technological devices, an improvement was evident in the experimental group. This means that the use of technologies has good results as it motivates students in a better way.

**Key words:** Mobile learning, Technological devices, learning vocabulary, target language.

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Investigative Background

Park, (2011) mentions that there are a huge variety of educators and technological designers that recognize the idea of the potential in mobile learning as a learning tool to help students to be make them feel incorporate in the educational field. Prensky, (2003) States that the problem is that students do not use technological resources to acquire a second language. The research “A pedagogical framework for mobile learning” shows that applying this methodology to students improve their English level. This methodology was applied to a group of student’s that used the m-learning (apps) and other group that just used the e-learning (technology in general).

The conclusion of the research states that the m-learning has a close relation with e-learning that describes the use of technology for pedagogical purposes. The metrology that was applied in this research it is mentioned that distance education could be better-adapted thanks to m learning, as technology has greatly facilitated communication between other countries and even within the same classroom. (Park , 2011) This has been useful at the moment to implement new methods of learning in a language. The research shows how mobile technologies are been incorporated in the learning process not only in the interaction with students face to face, but also in learning at a distance.

Due to these new learning methods, students have shown great improvement in the acquisition of a foreign language. The new technologies have come very close to several countries, as it has been possible to interact with the culture and practice of the language with the native speakers.

The result of this research shows that there are a lot of uses for technology, but the most important aspect in this research focuses on technology in education, nowadays it is easy to find multiple teaching resources such as web pages, videos, tutorials, and applications where students can practice any kind of subject or simply reinforce some topic that was not clear in classes. Technology has greatly facilitated the progress of education and this

has provided more personalized and effective teaching, not only a language, but also any kind of subject.

Students can find education online or at a distance because technology has been developed in great steps, and this is something that young people and children like to be in touch with it. Some advocates of mobile learning attempt to define and conceptualize it in terms of devices and technologies; other advocates define and conceptualize it in terms of the mobility of learners and the mobility of learning, and in terms of the learners' experience of learning with mobile devices. (Crompton, 2015) Some concepts argue that age plays an important role when using technology in the learning process and facilitating communication. The new virtual platforms have been a tool that help the creation of virtual communities that allows the ingestion with different people from different places, where their age and cultural roots can vary.

The theory of mobile learning is sustained in this research by Crompton, (2015) that was applied in the university of Nottingham for the agreement that m-learning is an informal learning way to acquire a language. Through projects and practice, students will be able to obtain great benefits in the academic field. In this theory, two perspectives are hold, the development of the m-learning at the moment to work and how learners engage with the language. The first the semiotic layer that describes learning as a system where the learner has the option of using technology as a tool to develop their learning. The second, the technological layer argues that learners are interested in technology as it is an interactive means to learn new things.

The conclusion of the research states that technology can be an informal way of learning such as television, video games and the internet, but (Greenfield, 2009)states that some skills can be developed at the moment to use these new ways of informal learning like the visual skills or the special that are important at the moment to learn a language due to this help to students to develop their critical thinking and problem solving. These new technologies help to stimulate the imagination of students more when they are beginners.

According to (Albritton, Julia;, 2013) states that eLearning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom, in most part of the cases, it refers to a course, program or degree delivered completely online. This new method can change the world's perspective in teaching, as technology is taking every place of the world and facilitating the lives of many people, and at the same time educators are taking advantage of this. Just as it is known that there are several courses that belong to this trend of learning, there are many ways to take these courses but the most important and that has reference is a course via internet from the comfort of the home for every single students and with greater facilities to obtain some type of certificate or title. There some researches that say that “when it comes to online learning in education, the model has been pretty straightforward up until the early 2000s education was in a classroom of students with a teacher who led the process. Physical presence was a no-brainer, and any other type of learning was questionable at best. Then the internet happened, and the rest is history.” (Explore Talents Ims, 2016)

As conclusion, the mobile learning has become one of the most attractive methods of teaching due to the importance of globalization, worlds have been changing through the past of the years and this means that the way of teaching is also changing with students. According to (Aubusson, 2009) there are many things that can be useful at the moment to teach, but when teachers want to students have some interest in the subject, the best way to do this is using something attractive that can catch the attention of the students, and there are not another best way to do this, by technology

Teaching is a join activity between teacher and student. Then it is hard to find a difference the support that a mobile assistant learning provides to educate the user is important, so it turns out that the media are not only used by educators, but must provide real usefulness to learners for the development of didactic processes, interaction and specific skills Mobile assistant learning is one of the resources with a high educational potential, because the content is audiovisual and interactive factor that encourages learning meaning in the students' Miltenoff, (2004). On the other hand, the challenges that appear in the educational environment are been demanded by the educational system of each country that have a specific curriculum as a pedagogical tool to meet the expectations, potential of the students. In addition, from a constructivist perspective, the mobile assistance learning

allows teachers to acquire theoretical bases and operational skills to integrate new technologies into the curriculum, analyzing the changes regarding: content, methodology, evaluation, etc., and thus expand their vision to the technological world, which becomes a direct ally in the teaching-learning process

## **2.2 Theoretical framework**

The mobile learning has become one of the most attractive methods of teaching due to the importance of globalization, worlds have been changing through the past of the years and this means that the way of teaching is also changing with students. According to (Aubusson, 2009) there are many things that can be useful at the moment to teach, but when teachers want to students have some interest in the subject, the best way to do this is using something attractive that can catch the attention of the students, and there are not another best way to do this, by technology. The E-learning according to (Albritton, Julia;, 2013) state that eLearning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. This new method can change the world's perspective in teaching, as technology is taking every place of the world and facilitating the lives of many people, and at the same time educators are taking advantage of this. Technology is one of the most important tools that students use nowadays to communicate, look for information, and study. There is a big variety of concepts that can define what technology is, but according to (Ramey, 2013) technology can also be defined as an application of science that people use to solve problems in their daily lives. There are a lot of uses for technology, but the most important in this research focuses on technology in education, nowadays it's easy to find multiple teaching resources such as web pages, videos, tutorials, and applications where students can practice any kind of subject or simply reinforce some topic that was not clear in classes.

Finally, the advantages of learning vocabulary with technology has shown that many students have learnt more using technology than using traditional methods. It is clear that using innovative methods students learn in a more significant way.

Vocabulary has become a major learning problem for any type of foreign language. According to Başoğlu & Akdemir, (2010) the learning of vocabulary for the acquisition of a new language, is a fundamental part since it is an indispensable base and one of the first that students learn when they start the process of learning a second language. It is important to emphasize that mobile phones have greatly facilitated learning as they go hand in hand with technology. The advantages that these devices bring is that learning can be given as much as inside and outside a classroom. According to the results shown in the research where sixteen students were tested at a university in Turkey, this has shown that vocabulary-learning programs have a positive effect on people trying to learn a second language much more than Traditional teaching methods. After having mentioned that the first author states that the use of technology in education is an important key in order to achieve the learning process. Since the technology was implemented in educational field many aspects turn to be easier and more dynamic for students. The conclusion of this research mentions that technology is a useful tool in the educational field to achieve the objectives in the learning process. The second author states that the m learning uses the technological devices to make the learning process more efficient inside the classroom. There are many technological devices, which a teacher can use to implement in a classroom such as the television the DVD and the smart phones where students make the learning process more dynamic and fun, and in this way, learners can understand in better way topics that are given by the teacher. Thanks to this, the imagination of students is stimulated in the process The E learning according to Íñiguez & Íñiguez, (1995) there are many resources that can be used in a classroom, and technology is one of them This is a method that is been used in many countries and schools that are presenting good results in the learning process. This new method can change the world's perspective in teaching, as technology is taking every place of the world and facilitating the lives of many people, and at the same time, educators are taking advantage of this method.

## **GENERAL OBJECTIVE**

- To determine the influence of the mobile learning in the development of English language vocabulary.

## **SPECIFIC OBJECTIVES**

- To identify the types of apps that students use to improve the English language vocabulary
- To determine the utility of the mobile learning in learning vocabulary
- To identify which the benefits of using the mobile learning as methods of learning English as a foreign language are.



## CHAPTER II

### METHODOLOGY

#### 2.1 Resources

##### Resources Humans

Tutor

Researcher

Students

##### Institutional

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educacion

Libraries

Laboratories

##### Materials

Office supplies

Transport

Laptop

Bibliography

<b>Economies</b>	<b>Money</b>
<b>Design</b>	20 \$
<b>Development</b>	15\$
<b>Delivery of the research project</b>	20\$
<b>Total</b>	55\$

## **2.2 Methods**

### **Research Approach**

This research was based on some methods; the basic mode of the research was quantitative and qualitative. According to Íñiguez & Íñiguez, (1995) is quantitative because it is carried out through the use of some statically methods in order to verify its feasibility. It is qualitative because due to it is characteristic of the human sciences In the same way, once recollected information, it was analyzed and interpreted to understand this social phenomenon.

This part of the investigation consisted in the application of the methodologies to interpret the results of the research. The field research took place in the solution of the problems related to real life with the main purpose of discover, interpret and understand the nature of some factors. The field research is important due to it is the way how the research obtain the information applying the appropriated methods and instruments, in this case a survey was applied related to the variables of this research. (Sautu et al., 2015)

### **Basic mode of research**

The basic method of the investigation according to (Íñiguez & Íñiguez, 1995), consisted in the systematic analysis of reality problems, with the purpose of discovering, interpreting, understanding their nature and constituent factors, explaining their causes and effects or predict their occurrence using methods characteristic of any of the paradigms. Field research was vital importance within the researcher, through which the researcher obtains the information firsthand and instead of the facts by applying the appropriate instruments directly on the phenomenon to be investigated. (Tualombo , 2018)

The bibliographic research consisted on the study of the case that is related with the resources of information and how to collect them. The most important places where the information was taken were the bibliographic repositories, previous projects and more bibliographic sources.

The research approach was based on some methods; the basic mode of the research was quantitative and qualitative. This was quantitative because it is carried out through the use of some statically methods in order to verify its feasibility. It was qualitative because due to its characteristic of the human sciences. Once recollected information, it was analyzed and interpreted to understand this social phenomenon.

### **Level or type of research**

This research was exploratory due to the fact that it is a general perspective of the problem, the researcher through the observation analyze the problem, the population and the environment that is part of the mention problem. According to (foroosh, 2005), the purpose of the exploratory research is to perceive a general perspective of a problem. For this reason, this research work was exploratory because the researcher through observations analyzed the population and the environment in reference to the raised problem. In this way, the author was able to have a general vision about the current situation of students.

### **The data collection plan**

The results of the research were obtained with a survey and through the application of a pre-test and post test to demonstrate whether the use of the application had positive results in the students.

First, the application of a survey was an important step in order to know how much students were familiarized with the technology and how well they manage the use of technological devices. In this stage, the application of the survey was helpful to deal with problems of technology at the moment to apply the new apps to teach the vocabulary.

As second step, the division of a group is the next stage. Meanwhile a group used the mobile learning as method for teaching vocabulary. Then the other group used a common traditional method to learn the vocabulary. It means that the first group, the experimental was focused on the mobile learning for a week and the other one used just the traditional way to learn.

Then, the application of the apps to the experimental group, teaching them vocabulary related to sports was the next stage. On the other hand, the control group was focused on the same vocabulary, but in a traditional way, taking into account the KET parameters to evaluate the learnt vocabulary.

At the end of the application, both groups were evaluated with a KET quiz in order to know which groups had a better acquisition of knowledge of the learnt vocabulary. This quiz showed which method had a better impact in students, and this helped to determine if the m-learning is an useful method and helps to learn vocabulary to students in a more didactic and dynamic way.

The population that was investigated through data collection and surveys conducted with the English teachers and 30 students from sixth semester from Pedagogía de la actividad física y deporte from Ambato Technical University, Tungurahua Province, in the academic period September 2019 march 2020 helped the collection of information. The collection of the information was analyzed with the statistic SPSS and Wilcoxon orange test was applied to the verification of this data collection facilitating the possible solution to the problem investigated.

**CHAPTER III**  
**RESULTS AND DISCUSSION**

**3.1 Analysis and discussion of the results**

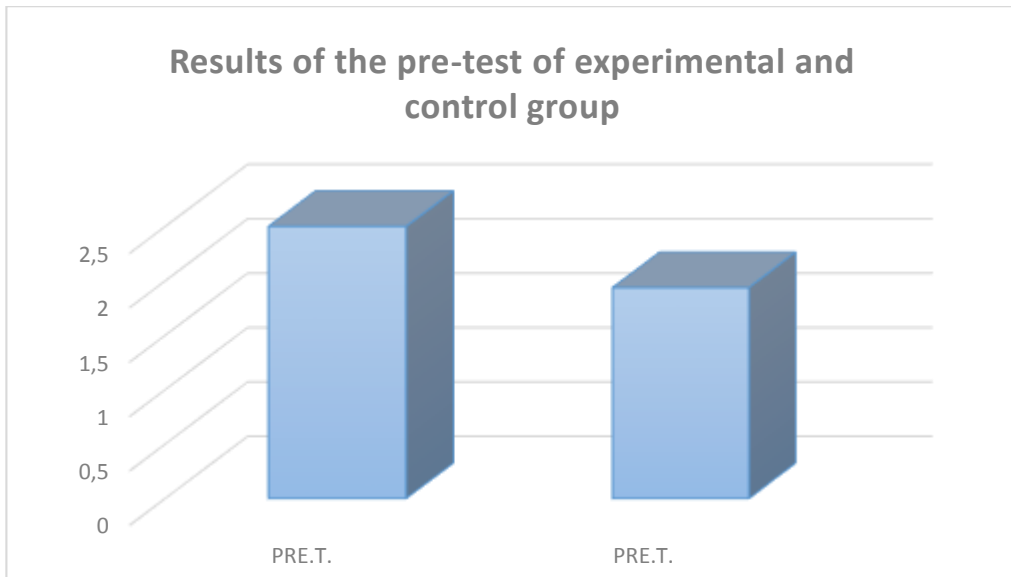
**Chart 1. Results of the pre-test**

<b>Results of the pre-test of experimental and control group</b>	
<b>Experimental</b>	<b>2.5/33</b>
<b>Controlled</b>	<b>1.94/33</b>

**Source:** Pre-test and Post-test

**Prepared by:** Ulloa ,F. (2019)

**Graphic 1. Results of the pre-test of experimental and control group**



**Source:** Pre-test and Post-test

**Prepared by:** Ulloa ,F. (2019)

**Analysis and interpretation**

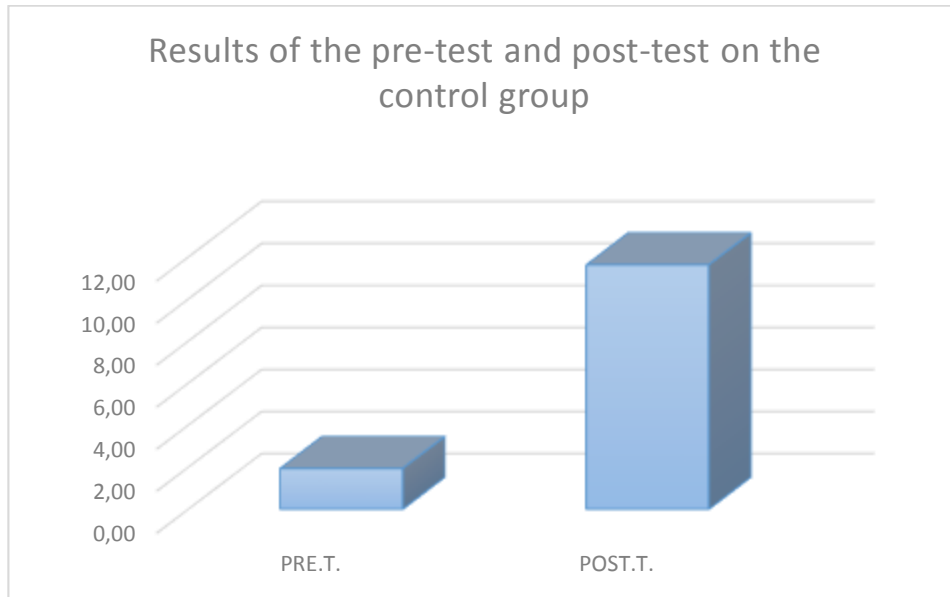
The results obtained during the application of the pre-test showed that the experimental group got 2.5 out of 33 and control group got 1.94 out of 33. This means that both groups had the same English level.

**Chart 2. Results of the pre-test and post-test on the controlled group**

<b>Results of the pre-test and post-test on the control group</b>	
<b>Pre-test</b>	<b>1.94/33</b>
<b>Post-test</b>	<b>11.63/33</b>

**Source:** Pre-test and Post-test  
**Prepared by:** Ulloa ,F. (2019)

**Graphic 2. Results of the pre-test and post-test on the control group**



**Source:** Pre-test and Post-test  
**Prepared by:** Ulloa ,F. (2019)

### **Analysis and interpretation**

The results obtained in the control group in the application of the pre-test and post-test showed that the group has had a considerable improvement when they were exposed to the teaching of the vocabulary in a traditional way. At the beginning, their score was 1.93 out of 33 and when they were evaluated again an improvement can be seen as the average rose to 11.63 out of 33, thus demonstrating that learning process was significant, even though it was in a traditional way.

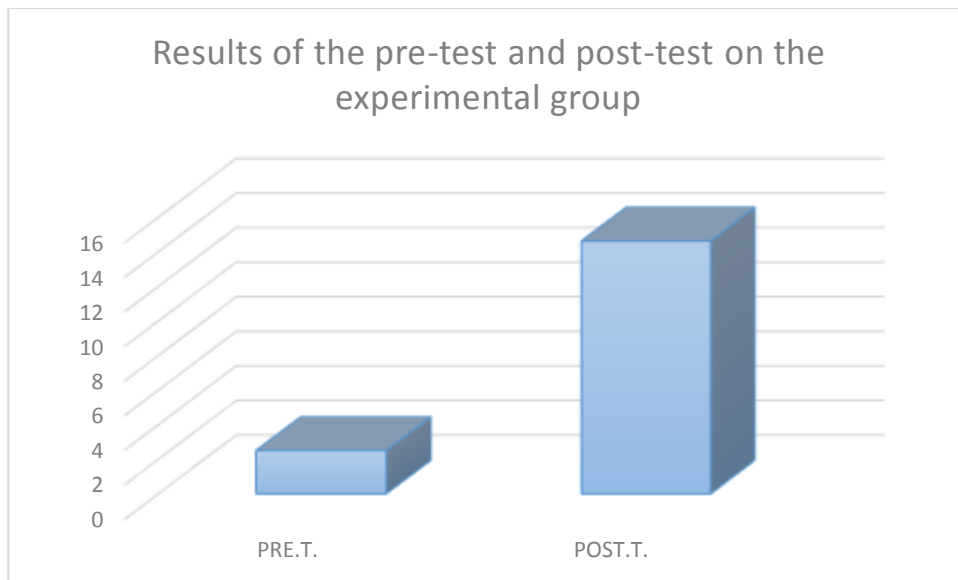
**Chart 3.** Results of the pre-test and post-test on the experimental group

<b>Results of the pre-test and post-test on the control group</b>	
<b>Pre-test</b>	<b>2.05/33</b>
<b>Post-test</b>	<b>14.06/33</b>

**Source:** Pre-test and Post-test

**Prepared by:** Ulloa ,F. (2019)

**Graphic 3.** Results of the pre-test and post-test on the experimental group



**Source:** Pre-test and Post-test

**Prepared by:** Ulloa ,F. (2019)

### **Analysis and interpretation**

The results obtained in the experimental group in the application of the pre-test and post-test showed that the group has had a considerable improvement when they were exposed to the teaching of the vocabulary through the app for learn English. The results showed that at the beginning, they averaged 2.05 out of 33 and when they were evaluated again an improvement can be seen as the average rose to 14.06 out of 33, thus demonstrating that learning process was significant, due to the application of the English app.

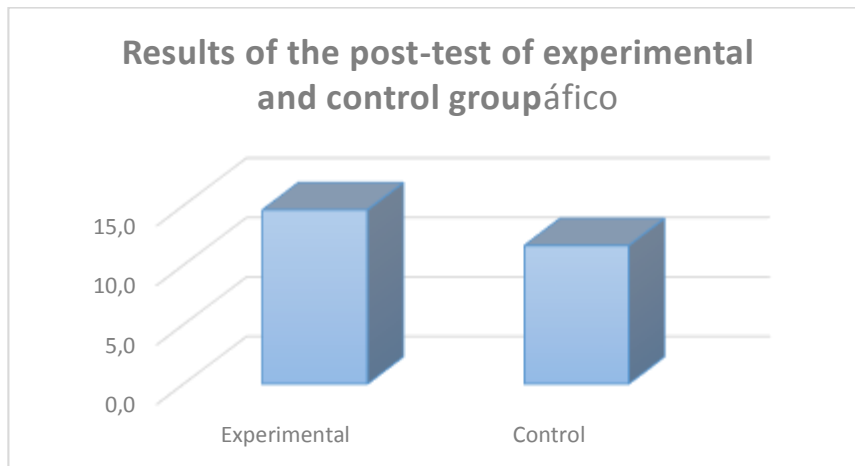
**Chart 4. Results of the pre-test**

<b>Results of the pre-test of experimental and control group</b>	
<b>Experimental</b>	<b>14.06/33</b>
<b>Controlled</b>	<b>11.63/33</b>

Source: Pre-test and Post-test

Prepared by: Ulloa ,F. (2019)

**Graphic 4. Results of the post-test of experimental and control group**



Source: Pre-test and Post-test

Prepared by: Ulloa ,F. (2019)

### **Analysis and interpretation**

The results obtained by the two groups experimental and control, showed that both started at same level of English, in any case when they were applied the post-test it can be shown that the control group obtains an average of 11.63 out of 33, on the other hand the experimental group obtained 14.06 out of 33. The results of this research proved that the use of technology produce great benefits for students at the time of acquiring a second language, since as shown in the graphs and charts, students who were exposed to the application for learning English got an improvement in their level of English. On the other hand students who were evaluated in a traditional way did not achieve the same results that achieved by the experimental group with the help of the application. This means that the use of app for learning the English language is very beneficial when students learn a second language.



## **3.2 Hypothesis statement**

### **3.2.1 Null hypothesis (Ho)**

The mobile learning does not influence on the development of English language vocabulary in students of second semester of Pedagogia de la actividad Fisica y Deporte at Universidad Técnica de Ambato.

### **3.2.2 Alternative hypothesis (HI)**

The mobile learning does influence on the development of English language vocabulary in students of second semester of Pedagogia de la actividad Fisica y Deporte at Universidad Técnica de Ambato.

### **3.2.3 Description of population**

The current research work was developed in Universidad Técnica de Ambato at Tungurahua province. The group of studnets corresponds to the second semester of “Pedagogia de la actividad Fisica y Deporte” major with 32 students.

### 3.3 Hypothesis verification

To verify the hypothesis of this research the data collected will be analyze using the Wilcoxon test and the SPSS program.

**Chart 5. Wilcoxon Ranges Test**

<b>Ranks</b>				
		<b>N</b>	<b>Average Ranges</b>	<b>Sum of Ranks</b>
Posttest - Pretest	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	32 <sup>b</sup>	16,50	528,00
	Ties	0 <sup>c</sup>		
	Total	32		

<b>a. Posttest &lt; Pretest</b>
<b>b. Posttest &gt; Pretest</b>
<b>c. Posttest = Pretest</b>

**Source:** Pre-test and Post-test

**Prepared by:** Ulloa ,F. (2019)

From the data that was collected on the chart number 5 indicates that the results of the pre-test and post-test applied to 32 to students that belong to experimental and control group, produced 0 negatives ranges 32 positive ranges and 0 ties. This mean that after the application of the method the score of the pre-test got a significant improvement in comparison of the the pre-test.

**Chart 6. Wilcoxon Ranges Statistic**

<b>Test Statistics<sup>a</sup></b>	
	Posttest - Pretest
Z	-4,940 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The Wilcoxon test determined that the null hypothesis was rejected in case that the p value is less or equal to the significance level that is 0.05. the significance value of this research is -4.940 and the significance of the p value is ,000 that was less that 0,05. As consequence, the null hypothesis is rejected and the alternative hypothesis was accepted. In conclusion the mobile learning help to improve the acquisition of English vocabulary.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

- The applications that are most used by students are Duolingo and visual learning, being Duolingo the most used as it is easy to use and can be found free of charge on the internet this app can be downloaded from Google Play. This means it is easy to access for anyone that want to learn a second language.
- The utility of Mobile learning has been useful for students, as they showed an increase in the level and learning of the English language in a faster and easier way. The utility of the apps brought great benefits to students and the teachers due to it is a time-saving and help to find more words and grammar that has a complex structure.
- The benefits of using technology as a learning method are as follows. First, students can learn a language in a different way, this means, set aside traditional methods. Then, the class tends to be more interactive and dynamic at the time of Language Teaching. Finally, it facilitates the class to the teachers as all the necessary material can be found in the application and the students do not tend to be bored.
- Learning through mobile applications is very significant in students due to these new methods of teaching and learning, students can learn a language with a smart phone avoiding traditional methods, which are not dynamic. On the other hand, new techniques are innovative and make students feel more comfortable at the moment to learn

## 4.2 Recommendations

- Students should continue using Duolingo and Visual learning applications due to they are easy to use and manage. These applications bring benefits at the moment to learn a second language and anyone that want to learn a second language can practice by downloading them for free these
- The use of mobile applications produce good results in the educational field, therefore the use of these applications is recommended for several benefits that were mentioned during the research such as; it generates a favorable atmosphere for the learning process, and students learn in a more dynamic way.
- The fact that technology has benefits at the moment of using applications in the educational field was demonstrated in the previous research for this fact students should keep using Duolingo and Visual learning applications to acquire a second language, because they bring good results to students when they are learning a second language.
- Technology helps to generate better work environments and promotes new methodologies to improve the learning process, so people that are in the process of acquiring a new language should continue to use smart phones and technological devices to facilitate this process

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**ANEXOS**



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA**  
**EDUCACIÓN**  
**CARRERA DE IDIOMAS**  
**MODALIDAD: PRESENCIAL**  
**SURVEY**



**Instructions:**

**Put a tick on the square according to your answer.**

**1. Do you know what mobile learning is?**

Yes  No

**2. How often do you use apps?**

Always  Sometimes  never

**3. Put a tick on the apps you know or heard before**

Word bit  Visual Vocabulary  Learn Match

Duolingo  Babbel  None

**4. Do you practice vocabulary by using technology?**

Always  sometimes  never

**5. How often do you practice vocabulary out of classroom?**

Always  sometimes  never

**6. Do you think that learning a vocabulary through an app is more dynamic?**

Yes  No



7. Do you like to learn vocabulary in the traditional way?

Yes  No

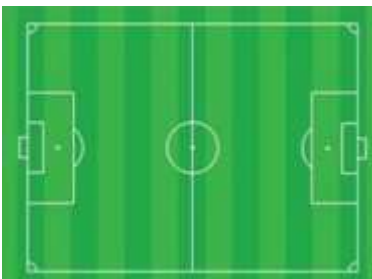


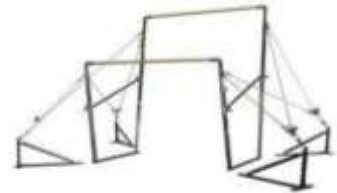
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**EDUCACIÓN**  
**CARRERA DE IDIOMAS**  
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**VOCABULARY TEST**



1. WRITE THE NAME OF THE WORDS BELOW OF EACH PICTURE













## Urkund Analysis Result

Analysed Document: TESIS\_ULLOA FERNANDO .pdf (D63225122)  
Submitted: 1/31/2020 1:19:00 AM  
Submitted By: \${Xml.Encode(Model.Document.Submitter.Email)}  
Significance: 8 %

### Sources included in the report:

[https://www.researchgate.net/publication/260392470\\_Revisiting\\_the\\_definition\\_of\\_mobile\\_learning](https://www.researchgate.net/publication/260392470_Revisiting_the_definition_of_mobile_learning)  
[https://www.researchgate.net/figure/The-results-of-the-pre-test-experimental-class-and-the-control-class-Results-of-the\\_tbi1\\_332122447](https://www.researchgate.net/figure/The-results-of-the-pre-test-experimental-class-and-the-control-class-Results-of-the_tbi1_332122447)  
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Yly Yanir Suka  
31-01-2020