UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: **"WORDUP MOBILE APP IN THE ENGLISH VOCABULARY"**

Author: Recalde Jumbo Marlon Rodrigo

Tutor: Lcda. Ana Jazmina Vera de la Torre, Mg

Ambato – Ecuador

2021-2022

SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Ana Jazmina Vera de la Torre, Mg, holder of the I.D No. 1801249341, in my capacity as supervisor of the Research dissertation on the topic: **"WORDUP MOBILE APP IN THE ENGLISH VOCABULARY"** investigated by Marlon Rodrigo Recalde Jumbo with I.D No 0504313644, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

………………………………

Lcda. Ana Jazmina Vera de la Torre, Mg

C.C. 1801249341

DECLARATION PAGE

I declare this undergraduate dissertation entitled **"WORDUP MOBILE APP IN THE ENGLISH VOCABULARY"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study. Comments expressed in this report are the author's responsibility.

Marlon Rodrigo Recalde Jumboi

I.D. 0504313644

AUTHOR

BOARD EXAMINERS APPROVAL PAGE
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"WORDUP MOBILE APP IN THE ENGLISH VOCABULARY"** which is held by Marlon Rodrgio Recalde Jumbo undergraduate student from Carrera de Idiomas, academic period October 2021 – March 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific, and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato,

REVISION COMMISSION

Dra. Verónica Elizabeth Chicaiza Redin, Mg   Lic. Lorena Fernanda Parra Gavilanez, Mg
REVISER   **REVISER**

Copyright Reuse

I, Marlon Rodrigo Recalde Jumbo with I.D. No. 0504313644, confer the rights of this undergraduate dissertation "WORDUP MOBILE APP IN THE ENGLISH VOCABULARY", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

……………………………………….
Marlon Rodrigo Recalde Jumbo
I.D. 0504313644

AUTHOR

DEDICATION

TO:

This research is dedicated first to God to give me the ability to do this research work in a better way. Second, my parents who has always encouraged and supported me to achieve my goals, also myself to keep me focused on what I want to do in this life, and how I work hard to reach my goals. Finally, to my friends who are stayed with me in this long process and sharing the good and bad moment in university.

Marlon.

AKNOWLEDGEMENTS

GENERAL CONTENTS

Index of Tables

Index of Figure

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: WORDUP MOBILE APP IN THE ENGLISH VOCABULARY

AUTHOR: Recalde Jumbo Marlon Rodrigo

DIRECTED BY: Lcda. Ana Jazmina Vera de la Torre, Mg.

ABSTRACT

Technological tools focused on education have become an essential part of the learning development of each student, so it has been developing several resources that allow students to have an interactive learning, hence the WordUp mobile app is a tool that wants to help students in learning and practicing English vocabulary. The main aim of this research was focused on describing how WordUp mobile app improves the learning process of the English vocabulary. The process of this research work used a quantitative approach in order to collect statistical data and perform an analysis of the investigation. The research was applied in a population of 22 students, 13 men and 9 women from 2do de Bachillerato General Unificado from Unidad Educativa "CEC" school, the treatment of this research was in 5 weeks with a total of 5 sessions. Also, the instrument of this investigation was a validated Cambridge English Qualifications test called "A2 Key (KET)", which was utilized to collect data from 22 participants, and was applied as a pre-test and post-test. This test consisted of 2 reading sections, which focused on testing vocabulary through activities such as multiple-choice questions. This test was applied at the beginning and end of the research, where the Pre-test and average of 9,0, and in the post-test was an average of 10,68 giving a difference of 1,68. To prove the hypothesis T-test was used which gave a P-value of 0,000 lower than the significant level that is 0,05, accepting the alternative hypothesis. Finally, the conclusion of the research proposed that the WordUp mobile app enhanced the English vocabulary in the students, demonstrating the app has a great impact on students learning English vocabulary.

Keywords: WordUp, mobile applications, mobile learning, English vocabulary, technological resources.

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: WORDUP MOBILE APP IN THE ENGLISH VOCABULARY

AUTHOR: Recalde Jumbo Marlon Rodrigo

DIRECTED BY: Lcda. Ana Jazmina Vera de la Torre, Mg.

RESUMEN

Las herramientas tecnológicas enfocadas a la educación se han convertido en una parte esencial en el desarrollo del aprendizaje de cada alumno, por lo que se han ido desarrollando diversos recursos que permiten a los alumnos tener un aprendizaje interactivo, de ahí que la app móvil WordUp sea una herramienta que busque ayudar a los alumnos en el aprendizaje y práctica del vocabulario en inglés. El objetivo principal de esta investigación se centró en describir cómo la aplicación móvil WordUp mejora el proceso de aprendizaje del vocabulario inglés. El proceso de este trabajo de investigación utilizó un enfoque cuantitativo para recoger datos estadísticos y realizar un análisis de la investigación. La investigación se aplicó en una población de 22 estudiantes, 13 hombres y 9 mujeres de 2do de Bachillerato General Unificado de la escuela Unidad Educativa "CEC", el tratamiento de esta investigación fue durante 5 semanas con un total de 5 sesiones. Asimismo, el instrumento de esta investigación fue una prueba validada de Cambridge English Qualifications llamada "A2 Key (KET)", la cual fue utilizada para recolectar datos de 22 participantes, y fue aplicada como pre-test y post-test. Esta prueba constaba de 2 secciones de lectura, que se centraban en la evaluación del vocabulario a través de actividades como preguntas de opción múltiple. Esta prueba se aplicó al inicio y al final de la investigación, donde el Pre-test tuvo un promedio de 9,0, y en el post-test tuvo un promedio de 10,68 dando una diferencia de 1,68. Para comprobar la hipótesis se utilizó la prueba T-test que dio un valor P de 0,000 inferior al nivel de significación que es 0,05, aceptando la hipótesis alternativa. Finalmente, la conclusión de la investigación propuso que la aplicación móvil WordUp mejoró el vocabulario en inglés de los estudiantes, demostrando que la aplicación tiene un gran impacto en el aprendizaje del vocabulario en inglés.

Palabras claves: WordUp, mobile applications, mobile learning, English vocabulary, technological resources.

CHAPTER I THEORETICAL FRAMEWORK

1.1 Justification

The main purpose of this research is to verify the efficacy of using the WordUp mobile app in the English vocabulary. This research presents a socio-educational interest that students must learn the English language with different methods. In addition, the research promotes the implementation of modern technologies for learning English vocabulary. The **importance** of this work is to show the influence that the WordUp mobile app has on education. In addition, learning through an application is a good way where students can have access to make their learning process more interactive.

This investigation presents an **innovative** perspective, which is the use of technology for education, such as the WordUp mobile app, that makes a reference to how students can learn the English language using modern technologies in contrast with the old methods. In addition, **the impact** is evident due to the fact that it was the first time that WordUp mobile app was being applied in the school, and students and teachers showed interest to know the functionalities of the app in Education. The **feasibility** of this research began with the approval of the authorities of the institution where the research was carried out. In addition, the school had the technological and academic resources to do the study in a better way. Moreover, the WordUp mobile app is available for all mobile devices, and the download is free.

The **beneficiaries** of this research are the students and teachers of 2do de Bachillerato General Unificado from Unidad Educativa "CEC" school. The WordUp mobile app helps students to be more prepared with the use of English vocabulary thanks to the resources in the application. Students are beneficiaries because they are going to learn vocabulary using the resources of the app to enhance their vocabulary learning. Also, English teachers are the beneficiaries because they take advantage of the functionalities of the WordUp mobile app to introduce them in class.

1.2 Investigative Background

The development of this research is based on the objective of investigating the WordUp mobile app as a resource to develop English vocabulary. In addition, the current investigation followed many research papers and scientific articles that were considered to have background information to analyze if the use of WordUp mobile application improves the learning of English vocabulary. The following research papers were carried out by professional teachers, undergraduate students, and so on. In addition, the content of these works is related to the research topic, which allows for having a research reference, and all the documents are freely accessible.

The study carried out by Ajisoko (2020) with the topic "The use of Duolingo app to improve English vocabulary learning" stated that the Duolingo app is an effective tool for improving English vocabulary learning. The objective was to employ Duolingo apps in improving students' vocabulary. The population was 10 students that worked with the app for 30 days using regular intensity practice. The author has applied pre-experimental research with pre-test and post-test. The instruments were a test and questionnaire to answer research questions. The result of this research indicated that using the Duolingo apps learners were more motivated for learning English vocabulary because it facilitates students to practice material of daily life. This study was important for the current study because the Duolingo app for learning English vocabulary was useful for students because the result of the study mentioned that students were more motivated for learning English vocabulary. In addition, apps such as Duolingo offers a variety of tools that students can take advantage to improve their English skills, also this study showed that modern applications are necessary today to encourage the English learning process.

The research carried out by Gajić and Maenza (2020) with the topic "WordUp mobile application an entertaining form of perfecting your English vocabulary". The objective was to examine the students' opinions on the usefulness of this app. The authors used qualitative research; the study was applied to the student population of Singidunum University in Belgrade. The instrument was a questionnaire. The result of this research indicates that the WordUp mobile app students can easily improve

their language skills, also the study showed that students were motivated to improve their language skills and expanded their English vocabulary in a dynamic way. On the other hand, this research was important because using the WordUp mobile application, the learners were evaluated by using a questionnaire indicating that the app was useful for the students because students were more enthusiastic to learn English vocabulary in an interactive and fun way. In addition, the app in the investigation set a precedent because apps for education are suitable for all people that want to improve their English vocabulary in a dynamic way.

In the investigation carried out by Montaner-Villalba (2019) with the topic "The use of Quizlet to enhance vocabulary in the English language classroom", the objective was to analyze Quizlet as a tool to learn EFL vocabulary. The author has applied quasi-experimental design research. The population of this research was 24 students at a secondary school in Valencia, Spain. The instruments were a pre-test and a post-test. The results of this research mentioned that learners improved their level of EFL vocabulary at the post-test. The conclusions of this article showed that the scores of post-tests were homogeneous after using the Quizlet app, which means the effect of the application on the students was that they were more consistent doing the activities compared to the classical methods. In addition, Quizlet in this study was important for the current research because students improved their English vocabulary learning. Moreover, the app had a good effect on the learning process of English vocabulary because the researcher made interactive activities in which students were able to interact with the app in a fun and dynamic way.

According to Quiroz et al., (2021) in their research "Improving English vocabulary learning through Kahoot: A quasi-experimental high school experience", the objective of this research was to investigate the effects of Kahoot for improving English vocabulary learning using a quasi-experimental test design. The population of this research was 28 out of 31 in the control group, and 29 out of 39 in the experimental group. The instruments were a pre-test and a post-test in both groups of students. The results of this article were that the experimental treatment showed that students improved their English vocabulary knowledge. This research concluded that Kahoot is a good option which students can learn English vocabulary, also the

researcher mentioned that the app is more effective when the activities did not include games. On the other hand, this study was important for the current research because it analyzed if the Kahoot app helped students to improve their English vocabulary. Finally, the result of the research indicated that the app was useful for students because they learned English vocabulary through interactive activities that as a consequence of it, students were more motivated in class.

In the investigation carried out by Huei et al., (2021) with the topic "Strategy to improve English vocabulary achievement during the COVID-19 Epidemic. Does Quizizz help?", the objective of this research was to apply Quizizz to enhance vocabulary achievement. The population of this research is 13 students of primary in rural schools. The research used the mixed method and quantitative. The instruments were a post-test, pre-test, and a questionnaire. The result of this study showed that 10 out of 13 students increased their scores on the post-test, which that the app was useful for 10 students. This study concluded that Quizizz could enhance vocabulary achievement in primary English as a second language students at rural schools. In addition, this article was useful for the current research because using apps for education was a new way to learn English vocabulary, while students learned it through interactive activities that they can interact more with their partners and teacher, moreover, the article mentioned the Covid-19 pandemic that was a great opportunity that teacher must implement apps for teaching their classes.

The previous scientific works analyzed in the investigative background contributed to guiding this research work, because it was established that the topic of the study is not only of local interest, but there is also interest in other countries around the world. In addition, these research works indicated that there are applications that promote the learning of English vocabulary. On the other hand, the analysis of these studies is important for establishing the methodology to be applied in the following chapters.

1.3 Theorical Framework

1.3.1 Dependent Variable

Technology in Education

According to R. Raja and P.C Nagasubramani (2018) technology in Education has a very important role in the teaching process of teachers, and in the learning process of students because technology makes our life much easier. Therefore, using apps or websites in the classroom will be beneficial for students because they learn English vocabulary through interactive activities. Burgin (1999) stated that technology in education is an area with software and hardware applications, which students can use many tools for making their educational life easier. It is important to know that technology makes the learning process more interactive and fun, for this reason, it is very important that teachers must use technology for their classes.

Burgin (1999) mentioned that there are three main components of technology in education. First, students get important knowledge and have an innovative learning method tool for generating and understanding the English language. Second, technology provides a new level for understanding the content of a subject. Third, educational technology is like an art which students can develop their skills in a better way.

Keswani et al. (2008) mentioned that there are some benefits of using information technology in education:

1. It inspires scientific, economic, technological, information and multicultural literacy and global awareness.
2. It promotes creative thinking.
3. It develops effective communication.
4. It permits to high productivity and permit to develop the ability to plan and manage results.

Computer Assisted Language Learning (CALL)

Marandi (2013) mentioned that computer-assisted language learning (CALL) is generally regarded as a language teaching method in a narrow sense, in which computers are used to assist in representing, strengthening, and evaluating the material to be learned, usually including a large amount of content. Derakhshan et al. (2015) mentioned that the advantages of CALL are that teachers could select material according to the topic of the class, create interactive groups of work, create autonomous work, students could reinforce their knowledge which students make a backup of their notes and share with their classmates.

Kumar and Sreehari (2009) stated that the benefits of CALL are that teacher could make the class collaborative and cooperative in the learning process. Also, teacher could create a real environment in class such as in listening activities there could be realistic audios of conversations and with videos. In addition, CALL is a good option for integrating English skills such as reading, writing, speaking, and listening, which teachers could make interactive, fun and dynamics activities, so that students will be motivated to study the English language.

Web 2.0 tools

Hosch (2019) stated that the Web 2.0 tool is a set of generation internet technologies that change the way people interact in society. On the other hand, there are protocols, codes, software, and tools that permit to creation of apps for education, jobs, entertainment, and so on. Web 2.0 provides a lot of opportunities for teaching and learning, for this reason, the institutions should not ignore the use of new technologies because that would allow students and teachers to improve their skills in their learning development. According to Peters (2020) Web 2.0 explained the new generation of the web, in which users can generate content and usability. Moreover, Web 2.0 refers to the Internet application that has transformed the lives of people and transformed the digital era in the aftermath that calls dotcom bubble.

According to Gulley and Thomas (2017) Web 2.0 tools provide engaging ways that students can interact with. Also provide the opportunity to share their knowledge with

other. It means that students can collaborated with their classmates to create interesting tasks that they can share in class or learners around the world. This kind of tools create opportunities for students to share their knowledge or the thing that they are learning with a wider audience, that make the learning more accessible for students.

WordUp mobile app

Shokurova (2021) mentioned that an educational app is a part of the new mobiles software's that are designed to help people with their necessities of any kind of learning process, such as there are apps with artificial intelligence that resolve problems in minutes, for example app for mathematics, an app for learning a language that use artificial intelligence to find definitions of words in minutes. In addition, there are categories that students or teachers can find an app according to their situations such as learning platforms, apps for a specific subject, educational games, learning management systems, classroom educational apps, educational apps for children, and so on.

Mirzaaghaei (2020) explained that learning a language is a challenge for some people, but now there are a lot of apps that help learners in the learning process. Moreover, there are some difficulties that students have in learning English vocabulary such as memorizing the meaning of some words, and how to write a word correctly. Mirzaaghaei (2020) mentioned that the WordUp is an app that helps to improve listening, writing, reading, and speaking skills. It is an app that users can download on their smartphones, iPads, and computers. This app is available for Android and iOS. In addition, the advantage of this app is that users can work online, and all their progress will be saved in the cloud of the app, and the app works without internet access.

The international business awards (2020) affirmed that the best way to learn new words is to make them a daily habit. In the long run, learning one or two new words every day will help you. If you are already busy with work and other tasks and cannot spend a lot of time studying, then you can use a very simple application to help you. Using the "WordUp mobile app" (available for iOS and Android smartphones), students can learn a new word every day, remember words, thanks to its interface, and

even browse and find words that other people like. Also, students have access to many pronunciation options, so it knows exactly the correct pronunciation of words.

The international business awards (2020) claimed that the app has an option that can be personalized according to the learner's needs. The WordUp mobile app needs to know what is the accent that you want to learn in the English language such as British or American. The application needs to know the time that learners will use the mobile app according to learner's needs. Also, there is an option of translation choice in which you have the opportunity to translate definitions of words, for example, there is the option for selecting 'never' if you do not know the meaning of a word or select the option 'knowing' to let the application the student know the meaning of the words.

Gajić and Maenza (2020) mentioned that the WordUp mobile app has characteristics that make it special for education. One of these features is that the app analyzes millions of series, songs, Tv shows, articles, and famous people's quotes to bring students the most incredible experience and enjoyable examples of words. Second, the objective of this app is to learn in context, which means that the app showed meaning of words that people can use in real life.

Gajić and Maenza (2020) stated that the principle of this app is 'remember forever', this feature is when a learner learns a new word, the next day the app showed the word to let students practice again the word, with explanations and meaning, the app saved the word that the user learns and do not learn. In addition, the app offers a special personalization that students can intuitively use, in other words, the interface is easy to understand. Finally, the app is designed to be part of users' life because students can learn new vocabulary every day. Also, students can create a study plan according to their needs.

1.3.2 Independent Variable

Communication

Nordquist (2019) mentioned that communication is the process of sending and receiving messages where there is a receptor and where there are two types of

communication, oral or non-verbal; text and graphical representations); also, people can transmit their feelings to another person. Fatimayin (2018) mentioned that there are three types of communication:

- Verbal communication is about how people can manifest there are ideas in two ways. First, oral is about the expression that focuses on the sounds that are produced by the mouth such as dialogues. Second, the written form is about when people really like to express their minds on paper such as letters, and so on.

- Nonverbal communication is about body movements where people use gestures, expressions, postures to transmit something without saying anything.

- Graphic is about when people transmit their ideas with pictures, videos that other people can understand the message. According to West (2022) communication is enhanced by knowing more words, when people cannot communicate their ideas clearly, giving instructions or understanding them may be difficult, for that reason it is important to make mistakes to learn from them.

English Language Learning

University of North Carolina (2015), mentioned that English Language learning is the ability that students learn, acquire, and understand the language. Children that are exposed to the mother tongue acquire the language by exposure to the language, which means the interaction with native speakers helps people to improve their language skills. On the other hand, the second language is for students that learn the language in a grammatical form, and they need to practice a lot to improve their skills in the language. University of Southern California (2019) claimed that English language learning develops important communication skills focus on specific areas such as reading, grammar, writing, listening, pronunciation, and speaking. On the other hand, Renaissance (2016), stated that English language learning is important for students coming from non-English speaking homes, and teachers take an important role because they are the ones who apply to learn strategies so that students can understand and speak the English Language.

Reading Comprehension

According to West (2022) mentioned that vocabulary is the body of the language and for this reason the importance of reading comprehension cannot be overstated, because students that do not have a good reading comprehension do not understand the context of a text as consequence students are unable to learn new words and their meanings. Brandon (2021) mentioned that reading comprehension adds meaning to what is read, that is mean student must understand meaning of words to understand the idea of what the text means.

Clements (2014) claimed that good comprehension of a text is the process to understand its meaning of the words and sentences. It is mean that when people understand de meaning of a word and sentence, they can describe by integrating the sense of the words like a film that plays in our head, which makes people can understand the text just remembers meaning of few words and sentences.

English Language Vocabulary

Gusti (2014) mentioned that English language vocabulary is essential for English teaching because if the vocabulary is insufficient, students will not be able to understand others or express their own opinion or ideas. Moreover, there are two important aspects of English language vocabulary such as responsiveness and active vocabulary, which means that the vocabulary that uses for a language need to develop in an active way to have a clear and understanding conversation with people, and this is the way that people can improve their English language skills.

According to Oxford and Scarcella (1994) English language vocabulary is the words that use in a language to communicate something. It means that there are four skills of vocabulary such as listening, reading, writing, and speaking that student can use to communicate their opinions of something. Those skills are very important because in the listening skill students can recognize new vocabulary just by hearing the audio, in reading they can recognize new words, in writing they can practice the definition of words to make sentences, and in speaking, students can take their ideas using vocabulary that they know to talk about any subject.

Agca and Özdemir (2013) claimed that vocabulary is important when people is learning a language, considering that with this aspect it is easier to have a good reading comprehension of a text. On the other hand, it is required that learners can express themselves properly using grammatical structures and language functions, which they will be able to communicate in a fluent and understandable way.

1.4 Objectives
1.4.1 General Objective

To describe how the WordUp mobile app improves the learning process of the English vocabulary.

1.4.2 Specific Objective

To identify the benefits of the WordUp mobile app that improve students' vocabulary learning.

To explain the importance of the WordUp mobile app in the learning process of English vocabulary.

To demonstrate how the WordUp mobile app enhances the English vocabulary.

CHAPTER II METHODOLOGY

In the current chapter describes the resources that were used to carry out the research, as well as the procedure, the methods that were used for the investigation, the research modality, the type of research the population that was worked with, the instrument that was used, and the hypotheses of the research.

2.1 Resources

In the current research, it was crucial the use of resources that allow the development of the research, such as human, institutional, and technological resources. Therefore, the participation of students of the second baccalaureate from "Unidad Educativa CEC" was fundamental, being the only human resources on which the study was based. On the other hand, the technological resources used for the research were laptops for the collection, tabulation, interpretation, and analysis of the data collected, as well as the use of a smartphone to download the application, the use of the internet, and the WordUp mobile app to present lessons. Finally, the institutional resources necessary to complete the research were the English lab provided by the institution, where students had internet access, and the possibility to download the application and use it during classes.

2.1.2 Procedure

First, a pre-test (Annex 2) was applied to know the level of proficiency of students' English vocabulary. The instrument was the Key English test (KET) (Annex 2) that was taken from Cambridge English Qualifications, also it is a test that is standardized. Moreover, this test was chosen because the level of the test is A2 in accordance with the Common European Framework of Reference for Languages (CEFR), it was adequate for the level of the students (Second Baccalaureate) at Unidad Educativa CEC.

The tested section was reading part 4 because this part of the test provides vocabulary activities. This part of the test consisted of 6 questions where students must fill in the

blanks of a text with the vocabulary options in the exercise. Students took the pre-test in a presential way as well as the post-test. The treatment sessions took place on 5 Wednesdays. Each lesson included 45-minute class. These sessions consisted of the use of zoom platform and some sessions were in a presential way, where the researcher applied interactive activities using the WordUp mobile app such as into the app students must decide if they know the meaning of the word or they do not know the definition, also they can open a word an learn the definition in Spanish as well in English. In addition, the students learn English vocabulary through videos, phrases from famous people, in a real context.

Moreover, the researcher provides exercises such as a brainstorming of word using the Jamboard tool to interact with the app, and students can write a word and make their own definitions. Teacher's lesson plans and students' practice activities were developed for each intervention. The use of innovative applications encouraged them to participate more actively in class and participate in different activities in the classroom.

2.2 Methods of Research

2.2.1 Quantitative Approach

This research was carried out with quantitative approach because it was necessary to collect numerical and statistical data that allow evaluating the WordUp mobile app in a group of students. According to USC Libraries (2010), the characteristic of quantitative research is that for collecting the data use questionnaires, poll, surveys, tests that allows to have numerical data to have and analysis and interpretation to support the objectives. In addition, quantitative approach inquiry tools such as experiment, or surveys are generally used for data collection. According to LeTourneau University (2009) the goal of quantitative approach is to determine the relationship between the dependent and independent variable within a population, for this reason this approach need to be experimental to have subject that can be measure before and after the treatment, that is was selected pre and post-test.

2.3 Research Modality

2.3.1 Bibliographic research

According to Harvard University (2022), bibliographic research is very important for a study because it allows for formulating your hypothesis, for this reason, it is important to read literature relevant information according to the topic of the research, which means that you must understand thesis, investigations of other authors. In addition, it is bibliographic research because it was taken from sources such as books, scientific articles, web sites, that support the information that was presented in the research. Moreover, the theory of the two variables of this research 'WordUp mobile app' and 'English Vocabulary' was supported through the analysis of previous research such as scientific articles and thesis that helped to determine the influence of WordUp on the problem of the studied.

2.4 Research Design

Pre-experimental research is based on two conditions that exposure and non-exposure treatment condition, also focuses on the independent variable and how this variable influences the dependent variable, this procedure needs a single group that is exposed to the treatment condition. (Oskar Blakstad, 2019). For this reason, this study made use of this design because the population was chosen from a single school group; that was 22 adolescents of the second baccalaureate at Unidad Educativa CEC with an average age between 15 and 16 years old, that was selected to see what the effect of the independent variable (WordUp mobile app) on the dependent variable (English vocabulary) is. In addition, the researcher used a pre-test and post-test, that was applied to the group of students before and after the treatment with the purpose of experiencing what is the behavior of the independent variable and the dependent variable.

2.5 Level or Type of research

2.5.1 Exploratory Research

Exploratory research is the process of investigating an issue that has not been studied in the past. Therefore, it is the process to discover something new. (Swedberg, 2020). On the other hand, this type of research is focused on the problem of the study which is about the improvement of English vocabulary. In addition, the aspects of the research were analyzed through an investigation that collected more information that allow having an analysis of the variables from different perspectives.

2.6 Population and Sample

The research work was carried out with 22 adolescents of second baccalaureate at Unidad Educativa CEC. The population involved 9 women and 13 men with an average age between 15 and 16 years old.

Table 1 Population

Population	Experimental Group	Total	Percentage
Male	13	13	60%
Female	9	9	40%
Total	22	22	100%

Elaborated by: Recalde, M. (2022)
Source: Student's list

2.7 Techniques and Instruments

2.7.1 Pre-test and post test

Pre-test and post-test (Annex 2) are used for researchers to study the effect of a new teaching method using groups of young people. In addition, the post-test give the researcher better results than the pre-test because the pre-test test preliminary knowledge that students have now that they take the pre-test. These instruments have

been used in many fields to support the research with a convenient method to get better results. (Martyn Shuttleworth, 2012)

The instrument for the current research was the "A2 Key English test (KET)" (Annex 2), which is one of the Cambridge English Qualifications. This test is designed for young learners. The test introduces learners to everyday written and spoken English and gives learners great confidence to improve their English skills. (Cambridge English Language Assessment, 2021) This test was used to identify the benefits of the WordUp mobile app that improve students' vocabulary learning. The application of this test was useful and practical for students because they were more confident when they completed the test. In addition, the reading part 4 was used to applied to students. The reading part 4 consisted in 12 questions that students must complete the text using the vocabulary in the box.

2.8 Data Analysis

T-test statistics allow for validation or rejection of the null or the alternative hypotheses. According to Martínez (2016) T-test is a statical method that is designed for hypotheses in small research with a sample (less than 30). In addition, to validate the hypotheses it was used the SPSS software. According to IBM SPSS Statistics (2022) SPSS software is a powerful statistical tool that offer a friendly interface to help people in the organization of their research data, that analyzes and reporting your data to give the information that you need for your investigation.

2.9 Hypothesis

Null Hypothesis (H0)

The WordUp mobile application does not improves the English vocabulary on students from 2do baccalaureate at Unidad Educativa CEC.

Alternative hypothesis (H1)

The WordUp mobile application improves the English vocabulary on students from 2do baccalaureate at Unidad Educativa CEC.

Signaling Hypothesis

- **Independent Variable:** WordUp mobile app
- **Dependent Variable:** English Vocabulary

CHAPTER III RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter showed the analysis of results from pre-test and post-test that was applied to students of 2do de Bachillerato General Unificado de la Unidad Educativa CEC, with the objective of analyzing how the WordUp mobile app improves the learning process of English vocabulary. The result was analyzed and interpreted by tables and figures to have a better understanding.

First, the pre-test and post-test were taken from the A2 Key test (KET) which is a standardized test from Cambridge. It consists of 2 questions; the first section is about reading comprehension using vocabulary. Students had to read a text and complete the spaces using the words in the list below, also in section 2. This test is evaluated over 12 and then with a rule of 3 over 10. The tests evaluated reading and the current academic level in English vocabulary that the students have.

Second, Table 1 represents the scores that students obtained in the pre-test. Therefore, table 2 indicates the scores that students obtained in the post-test. The two tables allow the researcher to contrast the information by using the T-test statistics. These test statistics allow for validation or rejection of the null or the alternative hypotheses. According to Martínez (2016) T-test is a statical method that is designed for hypotheses in small research with a sample (less than 30). In addition, to validate the hypotheses it was used the SPSS software. Finally, this chapter presents 22 students who participated in the application of WordUp mobile app which is aimed at the development of English acquisition as developed in the Cambridge tests.

3.2 Analysis and interpretation of results

Table 2 A2 key test (KET) Pre-test results

Students	Section 1 Reading	Question 2 Reading	Total /12	Total /10
1	2	4	6	5
2	4	6	10	8,3
3	3	4	7	5,8
4	5	6	11	9,1
5	5	6	11	9,1
6	5	5	10	8,3
7	5	6	11	9,1
8	4	5	9	7,5
9	3	3	6	5
10	5	5	10	8,3
11	2	4	6	5
12	6	5	11	9,1
13	1	4	5	4,1
14	5	6	11	9,1
15	5	5	10	8,3
16	5	5	10	8,3
17	4	3	7	5,8
18	6	4	10	8,3
19	5	5	10	8,3
20	4	4	8	6,6
21	4	5	9	7,5
22	6	4	10	8,3
X	**4,27**	**4,72**	**9,0**	**7,46**

Source: Students from Unidad Educativa CEC
Elaborated by: Recalde, M (2022)

Table 3 A2 key test (KET) Post-test results

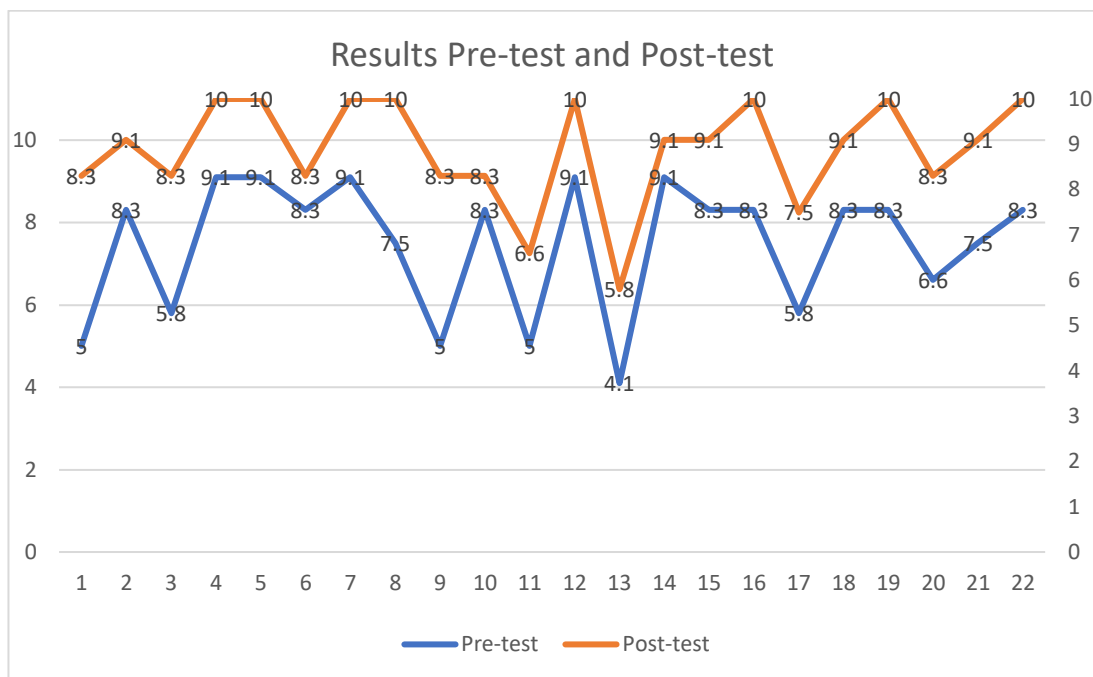| Students	Section 1 Reading	Section 2 Reading	Total /12	Total /10
1	4	6	10	8,3
2	5	6	11	9,1
3	4	6	10	8,3
4	6	6	12	10
5	6	6	12	10
6	5	5	10	8,3
7	6	6	12	10
8	6	6	12	10
9	4	6	10	8,3
10	5	5	10	8,3
11	6	2	8	6,6
12	6	6	12	10
13	5	2	7	5.8
14	5	6	11	9,1
15	6	5	11	9,1
16	6	6	12	10
17	4	5	9	7,5
18	6	5	11	9,1
19	6	6	12	10
20	4	6	10	8,3
21	5	6	11	9,1
22	6	6	12	10
X	**5,27**	**5,40**	**10,68**	**8,87**

Source: Students from Unidad Edcativa CEC
Elaborated by: Recalde, M (2022)

3.2.1 Data interpretation

Pre-test and post-test individual grades

Figure 1   Results of pre-test and post-test over 10

Source: Students from Unidad Edcativa CEC
Elaborated by: Recalde, M (2022)

Analysis and interpretation

Figure 1 showed that 22 students took the pre-test and post-test, while it shows the different results that students obtained in the pre-test and post-test. The grades are over 10 points. First, in the pre-test, the highest score was 9,1 and the lowest score was 4,1. On the other hand, in the post-test, the highest score was 10 and the lowest was 5,8. It is evident that students improved their grades.

Therefore, the participants were able to improve their scores in the two sections of the test. The main factor that students change the scores of pre-tests was the application of WordUp mobile app during the sessions because the activities of the app allowed them to practice and overcome the difficulties of the test. For example, the app had some activities which were focused on selecting the vocabulary thought quotes of famous people or through the meaning of words that learners had the opportunity to practice these kinds of exercises in order to familiarized with the activity of the test that is focus in reading comprehension that is when people have a good reading

comprehension learners can identify in an easy way what is the correct word according to the context of the text. Also, most of young learner liked the proposal of using technological tools to learn and practice English vocabulary acquired during the class because students had a lot of knowledge of using technology. In addition, applying WordUp mobile app promoted the reading comprehension because the app allowed them to review and repeat words that they previously learnt.

3.2.2 Pre-test and Post-test average

Table 4 Pre-test and Post-test average and difference

Results	Average	Difference	Percentage
Pre-test	9,0		75%
		1,68	
Post-test	10,68		89%

Source: Students from Unidad Edcativa CEC
Elaborated by: Recalde, M (2022)

Analysis and interpretation

Table 4, represent the pre-test and post-tests average and the difference between them. The average in the pre-test was 9,0 over 12 which represents 75%. Meanwhile, the average in the post-test was 10,68 over 12, which represents 89%. The difference between them was 1,68 points which represents 14%.

Therefore, it can be interpreted that the application of WordUp mobile was the main reason behind the improvement of participant's scores because the app became an interactive way of learning vocabulary through interactive activities that the app offer. WordUp mobile app has options like guessing the word through reading quotes from famous authors so it indicates that in the pre-test and post-test it was focused on reading comprehension, this ability is very important in learning vocabulary because when people have good reading comprehension, they can understand the meaning of words or sentences. Also, the treatment weas successful because learners' final average was improved. In conclusion, WordUp mobile app had a positive impact on English vocabulary because the app was beneficial and convenient for students The

participants had the opportunity of learning and discover new vocabulary words through the use of the app.

3.3 Hypothesis verification

The data of this research was analyzed by using T-test statistical.

3.3.1 Hypothesis statement

Null Hypothesis (H0)

The WordUp mobile application does not improves the English vocabulary on students from 2do baccalaureate at Unidad Educativa CEC.

Alternative hypothesis (H1)

The WordUp mobile application improves the English vocabulary on students from 2do baccalaureate at Unidad Educativa CEC.

3.3.2 T-student test - Paired samples statistics

The current research was experimental, it was essential for the verification of the hypothesis to use the SPSS software that allows to demonstrate the expected result of the research. Moreover, it was used T-students for paired samples that is focus on accept or reject the hypothesis that The WordUp mobile application improves the English vocabulary on students from 2do baccalaureate at Unidad Educativa CEC.

Table 5 Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post-test	7,46	22	1,615	,344
Pre-test	8,87	22	1,172	,250

Source: SPSS Software
Elaborated by: Recalde, M (2022)

Table 5 shows that the result obtained from the post and pre-test, the mean score of the post-test is 8,87; meanwhile the mean score in the pre-test is 7,46. This means that the results from the post-test are greater than the pre-test. In addition, there is a small difference between both tests.

3.3.3 Paired Samples Correlations

Table 6 Paired Sample Statistics

	N	Correlation	Sig.
Pair 1 pre-test Post-test	22	,823	,000

Source: SPSS Software
Elaborated by: Recalde, M (2022)

3.3.4 Paired samples T-test

Table 7 Paired Samples T-test

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig (2-tailed)
				95% Confidence Interval of the difference					
Pair 1	**Pre-test Post-test**	-1,4091	,9314	,1986	-1,8221	-,9961	-7,096	21	,000

Source: SPSS Software
Elaborated by: Recalde, M (2022)

The previous tables showed the results of the statical data using the SPSS software. In the table 4 shows that there is a significance difference between pre-test with 7,46 and post-test with 8,87 that showed that the mean increased in post-test. On the other, it is important to mention that P-value is greater than 0,05 the hypothesis could be rejecting the H1 hypothesis and accept the H0 hypothesis. On the other hand, when the P-value is lower than 0,05, the H1 hypothesis can be accepted and the H0 hypothesis must be reject. The P-value is 0,000 lower than 0,05, that means that the H1 must be accepted "to apply WordUp mobile application to improve the English vocabulary on students from 2do baccalaureate at Unidad Educativa CEC, and reject the H0 "To apply WordUp mobile application to improve the English vocabulary on students from 2do baccalaureate at Unidad Educativa CEC"

3.4 Discussion

After applying the treatment to the students from second baccalaureate at Unidad Educatica "CEC", it was possible to evidence a great improvement in students' vocabulary based on the pre-test results that were compared with the post-test results. Consequently, WordUp mobile app is a great app that could be taught to students because they allow learners to consider learn English vocabulary using technology in order to have an interactive learning process.

Firstly, the data collected form pre-test and post-test results showed a significant increase in the English vocabulary after using WordUp mobile app. The initial level of the students was low while the final level was higher. This significance difference showed that mobile applications for education such as WordUp mobile app improve the English language vocabulary as well as reading comprehension because students must to read the passage to understand the meaning of words to complete the exercise. In addition, the previous research showed the same result that students using this kind of app they increased their level of English vocabulary as well as their motivation of learning (Gajić & Maenza,2020).

Secondly, the positive result obtained from the difference between the two applied tests allowed to identify the benefits that the educational applications such as WordUp mobile app offer users. The main benefits that were observed are that application for education motivated students to learn English vocabulary. According to Quiroz et al., (2021) mentioned that students using applications for education are more motivaded because they use interactive methods that are better than traditional ones. On the other hand, another benefit to use this kind of applications are innovative resources for students. According to Montaner-Villalba (2019) mentioned that thanks to the interactive activities in which students were able to interact with the app in a fun and dynamic way, they showed in class more dynamic and more motivated to learn English vocabulary.

Finally, regarding the results with the use of T-test confirmed that the alternative hypothesis that constitutes that the WordUp mobile application improves the English vocabulary on students from 2do baccalaureate at Unidad Educativa CEC. The result of this research showed that the app has a positive effect on the students because they were more motivated and improved their English vocabulary. In addition, the conclusions of previous research claimed the same result that applications for education are a valuable to complement the exposure of students to the language. (Huei et al., 2021).

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the results, and considering the objective of this research work, the following conclusions have been reached:

It can be concluded that the WordUp mobile app is an app for education that offers a lot of benefits for students because the app has resources based on learning English vocabulary such as students have access to different presentations of words that include the definition, an audio of the pronunciation of the word, a picture according to the definition of the word, videos about the word with examples from a real context, and quotes from famous people. Those characteristics made the app useful for the learning process of English vocabulary. Also, students can develop reading comprehension according to two sections of the test that was focus on reading, because according to Clements (2014) good comprehension of a text is the process to understand its meaning of the words and sentences. Then, students using the app thanks to the resources that the app offers they can understand the context of a text and the meaning of the words.

The WordUp mobile app enhanced the English vocabulary learning by providing students a different experience than what they normally experience in the classroom by giving them access an app on their phones that they can use easly. Also, the variety of activities that the app offers improves the English vocabulary learning, considering that the pre-test and post-test mean increased from 7,46 to 8,87, showed that students at the beginning of the treatment the level of English vocabulary were lower, but in the post-test was better, which shows a positive impact of using the WordUp mobile app. In addition, learning English vocabulary becomes an unconscious learning process by including the use of technology that is considered enjoyable for students, catch their attention, and provide useful information at the same time.

The importance of WordUp mobile to develop English vocabulary is that this app is a didactic tool in language teaching that facilitate the process of learning among teacher and students, allowing them to retain and understand new knowledge, this kind of app have the purpose of activating and increasing knowledge, which allows supporting the acquisition of vocabulary to be assimilated effectively by students.

WordUp mobile app as an educational tool promotes easily learning in young learners through interactive activities such as guessing words with quotes of famous people. Then this app can capture the student's attention to play interactive activities meanwhile they are learning English vocabulary. Therefore, WordUp mobile app has a positive relationship improving English vocabulary in students of 2 Bachillerato General Unificado and it was demonstrated by the statistical data (T-test) gathered from SPSS software which showed that the alternative hypothesis: "The WordUp mobile application improves the English vocabulary on students from 2do baccalaureate at Unidad Educativa CEC" is accepted.

4.2 Recommendations

The benefits of using WordUp mobile app depend on how the teacher explains how the app works, the characteristics, and so on. In addition, teachers allow making the class and the use of the app in a dynamic way because there are activities that teachers can make using the app such as watching videos to make a definition of a word or seeing a picture and guessing what the word is.

Teachers should promote the use of apps for education such as the WordUp mobile app because students are more motivated using digital tools for their education, because it is more fun, dynamic, and interactive, and students are better than the traditional methods.

It is recommended that before starting with WordUp teachers need to explain how to personalize it the level that the app will be configured, the routine that they will open the app, and the way that the app will show the word for example through pictures videos, or famous phrases.

It is suggested that teachers use dynamic activities such as the use of videos of famous tv shows, movies, and so on, and that is how students can pay attention all the time to the app. In addition, it is important to create new activities that students can use the app for their own, in their house, or in their free time.

REFERENCE MATERIALS

Ajisoko, P. (2020a). The Use of Duolingo Apps to Improve English Vocabulary Learning. *International Journal of Emerging Technologies in Learning (IJET)*, *15*(7), 149–155. https://www.learntechlib.org/p/217084/

Agca, R. K., & Özdemir, S. (2013). Foreign Language Vocabulary Learning with Mobile Technologies. *Procedia - Social and Behavioral Sciences*, *83*, 781–785. https://doi.org/10.1016/j.sbspro.2013.06.147

Brandon, D. (2021, March 26). *The Importance of Reading Comprehension*. Alabama Cooperative Extension System. https://www.aces.edu/blog/topics/home-family-urban/the-importance-of-reading-comprehension/

Burgin, M. (1999, February). *Technology in education*. ResearchGate; unknown. https://www.researchgate.net/publication/3844657_Technology_in_education

Child Care and Early Education Research Connections. (2021). *Field Research | Research Connections*. Www.researchconnections.org. https://www.researchconnections.org/research-tools/data-collection/field-research

Clements, J. (2014). *Authors TC*. Www.oxfordowl.co.uk. https://www.oxfordowl.co.uk/teaching-comprehension/authors-tc

Derakhshan, A., Salehi, D., & Rahimzadeh, M. (2015, September). *(PDF) Computer-Assisted Language Learning (Call): Pedagogical Pros and Cons*. ResearchGate. https://www.researchgate.net/publication/299381901_Computer-Assisted_Language_Learning_Call_Pedagogical_Pros_and_Cons

Fatimayin, F. (2018, October). *(PDF) What is Communication?* ResearchGate. https://www.researchgate.net/publication/337649561_What_is_Communication

Gajić, T., & Maenza, N. (2020). Wordup Mobile Application – an Entertaining Form of Perfecting Your English Vocabulary. *Sinteza 2020 - International Scientific Conference on Information Technology and Data Related Research*, 105–110. https://doi.org/10.15308/Sinteza-2020-105-110

Gulley, J., & Thomas, J. (2017, November 26). *Using Web 2.0 tools to engage learners | College STAR*. Collegestar.org. https://www.collegestar.org/modules/using-web-2-0-tools-to-engage-learners

Gusti, A. (2014, August 30). *(PDF) Teaching English Vocabulary: What International Language Educators Tell Us*. ResearchGate. https://www.researchgate.net/publication/304169849_Teaching_English_Vocabulary_What_International_Language_Educators_Tell_Us

Harvard University. (2022). *Bibliographic vs Empirical Research*. Projects.iq.harvard.edu. https://projects.iq.harvard.edu/crea-lit/bibliographic-vs-empirical-research-reading-vs-lab-work

Hosch, W. (2019). Web 2.0 | Definition & Examples | Britannica. In *Encyclopædia Britannica*. https://www.britannica.com/topic/Web-20

Huei, L. S., Yunus, M. M., & Hashim, H. (2021). Strategy to Improve English Vocabulary Achievement during COVID-19 Epidemic. Does Quizizz Help? *Journal of Education and E-Learning Research*, *8*(2), 135–142. https://eric.ed.gov/?q=English+Vocabulary+&ff1=dtySince_2017&pg=4&id=EJ1300463

Keswani, B., Banerjee, D., & Patti, P. (2008, June). *(PDF) Role Of Technology In Education: A 21st Century Approach*. ResearchGate. https://www.researchgate.net/publication/260342317_Role_Of_Technology_In_Education_A_21st_Century_Approach

Kumar, E. S., & Sreehari, P. (Eds.). (2009). *Computer Assisted Language Learning (CALL)*. Cambridge University Press; Foundation Books. https://www.cambridge.org/core/books/abs/handbook-for-english-language-laboratories/computer-assisted-language-learning-call/97FCB7A84A31665A92E7C3D2051D0D54

LeTourneau University. (2009). *LibGuides: Quantitative Research and Analysis: Quantitative Methods Overview*. Letu.edu. https://lib-guides.letu.edu/quantresearch

Marandi, S. S. (2013, January). *(PDF) Computer assisted language learning*. ResearchGate. https://www.researchgate.net/publication/251881622_Computer_assisted_language_learning

Martínez, J. (2016, June 13). *Distribución "T" de Student*. Estadística En Investigación. https://estadisticaeninvestigacion.wordpress.com/distribucion-t-de-student/

Mirzaaghaei, N. (2020, March 13). *Learn English vocabulary with cool WordUp app*. Medium. https://medium.com/@nargessmi87/learn-english-vocabulary-with-cool-wordup-app-c134cc893031

Montaner-Villalba, S. (2019). The Use of Quizlet to Enhance Vocabulary in the English Language Classroom. In *ERIC*. Research-publishing. https://eric.ed.gov/?q=WordUp+mobile+application+in+the+English+Vocabulary+&ff1=dtySince_2017&pg=2&id=ED600970

Nordquist, R. (2019, September 19). *Learn About the Art of Communication and See How It's Used Effectively*. ThoughtCo. https://www.thoughtco.com/what-is-communication-1689877

Oskar Blakstad. (2019). *Experimental Research - A Guide to Scientific Experiments*. Explorable.com. https://explorable.com/experimental-research

Oxford, R. L., & Scarcella, R. C. (1994). Second language vocabulary learning among adults: State of the art in vocabulary instruction. *System*, *22*(2), 231–243. https://doi.org/10.1016/0346-251x(94)90059-0

Peters, K. (2020, October 20). *Web 2.0.* Investopedia. https://www.investopedia.com/terms/w/web-20.asp

Quiroz, M. F., Gutiérrez, R., Rocha, F., Valenzuela, M. P., & Vilches, C. (2021). Improving English Vocabulary Learning through Kahoot!: A Quasi-Experimental High School Experience. *Teaching English with Technology*, *21*(2), 3–13. https://eric.ed.gov/?q=English+Vocabulary+&ff1=dtySince_2017&id=EJ1293906

R. Raja, & P.C Nagasubramani. (2018, April 21). *(PDF) Impact of modern technology in education*. ResearchGate. https://www.researchgate.net/publication/325086709_Impact_of_modern_technology_in_education

Swedberg, R. (2020a). *Exploratory Research* (C. Elman, J. Mahoney, & J. Gerring, Eds.). Cambridge University Press; Cambridge University Press. https://www.cambridge.org/core/books/abs/production-of-knowledge/exploratory-research/FD2ABFAD9DE34B44D015606C962A1AF0

Shokurova, K. (2021, September 9). *How to Create an Educational App and How Much It Costs*. Shakuro.com. https://shakuro.com/blog/how-to-create-an-educational-app-and-how-much-it-costs

The International Business Awards. (2020, October). *WordUp, Geeks Ltd - Best Education & Reference App | Stevie Awards*. Stevieawards.com. https://stevieawards.com/iba/wordup-geeks-ltd-best-education-reference-app

University of North Carolina (Ed.). (2015). *Learning a Second Language - Learning Center*. Learning Center. https://learningcenter.unc.edu/tips-and-tools/learning-a-second-language/

University of Southern California. (2019, July 24). *What is an ELL?* Rossieronline.usc.edu. https://rossieronline.usc.edu/blog/english-language-learners/

USC Libraries. (2010). *Research Guides: Organizing Your Social Sciences Research Paper: Quantitative Methods*. Usc.edu. https://libguides.usc.edu/writingguide/quantitative

West, E. (2022, February 11). *What Is the Importance of Vocabulary? (with pictures)*. Info Bloom. https://www.infobloom.com/what-is-the-importance-of-vocabulary.htm

Wisdom, J., & Creswell, J. (2013, March). *Mixed Methods: Integrating Quantitative and Qualitative Data Collection and Analysis While Studying Patient-Centered Medical Home Models | PCMH Resource Center*. Ahrq.gov. https://pcmh.ahrq.gov/page/mixed-methods-integrating-quantitative-and-qualitative-data-collection-and-analysis-while

ANNEXES

Annex 1. Approval

CARTA DE COMPROMISO

Latacunga, 22 de octubre del 20221

Doctor
Marcelo Nuñez Espinoza
Presidente
Unidad de Integración Curricular
Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educacion

MsC. Edison Velasco en mi calidad de Rector de la Unidad Educativa "CEC", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: " Word up app mobile and the English Vocabulary" Propuesto por el estudiante Marlon Rodrigo Recalde Jumbo portador de la Cédula de Ciudadanía 050431364-4, estudiante de la Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educacion 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.

MsC. Edison Velasco
0200431567
0993405879
edismaelvebe@yahoo.es

Annex 2 Pre-test and Post test

Pre-test:

Theme: WordUp mobile app in the English vocabulary.
Objective: To identify the students' level of English vocabulary before treatment.

PRE-TEST

The present test was taken from Cambridge Assessment English. The test is A2 Key (KET). Reading part 4. The following test is going to be evaluated in presential modality. This test is evaluated over 12 and then with a rule of 3 over 10. There are 22 students in second baccalaureate from "Unidad Educativa CEC"

KEY PRE-TEST

Time: 15 minutes

Average Age: 15-16   **CEF:** A2 key (KET) Test   **Level:** 2do Bachillerato

Instructions:

Read the instructions for each part of the paper carefully.

Answer all the questions.

Be honest with your answer.

Each question is worth 1 point.

Name: **Score:**

Course: **Date:**

Reading part 4
For each question, choose the correct answer. (6 points)
Hip Hop Fashion

In the early 1970s, hip hop music became popular in New York, USA. The people who were interested in this music started **(1)** ………. certain kinds of clothes. DJs were the first people to wear hip hop fashion. They wore clothes that were like disco fashions **(2)** ………. were popular then. By the 1980s, hip hop singers were an important part of the music world, and hip-hop fashion began to change.

In the early 1980s, **(3)** ………. hip hop singers dressed in comfortable clothes such as trousers that were **(4)** ……… big for them and colourful T-shirts. During the 1990s, hats and sports clothes became popular. Hip Hop singers also began to wear a lot of heavy gold.

Many people think that hip hop is **(5)** ………. of the biggest fashions that has **(6)** ………. from the USA.

1.	A	wore	B	wear	C	wearing
2.	A	what	B	whose	C	that
3.	A	lots	B	much	C	most
4.	A	only	B	too	C	enough
5.	A	one	B	any	C	both
6.	A	ever.	B	after.	C	still

Reading part 4
For each question, choose the correct answer. (6 points)

Wivenhoe Hotel

Wivenhoe is a beautiful hotel in the countryside, with many rooms and an excellent restaurant.
However, there is a big **(7)** ………… between Wivenhoe and other hotels. Firstly, Wivenhoe is part of a university, and secondly, its staff are all teenagers.

In fact, Wivenhoe is a hoter school for young people who are **(8)** ………… to get jobs in the hotel or restaurant **(9)** …………. . The students learn by helping staff in a real hotel, while their teacher **(10)** ………… them carefully. They do everything, from making beds and cleaning bathrooms to preparing menus and **(11)** ………… the telephone.

Some British people may think that a hotel run by students is a rather strange idea, but many visitors say that Wivenhoe is the best hotel they have ever **(12)** ………… at.

7.	A	change	B	variety	C	difference
8.	A	knowing.	B	hoping	C	explaining
9.	A	business.	B	work	C	career
10.	A	see	B	look	C	watch
11.	A	calling	B	answering	C	speaking
12.	A	entered	B	stayed	C	gone

Source: A2 Key test (KET) by Cambridge-reading section

Answer Key

1. C	2. C	3. C	4. B	5. A	6. A
7. C	8. B	9. A	10. C	11. B	12. B

Post-test:

Theme: WordUp mobile app in the English vocabulary.

Objective: To identify the students' level of English vocabulary before treatment.

<center>**POST-TEST**</center>

The present test was taken from Cambridge Assessment English. The test is A2 Key (KET). Reading part 4. The following test is going to be evaluated in presential modality. This test is evaluated over 12 and then with a rule of 3 over 10. There are 22 students in second baccalaureate from "Unidad Educativa CEC"

<center>**KEY POST-TEST**</center>

Time: 15 minutes

Average Age: 16   **CEF:** A2 key (KET) Test   **Level:** 2do
Bachillerato

Instructions:

Read the instructions for each part of the paper carefully.

Answer all the questions.

Be honest with your answer.

Each question is worth 1 point.

Name: Score:

Course: Date:

Reading part 4
For each question, choose the correct answer. (6 points)
<center>**The Artist Rosa Bonheur**</center>

Rosa Bonheur was a French painter who was possibly the most (1) .... female artist of the 19th Century. She was born in 1822 in Bordeaux, France and was the oldest child in a family of artists. Her father was a well-known painter and her mother, who died when Rosa was eleven, was a piano teacher. When she was 6 Rosa (2) .... to Paris with her brothers and mother.

She was very (3) .... at school and her father took her out of school and became her art tutor. Rosa (4) .... some of the great paintings in the Parisian art galleries and became a very popular painter of animals. People could (5) .... her work in French art galleries. One painting, 'The Horse Fair' which is a very large work that measures nearly three meters high by five meters (6) ...., is in the Metropolitan Museum of Art in New York.

1. A   high   B   famous   C   great

2. A   left   B   lived   C   moved

3. A   down   B   sorry   C   unhappy

4. A   copied   B   made   C   tried

5. A   learn   B   see.   C   look

6. A   straight   B   full   C   wide

Reading part 4
For each question, choose the correct answer. (6 points)

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) .... of chemistry that really interested him. At the age of 15, he went to college to study it. While he was there, he was (20) .... to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) .... to make the colour purple. At that (22) .... it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) .... his own factory to make the colour. It sold well, and soon purple clothes (24) .... very popular in England and the rest of the world

7. A   class.   B   subject   C   course

8. A   thinking   B   trying   C   deciding

9. A   way   B   path   C   plan

10. A   day   B   time   C   hour

11. A   brought   B   turned   C   opened

12. A   began.   B   arrived   C   became

Source: A2 Key test (KET) by Cambridge-reading section

Answer Key

1. B	2. C	3. C	4. A	5. B	6. C
7. B	8. B	9. A	10. B	11. C	12. C

Annex 3 Lesson plans

LESSON PLAN 1

TEACHERS	TOPIC	COURSE	TIME
Rodrigo Recalde	INTRODUCTION TO WORDUP MOBILE APP.	2 BGU	35 minutes
		PARALLEL	**DATE**
	SUBJECT	A	December 3rd, 2021
	English		

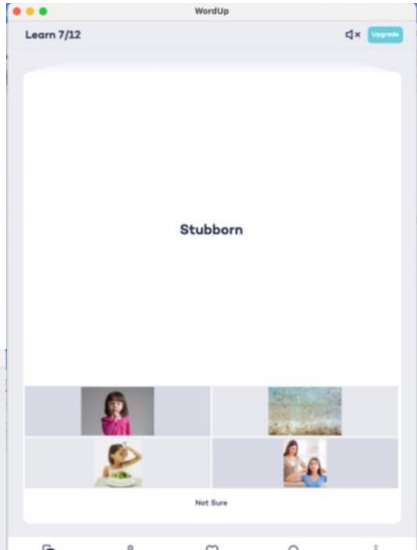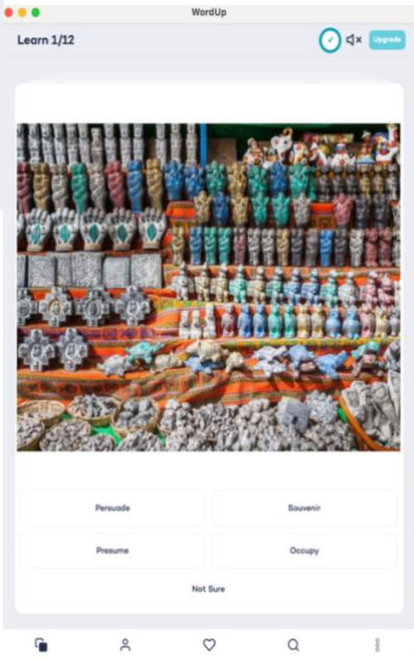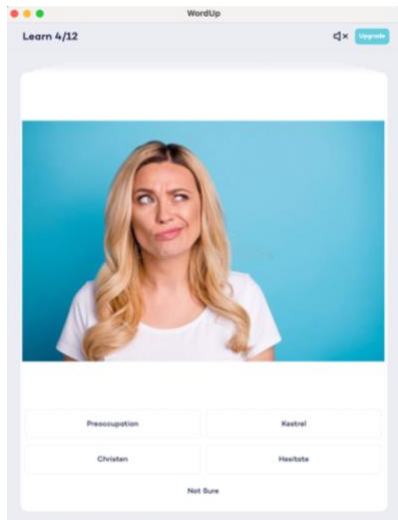| LESSON PLAN				
Class Profile		22 teenage learners at A2 level		
Main aim(s)		Ss. will be able to identify the definitions of various types of vocabulary.		
Anticipated problem		Difficulty to recognize definitions of some vocabulary.		
Possible solution		Make Ss. practice the vocabulary that learnt using WordUp mobile app.		
Timing	Researcher's activities	Students activities	Aids and materials	Interaction pattern
10 min	1. Introduce myself, my project, and the students. Performance. 2. Take the A2 Key test (KET) pre-test. 3. Explain how the app works using Power point slides	Warm up: to introduce the app.	Power point slides (Annex 1)	Teacher (motivator) -- Whole class

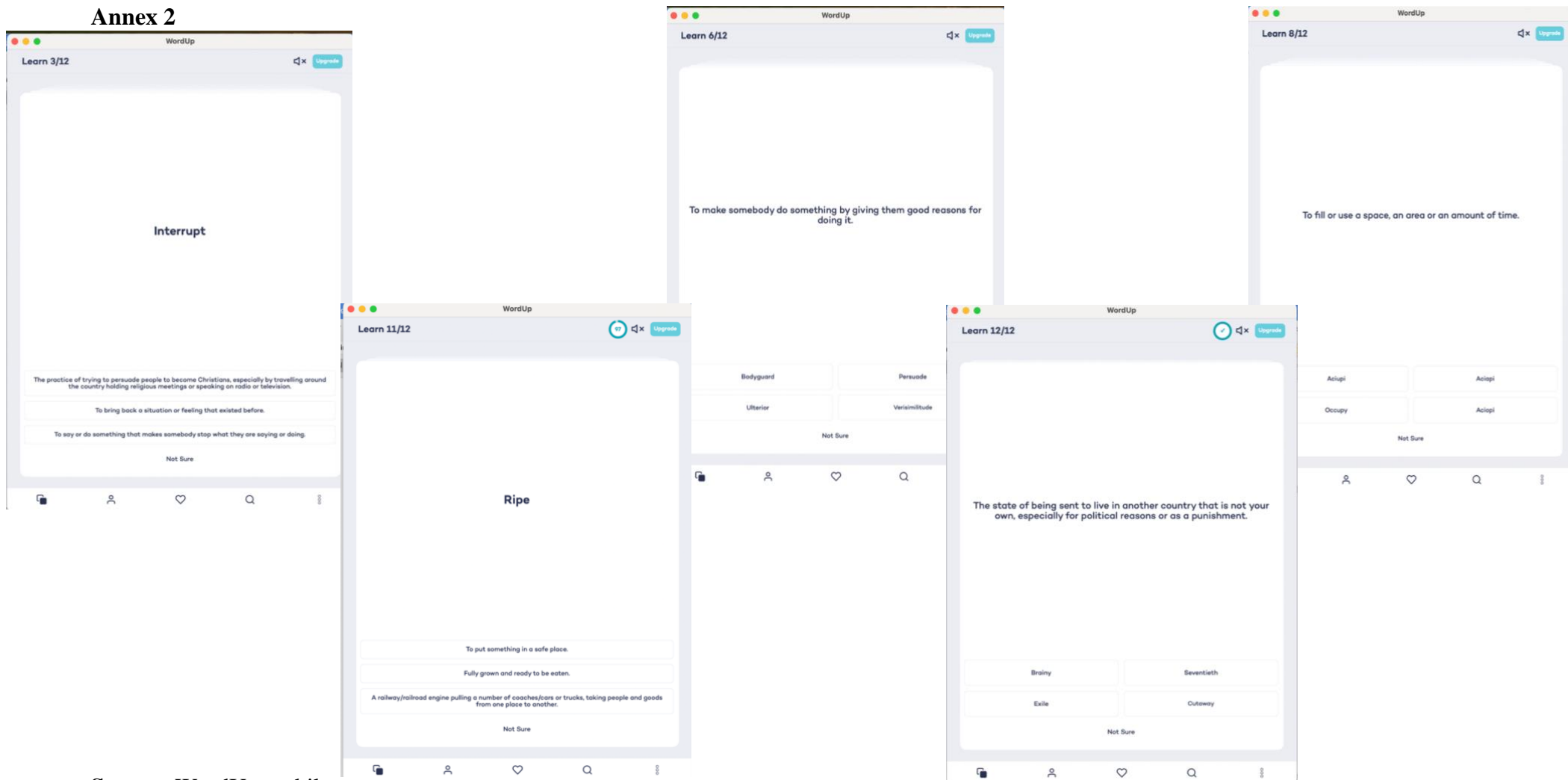| 10 min	The whole class login into the app and personalize with the teacher instructions.	To practice how the WordUp works.	WordUp mobile app.	Teacher (facilitator) -- Whole class
15 min	Students will read some famous phrases and identify what is the meaning of the words	To practice reading comprehension using vocabulary.	WordUp mobile app (Annex 2)	Teacher (facilitator) --- the whole class
10 min	Students will make their own sentences using the words that previously learned using the definition that the app has.	To practice vocabulary that previously learned vocabulary	WordUp mobile app	Teacher (manager)

Homework
Homework Students will check the characteristics of WordUp mobile app.

ANNEX 1

Slides
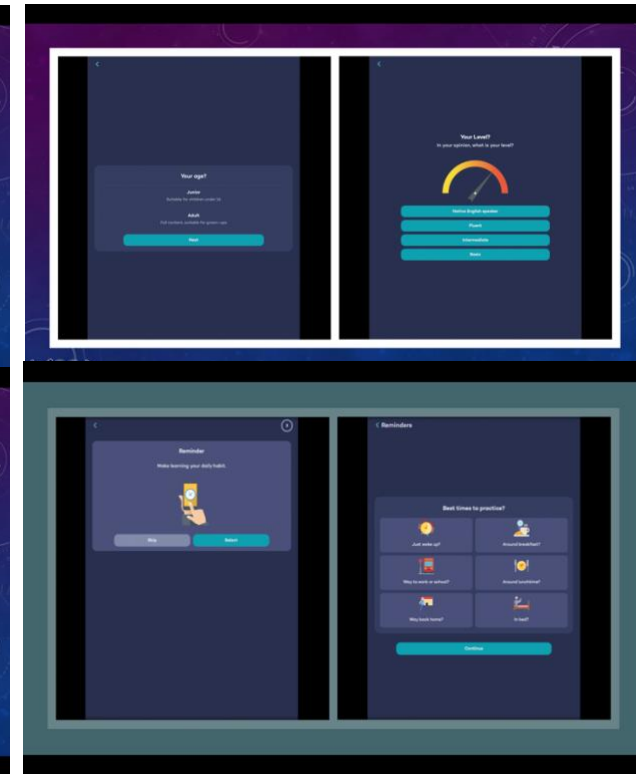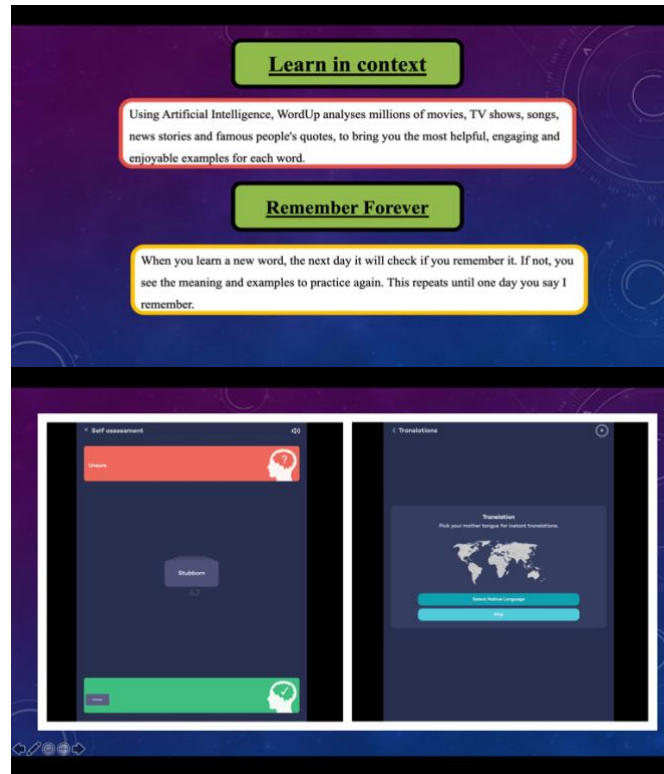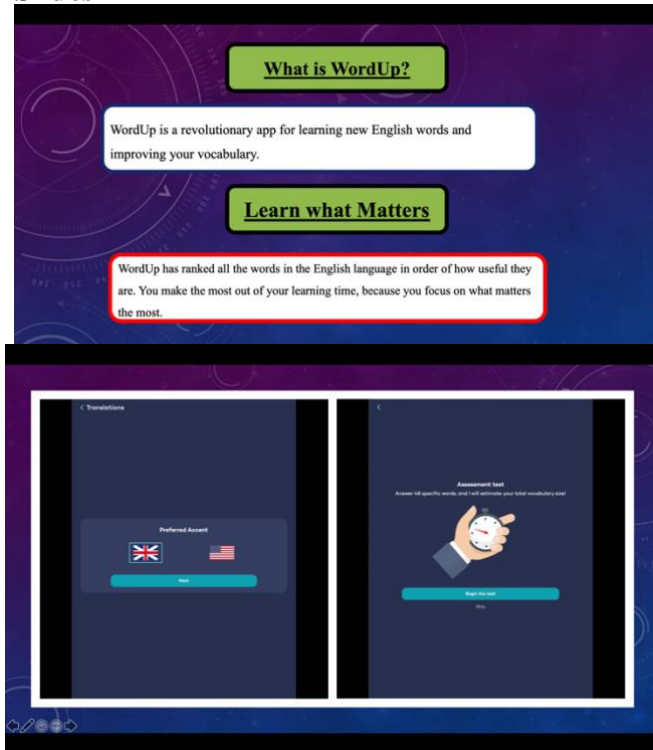
Source: WordUp mobile app
Elaborated by: Recalde, M. (2022)

Annex 2
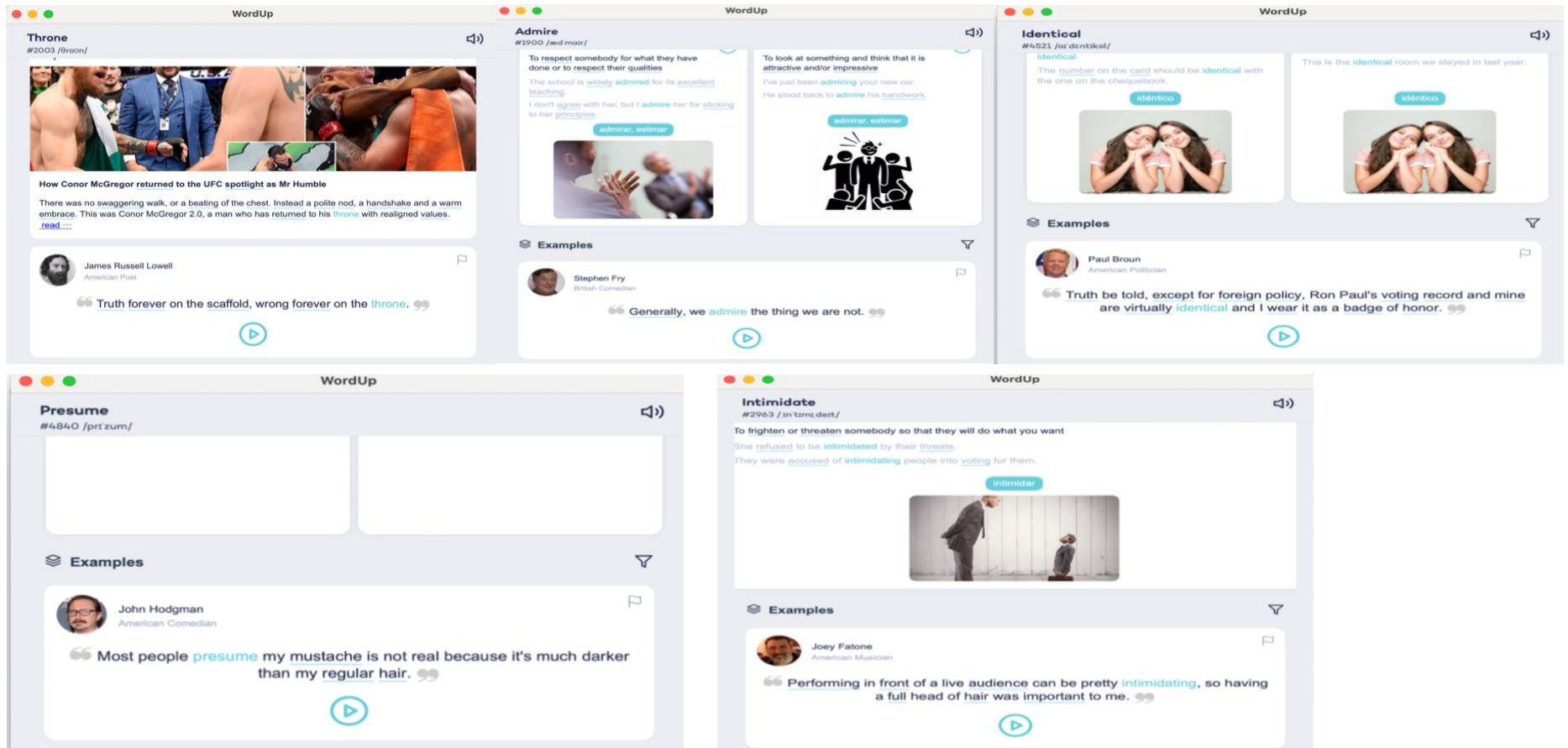
Source: WordUp mobile app.

Annex 3

<center>**Worksheet**</center>

Name:
Date:
Instructions
- Open your app and find the definition of word.
- Make your own sentence using the definition provided by the app.

Make a sentence for each of the words.

1. Throne: _____

2. Admire: _____

3. Identical: _____

4. Presume: _____

5. Intimidating: _____

Source: WordUp mobile app
Elaborated by: Recalde, M. (2022)

LESSON PLAN 2

TEACHERS Rodrigo Recalde	TOPIC VARIETY OF VOCABULARY. SUBJECT English	COURSE 2 BGU PARALLEL A	TIME 35 minutes DATE December 8th, 2021

| LESSON PLAN				
Class Profile	22 teenage learners at A2 level			
Main aim(s)	Ss. will be able to identify the definitions of various types of vocabulary.			
Anticipated problem	Difficulty to recognize definitions of some vocabulary.			
Possible solution	Make Ss. practice the vocabulary that learnt using WordUp mobile app.			
Timing	Researcher's activities	Students activities	Aids and materials	Interaction pattern
10 min	1. Greetings. 2. Students will think in a word after that in pairs they are going to create a conversation.	Warm up: to introduce the topic.		Teacher (motivator) -- Whole class
10 min	The whole class will identify the word according to the picture.	To practice vocabulary thought pictures.	WordUp mobile app. (Annex 1)	Teacher (facilitator) -- Whole class

10 min	Students will practice vocabulary using flashcards provided by the app.	To practice reading comprehension using vocabulary.	WordUp mobile app (Annex 2)	Teacher (facilitator) --- the whole class
15 min	Students will make their own sentences using the words that previously learned using the definition that the app has.	To practice vocabulary that previously learned vocabulary	Worksheet	Teacher (manager)

Homework
Students will practice vocabulary using WordUp mobile app.

Annex 1

Learn 4/12

Preoccupation — Kestrel

Christen — Hesitate

Not Sure

Learn 1/12

Persuade — Souvenir

Presume — Occupy

Not Sure

Learn 7/12

Stubborn

Not Sure

Learn 2/12

Mirage

Not Sure

Learn 9/12

Elegant — Elagant

Elagant — Elagant

Not Sure

Source: WordUp mobile app

Annex 2

Interrupt

The practice of trying to persuade people to become Christians, especially by travelling around the country holding religious meetings or speaking on radio or television.

To bring back a situation or feeling that existed before.

To say or do something that makes somebody stop what they are saying or doing.

Not Sure

Learn 6/12

To make somebody do something by giving them good reasons for doing it.

Bodyguard   Persuade

Ulterior   Verisimilitude

Not Sure

Learn 8/12

To fill or use a space, an area or an amount of time.

Aciupi   Aciopi

Occupy   Aciopi

Not Sure

Learn 11/12

Ripe

To put something in a safe place.

Fully grown and ready to be eaten.

A railway/railroad engine pulling a number of coaches/cars or trucks, taking people and goods from one place to another.

Not Sure

Learn 12/12

The state of being sent to live in another country that is not your own, especially for political reasons or as a punishment.

Brainy   Seventieth

Exile   Cutaway

Not Sure

Source: WordUp mobile app

Annex 3

Name:
Date:
Instructions
- Open your app and find the definition of word.
- Make your own sentence using the definition provided by the app.

Make a sentence for each of the words.

1. Preoccupation: _____

2. Stubborn: _____

3. Souvenir: _____

4. Elegant: _____

5. Mirage: _____

6. Interrupt: _____

7. Persuade: _____

8. Ripe: _____

9. Exile: _____

10. Occupy: _____

LESSON PLAN 3

TEACHERS Rodrigo Recalde	TOPIC VARIETY OF VOCABULARY. SUBJECT English	COURSE 2 BGU PARALLEL A	TIME 35 minutes DATE December 15th, 2021

LESSON PLAN				
Class Profile		22 teenage learners at A2 level		
Main aim(s)		Ss. will be able to identify the definitions of various types of vocabulary.		
Anticipated problem		Difficulty to recognize definitions of some vocabulary.		
Possible solution		Make Ss. practice the vocabulary that learnt using WordUp mobile app.		
Timing	Researcher's activities	Students activities	Aids and materials	Interaction pattern
10 min	1. Greetings. 2. Students will think in a word after. 3. Students tell the word to a partner and make a sentence.	Warm up: to introduce the topic.		Teacher (motivator) -- Whole class
15 min	The whole class will identify the word according to the videos using the WordUp mobile app.	To practice vocabulary thought videos.	WordUp mobile app. (Annex 1) Video 1: https://youtu.be/ozGLDYRjvN0	Teacher (facilitator) -- Whole class Teacher (manager)

| 20 min | Students will make their own definition and make a draw using the words that previously learned. | To practice vocabulary that previously learned. | Video 2: https://youtu.be/IARP363dJOw Video 3: https://youtu.be/GL_SsGUQjMo Video 4: https://youtu.be/DOJfLGljeps Video 5: https://youtu.be/UBuB6Z_sa8w Worksheet | |

Homework
Students will practice vocabulary using WordUp mobile app.

Annex 1
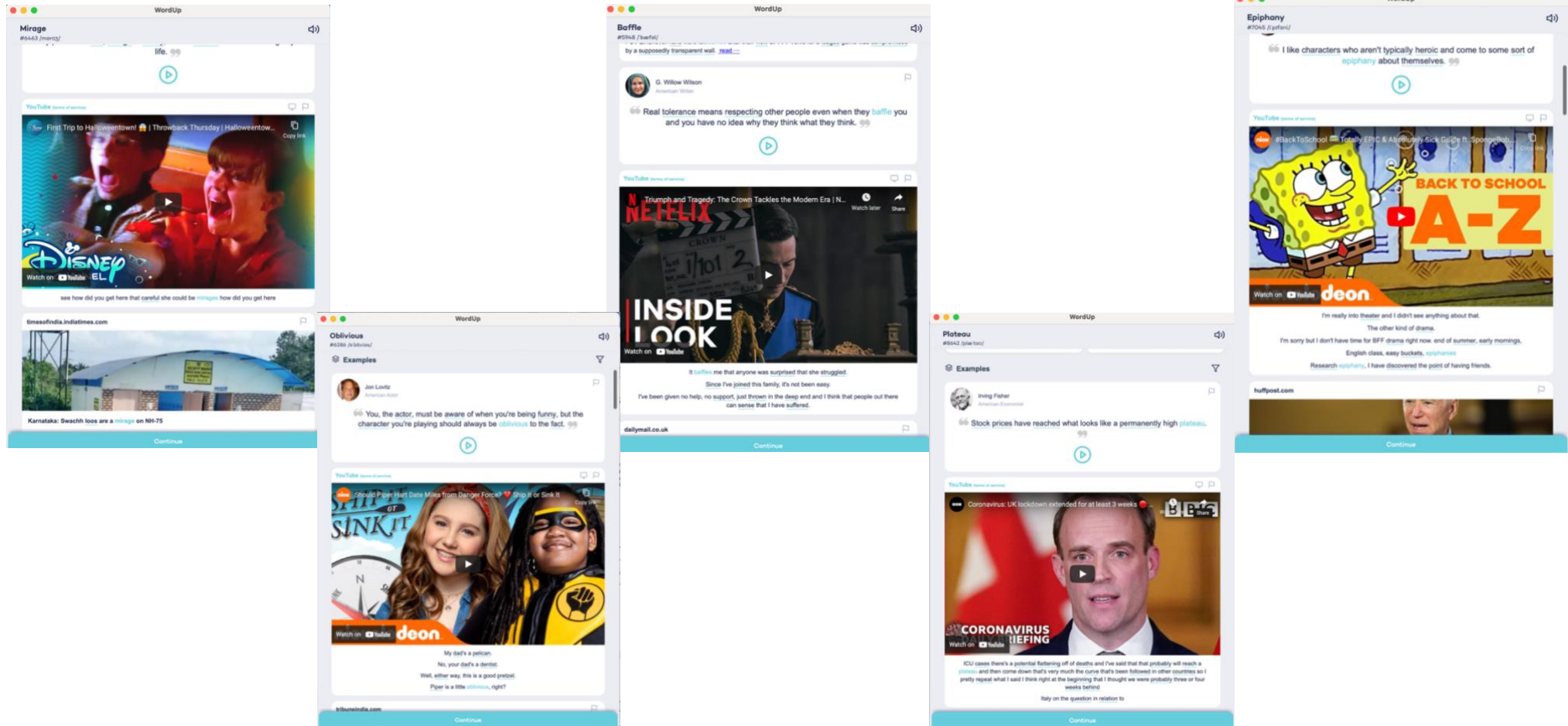
Source: WordUp mobile app

Worksheet

Instructions
- Open your app and find the definition of a word.
- Make your own draw using the definition provided by the app.

Name: **Date:**

Word	Draw	Definition
1.		
2.		

3.		
4.		
5.		

Source: WordUp mobile app
Elaborated by: Recalde, M. (2022)

LESSON PLAN 4

TEACHERS Rodrigo Recalde	TOPIC **VARIETY OF VOCABULARY.** SUBJECT **English**	COURSE **2 BGU** PARALLEL **A**	TIME **35 minutes** DATE **December 22th, 2021**

LESSON PLAN				
Class Profile	22 teenage learners at A2 level			
Main aim(s)	Ss. will be able to identify the definitions of various types of vocabulary.			
Anticipated problem	Difficulty to recognize definitions of some vocabulary.			
Possible solution	Make Ss. practice the vocabulary that learnt using WordUp mobile app.			
Timing	Researcher's activities	Students activities	Aids and materials	Interaction pattern
10 min	1. Greetings. 2. Students will think in a word after that in pairs they are going to create a conversation.	Warm up: to introduce the topic.		Teacher (motivator) -- Whole class
15 min	The whole class will identify the word according to the picture.	To practice vocabulary thought pictures.	WordUp mobile app. (Annex 1)	Teacher (facilitator) -- Whole class

20 min	Students will use the words that previously learned and make their own definition of the word.	To practice vocabulary using Jam board platform.	Link Jamboard: https://jamboard.google.com/d/1nCwVbC-nJhhOnCGtu7bs5xNI8NG-hdqFeKPSRyn8qRw/edit?usp=sharing	Teacher (facilitator) --- the whole class

Homework
Students will make a sentence using a word provide by the app. They will write the date and time when do it the activity through one drive document.   https://docs.google.com/document/d/17-voBVu62pYB9mGgth0ReCnsQ9uVcPnJyApeinESB-w/edit?usp=sharing

Annex 1

Source: WordUp mobile app

Annex 2
Jamboard: https://jamboard.google.com/d/1nCwVbC-nJhhOnCGtu7bs5xNI8NG-hdqFeKPSRyn8qRw/edit?usp=sharing

Annex 3
Homework https://docs.google.com/document/d/17-voBVu62pYB9mGgth0ReCnsQ9uVcPnJyApeinESB-w/edit?usp=sharing

Word Up mobile app
Instructions:
1. Open your app and choose a word.
2. Read the definition of the word.
3. Create a sentence with that word.
4. Write the date and time when you open the app.
5. You have to choose a minimum of five words.

Name	Words	Sentence	Date and Time	Screenshot
Example:	Throne	Who inherits the British throne?	23/12/2021	
1. Andino Vásconez, Luciana				

LESSON PLAN 5

TEACHERS	TOPIC	COURSE	TIME
Rodrigo Recalde	VARIETY OF VOCABULARY.	2 BGU	35 minutes
	SUBJECT	**PARALLEL**	**DATE**
	English	A	January 5, 2022

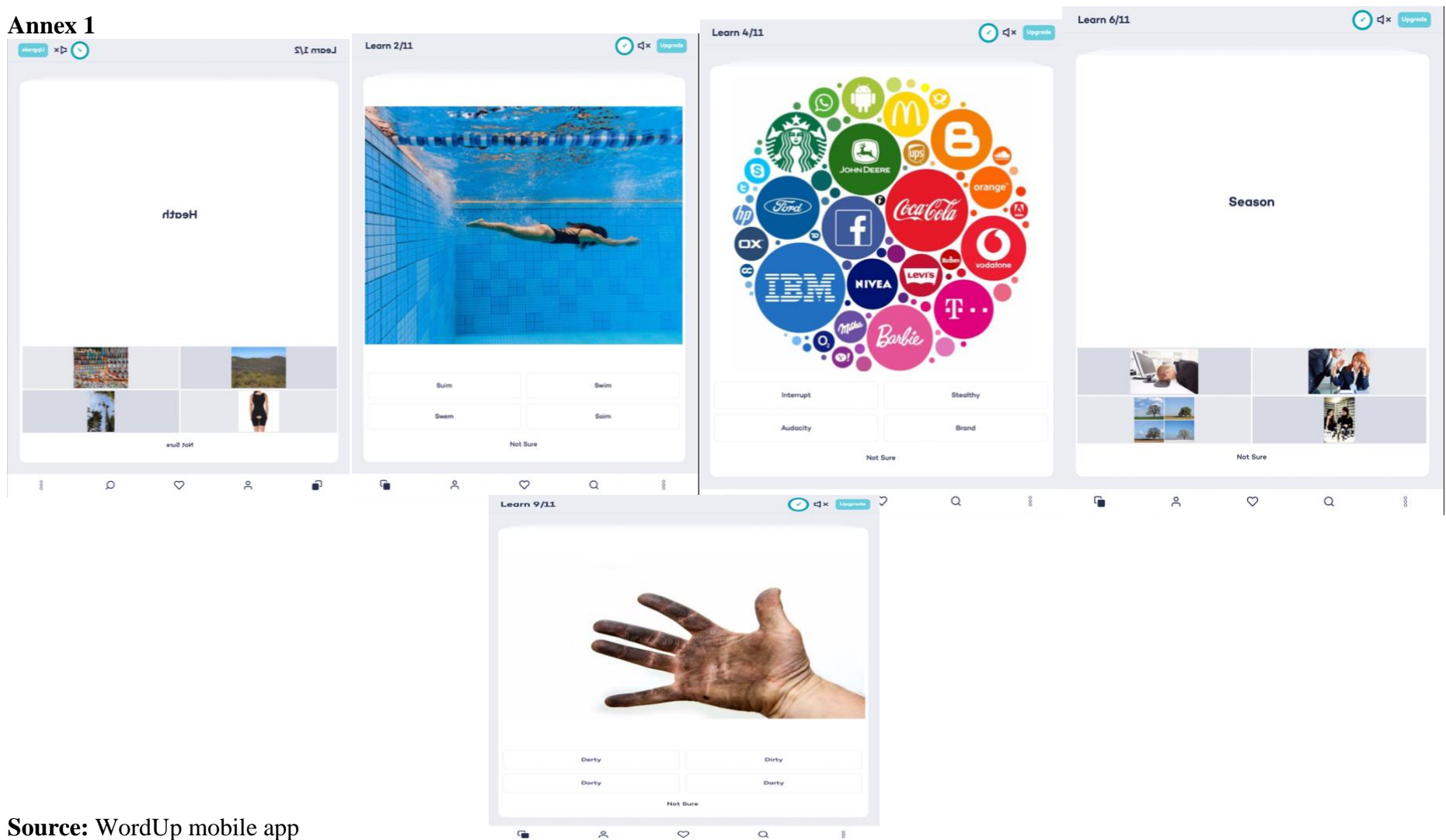| LESSON PLAN				
Class Profile		22 teenage learners at A2 level		
Main aim(s)		Ss. will be able to identify the definitions of various types of vocabulary.		
Anticipated problem		Difficulty to recognize definitions of some vocabulary.		
Possible solution		Make Ss. practice the vocabulary that learnt using WordUp mobile app.		
Timing	Researcher's activities	Students activities	Aids and materials	Interaction pattern
10 min	1. Greetings. 2. Students will think in a word. 3. They will try to do the action of the word according to the definition.	Warm up: to introduce the topic.		Teacher (motivator) -- Whole class
15 min	The whole class will identify the word according to the picture.	To practice vocabulary thought s.	WordUp mobile app. (Annex 1)	Teacher (facilitator) -- Whole class

20 min	Teacher provide a link for Quizizz Game for practicing vocabulary through fill in the blanks using sentences.	To practice vocabulary using Quizizz platform.	Link Quizizz: Annex 2 https://quizizz.com/join/game/U2FsdGVkX1%252BTqPXJy0fW1V1Xpv7UPIY6grFeUZwDJWPQFMkXL6hPeNFKH7acFM97ABSUwGVyaakeaHV4UwQW5Q%253D%253D?gameType=solo	Teacher (facilitator) --- the whole class

Homework
Students will practice vocabulary using WordUp mobile app.

Annex 1

Heath

Not Sure

Suim	Swim
Swem	Soim

Not Sure

Interrupt	Stealthy
Audacity	Brand

Not Sure

Season

Not Sure

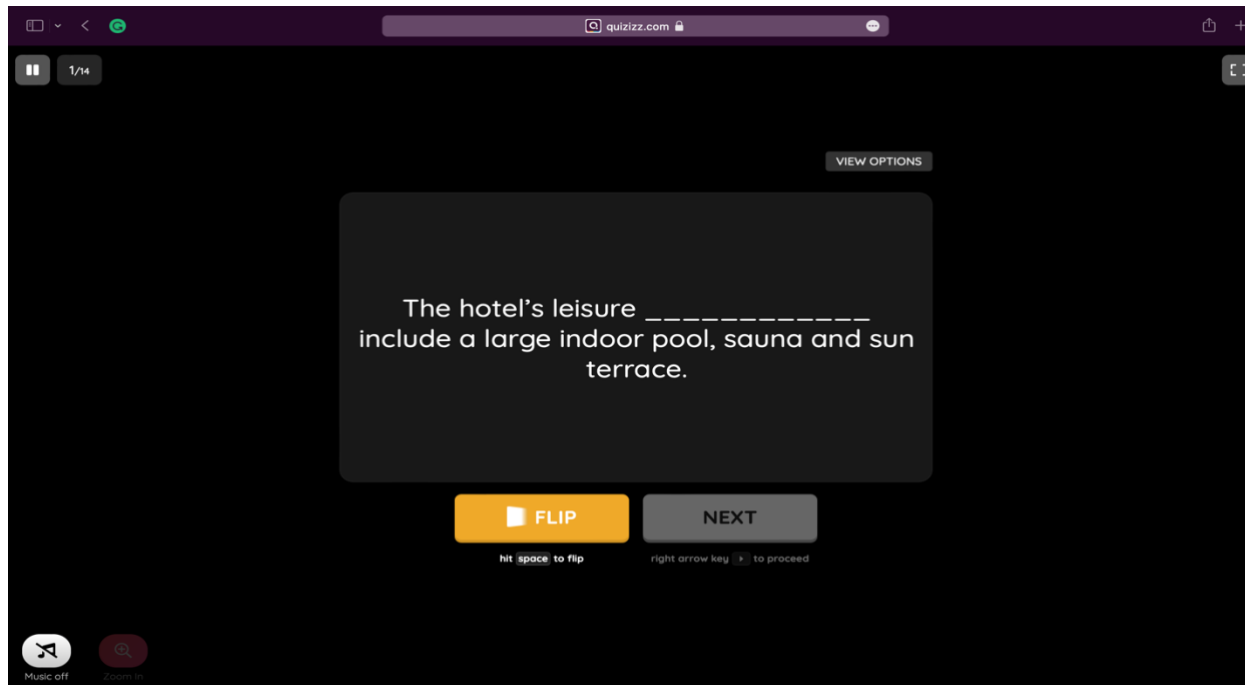| Derty	Dirty
Dorty	Darty

Not Sure

Source: WordUp mobile app

75

Annex 2
Link:
https://quizizz.com/join/game/U2FsdGVkX1%252BTqPXJy0fW1V1Xpv7UPIY6grFeUZwDJWPQFMkXL6hPeNFKH7acFM97ABSUwGVyaakeaHV4UwQW5Q%253D%253D?gameType=solo

Curiginal

Document Information

Analyzed document	Final Thesis Recalde Jumbo Marlon Rodrigo.pdf (D127971209)
Submitted	2022-02-15T21:37:00.0000000
Submitted by	
Submitter email	mrecalde3644@uta.edu.ec
Similarity	2%
Analysis address	ana.vera.uta@analysis.urkund.com

Sources included in the report

W	URL: https://www.wordupapp.co/ Fetched: 2021-07-28T06:00:45.7700000	⊞	1
SA	**UNIVERSIDAD TECNICA DE AMBATO / PALACIOS_GABRIELA_DISSERTATION.pdf** Document PALACIOS_GABRIELA_DISSERTATION.pdf (D110655780) Submitted by: jpalacios0590@uta.edu.ec Receiver: wilmaesuarezm.uta@analysis.urkund.com	⊞	4