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**“ASYNCHRONOUS VIRTUAL ENVIRONMENTS AND VOCABULARY
ACQUISITION”**

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



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DEDICATION

To God, for giving me the courage to get this objective, facing difficulties in the whole process, and never giving up.

“Seek you first the kingdom of God, and his righteousness, and all these things shall be added to you”.

Roy Gómez

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AUTHOR: Roy Alexander Gómez Coba

TUTOR: Lcda. Mg. Wilma Elizabeth Suárez Mosquera

DATE: 05/01/2021

Abstract

This research study presents the experiment of asynchronous virtual environments use in vocabulary acquisition, as well as the impact of the Padlet and vTime XR platforms on students' autonomous, individual, and collaborative learning. The design of this research was quasi-experimental with a population of 42 learners from the first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at “Universidad Técnica de Ambato”. The researcher worked with the whole group as experimental. The participants developed six activities asynchronously and autonomously, four of them were done individually and two of them were collaboratively. The tools for data collection used in this study were a pre-test, post-test (they were adapted to the standardized PET vocabulary practice test, and also it was added a pronunciation section), and a survey to analyze students' perceptions about virtual environments in vocabulary acquisition. After having analyzed the pre-participation, the post-participation, and the results of the survey using the T-student statistical test, the researcher concluded that asynchronous activities developed in virtual environments had a positive impact on students' vocabulary acquisition.

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Resumen

Este estudio de investigación presenta el experimento del uso de entornos virtuales asincrónicos en la adquisición de vocabulario, así como el impacto de las plataformas Padlet y vTime XR en el aprendizaje autónomo, individual y colaborativo de los estudiantes. El diseño de esta investigación fue cuasi-experimental con una población de 42 educandos del primer semestre del programa “Pedagogía de los Idiomas Nacionales y Extranjeros” de la “Universidad Técnica de Ambato”. El investigador trabajó con todo el grupo como experimental. Los participantes desarrollaron seis actividades de forma asincrónica y autónoma, cuatro de ellas de forma individual y dos de forma colaborativa. Las herramientas para la recolección de datos utilizadas en este estudio fueron un pre-test, post-test (se adaptaron al test de práctica de vocabulario estandarizado PET, y además se agregó un apartado de pronunciación), y una encuesta para analizar las percepciones de los estudiantes sobre los entornos virtuales en la adquisición de vocabulario. Tras analizar la pre-participación, la pos-participación y los resultados de la encuesta mediante la prueba estadística T-student, el investigador concluyó que las actividades asincrónicas desarrolladas en entornos virtuales impactan positivamente en la adquisición de vocabulario de los estudiantes.

CHAPTER 1

THEORETICAL FRAMEWORK

1.1 Investigative background

Based on the foregoing research and taking into consideration the importance of asynchronous virtual environments in vocabulary acquisition, this research is focused on analyzing the relationship between these two variables and assisting learners to improve their vocabulary skills. As Wilkins (1972) stated without grammar people can convey a little, but without vocabulary people cannot convey anything, emphasizing on the importance of vocabulary in language communication. The research is organized considering the place (Asian countries and Latin countries), where previous investigations were developed.

Alfadi (2020) conducted an investigation to study the influence of virtual reality (VR) game House of Languages on English as a foreign language and vocabulary acquisition (VA), and the difference between using VR and the traditional VA method. The design of this research was quasi-experimental with a population of 64 intermediate male school students aged 12-15 years old from a learning course in Saudi Arabia. The researcher formed two groups, an experimental and a control group. After having analyzed the pre-participation and post-participation of the learners, the investigator analyzed the results with a t-test. The findings indicated that students who worked with the VR game House of Languages developed their vocabulary in comparison with learners who used the traditional method of vocabulary acquisition. Furthermore, this study showed that the inclusion of virtual reality technology had a positive impact on the improvement of vocabulary acquisition.

Tseng et al. (2020) aimed to identify the effects of including 3D vocabulary on EFL learners' vocabulary acquisition in two learning features, students' autonomy and collaboration. In the research a quasi-experimental design was used, working with a

group of 24 participants in an interactive program in Taiwan. The researcher divided the whole group into a control and an experimental group. The experimental group used three different virtual environments; 1. The paired VE group, 2. The individual VE group, and 3. The teacher-centered VE group, and a pictorial vocabulary knowledge test including 20 terms out of 80 that students had to learn during a scholar year. In contrast, the control group used the traditional method. The findings evidenced that 3D virtual environments allowed learners to work cooperatively. Therefore, students improved the retention of vocabulary through pair-work instead of teacher-directed use.

Tomori (2017) conducted an investigation to study the importance of online vocabulary learning through the Memrise system, which improves memory retention and vocabulary acquisition of L2 learners. The methodology used in this research was a quasi-experimental approach and it was developed with students in the TOEFL iBT preparation course at Hitotsubashi University. Students worked together as a unique group that had to study 400 words. The researcher used the Memrise system and Excel software on the group. After applying it, the researcher analyzed the data collected on that system and discovered that students identified 192 words incorrectly. Those words were classified into two groups (accuracy and frequency). The findings showed that the longest words were the most difficult to memorize. However, the use of websites that allow students to practice the use of long foreign words in real contexts had a positive impact on memory retention.

Susuki (2020) pored over the impact of using computer-assisted extensive listening (EL) on vocabulary acquisition. Whether there were differences of using synchronous and asynchronous EL activities and if autonomous learning improves the sound system (rhythm, stress, and intonation) on learners. The design used in this research was quasi-experimental working with 37 university students from Japan who attended 15 sessions each week during a semester. The study organized the whole group into two groups. The investigator analyzed the scores of students using the Test of English of International Communication (TOEIC). Then, the experimental students studied the

same content and objectives towards aural vocabulary acquisition while the control students were free to choose what they wanted to listen to and the way to acquire vocabulary. In the end, the researcher used the Listening Vocabulary Levels Test to collect data. The results showed that the experimental students towards aural vocabulary knowledge increased when everyone's content and objectives towards vocabulary acquisition are the same.

Abbas et al. (2019) aimed to analyze the impact of social networks Facebook and YouTube as information and communication means on vocabulary acquisition of EFL learners. The question research was to study how social media websites effect on the vocabulary acquisition of ESL learners. The methodology applied in this research was quantitative using data from 35 participants (students and teachers) at the Islamic University. The instruments to get information were two questionnaires that were sent to 25 ESL learners and 10 English teachers. The questionnaires that teachers and learners filled up were different. Students answered only close-ended questions while teachers answered 5 close-ended questions and 5 open-ended questions about the experience of using social media as a means to improve vocabulary while interacting. The findings of this study stated that most teachers' and students' increased their motivation for learning vocabulary when using social media because they got together and while discussing certain topics, they acquired incidental vocabulary

Ali and Kassem (2018) carried out an investigation to study the effects of Mobile Assisted Language Learning (MALL) on vocabulary acquisition. This study not only focused on supporting students' vocabulary, but also on preparing teachers to use mobile application towards vocabulary acquisition. The methodology applied in this study was experimental. The participants were students from a training program that lasted 4 weeks. The instrumentalities for data collection were the pre-test, post-test, and a checklist to analyze the impact of MALL in vocabulary acquisition. Teachers used 4 MALL vocabulary applications: Digital video games, digital vocabulary notebook, Quizlet, and online dictionaries on students. The findings showed a compelling development of learners' vocabulary acquisition using MALL applications

and a positive impact that benefited teachers on their teaching methodologies. Nevertheless, it is compulsory a training course for teachers to get to know how to use MALL technology efficiently.

Ibhar et al. (2018) researched to investigate students' perceptions of using virtual reality (VR) 360° application to engage pupils in vocabulary learning. The methodologies used in the research were qualitative and quantitative regarding 30 lower secondary high school learners, 20 males, and 10 females. The investigator used a questionnaire with the whole group to analyze their perceptions of implementing Virtual reality in vocabulary acquisition. After using the Virtual Reality app, a survey "agree or disagree" was used to get information from learners about their opinions towards VR applications in the classroom. The findings revealed that students' perceptions of VR applications concerning vocabulary acquisition were positive. As they felt motivated, they got engaged easily in vocabulary learning.

Markanastasakis (2019) stated the importance of acquiring academic vocabulary for postgraduate academic courses. Hence, this research aimed to analyze how students engaged in the vocabulary acquisition process by using blended learning. This investigation worked with was an experimental methodology. The population organized into small ones consisted of three or four students of higher education. The investigator used Padlet, Self-Determination theory, and Vocabulary kingdom game. It allowed the investigator to gather data about intrinsic and extrinsic motivation majorly, intrinsic motivation, which refers to autonomy and competence. The findings indicated that the use of activities in the Vocabulary Kingdom game motivated students in vocabulary acquisition because they could be developed in context and online.

Tariq (2019) led a study aimed to investigate the strategies used by students in vocabulary acquisition. The research used a descriptive methodology and a questionnaire as a data collection instrument. The author applied this research on 40 students from the Al-Esra'a university college English department. The research was

developed in two sections (theoretical and practical). The theoretical section consisted of assisting students' vocabulary using sections of Schmitt taxonomy while the practical section was carried allowing participants the use of the Statistical Package for Social Studies. The findings stated that most students used mostly determination strategies (decision of what kind of vocabulary learn). On the other hand, students did not use the social strategy at all (the incorporation of other classmates when learning vocabulary).

Tanaka (2017) sought to analyze some aspects of demotivating virtual environments and the roles that motivation and peers played on EFL learners' vocabulary acquisition. The methodology applied in the study was quasi-experimental, with a population of 161 students, mostly males aged 15 to 16 years old in a Japanese technical college. The investigator used the Mochizuki vocabulary size test (It is a vocabulary test used for researches in Japan mostly) and a questionnaire as data collection instruments in the research that learners attended to 5 classes per week. When students finished the process using the virtual environment, they filled up the questionnaire about the self-determination theory and peer engagement/disengagements in learning. The findings corroborated that when learners know more vocabulary, they enjoyed more virtual environments. Besides, demotivated peers had a negative influence on learners who wanted to acquire vocabulary by using virtual environments.

Hajebi (2018) aimed to investigate the impact of using online web pages on vocabulary acquisition and to analyze the learners' perception of the online web approach in the learning process. The research used an experimental methodology where two groups, experimental and control Iranian EFL students participated. The experimental students used IELTS sites to develop their vocabulary, while the other group received traditional classroom instructions for eight weeks. The researcher included the pre-test and the post-test to get the data. The findings showed that learners' perception towards the implementation of the web approach in the vocabulary acquisition process was positive because their autonomous learning increased.

Khezrlou and Ellis (2017) targeted to study the impact of incidental, explicit, and intentional condition when acquiring vocabulary by using virtual environments. The methodology applied in this research was experimental working with 99 upper-intermediate university Iranian students aged between 18 and 21 years old, 46 male and 53 female studying two sessions per week. The researcher organized them into three groups, the explicit instruction group, the intentional group, and the incidental group. TOEFL exam, the Vocabulary knowledge scale, and the Word recognition were the instruments to obtain information. The findings demonstrated that only explicit instruction keeps long-term knowledge of words learned using computer-assisted glosses.

Faez (2019) sought to analyze if methods of gloss presentation influence learners' vocabulary acquisition. The methodology used in the investigation was a quasi-experimental mixed-methods where there were four groups of 132 intermediate learners, one control group, and three experimental groups. They attended three sessions weekly, each of them lasted 1 hour and 30 minutes. The investigator utilized a pre-test and a post-test to attain data from the research. The findings demonstrated that for most students, dual glossing modes (L2definition and video animation) were more efficient in comparison with the single glossing modes. Moreover, it evidenced that there were many aspects to be explored about vocabulary acquisition and teaching.

Karaaslan et al. (2018) aimed to study the effects of using synchronous and asynchronous activities through virtual environments and how they collaborated with learners' vocabulary acquisition. The research used an experimental methodology on 45 students, 21 females and 24 males aged between 18 and 20, with an intermediate-level in a preparatory school. The researcher used interactive and collaborative online games (Kahoot, Quizlet, Neardpod, Powtoon, and YouTube) to involve the participants in the learning process. The instrument to get data was a report questionnaire that evaluated students' experience with synchronous and asynchronous activities from the course that lasted eight weeks. The findings revealed that while

students use asynchronous and synchronous virtual environments to acquire vocabulary, their intrinsic motivation increased. As a result, students learned collocations and part of speech as part of their lexis.

Ebrahimzadeh (2017) compared the use of virtual video game in senior high school learners and the use of the old method pencil-and-paper treatment for vocabulary acquisition. The methodology applied in the study was an experimental method where there were 241 participants, all of them male. The researcher arranged the participants into three groups, who were exposed to the experiment for four months. The first group was the Readers, whose objective was to acquire vocabulary from intensive reading. The second group was the Watchers, who aimed to learn vocabulary by watching other classmates playing online games. Finally, the third group was the Players, who targeted to acquire vocabulary playing video games. The instruments used to analyze the information were the pre-test and post-test Anova (Analysis of Variance). The results displayed that Players and Watchers (P and W) had a higher understanding of the vocabulary items in the post-test (A). Whereas Readers' results were lower than P and W. Thus, complementary activities, like virtual games benefited on learners' vocabulary acquisition.

Gavranović (2019) aimed to investigate the role of technology on the vocabulary acquisition of EFL learners. The methodology applied in this study was quasi-experimental research, with a population of 60 students' pre-intermediate and intermediate level from high school. This research carried out three sessions. The first session was the translation of 10 words of a medical topic that students have never studied. The second session was the translation of some terms based on a topic students knew. Finally, in the last session, the researcher organized the group into a controlled and an experimental group. Both developed a reading which was familiar to them. However, the experimental group used technology and glosses for some words while the control group had to analyze based on context. The findings displayed that the use of technology-mediated instructions had a positive impact on reading comprehension and vocabulary acquisition.

Ningtyas (2020) researched to analyze the effects of implementing virtual video games on learners' vocabulary acquisition. The investigation used a mixed methodology in which 30 students from high school that had low scores participated. The investigator grouped the 30 learners into two groups experimental and control group. The experimental group practiced their vocabulary while they played a virtual game called Suikoden II. In contrast, the control group used a traditional lecture-style, which allows students to develop vocabulary. In this experiment, a pre-test, a post-test, a questionnaire, and the teacher's observation were used to get complete information about students' vocabulary achievement and motivation. The findings concluded that the use of the Suikoden game increased the learners' vocabulary meaningfully because while they played the video game they acquired knowledge.

Legault et al. (2019) carried out an investigation to analyze how immersive virtual reality (online interaction) contributed to students' vocabulary acquisition. The methodology applied in this research was experimental. The participants were 64 undergraduate students from Pennsylvania State University, 49 female and 15 male. The researcher applied a pre-test on learners to know their vocabulary level. Then, the investigation was carried out for 4 months. After applying the immersive virtual application the students were tested by the post-test to get the results. The findings showed that virtual reality towards vocabulary acquisition had a positive impact because students learned more efficiently cooperatively by using the terms in the real context. Additionally, it showed that virtual reality immersion helped students whose language level was lower.

Chien (2019) examined whether Minecraft's virtual video game provided various contexts to engage learners in conversations. Besides, this research aimed to study the vocabulary competence of students who play this game. The researcher applied a quantitative method. The instruments used in the investigation were 106 Minecraft videos, which were analyzed carefully and selected according to the popularity of YouTube channels and dialogues of American players Pat and Jenn. They were

recorded and analyzed to discover their lexis used when playing such a game. The findings concluded that 95% of the vocabulary used by those two native speakers was the most common lexis used outside in the real world, and only 5% of words were from the Brown National Corpus. Besides, it indicated that 9% of vocabulary was from native speakers only. They are not registered in academic dictionaries. Thus, getting learners exposed to such unique native lexis was a benefit for learners

Lorenset, (2019) sought to identify the benefits of using the digital game The Sims on learners' vocabulary acquisition. The research used a qualitative quasi-experimental methodology with a group of 19 beginners learners aged 15-18 years old, chose according to the results of a placement test in Santa Clara high school. The study was carried out in two stages. The first stage of data collection included a pre-test, a post-test, and a delayed post-test in which the researcher analyzed the students' vocabulary achievement through the use of The Sims game. In the second stage, students wrote a narrative document where they describe their perceptions towards The Sims game in vocabulary acquisition. The findings corroborated that had a positive impact on learners' vocabulary acquisition because students could build up their vocabulary in contextual situations and with a new virtual life.

These studies are different from Asynchronous virtual environments and vocabulary acquisition because those studies were developed mostly in Asian countries. However, Asynchronous virtual environments and vocabulary acquisition is focused on working with Ecuadorian EFL learners, using some virtual environments that allow participants to interact not only with the teacher but also with native speakers. Since the English language is the most spoken language abroad people have created lots of virtual environments where learners can interact with other students around the world. Hence, students can acquire vocabulary while they interact in virtual environments

1.2 THEORETICAL FRAMEWORK

1.2.1 ICT Information and communication technology in education

Information and communication technology (ICT) plays an important role in society's development, and it has brought noticeable changes in it (Kowal et al. 2015). The use of information communication technologies has encouraged the development of social communication around the world. The organization of most companies abroad works mainly based on the use of (ICT). This kind of technology facilitates factories plan, organize, staff, lead, and control processes to achieve their objectives and goals (Nag, Hambrick & Chen, 2007, as cited in Kowal, Waarzak-Chodaczek, & Xeligowski, 2015).

Education is one of the most influencing systems in society's development (Jayoti, 2019). Since education plays an important role in society, it must be developed in advance. Nowadays, technology has become pivotal in the education system, but it has not been used appropriately yet. Hence, people do more studies on how to use new technologies in the education system. According to Khan (2020), ICT is based on the use of advanced communication platforms like the internet, wireless network, cell phones, and forth other communication means, which enable educators to have more resources to teach properly. ICT is everything that allows people to get information through telecommunication (Khan, 2020).

Information and communication technology has been the key to progress in the education system of many countries. In Singapore, one of the top countries around the world where education takes one of the most important parts in its social development, ICT has been implemented in the education field, and not only this field has improved, but also business and economy. ICT plays an important role in education because it allows learners to develop social and critical thinking skills (Seng & Choo, 2008). As a result, having people with the ability to overcome future challenges.

1.2.2 Learning differences between millennials and generation Z

Another reason to apply technology in the education system is the differences between generations. Learners from the 20th century are not the same as 21st century. Generation z is born in sophisticated media and surrounded by many digital tools; hence the learning process must insert new teaching and learning methods to fulfill the learners' needs (Pol & Kl, 2019). Learners develop new abilities that educators must be aware of to teach them efficiently.

Millennials in comparison with Generation Z differ in the ways they learn. For example, Millennials learn from two screens at once. They learn mostly by using information from texts or books. Besides, they are optimistic and always want to be discovered. On the other hand, Generation Z students pay attention to 5 screens at the same time and learn from all of them. Also, they learn better from images. Thus, they learn when they look at someone doing something, not when they are asked to do so. Furthermore, they are realistic people who want to stand out.

According to Mohr (2017), people of Generation z are also called digital natives or "we-centri" and it is the most diverse generation. Gen Z students learn better cooperatively, but at the same time, criticize their peers. They are afraid of not being part of a group. Hence, they tend to contribute with a group but keep the distance from their classmates. They consider themselves as entrepreneurs, but not as creative people (Mohr, 2017). It is therefore, educators have to use virtual environments to meet all of those learners' needs.

1.2.3 Computer-Assisted Language Learning (CALL)

Computer-assisted language learning is an innovative method that involves the use of technology in the classroom. Although in the past, CALL used to be considered too technical and not pedagogic, the rapid advance of technology makes it an approved source in the education system (Thomas et al. 2013). The use of CALL not only

facilitates the language learning process, but also allows educators to know more about the nature of education (Thomas, 2011a, 2011b, as cited in Thomas, Reinders, & Warschauer, 2013). One of the biggest responsibilities of teachers is to meet the necessary learners' skills and knowledge for the 21st century. However, the computer-assisted language has not been well-used by educators. CALL is not only the use of a computer and a projector to show slides in PowerPoint, it goes beyond (Gonzales & St. Louis, this volume, as cited in Thomas, Reinders, & Warschauer, 2013).

1.2.4 Mobile – assisted language learning MALL

Current learners are being taught to other programs that in the past did not use to exist. Therefore, they have to learn about current programs. Mobile learning allows learners to have more meaningful experiences towards education by using smartphones, tablets, or laptops. The only thing that institutions have to do is to adopt mobile technology strategically. Since most students love to use these kinds of devices, this is the moment to use them to make students learn by using what they like. One of the biggest mistakes of current society is that it has not adapted to reality. People say “In the past, we used to go to our friends' houses and there we used to study together while having fun”, but the current reality is different because most children, teenagers, and young people prefer to learn and have fun virtually.

Skinner stated how technology could change learning and classroom procedures in a meaningful way. He created a sound strikingly machine which allowed students to learn independently at their own pace (McQuiggan et al. 2015). It allowed students to receive feedback instantly on what he did using that machine. As a result, the teacher realized that knowing learners' progress immediately, increased the students' motivation to learn at their own pace without feeling anxious or stressed.

1.2.5 Virtual environments

Virtual environments started to be used in the 1990s (Jain, Howlett, Ichalkaranje, & Tonfoni, 2002). Since the creation of the virtual environment, many institutions have replaced traditional teaching (based on sharing and synchronous interactions) with e-learning activities and real worlds on the internet. Bell and Trueman (2008) point out that students take advantage of virtual environments because online environments decreased social anxiety on learners by using an avatar that represents them. They feel free to make mistakes to learn because some educators cannot give successful feedback, which means to get learners motivated to continue studying.

Virtual environments are new resources for education. Although learners are not familiar with how virtual environments contribute to the learning process, they can construct their knowledge by experiencing (Borowska & Schwartz, 2012). Virtual environments (VEs) allow users to see, hear, feel virtual objects, and explore virtual worlds (Barfield, 1995). VEs have been a successful implementation in some fields like engineering, medical, and entertainment because it enables learners to do whatever task. According to Barfield (1995), virtual environments are formed by virtual images that contain visual, auditory, and tactile components. All of those components form a three-dimensional space in which a user can have experiences of virtual reality.

Although many pedagogues have tried to update their teaching knowledge, there is no plan yet to face this pandemic reality. Every professor works as he/she thinks it is properly. However, with people at home, a pandemic outside, and education stopped, it is the time to use technology as the main resource in education, both teaching, and learning. Instead of getting a good environment in the classroom, virtual environments have to be included in the education field. When educators tried to implement the face-to-face methodology into the digital classes, the learning process became stressful for students and teachers.

In this period, new fields have been developed in education. For example, e-learning refers to the addition of technology into the learning process. According to Bates

(2005), the e-learning method developed in three generations. There is a lot of research about this topic, but it could not be applied in the learning process before because of the inefficient equipment of institutions. Currently, it is possible to use that information since most educators and learners possess a computer, internet access, and a smartphone.

Bates (2005) states that the first generation of e-learning is distinguished by the use of only one technological resource in the classroom. Besides, learners interact directly with the teacher only. The second generation is identified by large groups who cannot interact with the professor directly, instead, they have to communicate with a tutor or a third person. Therefore, it increases learners' autonomy and self-learning. Finally, the third generation is characterized by the use of the internet where students and teachers can interact, but mostly that interaction must be among students because the learning process is based on learners' dialogues and discussions more than in teachers' speeches. These are the processes that have to be followed because the main objective of e-learning is the improvement of learners' autonomy towards education (Kaufman, 1989, as cited in Bates, 2005).

Another field that appeared in this century was B-learning or so-called the Blended learning. It refers to work through synchronous and asynchronous classes. According to Jain et al. (2002), the internet and the web are the most influential resources in education where teachers can use both synchronous and asynchronous lessons. Synchronous classes mean to study in real-time with students, different from asynchronous classes where teachers do not meet students in real-time (Sistec, 2020). Jain et al. (2002), stated that synchronous activities are focused mainly on particular choices and styles. The relationship among students and the connection of each student to each teacher, which by the learning goals are not successfully achieved because it turns into affective learning, not an effective one.

The most tiring part of online classes is to use the same methodology every single day. Most teachers spend the whole hour or hours trying to explain something. Then,

students get a lot of homework, and their cooperative and social skills are not well-developed properly. This is, therefore, asynchronous activities should be applied in lessons. Hogarth (2010) stated that asynchronous learning (AL) is a pliable methodology for students because it encourages them to learn independently. Besides, AL allows learners to have the facility towards the time, space, and the location (Hogarth, 2010).

Although learners spend hours on the internet, they are not taking advantage of it at all because most of them only use the internet for checking social networks they are considered anti-intellectual (Bauerlein & Tarcher, 2009). The real problem is the wrong use of technology in the classroom. This is therefore, teachers must be wise when using technology. Bauerlein and Tarcher (2009) stated that technology improves the quality of things, not the quality of life. However, it is evidenced that asynchronous learning facilitates students to meet whenever they can so that way they can work cooperatively. It is evidenced that current learners are we-centric in other words, they like to learn in groups (Mohr, 2017). According to Cohen et al. (2004) cooperative learning is considered one of the best teaching language methods because it avoids the teachers' participation, and it develops students' critical thinking skills.

1.2.5.1 vTime XR

According to VTime (2020), the vTime XR is the first platform that combines a social network and virtual reality where users can interact using an avatar that represents them in groups of a maximum of 4 users. It was created mainly for Generation Z who was born in a sophisticated world, round by technology. Besides, since this platform allows users to create avatars that show real movements, it replaces the emojis that sometimes cannot express what people want. However, vTime XR is a platform that allows people over 17 years old to socialize with anyone and anywhere. It appeared in the UK, Liverpool in 2013. Then, in 2015, the vTime app took part in google play, and rapidly more than 190 countries around the world started to use it. Finally, in 2018,

the vTime platform assured a founding of 7.6 Million to support it as a secure platform (VTime, 2020).

Figure 1: vTime XR platform



Source:

https://prnewswire2a.akamaihd.net/p/1893751/sp/189375100/thumbnail/entry_id/1_ui66ht4d/def_height/400/def_width/400/version/100011/type/1

The vTime XR can be used either on a smartphone or a computer, but when using in the smartphone more options are available. However, once users download it on their smartphones, they have to create an account by filling out personal information (email, name, username, date of birth, and password) or only sign up with a Facebook account. After that, when people begin to use the platform the vTime XR Company assures if users are real people, sending them an email to confirm their personal information and to accept some policies.

This application allows people to interact, create, share, and socialize which will be useful to make students learn through it.

- Users can interact with others.

Figure 2: vTime XR interaction option



Source:

<https://image.winudf.com/v2/image1/bmV0LnZ0aW11LmNhcmRib2FyZFY9zY3JlZW5fMF8xNTUzMTE2Mzg2XzAzNA/screen-0.jpg?fakeurl=1&type=.jpg>

- Users can create their avatars

Figure 3: vTime XR customizing - option



Source: https://i.ytimg.com/vi/_OdgC4Tdwyw/maxresdefault.jpg

- Users can share images

Figure 4: vTime XR sharing pictures - option



Source:

<https://image.winudf.com/v2/image1/bmV0LnZ0aW1lLmNhcmRib2FyZF9zY3JlZW5fM18xNTUzMTE2Mzg4XzA4Ng/screen-3.jpg?fakeurl=1&type=.jpg>

- Users can socialize better using vMote gestures

Figure 5: vTime XR virtual reality



Source:

<https://image.winudf.com/v2/image1/bmV0LnZ0aW1lLmNhcmRib2FyZF9zY3JlZW5fNF8xNTUzMTE2Mzg4XzA5MQ/screen-4.jpg?fakeurl=1&type=.jpg>

To get to know how to use the vTime XR deeper click on the next link.

<https://vtime.net/how-to>

1.2.5.2 Padlet

Padlet is a virtual platform that allows people to make and share content. It is a bulletin board, a blog, or a portfolio in which people can create the content they want (Padlet, 2017).

Figure 6: Padlet platform



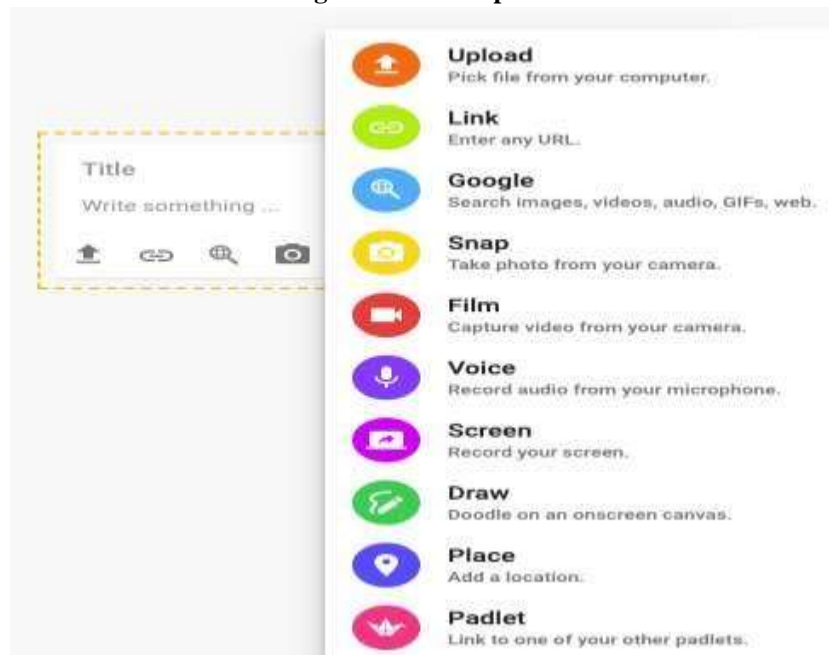
Source:

https://www3.gobiernodecanarias.org/medusa/ecoescuela/recursosdigitales/files/formidable/padlet_blog_3001-200x200.png

Padlet became a helpful platform for education for the following reasons. First of all, it is easy and intuitive because everyone can use it easily. Padlet does not require users to be experts to use it. Besides, this platform is inclusive and collaborative due to the availability to be used by anyone and the facility for people to get together and work in a group. Another reason why the Padlet is useful for the learning process is that it is flexible and portable allowing users to use it freely towards content and to use it whenever people want because there is an application for smartphones. Finally, this bulletin board is private and secure because there are options that allow users to make their content viewable or private (Padlet, 2017). Furthermore, data is transferred via SSL security vulnerability testing and encrypt all pages.

There are steps to follow to begin using the Padlet app. First of all, people have to register into the platform with any account they already have. Then, they freely can share their content with the design they choose. Furthermore, people can include images, drawings, voice recordings, screen recording, location, links, and other amazing options.

Figure 7: Padlet options



Source: <https://jakemiller.net/wp-content/uploads/2020/02/Screen-Shot-2020-02-05-at-12.32.03-PM.png>

1.2.6 Language

Language is both a system of communication among individuals and a social phenomenon (Hickey cited in Wardhaugh, R, 2006). Fromkin and Rodman (1998) point out that language is the essence of humans, a source of human development and power. Furthermore, when talking about language, it gives an overall idea of how a society is constructed. Taking into account that there are around 7000 languages around the world, people realize that there are a lot of social constructions with particular needs for each of them. For example, currently, the English language is taught all over the world. It has become the lingua franca in most countries, and it is used for trading, business, technology, and communication. It means that in countries whose mother tongue is the English language, they become more powerful. Nowadays, in a globalized society, the learning of another language has become pivotal. Since each group of people is not autarchic, it makes people's development dependent on other societies. Thus in this age of globalization, learning another language is beneficial because it allows people to be connected.

1.2.6.1 Linguistics

Linguistics is the study of human speech (Chomsky, 1998). Fromkin and Rodman (1998) stated that there are two parts that people develop in linguistics – competence, and performance. Linguistic competence is what people know. On the other hand, linguistics performance refers to how people use what they know. Linguistics knowledge is not a conscious process. It refers to the sounds, structures, meanings, words, and rules that are learned without being aware of getting it (Fromkin & Rodman, 1998).

According to Fromkin and Rodman (1998), the linguistic knowledge of a language is not only when someone can speak a certain language, but also it has to be understood by others. Knowing a language refers to know what kinds of sounds are part of that language and which sounds are not, and even the meaning of those sounds. For example, the sound of the letter “R” in French is not the same in the English sound system. The sound system is only one part of linguistic knowledge that allows learners to be aware of the relationship between the forms and meaning of some words.

1.2.6.2 Lexis

Lexis in linguistics refers to the vocabulary of a certain language (Halliday et al. 2004). Although a simple word looks like something easy to know, when people go beyond to study each word, they become unsure of the beginning and ends of certain words. Even if those people are native speakers. The same happens with similar words. For example, in English, the meaning of homophones, homonyms, and homographs depends mainly on how each of them is pronounced. Homophones refer to words that sound alike but have different meanings. Homonyms are words that sound alike, have different meanings, and also their spelling is different. Finally, homographs are words that are spelled the same but have different meanings.

The lexis or vocabulary is present in every language as well as grammar. These two categories are essential to learning a language. Lexicogrammar studies the relationship between the words. For example, positive and negative, singular and plural, past, present, or future (Halliday et al. 2004). However, when the words are studied in groups it is necessary to define what lexicology is. It studies mainly the content and function of words and also allows people to describe words in two methods, writing a dictionary or writing a thesaurus. In a dictionary, students can find whichever word they want, which are ordered alphabetically. On the other hand, in a thesaurus students can find family words, not only isolated words.

1.2.6.3 Vocabulary acquisition

First of all, it is necessary to make a difference between the terms of learning and acquiring a language. According to Fromkin and Rodman (1998), people acquire their mother tongue and do not take much time to do it. Since children' born, they start to listen to words, phrases, or utterances in their first tongue, so then they start to use the language. Thus, Chomsky said that language is innate. It involves that people acquire the first language from the environment and the context they live around. Whereas learning a language involves the study of it, and it takes much more time. Later on, it becomes the L2 of the individuals.

When vocabulary is introduced it is necessary to distinguish the differences between the terms, hapax legomena, token, and type. According to Singleton and Ireland (2009), tokens refer to a certain amount of words that there are in a text, while types refer to numbers of distinct words. Finally, hapax legomena (hapax) are words that appeared once in a sentence. Vocabulary is one of the most difficult skills to assess because of the misunderstanding of what mainly a word is. For example, while speaking, the sounds that people produce when they hesitate till the ideas come, or in writing when people write a number 888. In writing, measuring vocabulary is difficult for teachers when learners only want to get the number of words required, and they repeat some words many times.

What matters when someone acquires vocabulary is the structures. Native speakers know approximately 200.000 words (Singleton & Ireland, 2009). However, the words that native speakers know are part of their lexical set (categories of words that are part of a specific topic (Spratt et al. 2011). For instance, the words play, playing, played, player. Knowing a language means to know the limits of creating new words. Most of the time learners try to implement some terms that in English do not exist or have another connotation. This is therefore, learners have to get familiarized with the structures while practicing the language. Another example of structure is singular and plural words, which only by adding an “s” to the singular word become a plural, but it is not compulsory for every word. For example, with the word child, its plural is not “childs” but children.

The denotation of words is another aspect that has to be taken into consideration when acquiring vocabulary. Spratt et al. (2011) state that words’ meanings differ depending on the context in which they are presented. Most of the time students get confused with some words because of the similarity that those terms have in the spelling to some words of their mother tongue. For example, the word assist which in English means to help, but if this word is compared in Spanish it turns into another meaning. In Spanish, the term “asistir” means to be present somewhere, but when it is translated into English it is “attend”. According to (Cossío, 2007) the word interpretation is not the same as translation. Having in mind these cases, it is necessary to make students get the experience of using terms in real contexts.

Another aspect to study in vocabulary acquisition is the form of words. According to Spratt et al. (2011), the meaning of a word comes from its form (Prefixes, suffixes, and compounds). Prefixes are morphemes that occur before other morphemes only, and suffixes are morphemes that only occur after other morphemes (Fromkin & Rodman, 1998). Spratt et al. (2011) state that compounds are nouns whose meanings differ depending on their form whether they are separated or together. Fromkin and Rodman (1998) stated that the word “antidisestablishmentarianism” is the longest in the English language. However, if a student knows that the phoneme “anti” means the

opposite, the phoneme “dis” the opposite, the phoneme “ment” forms nouns, the phoneme “ism” refers to political or religious movements, and the root that is the verb establish he/she will know more than only one word. For this reason, affixation which means to add morphemes after or before a root is necessary to widen the lexical (Spratt et al. 2011).

Vocabulary not only refers to words but also collocations, fixed expressions, and idioms. Spratt et al. (2011) point out that collocations are words that cannot be separated because of their function. For example (do homework). Although the word “make” has a similar meaning to the term “do”, it does not make sense because of words collocate in language with a specific function. Idioms are kinds of fixed expressions whose meanings differ depending on the combination of individual words they have (Spratt et al. 2011). The combination of collocations, fixed expressions, and idioms result in a chunk that refers to the piece of language that students usually learn. For instance, “good morning” “I’d like to”.

In vocabulary, there are groups of words whose meaning differs in the way they are pronounced and written. The ending of irregular verbs in the past /d/ /t/ /ed/. The phonemes change depending on the words ending. The pronunciation changes the meaning of the message that a person tries to get across. However, not only the pronunciation of irregular verbs is pivotal for students to learn but also, the pronunciation of the addition of the letter “s” in the third person verbs /S/ /Z/ /IZ/. Thus, the pronunciation of words plays an important role when acquiring vocabulary because it allows learners to communicate effectively.

1.3 Objectives

1.3.1 General objective

- To analyze the effects of asynchronous virtual environments in the development of English vocabulary in students from the first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

1.3.2 Specific Objectives

- To identify asynchronous virtual environments that allow students from the first semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato to acquire vocabulary cooperatively and autonomously.
- To apply asynchronous virtual environments for students to acquire vocabulary.
- To design activities for students to use for vocabulary acquisition.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Population

The population was from the first semester in English I subject from the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at the Universidad Técnica de Ambato. The participants in this research were 45 students, most of them were A1 and A2 levels according to the Common European Framework of Reference.

2.1.2 Instruments

- A pre-test to evaluate students’ vocabulary knowledge of the English language focused on synonyms, antonyms, collocations, pronunciation, and meaning. This instrument was adjusted on the standardized PET vocabulary practice test one of Cambridge examinations and unit 6 and 7 from the Top Notch I book. On the other hand, the investigator added another section (pronunciation) that is not included in the Pet vocabulary practice test because of the importance of being able to pronounce a new word to understand and be understood. This test was applied to both groups, the experimental and the control group at the beginning of the research using the google forms and the Zoom platforms. This instrument was designed by the researcher focused on students’ levels and needs. This researcher categorized the test into 5 sections (meanings, collocations, synonyms, antonyms, and pronunciation) to make it easier for students to complete it. (see Annex 3).
- A post-test to analyze the progress of students’ vocabulary. This instrument was adapted to the standardized PET vocabulary practice test one of

Cambridge examinations and units 6 and 7 from the Top Notch I book. Similarly to the pre-test, the post-test was applied to both groups using the google forms and the Zoom platforms. (see Annex 3).

- A survey N°1 to determine whether students' perceptions towards virtual environments and their benefits on autonomous and cooperative learning. This instrument was applied to students via google forms. (see Annex 4).
- A Padlet to store vocabulary using the different options it offers, (voice, screen, and video recording, pictures, and drawings). Students were able to use this content in Padlet and learn autonomously, individually, and cooperatively.
- vTime XR application to make students practice vocabulary asynchronously and virtually having real conversations with other learners around the world. vTime XR app allowed students to share pictures and create conversations recycling the vocabulary learned in classes.
- Google Classroom to get the whole information stored and in order. It will allow students to get everything easily so that avoiding confusion when developing the activities.

2.1.3 Procedure

The investigator got data of the experiment (applied in a period of time of 3 weeks in the academic year October 2020 - February 2021). The group of students participated in 3 sessions synchronously only to take the pre-test, to get to know how the research was going to be carried out, and to take the post-test and survey. Then, the participants worked asynchronously for 6 sessions using the Padlet platform to store the vocabulary and the vTime XR application to practice it by having discussions in pairs.

In the first synchronous intervention, the investigator administered the pre-test to all participants to analyze their vocabulary knowledge focused on synonyms, antonyms, collocations, pronunciation, and meaning. Then, the investigator showed students how to sign up in Padlet and vTime XR platforms using a Padlet presentation and a PowerPoint Presentation.

Link to sign up in Padlet:

https://padlet.com/support/account_createaccount

Link to sign up in vTime XR:

https://drive.google.com/file/d/1e847rNkAn8IUUXZG_RG5xva4v1fh4tp/view?usp=sharing

In the second synchronous intervention, the researcher organized the experimental group in pairs and showed participants how to use Padlet and vTime XR platforms and how to develop the activities using a PowerPoint Presentation.

Link for getting to know how to use Padlet and vTime XR platforms:

https://drive.google.com/file/d/1q8qgKTnp6bSfqJLwdhkuRkU_Ca8cfTN/view?usp=sharing

After that, students started to work asynchronously using virtual environments. At the beginning of unit 6, the researcher gave each student a word that had to be posted in Padlet. Each word with its part of speech, synonyms, antonyms, collocations, phonetic transcription, and meaning. In the second activity, participants had to include a drawing that represented two collocations with the word given by the researcher. For example, collocations of the word (work), “hard work” and “paperwork”. Then, in the third activity participants practiced the whole vocabulary posted in Padlet including synonyms, antonyms, collocations, pronunciation, and meaning of those words using the vTime XR application. In pairs they had to use a picture related to the topic studied and create a discussion. (see Annex 2).

Then, in the fourth activity participants repeated the first process (to study part of speech, synonyms, antonyms, collocations, phonetic transcription, and meaning of a particular term), but in this time with a word from unit 7 provided by the researcher. After that, in the fifth activity, the researcher changed the activity in Padlet. Now, participants had to record three sentences using the word provided by the investigator. Finally, in the sixth activity, the participants chose a picture to be used in vTime XR to practice having a discussion with the same partner. In order to evidence their practice, participants had to upload the pictures found on the following websites to

avoid plagiarism (<https://stock.adobe.com> / <https://pixabay.com/es/>). Pictures used in vTime XR to create the conversation and a selfie that they had to take into the virtual environment in the following link:

Link for evidence vTime XR app:

<https://docs.google.com/presentation/d/1tkPc0Bjxqey2T88yWpoPFyk0qw18-AfRuo4D-tvazaw/edit?usp=sharing>

Finally, in the last synchronous intervention, the investigator administered the post-test to all participants to analyze their progress of students' vocabulary knowledge focused on synonyms, antonyms, collocations, pronunciation, and meaning. In the same day the researcher administered a survey to all students; hence it could be analyzed the students' perceptions about virtual environments in vocabulary acquisition.

2.2 Methods

2.2.1 Basic method of research

2.2.1.1 Quasi-Experimental research

According to White and Sabarwal (2014), quasi-experimental design always evaluates causal hypotheses and compares two groups an experimental and a control group. White and Sabarwal (2014) state that experimental design evaluates the effectiveness and the impact of applying something new in programs. Moreover, the quasi-experimental design includes two nonequivalent groups (post-test only and pretest - posttest) (Gribbons & Herman, 1997).

2.2.1.1.1 Nonequivalent group, pretest-posttest

The investigator worked only with the experimental group. They worked on vocabulary using asynchronous virtual environments (Padlet and vTime XR

platforms) to improve their vocabulary focused on synonyms, antonyms, collocations, pronunciation, and meaning. The experimental group worked with vocabulary from units 6 and 7 on six activities (see annex 2) combining the use of Padlet and vTime XR platforms.

2.2.2 Research modality

2.2.2.1 Field research

This research was field research because it was applied to students from the first semester of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at the Technical University of Ambato. Edmondson and Mcmanus (2007) state that studies focused on specific fields try to give solutions to real problems, so they are more beneficial not only for the researcher but also for the population involved in the study such as educators and learners.

2.2.2.2 Bibliographical research

Another kind of research applied in this investigation was bibliographic research because it is based mainly on information taken from papers that were posted on websites and educational platforms like google scholar. Furthermore, this research includes data from books and previous findings done by some students of the Idiomas program at the Technical University of Ambato. When people cite scholarly investigations, papers, or academic findings, it demonstrates the impact of that data and makes readers get interested in it (Ball and Duke, 2020).

2.2.2.3 Quantitative and qualitative research

This research project applied a mixed approach to quantitative and qualitative. The quantitative approach was used because the researcher got numerical results by using

the pre-test, post-test, and survey. It means that the investigator had to apply statistical methods to measure the data (Imas & Rist, 2009). Additionally, the qualitative approach was applied in the study because the researcher observed and self-reported student's perceptions towards the use of virtual environments to acquire vocabulary (Imas & Rist, 2009).

2.2.2.4 Exploratory research

Finally, this research used exploratory research because the use of virtual environments is a new topic that is being applied currently in foreign countries. Exploratory research refers to study a topic or problem that has not been studied deeply. Although there is information about that topic it is being analyzed in detail yet (Sampieri, Collado, & Lucio, 2010).

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter aims to present the results gathered in the pre-test, post-test, and survey in detail which were administered to 42 students from the first semester of Carrera de Idiomas at Universidad Técnica de Ambato. The pre-test and post-test were adjusted to the standardized PET vocabulary practice test one of Cambridge examinations and the Top Notch I book from units 6 and 7. The vocabulary mainly focused on meanings, collocations, synonyms, antonyms, and pronunciation categories. These tests contained 20 multiple choice questions in which the pronunciation section was added because of its importance at the moment of understanding and being understood. Moreover, the survey was used to analyze the students' perceptions of the implementation of the virtual environment when acquiring vocabulary.

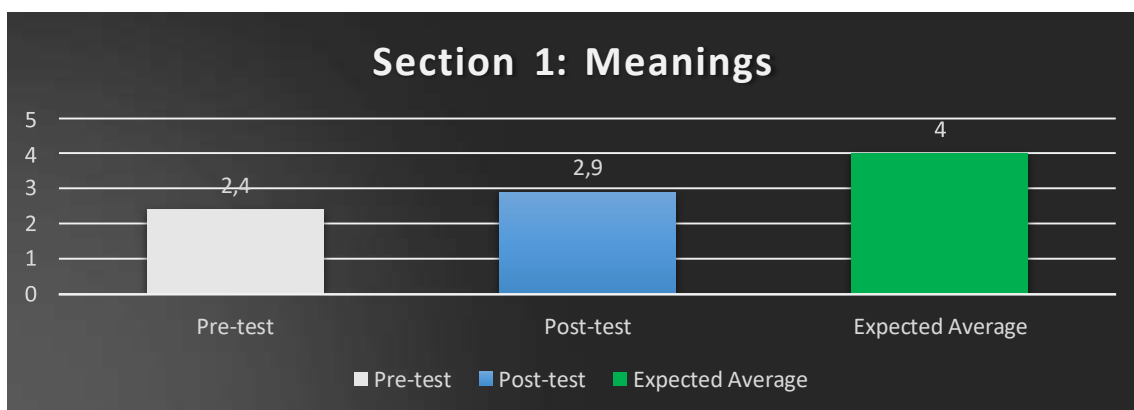
3.1.1 Pre-Post Test results- Section 1: Meanings

Table 1. 1 Meanings

Section 2: Meanings		
Pre-test	Post-test	Expected Average
2,4	2,9	4

Source: Students' pre-post test

Developed by: Gómez, R (2020)



Graphic 2: Pre- test – Post test; Average scores - meanings

Source: Students' pre-post test

Developed by: Gómez, R (2020)

Analysis and interpretation

In the first section of the pre-test, which was about meanings of words, the average of students' grades was 2,4 over 4 points. Then, in the post-test, students got 2,9 in the same section. There was a difference of 0,5 points between the results obtained at the beginning and the ending of the process.

Thus, the data showed that students knew the meaning of some words, but they still needed to extend their vocabulary. However, after having used the asynchronous virtual environments students increased the awareness of how to use some terms properly.

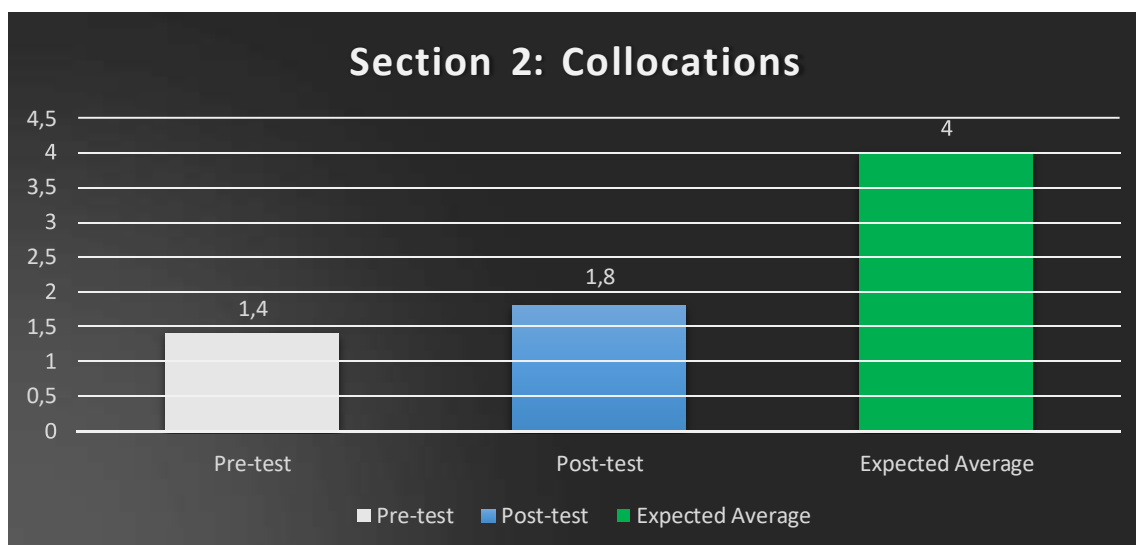
3.1.2 Pre-Post Test results- Section 2: Collocations

Table 2. Collocations

Section 2: Collocations		
Pre-test	Post-test	Expected Average
1,4	1,8	4

Source: Students' pre-post test

Developed by: Gómez, R (2020)



Graphic 2: Pre- test – Post test; Average scores - collocations

Source: Students' pre-post test

Developed by: Gómez, R (2020)

Analysis and interpretation

The second graphic shows the average of students' grades obtained from the pre-test and post-test, collocations section. In the pre-test, students got 1,4 over 4 points. It shows that the collocations section is a big weakness for students. Later on, students took the post-test and they increased 0,4 points in the collocations section.

Although students got a higher grade in the post-test they could not get to the mean of the total grade that was 4 points. It means that asynchronous virtual environments assisted learners to acquire collocations but this section must be taken into consideration deeply.

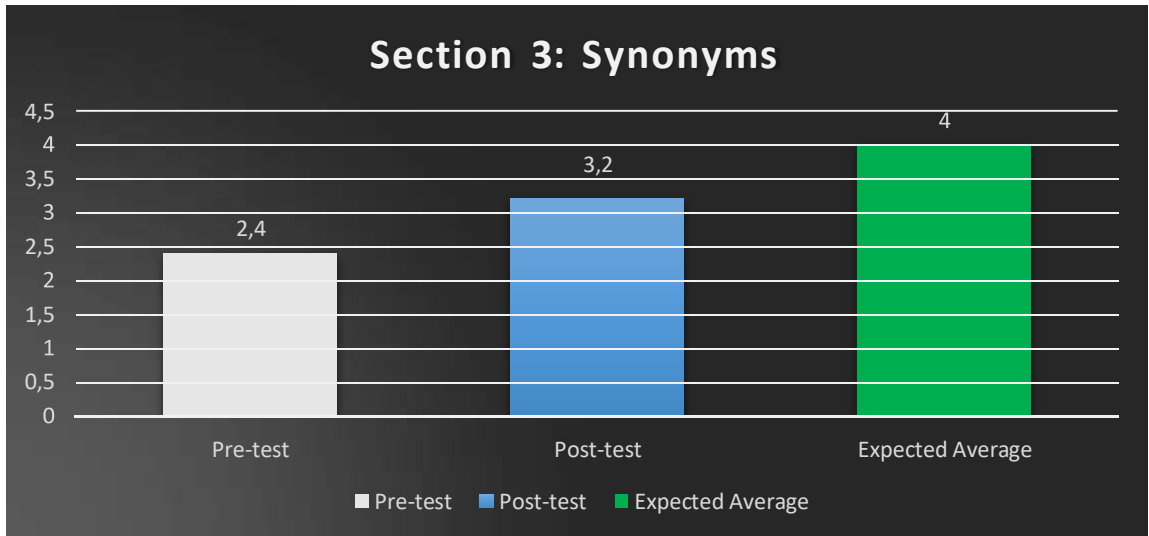
3.1.3 Pre-Post Test results- Section 3: Synonyms

Table 3. Synonyms

Section 3: Synonyms		
Pre-test	Post-test	Expected Average
2,4	3,2	4

Source: Students' pre-post test

Developed by: Gómez, R (2020)



Graphic 3: Pre- test – Post test; Average scores - synonyms

Source: Students' pre-post test

Developed by: Gómez, R (2020)

Analysis and interpretation

The third table shows the average from the pre-test and post-test in the third section about synonyms. The first column displays that students obtained 2,4 points over 4 in the pre-test, synonyms section. Afterward, in the post-test learners, got an average of 3,2 points in the same section, getting a significant difference between the results of the pre-test and post-test 0,8.

As a result, the implementation of activities using asynchronous virtual environments helps learners to acquire vocabulary particularly synonyms.

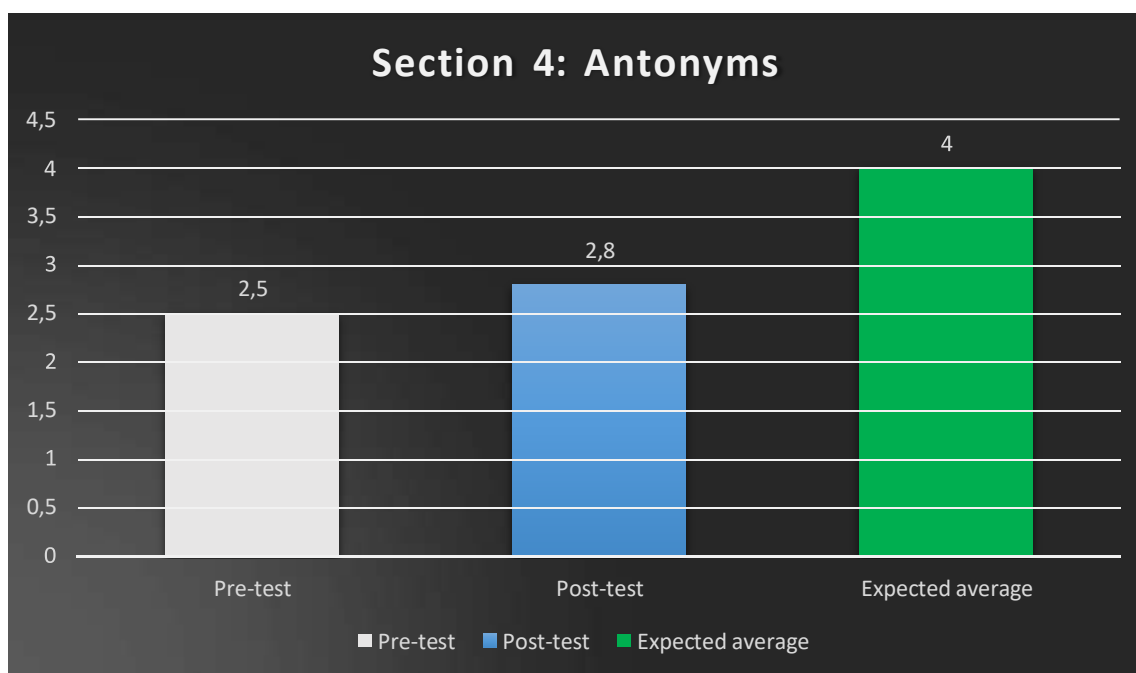
3.1.4 Pre-Post Test results- Section 4: Antonyms

Table 4. Antonyms

Section 4: Antonyms		
Pre-test	Post-test	Expected Average
2,5	2,8	4

Source: Students' pre-post test

Developed by: Gómez, R (2020)



Graphic 4: Pre- test – Post test; Average scores - meanings

Source: Students' pre-post test

Developed by: Gómez, R (2020)

Analysis and interpretation

The fourth table displays the scores from the pre-test and post-test, antonyms' section. The first column indicates the average obtained in the pre-test applied in the 42 students. The grade was 2.5 over 4 points, not similar to the average got by students in the post-test, 2,8, which is represented in the second column. The difference between the first and the second average of the grade referring to antonyms was 0,3 points.

Consequently, the results showed that learners acquired more vocabulary referring to antonyms using virtual environments, but it was not as much as in the other sections.

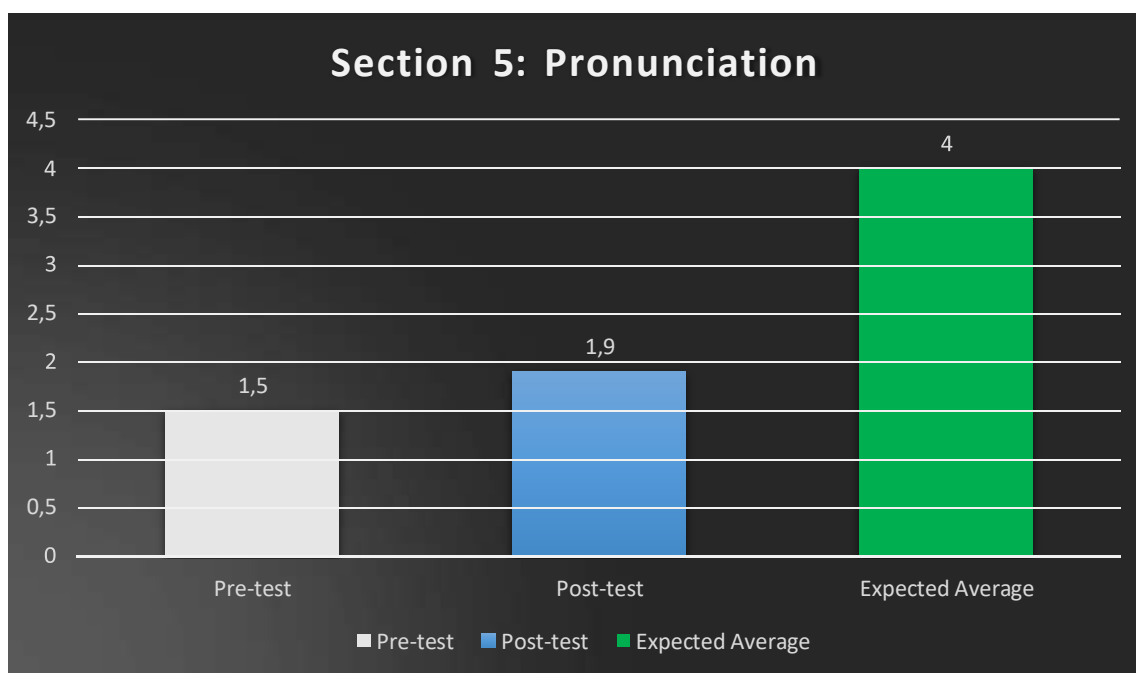
3.1.5 Pre-Post Test results- Section 5: Pronunciation

Table 5. Pronunciation

Question 5: Paraphrasing		
Pre-test	Post-test	Expected Average
1,5	1,9	4

Source: Students' pre-post test

Developed by: Gómez, R (2020)



Graphic 5: Pre- test – Post test; Average scores - pronunciation

Source: Students’ pre-post test

Developed by: Gómez, R (2020)

Analysis and interpretation

The fifth table shows the average scores obtained in the pronunciation section from the pre-test and post-test. The first column depicts the average got in the pre-test with a value of 1,5 over 4 points. On the other hand, the second column evidenced the average obtained in the post-test. The result was 1,9 over 4 points which differ from the pre-test results in 0,4 points.

Therefore, the results showed that pronunciation is not taken into consideration at all, despite the higher average grade students got in the post-test. However, asynchronous virtual environments promote proper pronunciation in students.

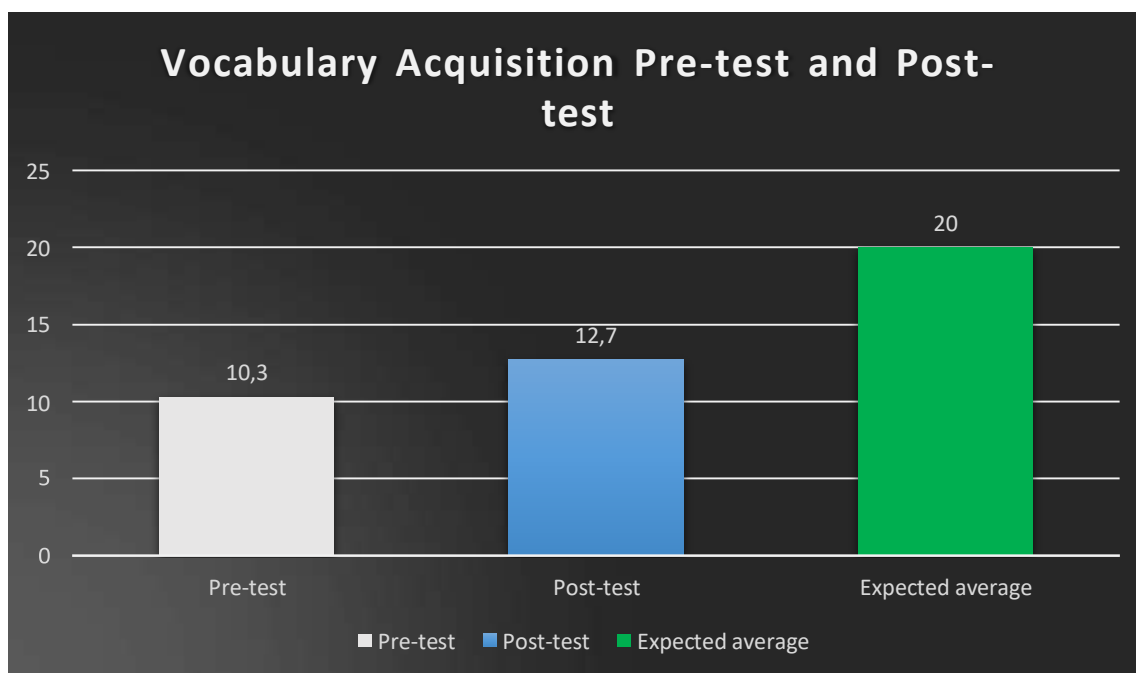
3.1.6 Pre-Post Test final results

Table 6. Pre-Post test scores over 20

Reading comprehension pre-post test		
Pre-test	Post-test	Expected Average
7,8	10,2	20

Source: Students’ pre-post test

Developed by: Gómez, R (2020)



Graphic 6: Pre- test – Post test; Average scores - meanings

Source: Students' pre-post test

Developed by: Gómez, R (2020)

Analysis and interpretation

The sixth table indicates the final average grades of the pre-test and post-test that were applied to 42 students. The first column represents the average grades got in the pre-test. The result was 10,3 points over 20. On the other hand, the second column displays the average grades from the post-test. Students got 12,7 over 20 points.

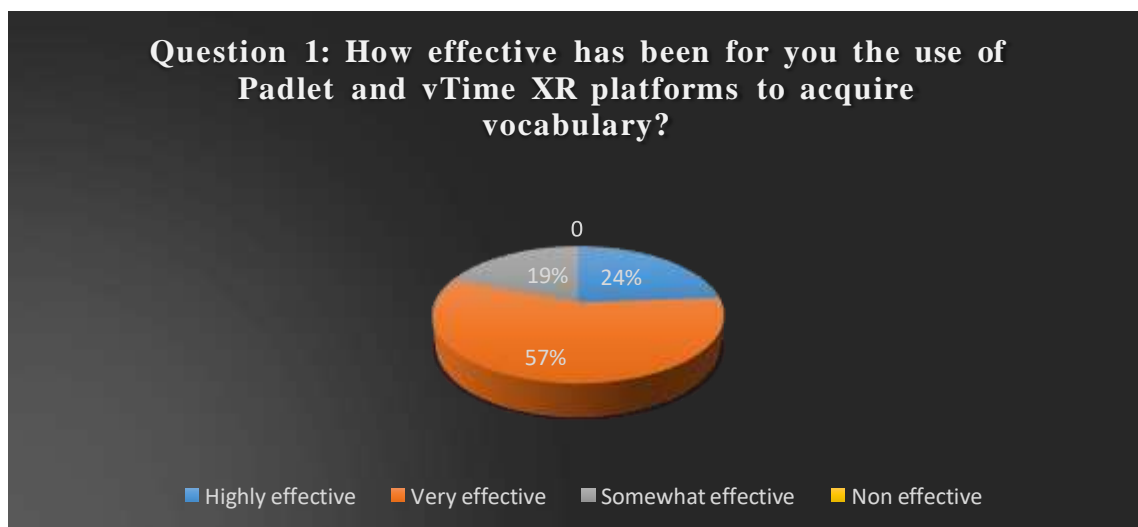
Thus, the group of students acquired vocabulary using asynchronous virtual environments. There was a difference of 2.0 points between the first and final tests. Consequently, it is evidenced that asynchronous virtual environments contribute to learners on their vocabulary because they allowed them to work cooperatively and autonomously.

3.1.2 Students' survey results

The following graphics show the results in detail got from the students' survey. The students took the survey at the end of the experiment using google forms. It aimed to analyze the students' perceptions of asynchronous virtual environments when

acquiring vocabulary. There were seven multiple-choice questions in which students were able to choose one, two alternatives, and in some questions, they could choose even more than two options.

Question 1: How effective has been for you the use of Padlet and vTime XR platforms to acquire vocabulary?



Graphic 7: Effectiveness of using asynchronous virtual environments in vocabulary acquisition.

Source: Students' survey

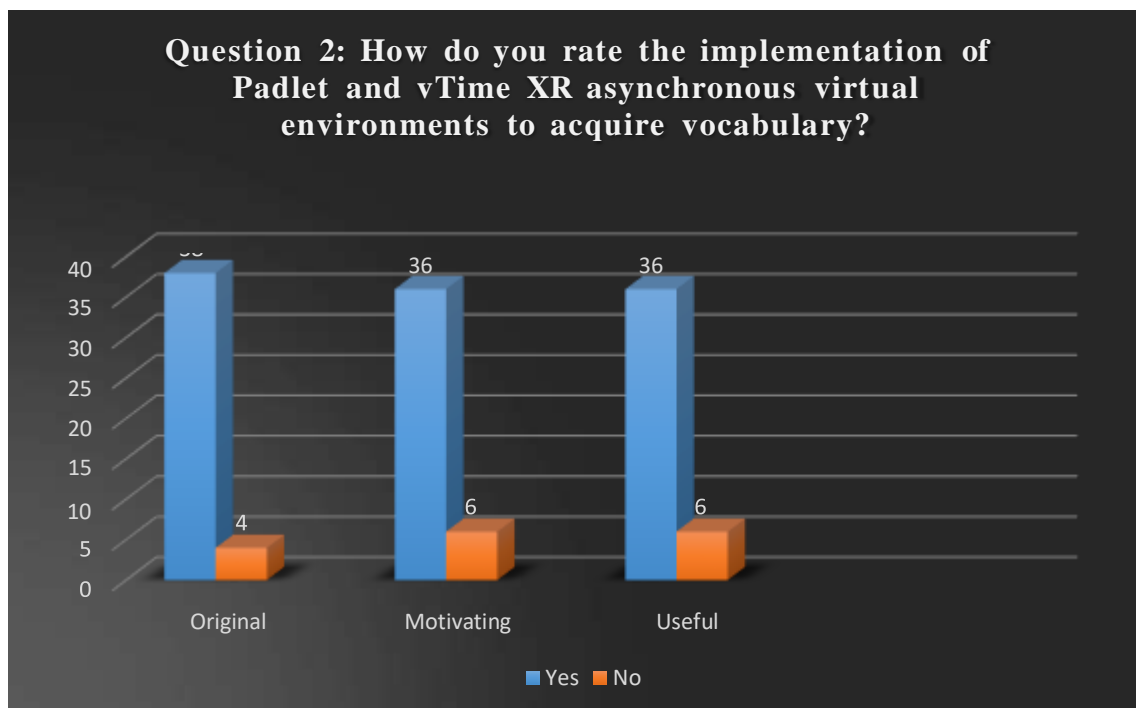
Developed by: Gómez, R (2020)

Analysis and interpretation

In the first question of the survey, it is shown that 24% of the population (42 students) said that asynchronous virtual environments were effective to acquire vocabulary. 57% of students agreed that Padlet and vTime XR were very effective platforms to acquire vocabulary. Moreover, 19% of participants stated that virtual environments were somewhat useful when acquiring vocabulary. On the other hand, anybody said that virtual environments were non-effective.

As a result, most of the participants affirmed that asynchronous virtual environments helped them to improve their vocabulary skills.

Question 2: How do you rate the implementation of Padlet and vTime XR asynchronous virtual environments to acquire vocabulary?



Graphic 8: Implementation of asynchronous virtual environments in vocabulary acquisition.

Source: Students' survey

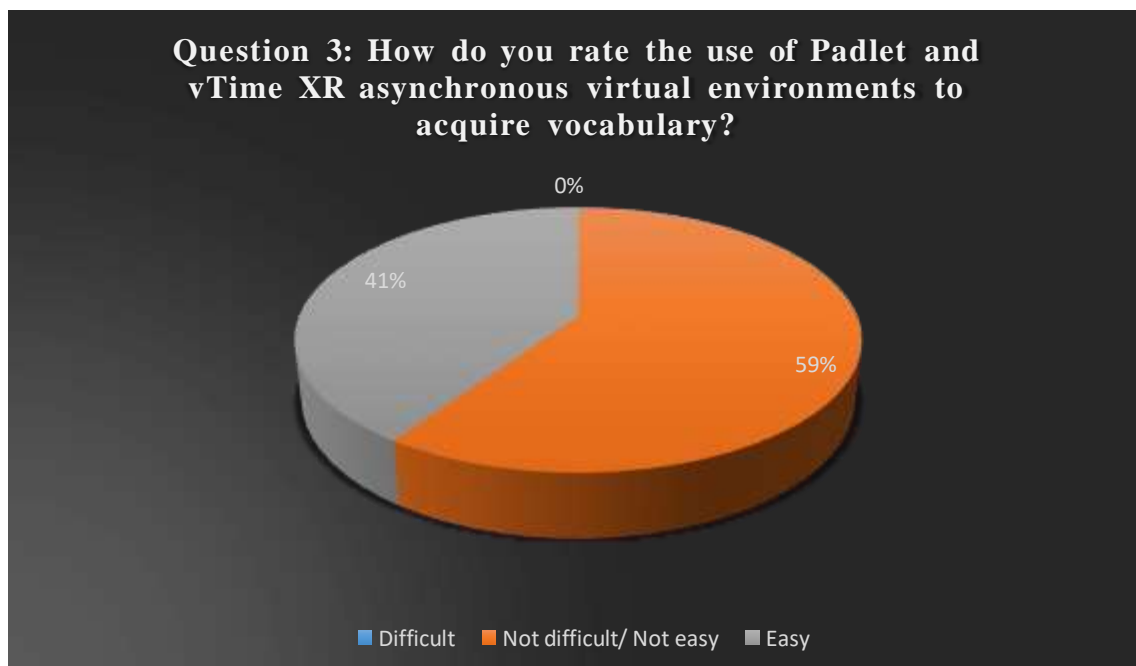
Developed by: Gómez, R (2020)

Analysis and interpretation

In the second question, the whole population has to choose yes or no for each item. It is stated that 38 over 40 students said that the use of virtual environments was original, but 4 students affirmed that it was not original at all to acquire vocabulary. The second item states that 36 participants affirmed that virtual environments were motivating except 6 participants who disagree with virtual environments as motivating platforms to acquire vocabulary. Finally, 36 students declared that Padlet and vTime XR virtual environments were useful towards vocabulary acquisition excepting 6 students who said that those platforms were not useful at all.

Therefore, it is evidenced that most of the population of the experiment considered asynchronous virtual environments original, motivating, and useful for vocabulary acquisition.

Question 3: How do you rate the use of Padlet and vTime XR asynchronous virtual environments to acquire vocabulary?



Graphic 9: The use of virtual environments for vocabulary acquisition.

Source: Students' survey

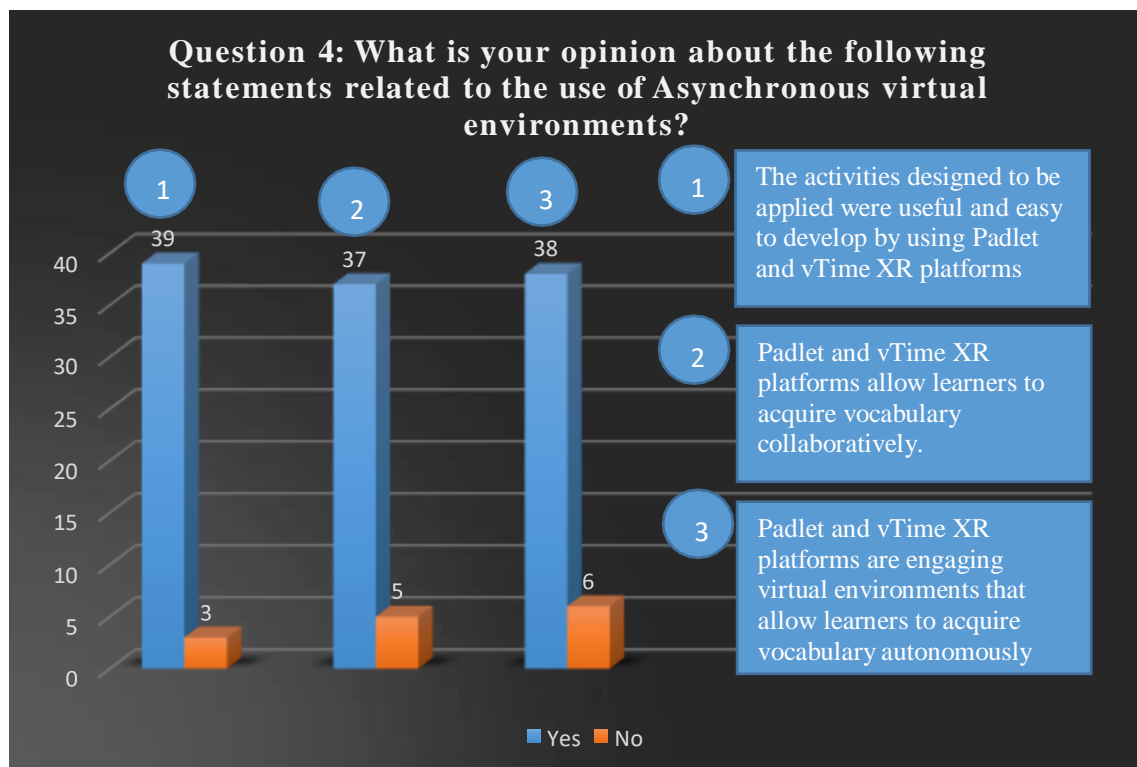
Developed by: Gómez, R (2020)

Analysis and interpretation

In the third question, the participants had to choose only one option among difficult, not difficult/not easy, and easy. 41% of the population of the experiment said that the use of virtual environments was easy. While some other participants the 59% affirmed that were not difficult/not easy to use them. It means that the signing up to virtual platforms was a little difficult for participants because they had to follow many steps at the moment of enrolling those platforms. Furthermore, the use of virtual platforms is new so that participants are not getting costumed to use them at all. Finally, nobody said that the use of Padlet and vTime XR platforms was difficult.

Thus, it means that some students got a little confused about how to use Padlet and vTime XR platforms, but later on, they could manage that situation because the researcher created a tutorial of how to sign up and use them.

Question 4: What is your opinion about the following statements related to the use of Asynchronous virtual environments?



Graphic 10: Students' perception of the uses of virtual environments in vocabulary acquisition.

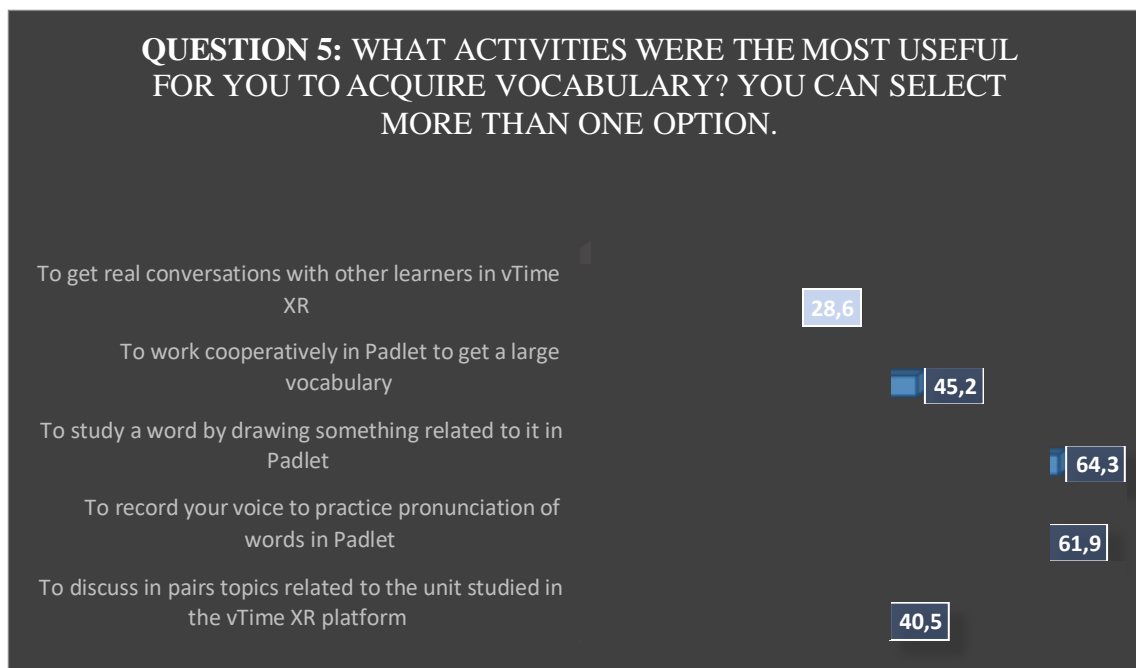
Source: Students' survey

Developed by: Gómez, R (2020)

Analysis and interpretation

In the fourth question, the whole population had to choose yes or no for each item. 39 students affirmed that they could develop the activities designed in Padlet and vTime XR easily and they were useful for students to acquire vocabulary actively except for 3 students who disagreed with that statement. Then, in the next statement which was about whether or not virtual environments allow participants to acquire vocabulary collaboratively, 37 students affirmed that those platforms allowed students to work cooperatively, aside from 5 students who disagreed with it. Finally, 38 students asserted that virtual environments are platforms that engage students to acquire vocabulary autonomously except for 6 students. In summary, most participants said that the activities designed using virtual environments were useful and allowed participants to acquire collaboratively and autonomously.

Question 5: What activities were the most useful for you to acquire vocabulary? You can select more than one option.



Graphic 11. The most useful activities using virtual environments to acquire vocabulary.

Source: Students' survey

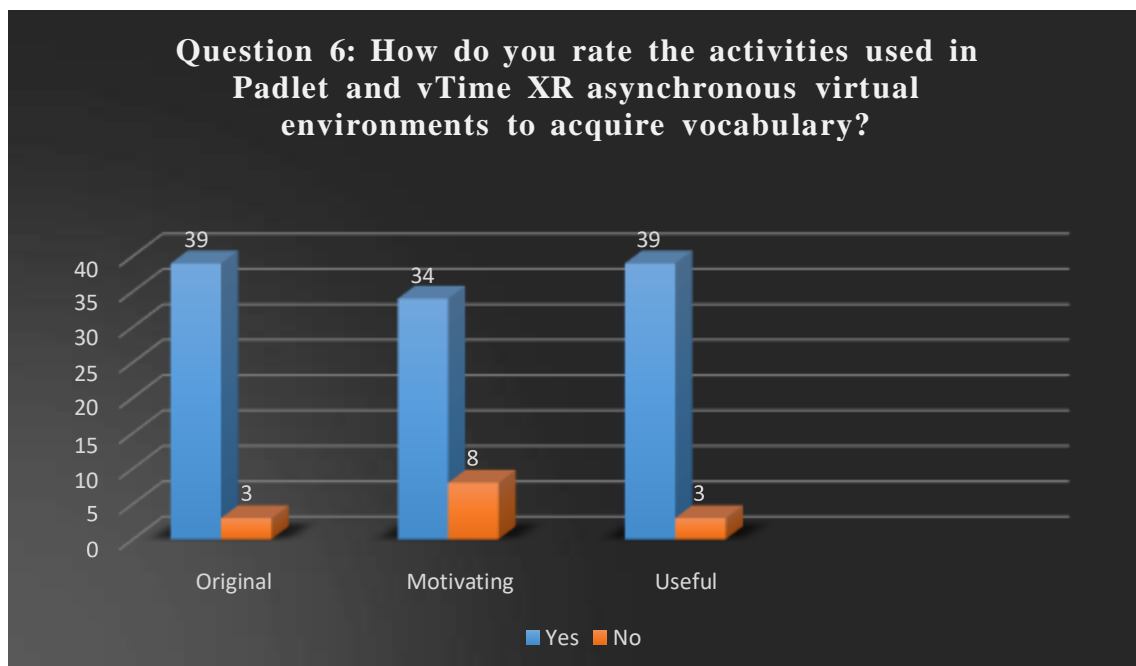
Developed by: Gómez, R (2020)

Analysis and interpretation

In the fifth question, the participants were able to choose more than one option. 28,6% of participants said that to have real conversations with other learners around the world improved their lexis. 45,2% of students affirmed that the use of virtual environments helped them to acquire vocabulary extensively because they could work cooperatively. On the other hand, 64,3 % of students agreed that drawing something that represents words assisted them to acquire vocabulary quickly, and that activity was the most voted. Another activity that was useful according to students' opinions 61,9% was to record their voices, so that way they could practice the vocabulary learned. Finally, 40,5% of students said that discussions in pairs were useful as well so they that way they could receive feedback at the moment.

Consequently, it is evidenced that students acquire vocabulary mostly by drawing something that represents the word and recording sentences that help them know how to use the words in a real context. In other words, by doing activities that they enjoy and use daily

Question 6: How do you rate the activities used in Padlet and vTime XR asynchronous virtual environments to acquire vocabulary?



Graphic 12: Students' perceptions about the activities used in Padlet and vTime XR to acquire vocabulary.

Source: Students' survey

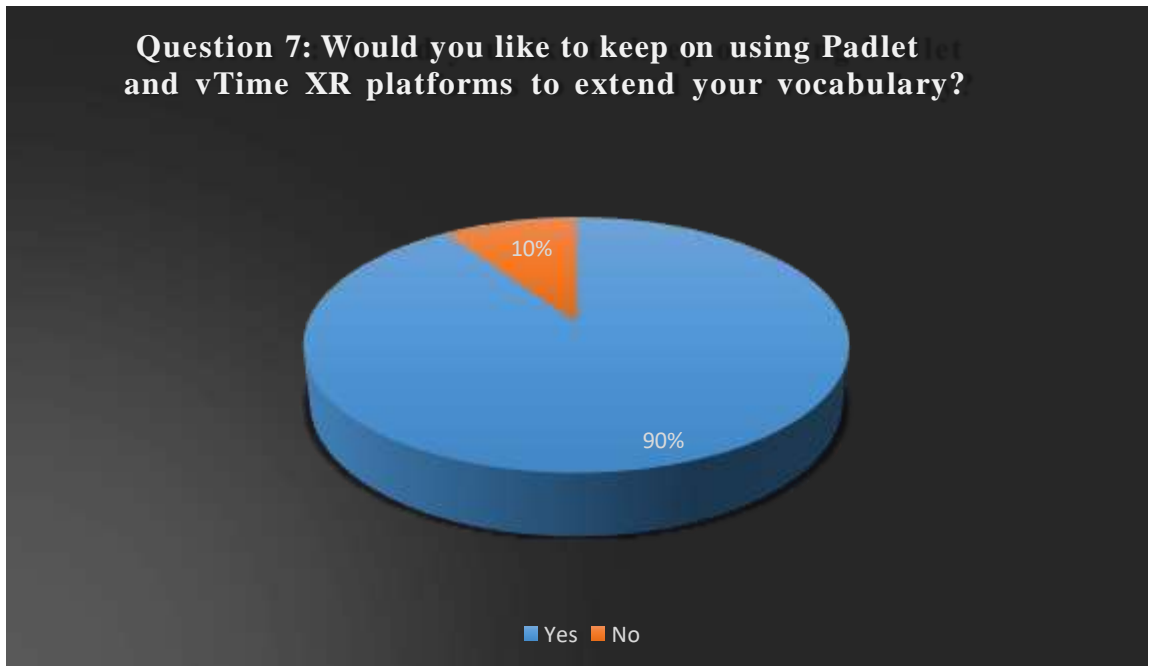
Developed by: Gómez, R (2020)

Analysis and interpretation

In the sixth question, the whole population had to choose yes or no for each item. 39 over 42 students claimed that the activities using virtual environments were original, apart from 3 students that disagreed with it. Besides, 34 participants said that the designed activities in Padlet and vTime XR were motivating, aside from 8 students that said the contrary. Finally, 39 students affirmed that the activities were useful to acquire vocabulary excepting 3 students who opposed it.

As a result, most of the students agreed that the activities designed in virtual environments were original, motivating, and useful at the moment of acquiring vocabulary.

Question 7: Would you like to keep on using Padlet and vTime XR platforms to extend your vocabulary?



Graphic 13: Range of vocabulary

Source: Students' survey

Developed by: Gómez, R (2020)

Analysis and interpretation

In the last question, the students had to choose only between yes or no. 90% of the population of the experiment said that they would like to continue using virtual environments to acquire vocabulary. However, 10% of the participants affirmed that they do not want to continue using those kinds of platforms.

Therefore, the majority of students said that they would like to continue improving their vocabulary by asynchronous activities in virtual environments like Padlet and vTime XR.

3.2 Hypothesis verification

In order to test the hypothesis of the study, the researcher used the T-students test. So that way the researcher correlated the results of the experiment got in the pre-test and

post-test. In other words, the researcher was able to determine whether or not Asynchronous virtual environments helped students to acquire vocabulary.

Null hypothesis:

Asynchronous virtual environments do not have an effect on vocabulary acquisition in students from the first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

Alternative hypothesis:

Asynchronous virtual environments have an effect on vocabulary acquisition in students from the first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

3.2.1 Test of normality

Table 7. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,100	42	,200*	,977	42	,531
POSTTEST	,148	42	,021	,973	42	,421

Source: SPSS software

Developed by: Gómez, R (2020)

Analysis and interpretation

The test of normality was used to decide whether there was a normal distribution in the results got in the pre-test and post-test. Since the population was less than 50 people for the sample of the study, the researcher used the Shapiro test. The results from the test of normality indicated that the pre-test p-value was 0,531 while the p-value of the post-test was 0,421. Since the values of both tests were higher than 0,05, it is deduced that the data gotten took legal action from a normal distribution.

3.2.2 T-student test

Table 8: Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-2,3571	1,9856	,3064	-2,9759	-1,7384	-7,694	41	,000

Source: SPSS software

Developed by: Gómez, R (2020)

Analysis and interpretation

It is evidenced that the results from table 8 showed that there were two possible alternatives. The first possibility was if the p-value was higher than the alpha level of significance ($\alpha=0,05$), then, the null hypothesis would be accepted. Second, if the p-value was lower than 0,05, the alternative hypothesis would be considered. As the p-value was 0,000, the null hypothesis was denied and the alternative hypothesis was accepted. It is evidenced that Asynchronous virtual environments have an effect on vocabulary acquisition.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After having developed the research, the following conclusions have been achieved.

- The statistical analysis concluded that the implementation asynchronous activities developed in virtual environments helped students in vocabulary acquisition mainly in five categories; meanings, collocations, synonyms, antonyms, and some features of pronunciation (past of regular verbs and the third person in verbs). It is evidenced that the group improved its vocabulary skills.
- In the survey, the results showed that students from the first semester engaged actively in vocabulary acquisition by using virtual environments because those platforms allowed them to work cooperatively. The survey showed that students got interested in using virtual platforms because of the options they had when getting into those kinds of platforms as Padlet and vTime XR.
- The results got in the pre-test and post-test evidenced that the implementation of virtual environments in vocabulary acquisition had a positive effect on students. Since participants got an average of 10,5 over 20 points in the pre-test and an average of 12,7 over 20 points in the post-test, it showed that students' vocabulary skills improved. There was a difference of an average of 2,2 points between the first and the last results.
- In the survey, the results displayed that the designed activities were useful and meaningful for students to acquire vocabulary. Since there were collaborative and autonomous activities, they complemented each other so that way reaching better results on students' vocabulary.

4.2 Recommendations

- Despite of students' improvement in their vocabulary skills using asynchronous virtual environments, educators have to take into consideration that students have to develop the skills and subskills altogether. The subskill that students had more problems was pronunciation (past of regular verbs and the third person in verbs). The participants have to be aware of all the features related to vocabulary. As a result, the main four main skills will be developed properly.
- Although the Padlet and the vTime XR platforms offer a lot of options, vTime XR misses the option to store information. For example, participants cannot record the screen or their voices. However, the teacher has to work out how to grade it. In the research project, the investigator used a PowerPoint presentation online to make students paste their dialogues and pictures students use in vTime XR platform to practice vocabulary. As a result, the researcher could check what student did and have evidence of the activity.
- It is pivotal to design different activities with different objectives too for each subcategory of vocabulary (meanings, collocations, synonyms, antonyms, and pronunciation). Students tend to get confused when there are more than two topics in just one activity. However, if the educator want to teach different topics in using the same activity he/she has to emphasize on just one topic and the other use as context.
- Virtual platforms offer lots of options to develop activities, but the educator has to design short and concise activities to get the learners involved in doing those activities actively. It will increase students' autonomous work and motivation to continue learning.

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ANNEXES

Annex 1: Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 26/10/2020

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas y de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Asynchronous Virtual Environments and Vocabulary Acquisition" propuesto por el estudiante Roy Alexander Gómez Coba, portador de la Cédula de Ciudadanía, 1805069471 estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lic. Sarah Jacqueline Iza Pazmiño, Mg.
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2: Vocabulary and Activities (Padlet and vTime XR)

<https://classroom.google.com/c/MjA4NDI3MDQ4MDYz?hl=es&cjc=qlobioh>

VOCABULARY

STAYING IN SHAPE UNIT 6

- Goes running (Run)
- Go swimming (Swim)
- Go shopping (Shop)
- Do aerobics (Do)
- Lunch
- Plays golf (Golf)
- Played soccer (Play)
- Go dancing (Dance)
- Go walking (Walk)
- Lift weights (Lift)
- Make dinner (Make)
- Clean
- Watches (Watch)
- Track
- Athletic field (Field)
- Tennis Court (Court)
- Golf Course (Course)
- Fast food (Fast)
- Junk food (Junk)
- Salty
- Spicy
- Fatty
- Sweet
- Out of shape synonym (Fat)
- Fit
- Chubby
- Cook
- Clean
- Talk
- Sleep
- Underlined
- Hate
- Meet
- Go out synonym (depart)
- Dinner
- Husband
- Decline
- Couch potato
- Discuss
- Make
- Do
- Pool
- Have
- Need
- Like

Activity 1 – Padlet

<https://classroom.google.com/c/MjA4NDI3MDQ4MDYz?hl=es&cjc=qlobioh>

Post the word provided by the researcher in the following link in the Padlet platform and look for its part of speech, phonetic transcription, definition, synonyms, antonyms, collocations, and write your sentence using that word.

<https://padlet.com/roygalex/z2x2emjyy525utk2>

Example: “Work”



The image shows a Padlet post titled "Vocabulary Unit 6" by Roy Gómez Coba. The post features a background image of a beach at sunset. A white card on the right side of the post contains the following information for the word "Work":

- Work**
- Part of speech:** Verb
- Phonetic transcription:** /wɜ:k/
- Definition:** activity involving mental or physical effort done in order to achieve a purpose or result.
- Synonyms:** employment, oeuvre
- Antonyms:** stagnate, slug, idle, laze
- Collocations:** Hard work, paperwork, nice work
- My sentence:** (sentence with the word "work")

At the bottom of the card, there is a heart icon and the number "0".

Activity 2 - Padlet

<https://classroom.google.com/c/MjA4NDI3MDQ4MDYz?hl=es&cjc=qlobioh>

Create a drawing with the same two other words that collocates with the word given by the researcher (Work). For example, “hard work” and “paperwork”. Then, check your classmates’ drawings and if their drawings represent well their words give him/her post a like “👍”. Be creative.

<https://padlet.com/roygalex/z2x2emjyy525utk2>

Example: “Work”



Activity 3 - vTime XR (speaking practice)

<https://classroom.google.com/c/MjA4NDI3MDQ4MDYz?hl=es&cjc=qlobioh>

Discuss the things you would like to start and stop doing to get fitness. For example, sports and food. Use pictures from the following website to avoid plagiarism. Then, use those images to develop the activity and remember to use the vocabulary posted in Padlet.

Example of a conversation:

A: Hi, how are you?

B: Not at all I think I am a little _____(Chubby, fat, plump, tubby among other synonyms of “chubby”).

A: Yeah, but you have to start doing exercise or maybe you have to change your food habits.

B: I know but it is a little difficult but I will try.

A: What you are going to do first? do activities to get fit or change your food habits?

B: First, I will try to change the food. For example, soda _____(food) because it is _____(sweet, salty, spicy, fatty, it depends on the food you describe first).

A: That is good/That is great and what about the activities to get _____(synonyms of “fit”)?.

B: I am planning to _____(activities you would like to do. Example: Go swimming).

A: That sounds great I hope you get the objective to get fit by doing those things.

B: And what about you? I think you are (not in shape, chubby, fat, plump, tubby among other synonyms of “fat”).

A: Yeah that’s right and I think I am going to do the same as you. I will try to change the food. For example, soda _____(food) because it is _____(sweet, salty, spicy, fatty, it depends on the food you describe first).

B: That is good/That is great and what about the activities to get _____(synonyms of “fit”)?.

A: I am planning to _____(activities you would like to do. Example: Go swimming).

B: That sounds great I hope you get the objective to get fit by doing those things.

Examples of pictures for the conversation

<https://stock.adobe.com/> / <https://pixabay.com/es/>



ON VACATION UNIT 7

<https://classroom.google.com/c/MjA4NDI3MDQ4MDYz?hl=es&cjc=qlobioh>

- Munch
 - Ride
 - Stopped
 - Visited
 - Drive
 - Manage
 - Get back synonym (return)
 - Wait for (wait)
 - Bumpy
 - Scenic
 - Scary
 - Boring
 - Stopped
 - Blue people synonym (sad)
 - Cold people synonym (friendly)
 - Warm people synonym (unfriendly)
 - Eats
 - Lose
 - Watched
 - Inexpensive
 - Terrific
 - Terrible
 - Played
 - Rained
 - Heated
 - Show
 - Snorkeling
 - Windsurfing
 - Walk
 - Enjoy
 - Explore
 - Cruise
 - Trip
 - Comfortable
 - Flight
 - Fly
 - Leave
 - Drink
 - Steal
 - Find
 - Arrive
 - Change
- Try
 - Lose
 - Buy
 - Call

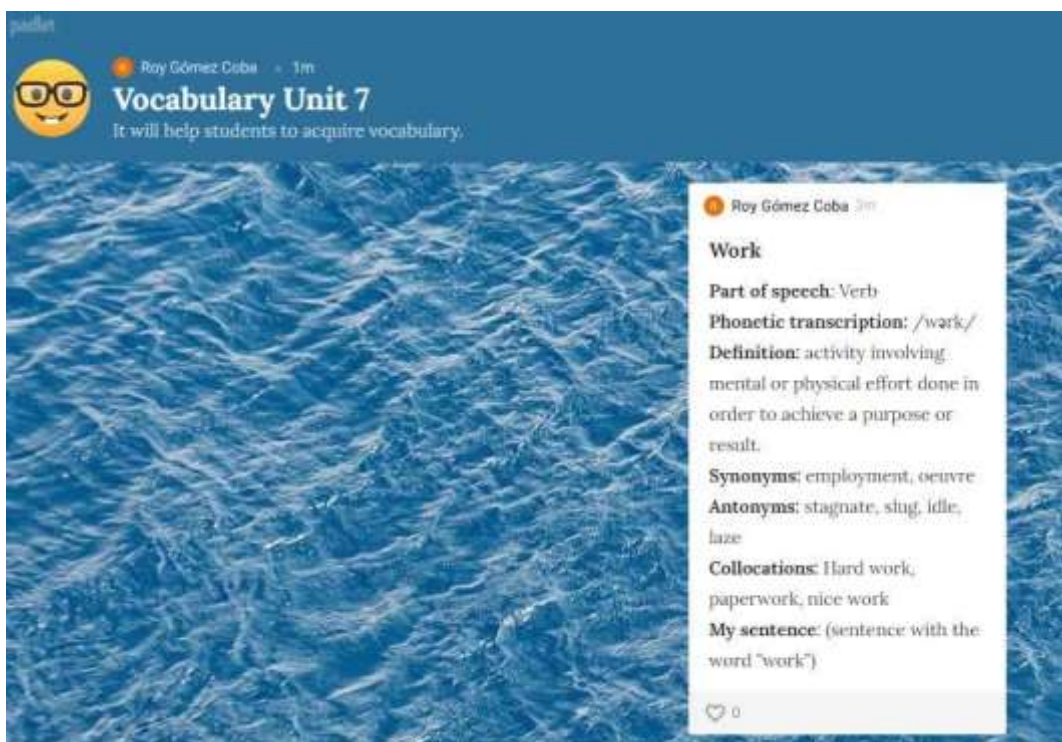
Activity 4 - Padlet

<https://classroom.google.com/c/MjA4NDI3MDQ4MDYz?hl=es&cjc=qlobioh>

Post the second word provided by the researcher in the following link in the Padlet platform and look for its part of speech, phonetic transcription, definition, synonyms, antonyms, collocation, and write your sentence with that word.

<https://padlet.com/roygalex/ijnbchx17e5eh6q9>

Example: "Work"



The image shows a screenshot of a Padlet board. The board has a blue background with a white header. The header includes the Padlet logo, the name 'Roy Gómez Coba', and the title 'Vocabulary Unit 7' with the subtitle 'It will help students to acquire vocabulary.' A note is pinned to the board, titled 'Work'. The note contains the following information: Part of speech: Verb; Phonetic transcription: /wɜ:k/; Definition: activity involving mental or physical effort done in order to achieve a purpose or result; Synonyms: employment, oeuvre; Antonyms: stagnate, slug, idle, laze; Collocations: Hard work, paperwork, nice work; My sentence: (sentence with the word "work").

padlet
Roy Gómez Coba · 1m
Vocabulary Unit 7
It will help students to acquire vocabulary.

Roy Gómez Coba · 3m

Work

Part of speech: Verb

Phonetic transcription: /wɜ:k/

Definition: activity involving mental or physical effort done in order to achieve a purpose or result.

Synonyms: employment, oeuvre

Antonyms: stagnate, slug, idle, laze

Collocations: Hard work, paperwork, nice work

My sentence: (sentence with the word "work")

0

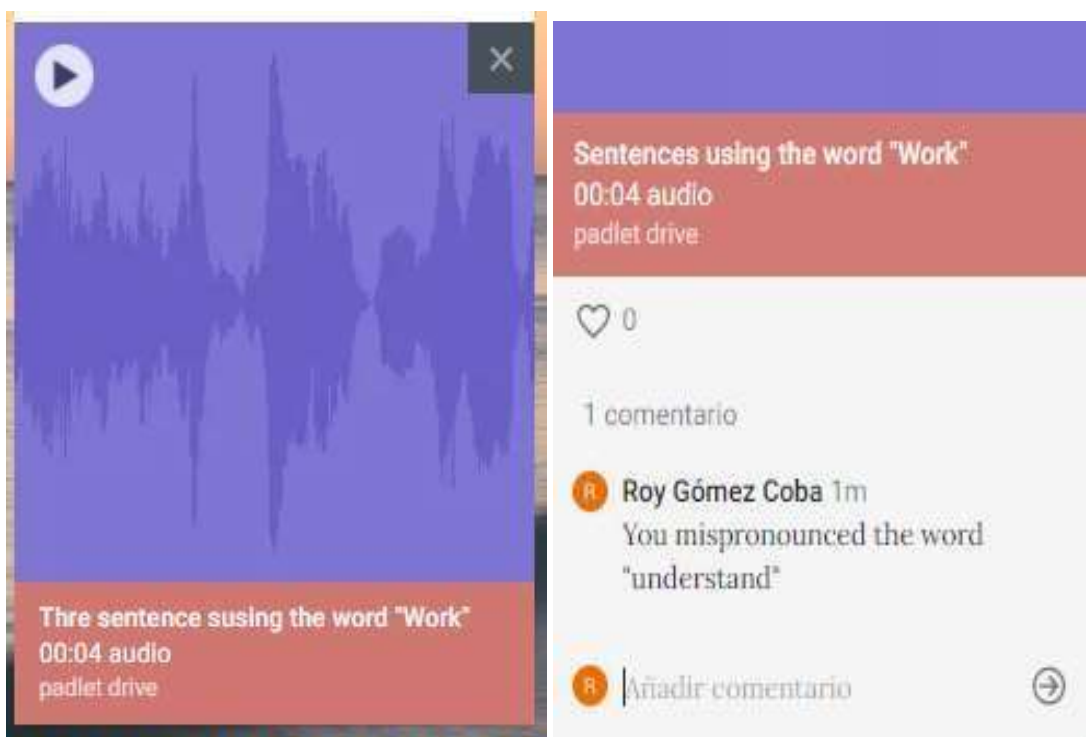
Activity 5 – Padlet

<https://classroom.google.com/c/MjA4NDI3MDQ4MDYz?hl=es&cjc=qlobioh>

Record your voice saying three sentences that contain the second word provided by the researcher (Work). Then, comment on someone's recording if he/she did it well or if there was any mistake in it.

<https://padlet.com/roygalex/ijnbchx17e5eh6q9>

Example: "Work"



The image shows a screenshot of a Padlet board. On the left, there is a purple audio player with a play button and a close button. The waveform shows a recording of a voice. Below the waveform, there is a red banner with the text: "Three sentence using the word 'Work'", "00:04 audio", and "padlet drive". On the right, there is a comment section. At the top, there is a red banner with the text: "Sentences using the word 'Work'", "00:04 audio", and "padlet drive". Below this, there is a heart icon with the number "0". Underneath, it says "1 comentario". A comment by "Roy Gómez Coba" is visible, dated "1m" ago, with the text: "You mispronounced the word 'understand'". At the bottom, there is a text input field with the placeholder "Añadir comentario" and a send button.

Activity 6 - vTime XR (speaking practice)

<https://classroom.google.com/c/MjA4NDI3MDQ4MDYz?hl=es&cjc=qlobioh>

Create a discussion about a trip you went on with your family or friends. Use pictures from the following websites to avoid plagiarism. Then, use those images to explain it and remember to use the whole vocabulary included in Padlet of the 7th unit.

Example of a conversation:

A: Hello, how are you?

B: Very good, a little tired but I am fine.

A: Really?. Why are you tired?

B: I just arrived from the trip I went on with my family/friends.

A: Where did you go?

B: We went to montaña's beach. It was (/scenic/terrific/scary/bumpy/ expensive) because **there I could take beautiful pictures of the sunset (it can vary).**

A: And what about the hotel?

B: I was (terrible / terrific / *expensive*). **We had to pay 50 dollars per night, so can you imagine? (It depends on the option you chose).**

A: Oh really, It is crazy. However, I have listened that there many foreign people there. What kind of people are they?

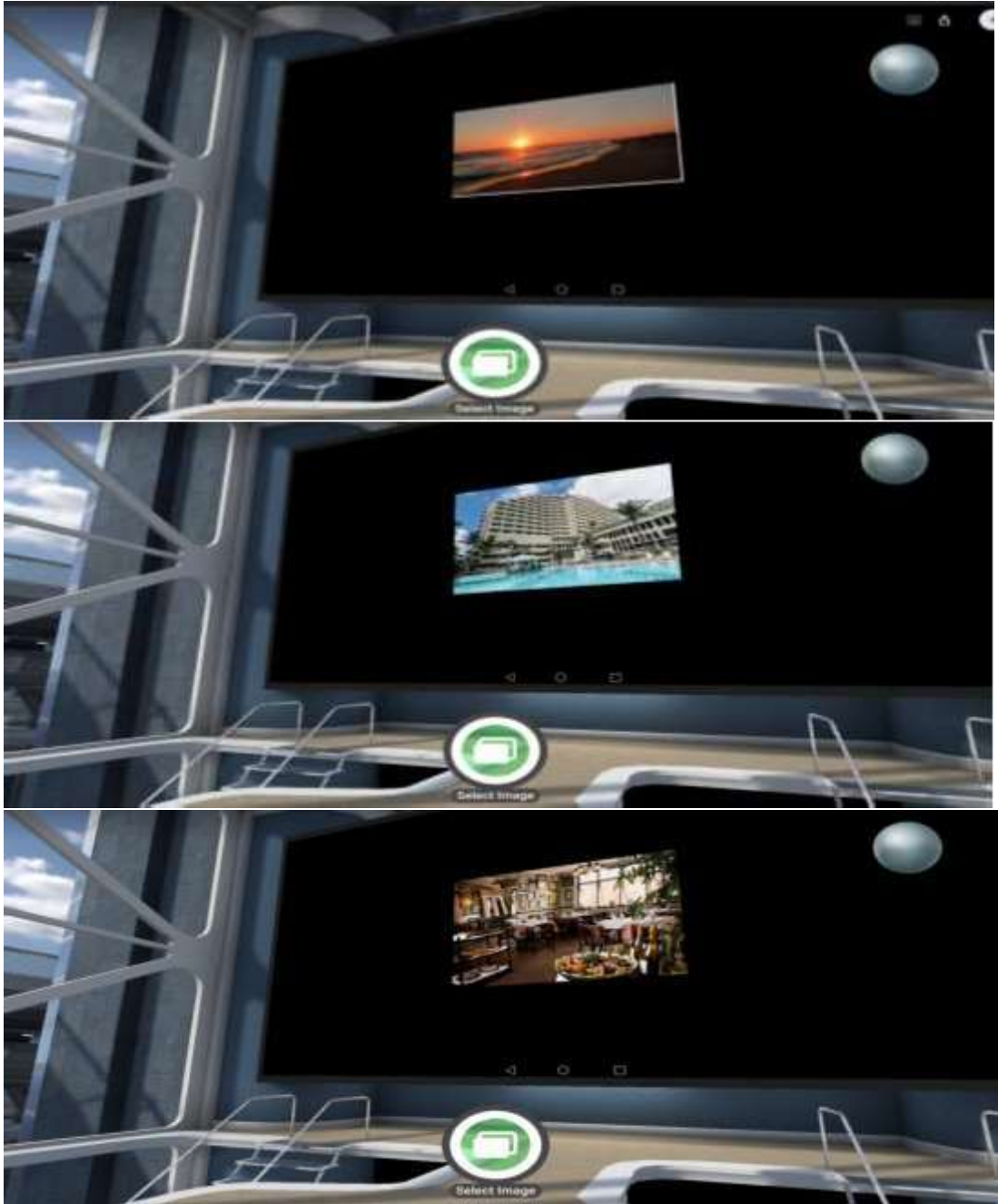
B: They are (friendly, **warm**, cold). **They are open-minded and you can hold a conversation with them without being afraid of something. (It depends on the option you chose).**

A: I think you had a (positive/negative) trip.

B: Yeah I almost forget to tell you that we (cooked / visited / studied / watched / played / *stopped* / lost / drove /ate) **in a beautiful restaurant to eat shrimps that dish was delicious. (It depends on the option you chose).**

Examples of pictures for the conversation

<https://stock.adobe.com/> / <https://pixabay.com/es/>



Annex 3: Pre-test and Post-test

For the pre-test and the post-test, the vocabulary of units 6 and 7 (post-test) from the Top Notch I book. These tests were adopted into the PET practice exam, one of the Cambridge international examinations. The vocabulary mainly focused on meanings, collocations, synonyms, antonyms, and pronunciation categories that are explicit in the test to make students develop them easier. These tests contained 20 multiple choice questions in which the pronunciation section was added because of its importance at the moment of understanding and being understood. They were developed in 15 minutes. Before having completed the tests participants received instructions on how they had to fill them out.

Link for the pre-test:

https://docs.google.com/forms/d/1x9N1QXXBxt_XSr7D8N0hR6G7yWrzuWVIG3xvqGqsmOk/edit?usp=sharing

Pre-Test

Topic: Asynchronous Virtual Environments and Vocabulary Acquisition

Purpose: The aim of this pre-test is to determine students' vocabulary knowledge of the English language focused on meanings, collocations, synonyms, antonyms, and pronunciation.

This test is adjusted to the standardized PET vocabulary practice test one of Cambridge examinations and the Top Notch I book, units 6 and 7.

Instructions:

- Please, don't use your smartphones or any digital supplementary tools to find the answers to solve this test.
- You have 15 minutes to fill out the test.
- Read carefully each of the following statements and choose the best option.
- You must choose only one option for each statement.
- Please, answer this test only once

Meanings

1. This is a place for running competitions.
 - A. Track
 - B. Field
 - C. Court
 - D. Course
2. People can play tennis in this place.
 - A. Field
 - B. Court
 - C. Track
 - D. Park
3. I go to _____ to get fit
 - A. the pool
 - B. the stadium
 - C. the park
 - D. the gym
4. The trip was quite _____ because I could take beautiful pictures
 - A. boring
 - B. bumpy
 - C. scenic
 - D. scary

Collocations

5. Choose the wrong collocation
 - A. Go dancing
 - B. Go walking
 - C. Make aerobics
 - D. Lift weights
6. I would like to _____ a boat
 - A. ride
 - B. drive
 - C. manage
 - D. pilot
7. I always go _____ on weekends
 - A. to shopping
 - B. shop
 - C. to shop
 - D. shopping
8. I cannot wait _____ my next vacation.
 - A. to
 - B. for
 - C. about
 - D. of

Synonyms

9. Instead of saying "fast food" you can say _____
 - A. Nonfat food
 - B. Lite food

- C. Healthy food
 - D. Junk food
10. The synonym of munch is _____
- A. avoid
 - B. chew
 - C. taste
 - D. eat
11. Instead of saying "get back" you can say _____
- A. keep back
 - B. go back
 - C. send back
 - D. take back
12. The synonym of friendly people is _____
- A. interesting people
 - B. blue people
 - C. cold people
 - D. warm people

Antonyms

13. The opposite of the following phrase "out of shape" is _____
- A. fat
 - B. fit
 - C. chubby
 - D. not in shape
14. The opposite of "salty" is _____
- A. sweet
 - B. briny
 - C. spicy
 - D. fatty
15. The opposite bumpy is _____
- A. irregular
 - B. smooth
 - C. unequal
 - D. holed
16. The antonym of "fatty food" is _____
- A. fast food
 - B. junk food
 - C. healthy food
 - D. oily food

Pronunciation

17. Choose the correct phonetic transcription of the letter "s" in the following word "eats"
- A. /S/
 - B. /Z/
 - C. /ɪz/
18. Choose the correct phonetic transcription of the letter "s" in the following word "watches"

- A. /ɪz/
B. /z/
C. /s/
19. Choose the correct phonetic transcription of the morpheme "ed" in the following regular verb "stopped"
- A. /ɪd/
B. /t/
C. /d/
20. Choose the correct phonetic transcription of the morpheme "ed" in the following regular verb "visited"
- A. /t/
B. /ɪd/
C. /d/

THANKS FOR YOUR COLLABORATION

Link for the post-test:

<https://docs.google.com/forms/d/1bWvWEnw7jl7RZGNfKmw7YH-Wg1MzE5kGswTIEun8cGY/edit?usp=sharing>

Post-test

Purpose: the aim of this post-test is to analyze the development of students' vocabulary knowledge of the English language focused on synonyms, antonyms, collocations, pronunciation, and meanings in comparison with the results of the pre-test. This test is adjusted to the standardized PET vocabulary practice test, one of Cambridge examinations, and the Top Notch I book.

Instructions:

- Please, don't use your smartphones or any digital supplementary tools to fill out the test.
 - You have 10 minutes to fill out the test.
 - Read carefully each of the following statements and choose the best option.
 - You must choose only one option for each statement.
 - Please, answer this test only once
1. This is a place for running competitions.

- A. Track
 - B. Field
 - C. Court
 - D. Course
2. People can play tennis in this place.
- A. Field
 - B. Court
 - C. Track
 - D. Park
3. I go to_____to get fit
- A. the pool
 - B. the stadium
 - C. the park
 - D. the gym
4. The trip was quite_____because I could take beautiful pictures
- A. boring
 - B. bumpy
 - C. scenic
 - D. scary
5. Choose the wrong collocation
- A. Go dancing
 - B. Go walking
 - C. Make aerobics
 - D. Lift weights
6. I would like to_____a boat
- A. ride
 - B. drive
 - C. manage
 - D. pilot
7. I always go_____on weekends
- A. to shopping
 - B. shop
 - C. to shop
 - D. shopping
8. I cannot wait_____my next vacation.
- A. to
 - B. for
 - C. about
 - D. of
9. Instead of saying "fast food" you can say_____
- A. Nonfat food
 - B. Lite food
 - C. Healthy food
 - D. Junk food
10. The synonym of munch is_____
- A. avoid
 - B. chew

- C. taste
 - D. eat
11. Instead of saying "get back" you can say_____
- A. keep back
 - B. go back
 - C. send back
 - D. take back
12. The synonym of friendly people is_____
- A. interesting people
 - B. blue people
 - C. cold people
 - D. warm people
13. The opposite of the following phrase "out of shape" is_____
- A. fat
 - B. fit
 - C. chubby
 - D. not in shape
14. The opposite of "salty" is_____
- A. sweet
 - B. briny
 - C. spicy
 - D. fatty
15. The opposite bumpy is_____
- A. irregular
 - B. smooth
 - C. unequal
 - D. holed
16. The antonym of "fatty food" is_____
- A. fast food
 - B. junk food
 - C. healthy food
 - D. oily food
17. Choose the correct phonetic transcription of the letter "s" in the following word "eats"
- A. /S/
 - B. /Z/
 - C. /ɪz/
18. Choose the correct phonetic transcription of the letter "s" in the following word "watches"
- A. /ɪz/
 - B. /z/
 - C. /s/
19. Choose the correct phonetic transcription of the morpheme "ed" in the following regular verb "stopped"
- A. /ɪd/
 - B. /t/
 - C. /d/

20. Choose the correct phonetic transcription of the morpheme "ed" in the following regular verb "visited"
- A. /t/
 - B. /ɪd/
 - C. /d/

THANKS FOR YOUR COLLABORATION

Annex 4 Survey

Students' perceptions of asynchronous virtual environments (Padlet and vTime XR platforms) in the development of students' vocabulary.

<https://docs.google.com/forms/d/1ISsWDtOHTRfxiqVAXAfHmfaskcSpAyWH9eFxHAeyWqk/edit?usp=sharing>

Survey

Purpose: The objective of this survey is to collect information about the students' perceptions of the use of Padlet and vTime XR platforms in the development of their vocabulary.

1. How effective has been for you the use of Padlet and vTime XR platforms to acquire vocabulary?
 - A. Highly effective
 - B. Very effective
 - C. Somewhat effective
 - D. Noneffective
2. How do you rate the implementation of Padlet and vTime XR asynchronous virtual environments to acquire vocabulary?
 - A. Original (Yes) (No)
 - B. Motivating (Yes) (No)
 - C. Useful (Yes) (No)
3. How do you rate the use of Padlet and vTime XR asynchronous virtual environments to acquire vocabulary?
 - A. Difficult
 - B. Not difficult/ Not easy
 - C. Easy
4. What is your opinion about the following statements related to the use of Asynchronous virtual environments?

- A. The activities designed to be applied were useful and easy to develop by using Padlet and vTime XR platforms (Yes) (No)
- B. Padlet and vTime XR platforms allow learners to acquire vocabulary collaboratively. (Yes) (No)
- C. Padlet and vTime XR platforms are engaging virtual environments that allow learners to acquire vocabulary autonomously. (Yes) (No)
5. What activities were the most useful for you to acquire vocabulary? You can select more than one option.
- () To discuss in pairs topics related to the unit studied in the vTime XR platform
 - () To record your voice to practice pronunciation of words in Padlet
 - () To study a word by drawing something related to it in Padlet
 - () To work cooperatively in Padlet to get a large vocabulary.
 - () To get real conversations with other learners in vTime XR
6. How do you rate the activities used in Padlet and vTime XR asynchronous virtual environments to acquire vocabulary?
- A. Original (Yes) (No)
- B. Motivating (Yes) (No)
- C. Useful (Yes) (No)
7. Would you like to keep on using Padlet and vTime XR platforms to extend your vocabulary?
- A. Yes
- B. No

THANKS FOR YOUR COLLABORATION

Annex 5: Answer Key

Pre-test

1. B
2. C
3. A
4. D
5. B
6. A
7. C
8. D
9. B
10. C
11. B
12. A
13. B
14. D
15. A
16. A
17. B
18. C
19. B
20. A

Post-test

1. A
2. B
3. D
4. C
5. C
6. A
7. D
8. B
9. D
10. B
11. B
12. D
13. B
14. A
15. B
16. C
17. A
18. A
19. B
20. D

Annex 6: Evidences

Padlet Unit 6: <https://padlet.com/roygalex/z2x2emjyy525utk2>

Padlet Unit 7: <https://padlet.com/roygalex/ijnbchx17e5eh6q9>

vTimeXR: <https://docs.google.com/presentation/d/1tkPc0Bjxqey2T88yWpoPFyk0qw18-AfRuo4D-tvazaw/edit?usp=sharing>

Activities 1 and 2

 Belén Martínez 24d

Talk.

Part of speech: Verb - noun.

Phonetic transcription: /tɔk/

Definition: to say things to someone.

Synonyms: say, tell, dialogue.

Antonyms: silence.

Collocations: be just talk, talk about the, talks down.

My sentence: The people are talking a lot about the future presidential elections.

TALKS DOWN



 Toopants Aly 24d

POOL

Part of speech: noun.

Phonetic transcription:

- UK: /pu:l/
- US: /pul/

Definition: an area of water that has been made for people to swim in.

Synonyms: puddle, pond.

Antonyms: lack, want.

Collocations: circular pool, deep pool, genetic pool, heated pool, huge pool, indoor pool, jury pool, labour pool, large pool, limited pool, outdoor pool, pool of blood, pool of liquid, pool table, resource pool, rooftop pool, small pool, tidal pool, typing pool, vast pool, vernal pool.

My sentence: Before, once a week go to the pool in the university.



Activity 3



A: Hello Carlos. How are you?
B: Hi Stefanny very well thanks
A: Do you like to practice exercise?
B: If I like to exercise a lot, I'll do it.
A: What exercises do you do?
B: Well, I like to practice soccer, basketball, tennis.
A: But you look a little out of shape.
B: You are right, I am a little fat.
A: It's good that you exercise but you should change your diet.
B: I'm sorry, but it's very difficult for me.
A: You should visit a nutritionist.
B: It's okay to try to change the food, for example, I would change the French fries for a salad.
A: I think that will help you a lot in your health.
B: I'm thinking about eating more healthy food and practicing a new sport like swimming.
A: I hope you get what you set out to do.
B: And you? I don't think you're in any shape to be a yucca bread maker either.
A: Yes, that's true and I think I'm going to do the same as you, I'll try to change my food and do more sport.
B: That's good and what sport would you like to do?
A: I'm planning to take up soccer again.
B: That sounds great, I hope we will get our goals.
A: Nice talking to you.
B: Bye, I love you.



Activity 4 and 5


Hilary Pinto Abril 15d

Try

Part of speech: verb
Phonetic transcription: /traɪ/
Definition: make an attempt or effort to do something.
Synonyms: attempt
Antonyms: surrender
Collocations:

- Give up trying
- Try your best
- Have a try
- Be worth a try.

Sentence: I've given up trying to persuade her.



audio
00:19 audio
padlet drive

3

1 comentario

Roy Gómez Coba 11d
It is good but dont mix the tenses

Añadir comentario

Cristina Salinas 16d

Out of shape (fat)

Out of shape (fat)
Part of speech: Noun
Phonetic transcription: /aʊt of shape/
Definition: Way of saying that you are not in healthy standards and you do not have an ideal body mass index for weight and height.
Synonyms: Obese, Fat, thick
Antonyms: Skinny, fit
Collocations: Great fat, big fat, grow fat, grossly, hugely
My sentence: I'm out of shape because I don't eat healthy



audio
00:16 audio
padlet drive

4

2 comments

MidoriKai san 16d
I like your information

Roy Gómez Coba 11d
It is good !!! congrats

Activity 6



Conversation

David: Hi Cristina , how are you?

Cristina: Hi David , I'm pretty good and you?

David: Look me Cristina, this quarantine has made me gain weight and I know what to do, recommend me something.

Cristina: I recommend that you eat a balanced and healthy diet

David: But how do I do that?

Cristina: Start eating more vegetables, fruits, vegetables little by little every day, try to reduce animal fats as much as possible, a plant-based diet is always better and it is scientifically proven.

David: That is very easy, today I will go to the supermarket for some fruits and vegetables.

Cristina: It's a very good idea

David: Do you think I should exercise?

Cristina: Of course, diet and exercise are the keys to having a healthy life and fitness.

David: And what exercise routine should I do maybe aerobics, running?

Cristina: Take it easy, go step by step, start with short 10-minute routines and increase your speed and training time.

David: Thank you very much for your advice

Cristina: Okay , take care



Urkund Analysis Result

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