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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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“Spotlight English app and vocabulary development”

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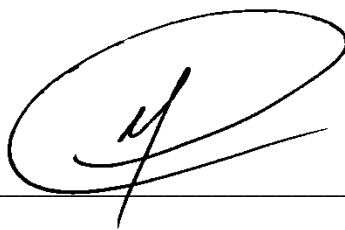
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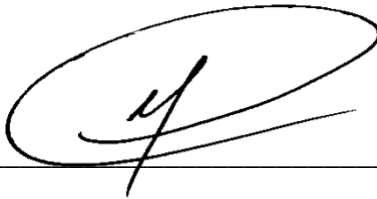
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DEDICATION

I dedicate my efforts to the most important people in my life:

To my grandmother and aunt for always motivating me, supporting me in any way and being proud of me.

To my mother and father for giving me the best gift that is to study, believe in me and support me at all times, they always inspire me to be a great person and improve every day.

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Finally, I dedicate this great achievement to my girlfriend Damaris, she always believed in me, supports me unconditionally, always reminds me of how capable I am and is proud of having come so far.

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Topic: “SPOTLIGHT ENGLISH APP AND VOCABULARY DEVELOPMENT”

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Date: Enero

ABSTRACT

Currently, the technology for a greater investment in students is linked to mobile applications which have an influence on the process of learning a new language. Nevertheless, in Ecuador the level of English is low, therefore the students have a basic level of vocabulary which has become a problem in learning the English language. So, this research was conducted with the objective of determining the influence of Spotlight English app and vocabulary development in 3rd BGU students at Unidad Educativa Juan León Mera “La Salle”. Bibliographical research was used to meet the objectives, which served to support each variable through theoretical content. Furthermore, quantitative methodology was used to collect tabulated and analyzed data to obtain a result and sustain the hypothesis of the study. In addition, Quasi-experimental research was applied, in which students were given a pre-test about vocabulary, which helped to identify the vocabulary level of each student. After the pre-test, the students were explained what the application is and how it works, so they adapt with the app, through this explanation it was possible to work correctly in the classes with the use of the app. After that, students were given a post-test to know if through the application the students improved their level of vocabulary. Then, to tabulate and analyze data was employed SPSS and Excel software to obtain the results. Finally, it was possible to determine the use of the apps had a great impact on the vocabulary development because the results obtained shows a significant effect on students.

Keywords: Technology, Apps, improve, development and vocabulary.

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Resumen

Actualmente, la tecnología para una mayor inversión en los estudiantes está ligada a las aplicaciones móviles que influyen en el proceso de aprendizaje de un nuevo idioma. Sin embargo, en Ecuador el nivel de inglés es bajo, por lo que los estudiantes tienen un nivel básico de vocabulario lo que se ha convertido en un problema en el aprendizaje del idioma inglés. Por lo tanto, esta investigación se realizó con el objetivo de determinar la influencia de Spotlight English app en el desarrollo de vocabulario en los estudiantes de 3ero BGU de la Unidad Educativa Juan León Mera “La Salle”. Para cumplir con los objetivos se utilizó la investigación bibliográfica, la cual sirvió para sustentar cada variable a través de contenidos teóricos. Además, se utilizó metodología cuantitativa para recopilar datos tabulados y analizados para obtener un resultado y sustentar la hipótesis del estudio. También, se aplicó una investigación cuasi-experimental, donde se les aplicó a los estudiantes un pre-test sobre vocabulario, lo que ayudó a identificar el nivel de vocabulario de cada estudiante. Luego del pre-test se les explico a los estudiantes que es la aplicación y cómo funciona para que se adapten con la app, a través de esta explicación se pudo trabajar correctamente en las clases con el uso de la app. Luego de eso, se les aplicó a los estudiantes un post-test para saber si a través de la aplicación los estudiantes mejoraron su nivel de vocabulario. Luego, para tabular y analizar los datos se empleó los softwares SPSS y Excel para obtener los resultados. Finalmente, se pudo determinar que el uso de las aplicaciones tuvo un gran impacto en el desarrollo del vocabulario debido a que los resultados obtenidos muestran un efecto significativo en los estudiantes.

Palabras clave: Tecnología, Apps, mejorar, desarrollo y vocabulario.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

This section is a compilation of data that have previously been studied and are directly related to the research topic.

Guaqueta, Castro and Yicely (2018), investigates the use of applications in language learning as a didactic tool for the development of English vocabulary as a foreign language (EFL). This research was developed through a multi-method approach, with a design to analyze and validate qualitative and quantitative data. However, there was an issue over the use of technology in a rural area, the investigation was carried out. As a population, 20 high school students were taken into account and the research process took a period of 6 months. The data acquired by the collection instruments contained a pre-diagnosis and a post-test, in which eight lessons and eight evaluation sessions were used language learning applications, eight entries to a research diary and a final survey. Finally, it was possible to demonstrate that the use of technology and classroom practices can effectively influence vocabulary development.

Lu (2005), conducted an investigation to explore the effectiveness of vocabulary lessons through messaging where a population of thirty high school students was assigned distributed randomly into two groups and given two sets of English words, these words could be on paper or through messages for a period of two weeks. Students were able to recognize more vocabulary during the posttest after reading the short, basic message lessons than after reading the relatively more detailed printed material. The qualitative data from the interviews provided information about the learning process, as well as the benefits and limitations of M-learning. The results of the questionnaires showed that students in general had positive attitudes towards learning vocabulary through the mobile phone. On the other hand, technological limitations can prevent students from reading lessons by messages.

Vera, Costa and Molina (2018), carry out an investigation to implement the use of APPs for the teaching-learning of the English Language as a solution to the needs of teachers and students of the Language Center of the Universidad Laica Eloy Alfaro de Manabí. As a proposal was the departure of a comparative theoretical model that enhanced the teaching-

learning process of the English Language to improve the traditional performance of the teacher and the student. The use of APPs in didactic practice confirmed the importance, relevance, efficacy and usefulness with the use of empirical methods, consultation with users and the pedagogical experiment, which indicated that teaching and the learning process improves for the acquisition and learning of English Language in the students.

Yépez and Barahona (2016), carried out an investigation to complement and strengthen the vocabulary development in the ninth-year students of the Unidad Educativa "Los Shyris" that seek to support a proposal to improve the teaching-learning process through the use of Apps. This research was carried out with a qualitative-quantitative approach, of a socio-educational nature, the depth of the study is descriptive, its design was documentary bibliographic and field, the study population was 253 people, while the sample reached a total of 102 people, stratified between 100 students and 2 teachers. The research results showed that the use of mobile applications in the teaching-learning process contribute to improving vocabulary development.

Unda (2017), aimed to analyze mobile learning applications (mobile learning applications) in the development of oral production through descriptive approach research. The indicators were: English conversation practice application, Smartphones, Interaction with wearable technology, Information production, Pragmatic competence. The methodology used was a quali-quantitative approach, the modality that was followed in the research process was field and documentary, the level of depth was carried out through descriptive research. This project is socio-educational. For data collection, the observation technique and the checklist instrument were applied. The results showed through the applications Talk English standard, Daily learn English, English Conversation practice, it was concluded that students always use the applications in class, which have extensive software that was based on practicing, interacting, learning vocabulary and grammatical structures with the application and therefore, these applications are very attractive and interesting for students in the oral production of the English language. Therefore, the teacher could use these applications as a curricular tool in the teaching and learning of the English language in the classrooms. Also,

that students continued with the practice of these applications not only in the classroom but in the different places where the students were to obtain a better result in oral production.

Zermeño (2020), conducted an investigation to promote the oral and written production of the English language in students, because some university institutions have the infrastructure that allows the use of these technologies in classrooms. The main research question asks how was the process of incorporation of applications that the higher education English teacher carried out to promote the oral and written production of the language in the higher education classroom? The question was answered through a qualitative study, through classroom observations and interviews with teachers of English as a foreign language, to learn details of the training, planning and execution of the activities they carried out. As a result, it is observed the process of incorporating apps in classrooms is variable, but generally began from an initial reflection of the teacher on the usefulness of apps for the development of class activities and the conditions that exist in the context of the institution to employed them. The results indicated that the ways of incorporating applications in the classroom, dependence on the training and knowledge of teachers in terms of technical, pedagogical and content aspects, which determined the way in which the class is planned and the type of activities they carried out. It was also found that the perception of the students and the reflection of the teacher are inputs for the evaluation of the usefulness of the applications as support for language learning. In addition to illustrating the process of incorporating applications in the classroom, the data obtained, the indications about the training needs of teachers for the use of applications for educational purposes.

Zapata, Torres (2015), carried out an investigation to promote the use of apps as a valuable classroom tool, giving a change to the perception to types of elements are only used as a distracting medium and not as a tool for learning, therefore This work was based on a theoretical framework according to the needs of the case, its main axes being the educational Apps and the learning of the English language, for methodology used in this descriptive and correlational research project was the mixed analysis of the instruments , for which surveys were applied to all the students of the first semester of the English career, and it was carried out created an interview with teachers of this higher institution, allowing us to draw clear

conclusions about the importance of including this type of resources in the classroom to improve learning outcomes, thus supporting our proposal to socialize educational Apps to learn the English language through the use of an educational video.

Sosa (2019), entitled aimed to analyze the influence of reflective reading on the vocabulary development of the English language in the 1st year of schoolchildren from the Unidad Educativa Simón Bolívar; as specific objectives were to determine the importance of reflective reading in the development of the vocabulary of the English language. To establish if the reflective reading process favors the use of synonyms and antonyms, prefixes and suffixes that allow the development of the vocabulary of the English language. To determine the reading process used by teachers in the development of vocabulary in English. The population involved in the present study was made up of eighty students and two teachers; The variables of the problem were developed in the theoretical framework with the support of bibliographies related to the subject. The study modality was based on field, documentary and bibliographic research, with a quantitative approach and a descriptive level. For data collection, was used an instrument that constituted the survey was applied. The study determined the level of deficiencies in the learning of the English language vocabulary in the students, which allows a partial development in the acquisition of the English language vocabulary. It is concluded that the application of reflective reading is a good work methodology for the development of the vocabulary of the English language.

Oster (2009), aimed to summarize some fundamentals of the vocabulary acquisition comes from various disciplines such as cognitive psychology and corpus linguistics, as well as analyzing the repercussions of this knowledge on the teaching-learning process. The work carried out converges on the idea of the interrelation and mutual dependence of lexical units, both in the lexicon mental as well as at the level of use, so the last part of the work is dedicated to illustrate this question with an example of a corpus-based didactic activity that took up and applied several of the aspects described.

Daphne (2021), target to analyze the use of captions in different circumstances to learn a second language. To establish what type of captions produces the best results, 50 ESL students were observed under three conditions, one with interlingual captions (Tamil), one

with intralingual captions (English) and the third without captions. A questionnaire of 10 questions was used as a data collection tool. The results of the analysis showed that English captions facilitate better vocabulary acquisition between ESL students. This is because the vocabulary used in movies and series in English provides incidental learning that the student can remember and use for a longer time period of time in any real-life situation.

Deng and Training (2015), carried out an investigation to focus on how mobile devices can be used to facilitate vocabulary learning for English learners. While there is a dearth of research on mobile platforms that enhance learning, we believe that a theoretical approach coupled with studies in vocabulary acquisition can point to relevant practices for all teachers and students. Based on these theories, we discuss how various mobile apps can be used to improve vocabulary acquisition with four research-based vocabulary learning strategies: dictionary use, phonological analysis (learning words by analyzing sound parts), morphological analysis (that is, learning the meanings of words by analyzing the component parts of words), and contextual analysis (that is, learning the meanings of words by referring to the learning context).

1.2 Theoretical Framework

1.2.1 Independent variable: Spotlight English app

1.2.1.2 Technology in education

Technology in education refers to the training processes in which technology is at the center of the teaching and learning processes; namely, it is historical, epistemological, and defining as an object of reflection and study in provisional school processes given in time-space conditions, organized and delimited that take shape in subjects or knowledge areas (Morin, 1999). Furthermore, technology in education is the pedagogical discipline in charge of systematically conceiving, applying and evaluating the teaching and learning processes, using various means for education to achieve its goals (Sancho *et al.*, 2015). In addition, technology in education is considered as a set of training processes in which it constitutes and is positioned in the teaching and learning process. In others words, it is defined as an

object of reflection and study in provisional school processes given in space-time, organized and concrete conditions in subjects or areas of knowledge (Peña & Otálora, 2017).

Pérez (2016), points out that technology in education constitutes a discipline in charge of the study of media, materials, web portals and technological platforms at the service of learning processes; in whose field are the resources applied for training and instructional purposes, originally designed in response to the needs and concerns of users. For this reason, it is important to train teachers in Learning and Knowledge Technologies (LKT) so that each educator can use programs in their classes, to do so in a different interactive way; and you can configure the virtual classroom of the specialty taught by the teacher so that it is in line with technology (Lozano, 2011). However, Information and Communication Technologies (ICT) are a set of services, networks, software and devices that aim to improve the quality of life of people in an environment, and that are integrated into an interconnected and complementary information system. This innovation has allowed to break down the barriers that exist between each of them (Moreira, 2009).

1.2.1.3 Blended learning

Blended-Learning method is based on the fusion of the work that is carried out in the classroom in person and the work online, which uses an internet connection and different electronic devices, such as cell phones, desktop or laptop, thereby, students have the ability to measure and control certain variables that influence their educational development, these variables can be time, location, and the place or space where it is going to take place the execution of the work (Ara & Adell, 2009). Graham (2006), states that blended learning systems combine face-to-face techniques with instruction mediated by computer or mobile devices, where the use of digital communication and interaction technologies in synchronous and asynchronous classes are part of b-learning models. Blended Learning is considered as a form of learning that incorporates face-to-face teaching and non-face-to-face technology, maintaining the main idea of selecting the necessary and appropriate means for each case of educational requirement (Torres, 2014).

Blended-Learning corresponds to a fusion of various types of technologies, which aim to expose the material used for the educational development of students in an effective way (Mortera, 2006). It means, blended learning combines technology with education to improve student performance in a productive way, the learning process is remarkably efficient as a benefit when applying blended learning (Morán, 2012)

1.2.1.4 ICT tools

The advances obtained in information and communication technologies (ICT), at present, have become an essential component of human daily life, currently, generating new forms of socialization, education, knowledge production and access to information (Sierra, Bueno & Monroy, 2016). Moreover, Ramírez (2010), points out that ICT tools have become one of the basic foundations of society, that it is used in all fields, for all this it is necessary to use it in education so that it is taken into account this reality. Likewise, ICT tools allow the development of certain key points that help us to see the student as a co-protagonist of their learning: they increase motivation when it comes to awakening interest in learning and understanding, and they also allow immediate transmission and reception. information and provide flexibility of pace and learning time (Sevillano & Rodríguez, 2013).

ICT tools are resources and means that facilitate the processing of information through the use of technology using electronic devices, programs, applications, etc. ICT are tools that contribute to universal access to academic training and the quality of teaching in educational systems (Navarro, Cuevas & Martínez, 2017). Next, a list is made of the advantages of the use of information and communication technologies as tools in the teaching and learning process, as well as in the role of the teacher and the student (Diaz, 2013).

Students:

- Accessing multiple educational resources to study and work on a certain content.
- Students can learn in less time compared to traditional learning.
- Motivates the initiative in deepening the topics studied or the study of new ones that are of interest to the students.

Teacher:

-The professor can access innumerable sources of both knowledge and methodologies for the development of their chairs.

-It allows quick access to the most important information, the most relevant information on a topic of interest can be organized on the computer or in cyberspace

-It motivates teachers to develop innovations and creativity in the treatment of the content of the chairs.

On the other hand, Gómez (2014), presents the following disadvantages:

Students:

-Produces mechanization and monotony, due to mishandling of the internet.

-Accessing a lot of information can lead to plagiarism.

Teachers:

-It requires constant improvement of teachers, an investment of time and money.

-At times, teachers are very dependent on technology, and if something fails, they cannot develop the class.

On the other hand, the integration of ICT in the teaching-learning process is not easy and requires a period of sensitization in which teachers are motivated with experiences of others (Morales & González, 2008).

1.2.1.5 Spotlight English app**What is Spotlight English app?**

Spotlight English is an application that mainly consists of an audio player, which can be extended to a duration of 15 minutes, through a specific method called streaming, which contributes to the learning of the English language. This application has multiple advantages compared to the English programming that is usually used, among these is the audio playback speed, which is much slower than normal, it also contains captions of each audio with themes

of everyday life, functions help an optimal understanding for users, it also contains precise and easy-to-learn vocabulary. These allow users to improve their ability to improve their skills and vocabulary development no matter where the users are. Moreover, Spotlight English offers its consumers a catalog that contains 5 programs, which can be reproduced weekly, where different topics are developed that help their academic and personal training.

- It uses 1500 words, so, its vocabulary is an easy vocabulary to learn.
- It uses captions to learn new vocabulary.
- Students are able to hear and assimilate 90 words per minute, due to the slower playback speed of the audio.
- Sentences are presented clearly and concisely, as they focus on the main idea.
- It has a function that allows you to learn new words, idioms and phrases to express in a different way to dairy language.

Ozuorcun and Tabak (2012), it turned out that mobile learning corresponds to an educational model that made it easier for students to obtain learning materials anywhere and at any time through the use of mobile technologies and the internet. This modality offers multiple advantages, among which are immediate connectivity, portability and the variety of existing learning modes that can be used. Besides, apps or technological applications are commonly used today as a teaching-learning resource due to the increasing number available on the market. Apps are understood to be applications designed for development on mobile devices, which allow one or more jobs and tasks to be carried out simultaneously (Carrillo *et al.*, 2018). In addition, the Apps can be found with free or paid access and can be downloaded directly to the devices to be used. Due to their versatility, they have reached an impressive boom in recent years and it is increasingly common to use them for learning a foreign language (Hernández, 2015).

Prieto (2018), establishes that it is important to take advantage of the recreational possibilities offered by new technologies such as the different apps that can be used. In addition, creativity plays a very important role because it is another strategy to solve problems, and can be used within the teaching of languages through different Apps that help to develop this ability in students and at the same time allow them to learn. Lu (2008), demonstrated in his research that the development of vocabulary through the use of the mobile phone turns out to be more motivating unlike the classic paper and pencil that is used in the classroom. Therefore, mobile applications have greater advantages when learning a new language and when acquiring new vocabulary.

Huang and Eskey (1999), point out that vocabulary learning through audios and reading takes place in a dynamic way because students, listening to the audios and reading the captions at the same time, associate the new words and use them in a communicative environment. Besides, the development of vocabulary through audios and captions stimulates the development of listening and reading simultaneously (Berti, 2016). In addition, Winke and Sydorenko (2010), establish that through audios and captions, students can improve their vocabulary because they increase their lexicon level. Furthermore, through this material it offers great support to improve learning in the English language, and providing the necessary skills for the correct development of vocabulary (Garza, 1991).

Rojas and Mendoza (2005), establish in their research that learning through audio, video and captions can help develop various linguistic skills. By watching videos, it is possible to appreciate the interaction between native people and their way of communicating in the English language, it is also possible to appreciate accents, intonation and body movements (Diaz, 2012). With the use of this type of audiovisual app, it is possible to bring language to life and students are able to immerse themselves in more interactive activities, since they can identify scenarios of daily life with common situations in a playful way (Claros & Cobos, 2013).

1.2.2 Dependent Variable

1.2.2.1 Second language learning

The teaching of a second language (L2) has undergone many changes. These changes come from a new conceptualization of what a language is and from the new way of seeing knowledge and its processing in the human mind (Corrales, 2009). Furthermore, Krashen (1972), the acquisition of a second language consists of the set of natural and unconscious processes through which the learner develops it in a similar way to how children do in their first language, developing communicative competence. On the other hand, the learning of a second language refers to the set of conscious processes in the framework of a formal teaching, in which the correction of errors occurs, allowing the student to achieve an understanding of the grammatical rules and of linguistic use, as well as the ability to express oneself verbally in a second language (Fernández & García, 2019).

Learning a second language is a complex process because the learner must understand, in addition to the structures of his first language, the principles of the foreign language; leaving behind one's mental distributions of their native language to adopt those presented by the new language. That is to say, teaching is in charge of guiding and facilitating learning, giving it the opportunity the student to learn, through strategies previously chosen by the student educator (Ruiz & Ramirez, 2014). Likewise, Rueda & Wilburn (2014), points out that educational currents focused on the effectiveness in teaching a second language, and presents the following:

- It is necessary to know the psycho-evolutionary development in which the student is, in order to bring student closer to knowledge in the different stages of his life in a reliable and safe way.
- It is necessary to know in depth the methodologies and approaches for the teaching of a second language that gives a global perspective of the teaching-learning process and that involves not only aspects of reflection and communicative use of the language, but also the human aspect that it comprises its affective, emotional and social part.

- It is important to know the differences between the two languages, as well as their culture and ideologies, in order to deepen their immersion and understanding.
- The activities must be meaningful and progressive, which makes the student find meaning and application to what he learns.

1.2.2.2 Learning English language

Teaching a second language requires the development of activities based on concrete experiences that activate the knowledge schemes of the subjects of study and of the language to enact both second language acquisition and learning science concepts. In other words, this multidisciplinary approach requires the systematic integration of activities for the teaching of English as a second language with concrete activities to teach science, or both, and where the students using manipulative materials (Maderos, 2013). For its part, the process of teaching and learning the English language, the teacher and the student represent two of the most important elements, on which the correct or bad development of this process will depend to a great extent, which has as its primary objective the communicative purpose (Beltran, 2017).

Components of the English language learning process

The role of the teacher

It went from being a leading role and many times imposing to an accessible role that fulfills the function of guiding and improving the teaching-learning process of the English language, making use of countless strategies aimed at developing the communicative part of the student (Guevara, 2000). According to García (2012), within the classroom, students will use the English language as long as the teacher considers the following aspects:

- The planning of the procedures that require the use of the second language, according to the level of the students and taking into account that, in general, they understand more than they are capable of producing.
- To train students to use idiomatic formulas in English. Teaching and promoting the use of generic terms improves their communication skills.

The role of the student

Students play a more active role, consequently they will be responsible for the level of development of language skills and it is they who must give greater initiative within the classroom (Ordorica, 2010).

On the other hand, the process of learning English as a foreign language generally takes place within the classroom, where different controlled activities are carried out. Although this process occurs for the most part in the educational environment, students can achieve a high degree of development of the English language. (Ministerio de Educación de la República de Colombia, 2006).

1.2.2.3 Lexicology

According to Lewis (1993) points out that before the teaching of vocabulary, paradigmatically and that with the principle of syntagmatic restrictions horizontally. It is about inserting words in appropriate places, rather than extract and analyze them in isolation, since many times their meaning. Teaching vocabulary is more effective if instead of teaching words, you focus in lexical units and especially in their constructions. In addition, a native speaker on a lexical unit of their mother tongue, to later analyze those different types of information applied to the teaching of lexicon in an L2 (MarcoELE, 2009). Anglin (1970), points out that one aspect of lexical development is that the perception of the syntactic, semantic and conceptual relationships of words is increasing. There is also a development of the capacity for generalization and abstraction, which allows adults to understand and produce metaphorical uses and have greater expressiveness.

Besides, lexicology is the competence that the speaker has in his mother tongue, this conditions the learning that he can carry out in the other language. The same would happen with grammatical competence (Núñez, 2019). Likewise, the learning of words is established fundamentally through lexical groupings, that is, with the meaning as a structuring element, and also, although to a lesser extent, through formal opposition, either by phonetic-phonological opposition, or by extension and morphological contrast (Jimenez, 2000).

1.2.2.4 Vocabulary development

Vocabulary is the basis of language learning, since it is strongly related to reading comprehension, intelligence, and general ability (Lorraine, 2009). According to Basto *et al* (2017), they point out that the development of vocabulary is generated autonomously by the student, in order to establish some bases by which they can understand the context and meaning. Therefore, Naginder and Mara (2013), propose the need to strengthen the use of autonomous learning methods, as well as change the perspective of traditional teaching, where the teacher is the main means to acquire knowledge in a committed way. According to Tomasello (2005), states that vocabulary development occurs at different ages: children, teen and adults

Ages

Children

Biemiller (2006), determines that the rapid and successful development of vocabulary in early childhood children is related to interaction situations. Although a child can learn vocabulary alone and with a single exposure, learning occurs faster and more efficiently when teachers comment on the meaning of words, in book reading situations and in shared games.

Teens

Indeed, students are exposed to more diverse vocabulary and, therefore, teachers have to allocate a greater number of interventions to work with new words, introduced by the text. In addition, teachers use more movements to repair students' use of new vocabulary and provide more semantic information while teaching unfamiliar words.

Adults

Lemke (1997) mentions that high school teachers link unknown words with more familiar ones through nominal, taxonomic, transitivity, circumstantial cause and consequence relationships; evidence conclusion, generalization-instance, among others. This technique

helps students develop their vocabulary by associating words with everyday life, it also helps students easily memorize the words they learned.

Sales *et al.*, (2008), point out that the development of vocabulary occurs through the use of ICTs which contribute to the teaching-learning process in students since they allow the use of new strategies and allow various tools for the development of vocabulary.

How to teach vocabulary?

ICTs provide a multitude of options in how many applications and websites, as well as different technological resources that can be used. This will help effectively improve the student's learning of the English language (Castro *et al.*, 2007). It is possible to establish the teaching of the vocabulary of the English language through the development of interactive exercises that serve to fill existing knowledge gaps in various topics (Vega, 2016). Thorne *et al.*, (2013), mentions that the exercises where students can order words and form sentences correctly, online tests and viewing videos of interest with captions.

According to Martínez (2020), there are also other types of useful platforms such as online dictionaries that allow you to expand your vocabulary, which also have complements such as lists of words by topic, audio and forums where you can share and discuss doubts about the translation. or meaning of words. Another method is visual dictionaries and platforms that include illustrated terms, these help to memorize English terms of various objects and elements classified by themes (Merriam-Webster, 2022). All this can be done using ICT as a fundamental basis for interactive learning. One of the main advantages of this type of activity is that students have the ability to practice the topics covered during class from the comfort of their home (Vega, 2016).

1.3 Objectives

1.3.1 General Objective

To determine the influence of Spotlight English app and vocabulary development in 3rd BGU students at Unidad Educativa Juan León Mera “La Salle”.

1.3.2 Specific Objectives

To explain the importance of using Spotlight English app in the vocabulary development on students.

To identify the vocabulary level of 3rd BGU students from Unidad Educativa Juan León Mera “La Salle”.

To demonstrate the effectiveness of using Spotlight English app in the vocabulary.

Description of the fulfillment of objectives

The general objective of the research was to determine the influence of Spotlight English app and vocabulary development in 3rd BGU students at Unidad Educativa Juan León Mera "La Salle" was fulfilled through specific objectives.

In order to achieve the first specific objective, that was to explain the importance of using Spotlight English app in the vocabulary development on students, a bibliographic search was carried out to collect theoretical information, as well as previous research to know how the use of mobile apps is applied in vocabulary development. The review of the information was essential for the management of the study group.

To achieve the second objective, that was to identify the vocabulary level of 3rd BGU students from Unidad Educativa Juan León Mera "La Salle", an evaluation instrument was used and selected according to the age and educational level of the students. The instrument created by the researcher with the help of the tutor, the instrument was applied twice (Pretest-Posttest). The first is to identify the level of vocabulary of each student, and the second is to determine the final result achieved by the students after interventions in class.

To fulfill the third objective, that was to demonstrate the effectiveness of using Spotlight English app in the vocabulary, it was analyzed by comparing the results of the pretest and posttest. Comparison of these results showed the progress of the in the vocabulary development.

CHAPTER II. METHODOLOGY

This chapter specifies the resources, research methods used to progress research, as well as such as the population and sample under study, the data collection techniques and the procedure developed to meet the proposed objectives.

2.1 Resources

2.1.1 Population

Technological and human materials were used for this dissertation. First, the participation of the students of the 3rd BGU at Unidad Educativa Juan León Mera “La Salle” was important to carry out this study. Also, technological materials such as computers to collect information, tabulate and analyze data to perform research work. Mobile devices and an internet connection were also used so that the participants can access and use the application. At last, in order to carry out this research, this process was by face-to-face modality which facilitated the use of Spotlight English app in the development of vocabulary in students.

2.1.2 Instruments

Pre-test

A pre-test to assess students' vocabulary knowledge in the English language, this test has two parts, the first called Meaning, which consists of identifying different meanings of some words, and the second part refers to how the different assigned words are used in examples. Pre-test was based on a study entitled "The Effect of Vocabulary Knowledge on Chinese English Learners' Reading Comprehension" carried out by Lu in 2017 which has three categories (Form, Meaning and Use) but, the researcher only took two categories Meaning and Use because the time was insufficient, 20 questions were asked in a time limit of 30 minutes that was applied to a group of 18 students. The instrument was designed by the researcher with the help of the assigned tutor and validated by three researchers from the University. (see Annex 2).

Pos-test

A post-test to analyze vocabulary progress in a similar way to the pre-test, the post-test was applied to the selected group to tabulate and analyze the data obtained. (see Annex 2).

Pre-test and Post-test rubric

The rubric assesses students on three aspects that are determined if the student has a complete understanding of the vocabulary word. In addition, the student provides an example and definition of the vocabulary word. The example and the definition correctly explain the meaning of the word. (see Annex 2).

Spotlight English app

Spotlight English app was used in the research process and that helped vocabulary development in students.

ICT tools

ICT tools (Google forms, Nearpod, Kahoot and WordWall) were used as a complement in the classes addressed to the students.

Lesson Plans

A lesson plan is a detailed description that indicates all the activities and instructions for a class. In this research, 6 lesson plans were used based on the level of English of the students and adapting everyday topics that were found in the app. The details varied according to the need and curiosity of the students. (see Annex 3).

2.2 Methods

Basic Methods of Research

Monje (2011), states that quantitative research is a structured method or strategy whose function is the collection and analysis of information that is acquired through multiple sources. To carry out this process, it is necessary to use statistical and mathematical tools in order to quantify the investigative phenomenon. Similarly, the quantitative approach uses data collection to test hypotheses, based on numerical measurement and statistical analysis,

to establish behavior patterns and testing theories (Fernández & Baptista, 2010). This research makes use of the quantitative approach because instruments (pre-test and post-test) of mathematical analysis were used in order to collect data from the population to be studied, the data was tabulated and analyzed through Excel and SPSS software to obtain a result and support the study hypothesis.

2.3 Basic mode of investigation

2.3.1 Field Research

Field research consists of the collection of data directly from reality, without manipulating or controlling variables. Study social phenomena in their natural environment. The researcher does not manipulate variables because the environment of naturalness in which it manifests itself (Stracuzz & Pestana, 2012).

This study is field research, because the researcher stays direct contact with the study population, and is in place, in real time, the information that is gathered in real time and thus seeks to complete the proposed objectives for this research.

2.3.2 Bibliographic research

The documentary bibliographic method is used in this research because to substantiate the theory of the study various sources are used, such as: scientific journals, articles, journals, books and scientific articles. The bibliographic research method is the system followed to obtain information contained in documents. That means, the bibliographic research method is the set of techniques and strategies that are used to locate, identify and access those documents that contain the information relevant to the research (Lopez, 2009).

This research is bibliographic because it collects information that has already been studied to support each variable of the problem to be investigated, the data collected has information such as objectives, methodology, instruments and results as a guide to carry out this study.

2.4 Level or type of investigation

2.4.1 Exploratory Research

Bernal, *et al* (2014), point out exploratory research collects information, identifies general background, locates relevant aspects, such as trends and potential relationships between variables to be examined in depth in future research. Namely, exploratory research is that which is carried out on a topic or object unknown, little disseminated, or when information is lacking, so its results they constitute an approximate view of that object, that is, a superficial level of knowledge. Similarly, exploratory research aims to achieve an overview and approximate of the subject under study.

2.4.2 Quasi-Experimental Research

According to Fernández *et al.*, (2014), point out quasi-experimental research is that which has as its objective to test a causal hypothesis by manipulating at least independent variable where for logistical or ethical reasons it cannot be assigned randomly assign research units to groups. The quasi-experimental design is a plan of work with which it is intended to study the impact of the treatments and/or change processes in situations where subjects or observation units have not been assigned (Arnau, 1995).

The design of this research is quasi-experimental, because it aims to demonstrate the hypothesis through data collection and counting and measurement of these, in order to achieve a determined and accurate result of the study. To reach the objectives of this research, a pre-test and a post-test were carried out, whose aim was to determine the influence of Spotlight English app and vocabulary development. The experimental group is made up of high school students from Unidad Educativa Juan León Mera “La Salle”, they took a pre-test to define their vocabulary level measured by a test based on (The Effect of Vocabulary Knowledge on Chinese English Learners’ Reading Comprehension), to then be quantified with a rubric and examined whether the experiment had the required results.

2.5 Population and Sample

This study was conducted with 18 participants, of whom 8 are men (45.5%) and 10 women (55.5%), students from Unidad Educativa Juan León Mera "La Salle". The age range of students are between 17 and 18 years old. The population was young because they have a greater capacity to learn and analyze increasingly complex information.

Table 1. *Population and sample*

Population	Experimental Group	Total	Percentage
Men	8	8	44.5%
Women	10	10	55.5%
TOTAL	18	18	100%

Source: Student's check list.

Developed by: Briones, G. (2021)

2.6 Data Collection technique and instruments

Section 1

Pre-test was performed, using a test based on research conducted by Lu in 2017, titled "The Effect of Vocabulary Knowledge on Chinese English Learners' Reading Comprehension" that assesses three categories (Form, Meaning, and Use) but in this research, into account two categories (Meaning and Use). The test has 20 questions with 17 multiple choice questions and 3 to give examples, the average is 100 points. The test is divided into the first part (Meaning) that goes from question 1 to 8 and is equivalent to 40 points, in this section it is about associating words with synonyms and associating words with concepts. There is also the second part (Use) that goes from question 9 to 20 and represents 60 points, but from question 17 to 20 students must complete examples that are scored on a standardized rubric in ReadWrite. The pre-test was taken by 3rd BGU students of the Unidad Educativa Juan León Mera "La Salle". To determine the level of English of the students, the Common

European Framework was taken as a reference, which is a European standard, which is used to measure the level of comprehension in a certain language.

Section 2

After that, six classes were developed by the researcher over a period of four weeks students completed the activities through 35-minute classes based on lesson plan in which students worked with the application (Spotlight English) and the use of other educational tools such as (Google forms, Nearpod, Kahoot and WordWall).

Section 3

Then, post-test was taken to know if the students had a score equal, higher or inferior to the one taken initially

Section 4

Once, the results are obtained, the analysis and interpretation are carried out, also represented by means of tables and figures which come from SPSS software and Excel. Finally, the normality test is carried out, which helps us to obtain data that is used for the T-test that is used for the verification of hypotheses.

2.7 Hypothesis

Alternative Hypothesis

Spotlight English app influences the vocabulary development in 3rd BGU students at Unidad Educativa Juan León Mera “La Salle”.

Null Hypothesis

Spotlight English app does not influence the vocabulary development in 3rd BGU students at Unidad Educativa Juan León Mera “La Salle”.

2.8 Variable identification

Independent: Spotlight English app.

Dependent: Vocabulary development.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter aims to provide a detailed analysis of the results collected from the different instruments (pre-test and post-test) used to carry out the research work. First, the results pre-test and post-test obtained from of 3rd BGU at Unidad Educativa Juan León Mera “La Salle”. students are represented graphically to identify the results and later the data is analyzed. Then, the validation of the hypothesis serves to demonstrate whether the Spotlight English app influences the vocabulary development and to verify the hypothesis, a T-test was used through the SPSS statistical software.

3.2 Pre-test results

Table 2. *Pre-test results Part 1*

Questions									
Pre-test	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Total percentage (%)
Part 1: Meaning									
Students responses	7	7	14	18	9	5	13	18	
Students responses percentage (%)	38,88	38,88	77,77	100	50,00	27,77	72,22	100	63,19

Source: SPSS Statistics 21.

Developed by: Briones, G. (2021)

Analysis and Interpretation

According to the results obtained and tabulated in *table 1*, It is possible to identify that in part 1 (Meaning) there is a basic average that represents a deficit in the students in associating, forming concepts using vocabulary, it is observed that in questions 1 and 2 they

share 38.38%, which means that 7 of the 18 students answered these questions adequately. Moreover, in question 3 there is a 77.77% that represents 14 students answered correctly. Similarly, questions 4 and 8 equal 100% that means that all students answered those questions appropriately. At the same time, in question 5, half of the students answered correctly, which represents 50%. Additionally, in question 6 it was identified that it only has 5 correct answers, which means that it is the question with the least correct answers and that means 27.77%. Finally, in question 7, it was identified that 13 students answered correctly, representing 72.22%.

These results show that the first part of the pre-test is equivalent to a 63.19. One factor is the lack of motivation, according to Gardner (2001), points out that, a motivated person in educative context makes efforts to learn a second language, motivation plays an essential role in the acquisition or learning of a second language, there are both internal and external factors that directly influence the development of cognitive abilities in students.

Table 3. Pre-test results Part 2

		Questions												
Pre-test		Question 9	Question 10	Question 11	Question 12	Question 13	Question 14	Question 15	Question 16	Question 17	Question 18	Question 19	Question 20	Total percentage (%)
Part 2: Use														
Students responses		6	10	12	18	12	13	12	18	13	7	12	18	
Students responses percentage (%)		33,33	55,55	66,66	100	66,66	72,22	66,66	100	72,22	38,88	66,66	100	69.90

Source: IBM SPSS Statistics 21.

Developed by: Briones, G. (2021)

Analysis and Interpretation

In the second part of the pre-test, according to the data obtained from *table 2*, it can be identified that in question 9 only 6 students answered correctly, this corresponds to 33.33%. Meanwhile, in question 10, it shows that 10 students out of 18 answered adequately, which represents 55.55%. Similarly, questions 11, 13, 15 and 19 represent 66.66% which shows that 12 students answered correctly. Moreover, questions 12, 16 and 20 have a percentage of 100% which means that all the students answered correctly. Besides, questions 14 and 17 show that 13 students answered appropriately which equates to 72.22%. Finally, question 18 shows that only 7 students answered well and this represents 38.88%.

These results show that the second part of the pre-test is equivalent to a 63.19. Another influencing factor is lack of necessary materials, including technological devices and the implementation of apps affect the learning of the English language (Ortega & Aucchuallpa, 2018).

Table 4. *Pre-test total result*

	Pre-test Part 1	Pre-test Part 2	Total percentage of Pre-test part 1 and Pre-test part 2
Percentage (%)	63.19	69.90	66,54

Source: IBM SPSS Statistics 21.

Developed by: Briones, G. (2021)

Analysis and Interpretation

According to table 3, it is observed that the total average is 66.54%, which is equivalent to a basic level of vocabulary in the students. According to the results, it is possible to determine students have low range or level of English according to EF EPI (2021), Ecuador has a low level of English not only in Latin America, but worldwide, for this reason, it occupies the 90th place, showing a very low level of proficiency. On the other hand, the use of ICTs as educational tools is important because they make classes more dynamic and capture the attention of students.

3.3 Post-test results

Table 5. *Post-test results Part 1*

	Questions								
Post-test	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Total percentage (%)
Part 1: Use									
Students responses	18	18	18	18	18	18	18	18	
Students responses percentage (%)	100	100	100	100	100	100	100	100	100

Source: IBM SPSS Statistics 21.

Developed by: Briones, G. (2021)

Analysis and Interpretation

The results obtained and tabulated in *table 4*, it is possible to determine that in part 1 (Meaning) There is a significant improvement in the average obtained because the students were able to associate, forming concepts using vocabulary, it should be noted that from questions 1 to 8 all the students answered correctly, obtaining 100%.

The results showed a significant improvement because the students obtained an increase in the post test, this occurs when the teacher uses mobile apps in the learning process, which increases interest in the students. According to Kaur (2013), proposes that it is essential to strengthen the use of autonomous learning methods such as the use of technological applications that help reinforce knowledge and acquisition of new vocabulary.

Table 6. *Post-test results Part 2*

		Questions											
Post-test Part 2: Use	Question 9	Question 10	Question 11	Question 12	Question 13	Question 14	Question 15	Question 16	Question 17	Question 18	Question 19	Question 20	Total percentage (%)
Students responses	18	18	18	18	18	18	18	18	14	15	11	8	
Students responses percentage (%)	100	100	100	100	100	100	100	100	77.77	83.33	61.11	44.44	88.88

Source: IBM SPSS Statistics 21

Developed by: Briones, G. (2021)

Analysis and Interpretation

On the other hand, in the second part (Use) of the post-test, according to the data obtained from *table 6*, it can be identified that in questions 9 to 16 all students answered correctly, this corresponds to 100%. Meanwhile, in question 17, it shows that 14 students out of 18 answered adequately, which represents 77.77%. Similarly, question 18, is observable that 15 students answered well the questions and it represents 83.33%. Moreover, in the question 19 have a percentage of 61.11% which means that 11 students answered correctly. Finally, question 20 shows that only 8 students answered well and this represents 44.44%.

These results show that the second part of the pre-test is equivalent to 88.88. This shows students have little difficulty in forming sentences. Perero (2011), states that teacher must employ computer artifacts and therefore support applications that become instruments and means for the representation, generation and communication of the necessary knowledge about vocabulary, providing students with opportunities for feedback and self-learning. In

other words, ICT represents an effective pedagogical tool for vocabulary development in foreign language learning.

Table 7. *Post-test total result*

	Post-test Part 1	Post-test Part 2	Total percentage of Post-test part 1 and Post-test part 2
Percentage (%)	100	88.88	94,44

Source: IBM SPSS Statistics 21.

Developed by: Briones, G. (2021)

Analysis and Interpretation

According to table 7, it is observed that the total average is 94.44%, which is equivalent to a satisfactory level of vocabulary in the students. It is possible by change the traditional teaching modality where the teacher represents the fundamental means to acquire knowledge, while with the use of different applications it is possible for students to develop and interact in a better way, obtaining greater learning possibilities.

3.4 Comparative results

Table 8. *Comparative results.*

Criteria	Average
Pre test	66.54
Post test	94.44

Source: IBM SPSS Statistics 21.

Developed by: Briones, G. (2021)

Analysis and Interpretation

According to *Table 8*, it is possible to determine that the use of the Spotlight English application helps the development of vocabulary, which can be seen in the results obtained. Students have a result of 66.54%, which value corresponds to that of the pre-test, while the average result of the students in the post-test was 66.54%. While the mean of the students' result in the post-test was 94.44%.

Finally, the results show that the Spotlight English application helped the students in vocabulary development which means that the mobile application had a positive effect on the students' vocabulary development mobile application had a positive effect on the students' skill development.

3.5 Discussion of results

In this research is possible to determine vocabulary development after comparing the results obtained in the pretest and posttest, an advance was determined that was 66.19 in the beginning of the intervention and after the application of 6 activities it went to 94.44. The students went from a basic level in the use of vocabulary to an average that improved remarkably.

The results obtained agree with those reported in the study by Álvarez (2020), 40 students participated in an approximate age between 17 years. It was experimented through the use of a mobile app where the students had to learn new words for later the results through of a "t" test, showing that the development of vocabulary through apps is effective.

According to the above, Spotlight English app influences vocabulary development because the use of technological tools in education help create new learning strategies where students can develop their skills with greater precision.

Likewise, in the research conducted by Carrillo, Cascales and Lopez (2018) in a study carried out on 86 students, where they applied a questionnaire to determine the level of English. Then, I use several apps to improve the vocabulary level of the students, the results obtained were satisfactory. finally concluded that the use of apps in vocabulary learning helps significantly.

Similarly, the results obtained show that the apps in the educational system favor and fail the application of new teaching methods that improve academic performance, this implementation not only helps the development of vocabulary but also more cognitive skills in students.

A study conducted by Larrenua (2014), which was carried out on 49 students through a survey where it was determined that when students feel motivated, they improve their academic performance. And the researcher concluded that the lack of motivation in the classroom harms the development of each activity carried out by the student.

Motivation plays an important role in the performance of students because that way they can carry out activities in class in a safer way, that is, they feel safe to carry out the proposed provisions in case and thus improve their academic performance.

3.6 Hypothesis verification

To verify the hypothesis, first, a normality test was applied to get the statistical data. According to Shapiro Wilk, states that normality test of distribution for a study group of less than 50 people. This analysis demonstrates the feasibility and reliability of the results of the research project.

Table 9. *Normality Test*

Shapiro-Wilk			
	Statistic	df	Sig.
Average pretest result	,945	18	,354
Average posttest result	,920	18	,131

Sig> 0.05 =H1

Sig< 0.05= H0

Source: IBM SPSS Statistics 21.

Developed by: Briones, G. (2021)

The values obtained in the Sig. column show the normality distribution. Whose data correspond to: If the data obtained is greater than 0.05 it means that there is a distribution is normal. However, if the data obtained is less than 0.05 there is a non-normal distribution. For this project, the data are greater than 0.05, which means that there is a normal distribution according to the results obtained, and at the same time it has been proved that the results are reliable and valid. Finally, a T-test was used to verify the hypothesis.

Alternative Hypothesis

Spotlight English app influences the vocabulary development students of 3rd BGU at Unidad Educativa Juan León Mera “La Salle”.

Null Hypothesis

Spotlight English app does not influence the vocabulary development students of 3rd BGU at Unidad Educativa Juan León Mera “La Salle”.

For the verification of the hypothesis presented in the research, a tool known as T-test was used, which does not serve to compare two independent samples (pre-test and post-test), it establishes if there is a difference in the averages obtained in the independent samples (pre-test and post-test).

Table 10. *Mean T- Student.*

		Mean	N
Average	Pre-	66.54	40
test result			
Average	Post-	94.44	40
test result			

Source: IBM SPSS Statistics 21.

Developed by: Briones, G. (2021)

The data obtained in the IBM SPSS software indicate that there is a significant difference in the means. In the pre-test a value of 66.54 was observed. Unlike the post-test, is observed a value of 94.44.

Table 11. *T-test*

		T-test				t	gl	Sig. (2 tailed)
		Related differences						
	Mean	Standard deviation.	Standard error of the mean	95% Confidence interval for the difference Lower Upper				
Pretest	-	1,6403	,3866	-3,3046	-1,6732	-	17	,000
-	2,4889					6,438		
Posttest								

Source: IBM SPSS Statistics 21.

Developed by: Briones, G. (2021)

Final Decision

There is a significant difference in the two groups to determine that the p-value is equal to 0.000, which is less than the significance value of 0.05. This means that the alternative hypothesis is accepted and the null hypothesis is rejected. It is been demonstrated that the Spotligh English application influences in the development of vocabulary in the 3rd BGU students of the Unidad Educativa Juan León Mera “La Salle”.

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After obtaining the results which were analyzed and the hypothesis was also verified, it is possible to determine the following conclusions.

The Spotlight English app influenced 3rd BGU students of the Unidad Educativa Juan León Mera “La Salle”, through the app there was interest in improving the command of the English language in vocabulary skills due to the functions that it has, for instance, the vocabulary is learned through audios and captions. There is also a feature that allows you to use new words, idioms and phrases that are used in a real context. In this way, this app can be used as a tool to complement the learning of the English language, emphasizing the acquisition of new vocabulary through the functions it has.

Spotlight English app in vocabulary development was important because during the experimentation period, it facilitated the teaching-learning process because ICT was implemented, a key tool to acquire a second language. The advantages of using this app were identified, such as the playback speed that is slower so that students can understand better, the presentation of sentences with clear and concise ideas, it also offers programs where various topics of interest are discussed. This allowed students to develop better learning ability.

To identify the level of vocabulary of the students; It was necessary to apply a pre-test in which the results were analyzed and it was concluded that the students initially started from a basic level of vocabulary according to the Common European Framework. Through the analysis of the results obtained, the factors that influence the learning of the English language and cause a low level of knowledge at the national level were determined. Among these factors are the availability of technological devices, the predisposition of teachers for teaching, the lack of economic resources, among others. Later, with the use of the app, better results were obtained than those obtained at the beginning.

Using Spotlight English app, it was shown that it was effective in the development of vocabulary in the students, in the pre-test an average of 66.54% was obtained and in the post-

test an average of 94.44% was obtained. This represents a significant improvement in student performance. Therefore, this app greatly contributed to the development of new vocabulary. In addition, it can be used as a complementary autonomous learning method, since, through this, it is possible to reinforce the knowledge imparted by the teacher.

4.2 Recommendations

To improve learning or teaching in vocabulary, it is necessary to take into account the following recommendations:

To highlight the importance of the use of mobile apps because they help students improve their ability to learn the English language. Furthermore, it arouses interest in the classroom as it is a dynamic way of teaching a new language. This contributes to the development of a more interactive class between the teacher and the students.

It is recommended that teachers carry out diagnostic tests on students so that they can know the level of English that the students have because that way the teachers identify what level they are at and how they can improve or apply new strategies so that the students improve significantly. In this way they can use technological applications as a different teaching method, through which great results can be achieved.

It is suggested to use the Spotlight English app so that the teaching of the English language is effective since it was used in the 3rd BGU students of the Juan León Mera "La Salle" Educational Unit and had a great influence on the development of vocabulary. This app has multiple advantages presented above, which help improve the learning and acquisition of new vocabulary.

It is highly recommended that teachers integrate ICT in the teaching of the English language so that they can generate new strategies and methodologies, thus facilitating the development of students' abilities and skills. Because this type of tool arouses the student's interest in learning and carrying out the proposed activities. In this way, the quality of teaching in educational institutes can be improved.

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Annex 1:



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIDAD DE INTEGRACIÓN CURRICULAR
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-2611/Casilla 334
Ambato-Ecuador

Ambato 03 de septiembre 2021
FCHE-UIC-0715-2021 Acuer.

Doctor Mg.
Victor Hernández Del Salto
PRESIDENTE
CONSEJO DIRECTIVO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Unidad de Integración Curricular de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 03 de septiembre, visto oficio sin número de agosto 26, 2021 suscrito por el señor **Briones Viñan Gabriel Eloy** estudiante, Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN **TRABAJO DE INTEGRACIÓN CURRICULAR (PROYECTO DE INVESTIGACIÓN)** AL SEÑOR **BRIONES VIÑAN GABRIEL ELOY**, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA PRELIMINAR **"SPOTLIGHT ENGLISH APP AND VOCABULARY DEVELOPMENT"** Y SE DESIGNE COMO TUTOR SUGERIDO A LA MG. DORYS CUMBE, DEL PERÍODO ACADÉMICO OCTUBRE 2021 – FEBRERO 2022.

Atentamente,



Firmado digitalmente por:
MARCELO
WILFRIDO NUÑEZ
ESPINOZA

DR. MG. MARCELO NÚÑEZ ESPINOZA
Presidente

DORYS
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CORAIZACA

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Annex 2: Vocabulary Test

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACIÓN



CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENGLISH VOCABULARY TEST

ADAPTED FROM THE EFFECT OF VOCABULARY KNOWLEDGE ON CHINESE
ENGLISH LEARNERS' READING COMPREHENSION

OBJECTIVE: Evaluate student's vocabulary

TIME: 25-30 minutes

CEF: B1 Test

LEVEL: 3rd BGU

AVERAGE AGE: 17-18

INSTRUCTIONS: Complete the test according to general instructions given in class.

PART 1 (Choose the best option)

ASSESSMENT: This part tests the ability to choose words according to their meaning.

➤ **What word form can be used to express this meaning?**

1-To cover or surround something with paper, cloth, or other material

- A) pies
- B) surrounding
- C) uncover
- D) wrap

2- Someone who is selling something

- A) chef
- B) vendor
- C) driver

D) stall

3- The amount of money needed to buy, do, or make something

A) pocket

B) straw

C) cost

D) prize

4- A long walk, especially in the countryside

A) walk

B) running

C) hike

D) shoes

➤ **What others words does this word make us think of?**

5- Rather

A) instead

B) while

C) besides

D) moreover

6- Gather

A) touch

B) print

C) collect

D) play

7- Contradict

- A) affirm
- B) disagree
- C) right
- D) talk

8- Flavor

- A) food
- B) gift
- C) smell
- D) taste

PART 2 (Choose the best option and make examples)

ASSESSMENT: This part tests the ability to use the vocabulary.

➤ **What words or types of words must we use with this one?**

9- Speak _____

- A) clear
- B) up
- C) slow
- D) fast

10- Go _____

- A) out
- B) up
- C) in
- D) at

11- Base_____

- A) out
- B) up
- C) in
- D) on

12- Take ___ trip

- A) a
- B) at
- C) out
- D) in

➤ **Choose the best option for each sentence**

- 13. I made a decision to (*speak up/ speak softly*) against racism.
- 14. We (*go out/ hand out*) for a drink with my friends.
- 15. News should be reported (*based at/ based on*) real facts
- 16. I should (*take at/ take a*) day off.

➤ **Make sentences with the above words and collocations.**

17. _____

18. _____

19. _____

20. _____

SCORING RUBRIC FOR QUESTIONS 17, 18, 19 AND 20

Student's Name: _____

Score: _____

Date: _____

VOCABULARY RUBRIC

CRITERIA

No Understanding	Student appears to have no understanding of the vocabulary word. The student may have left the pre-assessment and/or post assessment form blank or stated "don't know." Or, the student may have provided an incorrect definition or example.	0
Partial Understanding	Student appears to have partial understanding of the vocabulary word. The student has provided an example or a definition of the vocabulary word. The example and/or definition may be incomplete.	2.5
Full Understanding	Student appears to have full understanding of the vocabulary word. The student has provided an example and a definition of the vocabulary word. The example and definition correctly explain the meaning of the word.	5

Adapted from: *ReadWrite Think.*

Annex 3: Lesson Plans

Lesson Plan 1

Film & TV

Teacher's name: Gabriel Briones		Subject: English
Date: November 30 th , 2021		Time: 11:10 – 11:45
Level: Intermediate	Age: Teenagers	Length of time: 35 mins
Number of students: 18		Women: 10 Men: 8
Main aim:	To discuss about the influence of film & TV for vocabulary development.	
Subsidiary aims:	1. Students will be able to use vocabulary related to film & TV. 2. Students will be able to apply the vocabulary related to film & TV when talking in pairs. 3. Students will be able to make sentences about film & TV.	
Personal aims:	1. To control timing of each stage. 2. To give students clear instructions to develop activities.	
Anticipated problems:	Students have problems with internet connection to use the app.	
Possible solutions:	Teacher can use web version of the app to project them.	

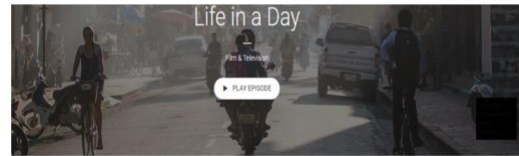
Timing	Procedure	Stage aims	Aids and materials	Interaction patterns
5 min	<ul style="list-style-type: none"> - Greeting - T. presents the agenda. -T. presents the app (Spotlight English app) - T. divides the class in two groups and give them instructions. - Two Ss. from each group take a piece of paper from a bag with films and tv shows. 	<p>Warmer: to get students talking and practice the use of the target language.</p>	Papers and bag	Groups
15 min	<ul style="list-style-type: none"> - T. asks students to tell some films and tv shows that they prefer and Ss. answer it. - T. presents the app, then T. plays an audio about films and tv shows. Ss. listen and read the captions to learn new vocabulary in their cellphones. 	To practice the use of vocabulary about films and tv shows	Spotlight English app, cellphones, laptop and projector	Whole class
5 min	<ul style="list-style-type: none"> - T. gives students an activity created in Nearpod - Ss. must match the concepts, synonyms and pictures 	To identify the new vocabulary	Spotlight English app, laptop and projector and Nearpod.	Whole class Teacher monitors

5 min	- T. gives students a conversation model about - films and tv shows. - Ss. practice the conversation in pairs.	To practice oral fluency.	Conversation model	Pair-work
5 min	- T. give instructions to students about how to make sentences using the vocabulary learned.	To use the vocabulary learned.	Own material	Individual work
Homework:		Students must finish the sentences in the house.		

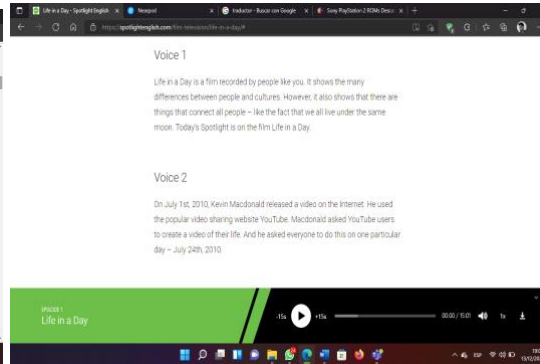
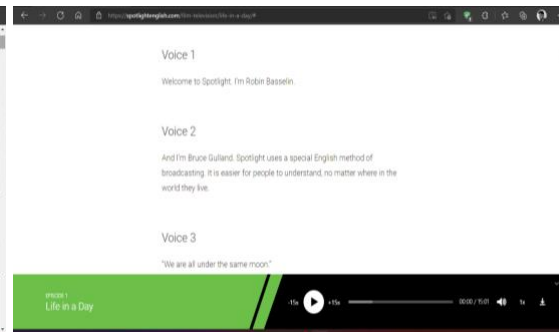
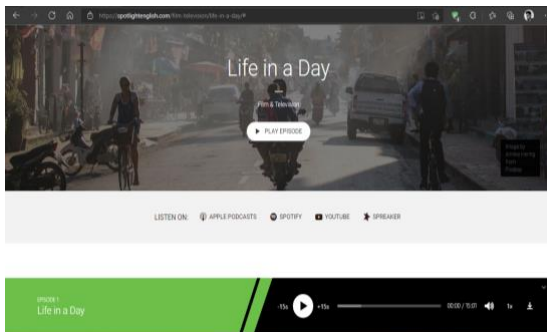
AGENDA:

- GREETING
- WARMER
- INTRODUCING THE TOPIC THROUGH THE APP
- ACTIVITY IN NEARPOD
- ORAL PRACTICE
- ASSESSMENT

LIFE IN A DAY



Link: <https://spotlightenglish.com/film-television/life-in-a-day/>

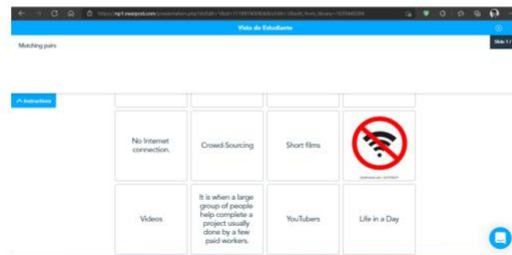


Link: <https://spotlightenglish.com/film-television/life-in-a-day/>

Activity:

Activity

NEARPOD



Link of activity: <https://app.nearpod.com/?pin=KYBX7>

Link of activity: <https://app.nearpod.com/?pin=KYBX7>

Assessment:

Assessment

- ▶ Make sentences using the vocabulary learned.

Lesson Plan 2

The Internet

Teacher's name: Gabriel Briones		Subject: English
Date: December 0 st , 2021		Time: 12:30 – 13:05
Level: Intermediate	Age: Teenagers	Length of time: 35 mins
Number of students: 25		Women: 13 Men: 12
Main aim:	To discuss about the influence of the Internet for vocabulary development.	
Subsidiary aims:	<ol style="list-style-type: none">1. Students will be able to use vocabulary related the Internet.2. Students will be able to apply the vocabulary related to the Internet when talking in groups.3. Students will be able to create a glossary using the new vocabulary.	
Personal aims:	<ol style="list-style-type: none">1. To control timing of each stage.2. To give students clear instructions to develop activities.	
Anticipated problems:	Students have problems with internet connection to use the app.	
Possible solutions:	Teacher can use web version of the app to project them.	

Timing	Procedure	Stage aims	Aids and materials	Interaction patterns
5 min	<ul style="list-style-type: none"> - Greeting - T. presents the agenda. -T. presents the app (Spotlight English app) - T. asks students What uses does the internet has? - Ss. Answer the question. 	<p>Warmer: to get students talking and practice the use of the target language.</p>	Teacher and students' skills	Whole class
15 min	<ul style="list-style-type: none"> - T. asks students to tell some uses Internet has and Ss. answer that. - T. presents the app, then T. plays an audio about the Internet. <p>Ss. listen and read the captions to learn new vocabulary in their cellphones.</p>	To practice the use of vocabulary about films and tv shows	Spotlight English app, cellphones laptop and projector	Whole class
5 min	<ul style="list-style-type: none"> - T. gives students an activity created in Google Forms. - Ss. must answer what are the advantages and disadvantages of using the internet. 	To identify the new vocabulary	Spotlight English app, laptop and projector and Google Forms.	Whole class Teacher monitors
5 min	<ul style="list-style-type: none"> - T. gives students a conversation model about the Internet. - Ss. practice the conversation in groups. 	To practice oral fluency.	Conversation model	Group-work

5 min	- T. give instructions to students about how to create a glossary using the vocabulary learned.	To use the vocabulary learned.	Own material	Individual work
Homework:		Students must finish the glossary in their houses.		

AGENDA:

- GREETING
- WARMER
- INTRODUCING THE TOPIC THROUGH THE APP
- ACTIVITY IN GOOGLE FORMS
- ORAL PRACTICE
- ASSESSMENT

INTERNET

Find Yourself With Just Three Words

The Internet

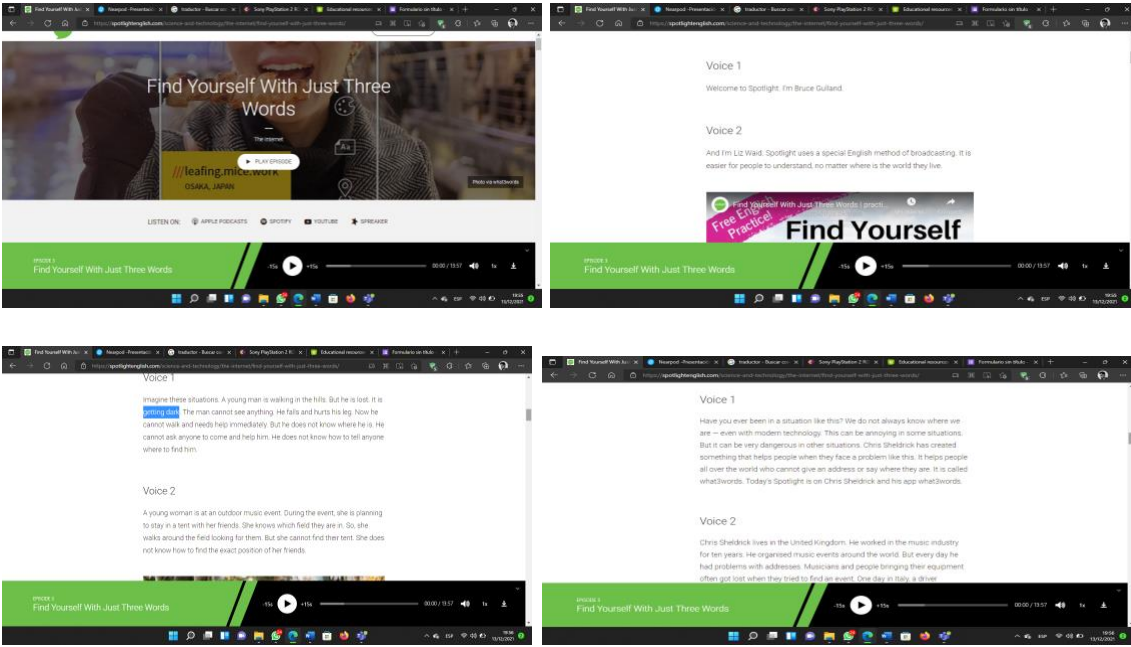
PLAY EPISODE

leafing.mice.work

OSAKA, JAPAN

Photo via what3words

Link: <https://spotlightenglish.com/science-and-technology/the-internet/find-yourself-with-just-three-words/>

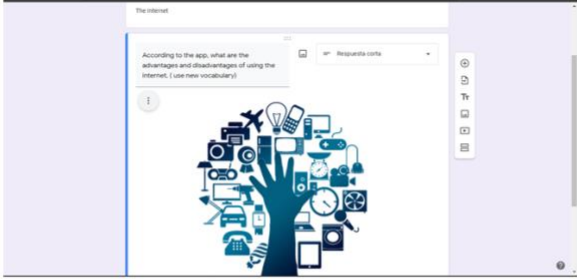


Link of Spotlight: <https://spotlightenglish.com/science-and-technology/the-internet/find-yourself-with-just-three-words/>

Activity:



GOOGLE FORMS



Link of activity: https://docs.google.com/forms/d/e/1FAIpQLSePV3vmmly2w8J6Xta615-VJRT2zPOn7B3AfY8NDcnnV05T8BQ/viewform?usp=sf_link



Link of activity: https://docs.google.com/forms/d/e/1FAIpQLSePV3vmmy2w8J6Xta6I5-VJRT2zPOn7B3AfY8NDcnnV05T8BQ/viewform?usp=sf_link

Assessment:



Assessment

- ▶ **Create a glossary using the vocabulary learned.**

Lesson Plan 3

Pizza, the World's Food

Teacher's name: Gabriel Briones		Subject: English
Date: December 01 th , 2021		Time: 08:00 – 08:35
Level: Intermediate	Age: Teenagers	Length of time: 35 mins
Number of students: 25		Women: 13 Men: 12
Main aim:	To discuss about the influence of Pizza, the World's Food for vocabulary development.	
Subsidiary aims:	<ol style="list-style-type: none">1. Students will be able to use vocabulary related to Pizza, the World's Food.2. Students will be able to apply the vocabulary related to Pizza, the World's Food when talking in pairs.3. Students will be able to make examples using the vocabulary learned.	
Personal aims:	<ol style="list-style-type: none">1. To control timing of each stage.2. To give students clear instructions to develop activities.	
Anticipated problems:	Students have problems with internet connection to use the app.	
Possible solutions:	Teacher can use web version of the app to project them.	

Timing	Procedure	Stage aims	Aids and materials	Interaction patterns
5 min	<ul style="list-style-type: none"> - Greeting - T. presents the agenda. -T. presents the app (Spotlight English app) - T. asks Ss. What kind of pizza is the best for them? - Ss. answer according their preferences. 	<p>Warmer: to get students talking and practice the use of the target language.</p>	Human body	Whole class
15 min	<ul style="list-style-type: none"> - T. asks students to tell Why pizza is the most popular food around the world. - T. presents the app, then T. plays an audio about Pizza, the World's Food. Ss. listen and read the captions to learn new vocabulary in their cellphones. 	<p>To practice the use of vocabulary about Pizza, the World's Food</p>	Spotlight English app, cellphones, laptop and projector	Whole class
5 min	<ul style="list-style-type: none"> - T. presents a roulette with pictures about Pizza, the World's Food - Ss. must tell the meaning of each one. 	To identify the new vocabulary	Spotlight English app, laptop and projector and Word Wall.	Whole class Teacher monitors

5 min	- T. gives instructions to discuss in pairs If you were a chef, what pizza would you make? - Ss. practice the discussion in pairs.	To practice oral fluency.	Discussion	Pair-work
5 min	- T. give instructions to students about how to make examples using the vocabulary learned.	To use the vocabulary learned.	Own material	Individual work
Homework:		Students must finish the examples in their houses.		

AGENDA:

- GREETING
- WARMER
- INTRODUCING THE TOPIC THROUGH THE APP
- ACTIVITY IN WORD WALL
- ORAL PRACTICE
- ASSESSMENT

Pizza, the World's Food



Link: <https://spotlightenglish.com/food-drink/pizza-the-worlds-food/>

Start Here Next Level English Learning About SCRIPTS BY EMAIL

Voice 1

Today's Spotlight is on a food people eat all around the world. It is pizza! Very simply, pizza is a food made by putting meat and vegetables, called toppings, on top of bread. But pizza is not the same everywhere. All around the world, people enjoy different toppings on their pizzas.

Pizza, the World's Food | practice E...
Pizza, the World's Food

EPISODE 4
Pizza, the World's Food

00:00 / 13:08

In Costa Rica, people enjoy the coconut fruit on top of their pizzas.

Voice 1

In Italy, the bread, or crust, of the pizza may be the most important part. It can be more important than anything that goes on it!

Voice 2

But in the Netherlands toppings are very important! A popular pizza in the Netherlands is called the "Double Dutch." It has two times the cheese, two times the onions, and two times the beef! It has two times the toppings!

EPISODE 4
Pizza, the World's Food

00:00 / 13:08

Start Here Next Level English Learning About SCRIPTS BY EMAIL




Image by Daniel Haber from Pixabay

EPISODE 4
Pizza, the World's Food

00:00 / 13:08

Voice 2

No one really knows where the idea for modern pizza started. But experts do agree that the design, or recipe, for modern pizza was probably put together using different ideas from different cultures. A few cultures already had a simple common recipe for pizza almost 2000 years ago!

Voice 1

Even before that, Middle Eastern cultures had something similar to pizza. Babylonians, Israelites, and Egyptians liked to eat flat, cooked bread. They would add olive oil and good tasting spices to the bread. Then they cooked this flat, spiced bread in hot ovens made of earth or on top of hot, flat stones. It was a small food that people ate between meals. Or they added it to a meal.

EPISODE 4
Pizza, the World's Food

00:00 / 13:08

Link of Spotlight: <https://spotlightenglish.com/food-drink/pizza-the-worlds-food/>

Activity

WORD WALL



Link of activity: <https://wordwall.net/es/resource/26761375/pizza>

Link of activity: <https://wordwall.net/es/resource/26761375/pizza>

Assessment

- ▶ **Make examples using the vocabulary learned.**

Lesson Plan 4

Making Cloth to Build Community

Teacher's name: Gabriel Briones		Subject: English
Date: December 01 th , 2021		Time: 08:00 – 08:35
Level: Intermediate	Age: Teenagers	Length of time: 35 mins
Number of students: 25		Women: 13 Men: 12
Main aim:	To discuss about the influence of Making Cloth to Build Community for vocabulary development.	
Subsidiary aims:	<ol style="list-style-type: none"> 1. Students will be able to use vocabulary related to Making Cloth to Build Community. 2. Students will be able to apply the vocabulary related to Making Cloth to Build Community when talking in pairs. 3. Students will be able to write a paragraph about how indigenous communities make their clothes using the new vocabulary learned. 	
Personal aims:	<ol style="list-style-type: none"> 1. To control timing of each stage. 2. To give students clear instructions to develop activities. 	
Anticipated problems:	Students have problems with internet connection to use the app.	
Possible solutions:	Teacher can use web version of the app to project them.	

Timing	Procedure	Stage aims	Aids and materials	Interaction patterns
5 min	<ul style="list-style-type: none"> - Greeting - T. presents the agenda. -T. presents the app (Spotlight English app) - T. asks Ss. What do you think of clothing in indigenous communities? - Ss. answer according their preferences. 	<p>Warmer: to get students talking and practice the use of the target language.</p>	Human body	Whole class
15 min	<ul style="list-style-type: none"> - T. asks students to tell What material are the clothing of the communities made? - T. presents the app, then T. plays an audio about of Making Cloth to Build Community. Ss. listen and read the captions to learn new vocabulary in their cellphones. 	<p>To practice the use of vocabulary about Making Cloth to Build Community</p>	Spotlight English app, cellphones, laptop and projector	Whole class
5 min	<ul style="list-style-type: none"> - T. presents a game called OPEN BOX in Word Wall about Making Cloth to Build Community. - Ss. play the game. 	To identify the new vocabulary	Spotlight English app, laptop and projector and Word Wall.	Whole class Teacher monitors

5 min	- T. gives instructions to discuss in groups How is the manufacturing process of indigenous clothing? - Ss. practice the discussion in groups.	To practice oral fluency.	Discussion	Pair-work
5 min	- T. give instructions to students write a paragraph about how indigenous communities make their clothes.	To use the vocabulary learned.	Own material	Individual work
Homework:	Students must finish the writing in their houses.			

AGENDA:

- GREETING
- WARMER
- INTRODUCING THE TOPIC THROUGH THE APP
- ACTIVITY IN WORD WALL
- ORAL PRACTICE
- ASSESSMENT

Making Cloth to Build Community



Link: <https://spotlightenglish.com/culture/making-cloth-to-build-community/>



Voice 1



VOICE 1

A woman sits on a high, green mountain side in Peru. She watches her animals – a group of sheep and alpacas. She keeps these animals for their hairy wool. The woman is careful to watch the alpaca, but she is also busy in another way. She is weaving wool from the animals to make a colorful cloth. It can be used for clothes, or in a home. She learned this traditional skill from her mother. And she continues to teach her daughters, and other women in her village. She hopes that weaving cloth will create a better future for her community.

Voice 2

The woman is working with the organization Awamaki. Awamaki supports native Quechua communities in Peru. These traditional communities are very



The Quechua people live in the high Andes mountains in Peru, Bolivia, Ecuador, Argentina, and Chile. They live a simple life. It is centred on farming and family. They raise sheep. But they also raise many kinds of camelid animals – llamas, alpacas, vicuña, and guanacos. They use these animals for food. But they also use their hairy wool to make clothing and art.



Want to get more from Spotlight English programs? Click here to learn more about becoming a member!

Voice 1

The Quechua people also use the wool from these animals to make weavings. Then, they use these weavings to make warm clothes, pieces of art, blankets, and more. The images in Quechua weavings are shared through generations. A weaver repeats images again and again in a weaving. Weavers choose images for their meaning and history. These images include animals, plants, gods,



Link of Spotlight: <https://spotlightenglish.com/culture/making-cloth-to-build-community/>

Activity

WORD WALL



Link of activity: <https://wordwall.net/es/resource/26763489/making-cloth-to-build-community>

Link of activity: <https://wordwall.net/es/resource/26763489/making-cloth-to-build-community>

Assessment

- ▶ Write a paragraph about how indigenous communities make their clothes.

Lesson Plan 5

Sports and Steroids

Teacher's name: Gabriel Briones		Subject: English
Date: December 01 th , 2021		Time: 08:00 – 08:35
Level: Intermediate	Age: Teenagers	Length of time: 35 mins
Number of students: 25		Women: 13 Men: 12
Main aim:	To discuss about the influence of Sports and Steroids for vocabulary development.	
Subsidiary aims:	<ol style="list-style-type: none"> 1. Students will be able to use vocabulary related to Sports and Steroids. 2. Students will be able to apply the vocabulary related to Sports and Steroids when talking in groups. 3. Students will be able to make a glossary about the use of steroids in the sports they must use the vocabulary learned. 	
Personal aims:	<ol style="list-style-type: none"> 1. To control timing of each stage. 2. To give students clear instructions to develop activities. 	
Anticipated problems:	Students have problems with internet connection to use the app.	
Possible solutions:	Teacher can use web version of the app to project them.	

Timing	Procedure	Stage aims	Aids and materials	Interaction patterns
5 min	<ul style="list-style-type: none"> - Greeting - T. presents the agenda. -T. presents the app (Spotlight English app) - T. asks Ss. what is your favorite sport? - Ss. answer according their preferences. 	<p>Warmer: to get students talking and practice the use of the target language.</p>	Human body	Whole class
15 min	<ul style="list-style-type: none"> - T. asks students to tell Why some athletes use steroids? - T. presents the app, then T. plays an audio about Sports and Steroids. Ss. listen and read the captions to learn new vocabulary in their cellphones. 	To practice the use of vocabulary about Sports and Steroids.	Spotlight English app, cellphones, laptop and projector	Whole class
5 min	<ul style="list-style-type: none"> - T. presents an activity in Kahoot about Sports and Steroids. - Ss. do the activity. 	To identify the new vocabulary	Spotlight English app, laptop and projector and Kahoot.	Whole class Teacher monitors
5 min	- T. gives instructions to discuss in groups What are the disadvantages to use steroids?	To practice oral fluency.	Discussion	Group-work

	- Ss. practice the discussion in groups.			
5 min	- T. give instructions to make a glossary about the use of steroids in the sports they must use the vocabulary learned.	To use the vocabulary learned.	Own material	Individual work
Homework:	Students must finish the activity in their houses.			

AGENDA:

- GREETING
- WARMER
- INTRODUCING THE TOPIC THROUGH THE APP
- ACTIVITY IN KAHOOT
- ORAL PRACTICE
- ASSESSMENT

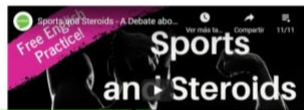
Sports and Steroids



Link: <https://spotlightenglish.com/sport/sports-and-steroids/>

Voice 1

Jaap Stam was living the dream of many young people. He was an athlete. Playing football was his job. As a sports player, Stam was healthy and successful. He had played for the famous football team Manchester United. He had a new job on another good football team - Lazio. But, in 2001 he took a test. The test found that he had used the drug steroids.



Steroids are a strong version of testosterone. Human bodies create testosterone naturally. Women have low levels of testosterone. Men usually have higher levels of testosterone. This is why men usually have more muscle - the hard tissue on the body that gives people strength.



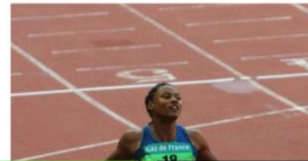
Voice 1

Athletes began using steroids in the 1950s. Steroids gave athletes an advantage. They could be stronger and faster than their competitors. By the 1960s many major sports organizations had passed laws against using steroids. The organizations began to test athletes to make sure that they were not using steroids.

Voice 2

But if taking steroids was against the rules, why would athletes take them? Some people say that athletes feel a great amount of pressure to win. They

"I want to apologize to you all for all of this. I am sorry for making you all sad in so many ways."



Link of Spotlight: <https://spotlightenglish.com/sport/sports-and-steroids/>

Activity

KAHOOT



Link of activity: <https://create.kahoot.it/share/sports/0ccd7923-d027-4b05-a836-b5b951c12907>

Link of activity: <https://create.kahoot.it/share/sports/0ccd7923-d027-4b05-a836-b5b951c12907>

Assessment

- ▶ **Make a glossary about the use of steroids in the sports they must use the vocabulary learned..**

Lesson Plan 6

A Film About Pollution

Teacher's name: Gabriel Briones		Subject: English
Date: December 01 th , 2021		Time: 08:00 – 08:35
Level: Intermediate	Age: Teenagers	Length of time: 35 mins
Number of students: 25		Women: 13 Men: 12
Main aim:	To discuss about the influence of Sports and Steroids for vocabulary development.	
Subsidiary aims:	<ol style="list-style-type: none">1. Students will be able to use vocabulary related to A Film About Pollution.2. Students will be able to apply the vocabulary related to A Film About Pollution when talking in groups.3. Students will be able to create a poster about a Film About Pollution they must use the vocabulary learned.	
Personal aims:	<ol style="list-style-type: none">1. To control timing of each stage.2. To give students clear instructions to develop activities.	
Anticipated problems:	Students have problems with internet connection to use the app.	
Possible solutions:	Teacher can use web version of the app to project them.	

Timing	Procedure	Stage aims	Aids and materials	Interaction patterns
5 min	<ul style="list-style-type: none"> - Greeting - T. presents the agenda. -T. presents the app (Spotlight English app) - T. asks Ss. what is your favorite sport? - Ss. answer according their preferences. 	<p>Warmer: to get students talking and practice the use of the target language.</p>	Human body	Whole class
15 min	<ul style="list-style-type: none"> - T. asks students to tell Why is China the most polluted country? - T. presents the app, then T. plays an audio about A Film About Pollution. Ss. listen and read the captions to learn new vocabulary in their cellphones. 	<p>To practice the use of vocabulary about A Film About Pollution.</p>	Spotlight English app, cellphones, laptop and projector	Whole class
5 min	<ul style="list-style-type: none"> - T. presents an activity in Nearpod about A Film About Pollution. - Ss. do the activity. 	To identify the new vocabulary	Spotlight English app, laptop and projector and Nearpod.	Whole class Teacher monitors
5 min	- T. gives instructions to discuss in groups How we can avoid pollution on our planet?	To practice oral fluency.	Discussion	Group-work

	- Ss. practice the discussion in groups.			
5 min	- T. give instructions to students must create a poster about a Film About Pollution they must use the vocabulary learned.	To use the vocabulary learned.	Own material	Individual work
Homework:	Students must finish the activity in their houses.			

AGENDA:

- GREETING
- WARMER
- INTRODUCING THE TOPIC THROUGH THE APP
- ACTIVITY IN NEARPOD
- ORAL PRACTICE
- ASSESSMENT



A Film About Pollution

Link: <https://spotlightenglish.com/science-and-technology/the-environment/a-film-about-pollution/>

What can people do about the problem of pollution? Adam Navis and Liz Waid tell about a film that looks at the problems of dealing with pollution in China.

Voice 1
Welcome to Spotlight. I'm Adam Navis.

Voice 2
And I'm Liz Waid. Spotlight uses a special English method of broadcasting: it is easier for people to understand, no matter where in the world they live.

the highly-polluted area of Shanxi. Shanxi has many coal plants, and the air is very dirty. Cha asked the little girl in Xiaoyi.

Voice 3
Have you ever seen blue sky?

Voice 4
I have seen sky that was a little blue.

Voice 3
Have you ever seen white clouds?

Voice 4

Chai Jing could not forget about this little girl. Ten years later, she made a documentary film about air pollution in China. She called it "Under the Dome". Chai released her film on Saturday, February 28th, 2015. In three days, people had watched it more than 150 million times. In one week, people had watched it more than 300 million times. Around one fifth of China's population has seen it! Today's Spotlight is on the Under the Dome film.

Link of Spotlight: <https://spotlightenglish.com/science-and-technology/the-environment/a-film-about-pollution/>

Activity

NEARPOD



a rounded roof on a building or a room, or a building with such a roof	offensive, upsetting, or immoral	enforces	poisonous
to make people obey a law, or to make a particular situation happen or be accepted	very harmful and able to cause illness or death	to say that you will not do or accept something	refuses
shocking	Dome		

Link of activity: <https://app.nearpod.com/presentation?pin=SBT64>

Link of activity: <https://app.nearpod.com/?pin=SBT64>

Assessment



- ▶ **Create a poster about a Film About Pollution they must use the vocabulary learned.**



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