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EXTRANJEROS**

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TUTOR APPROVAL

CERTIFY:

I, Mg. Edgar Guadia Encalada Trujillo, holder of the I.D No 0501824171, in my capacity as supervisor of the Research dissertation on the topic: “VISUAL VOCABULARY APP AND VOCABULARY LEARNING” investigated by Miss Jocelyne Estefania Ramos Aguilar with I.D No 1805314679, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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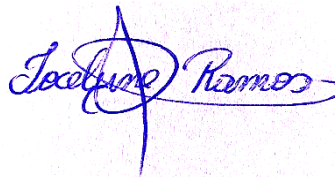
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I declare this undergraduate dissertation entitled “VISUAL VOCABULARY APP AND VOCABULARY LEARNING” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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

A handwritten signature in blue ink that reads "Jocelyne Ramos". The signature is stylized with a large, decorative initial 'J'.

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DEDICATION

First, I dedicate this research work to God who has always guided me, has given me wisdom and spiritual strength to continue with my studies despite the difficulties presented during all this time.

To my parents Miriam and Carlos who have always supported me throughout the entire process of my career, with their advice, words of encouragement that have always encouraged me to move forward and always give my best. To them who have always been willing to lend me a hand when I have needed it most and have always been there for me in good and bad times so that I never give up until I fulfill all my dreams.

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ABSTRACT

Visual Vocabulary is an application used to learn English vocabulary. The objective of this research is to analyze the impact of the Visual Vocabulary application on the development of vocabulary learning in English. The study was carried out using a quasi-experimental design with a population of 19 10th EGB students from the Unidad Educativa "Madre Gertrudis" in the city of Cevallos. This research has a duration of three weeks with one session through the zoom platform and the other sessions were carried out in a face-to-face environment. The data collection was carried out through the application of a pre-test and a post-test extracted from Pearson A1 (Test your vocabulary) where in the first results an average of 6.34 was obtained. Then, the experiment was applied to the students with the use of the Visual Vocabulary application in vocabulary teaching where they acquired and reinforced their knowledge through practice with the use of flashcards with different vocabulary topics present in the mobile app. Once the sessions were over, the students took the post-test, resulting in a score of 8.65 out of 10. These results show the progress of 2.31, therefore, it is concluded that the use of the Visual Vocabulary application had a significant influence on students' vocabulary learning.

Keywords: English, students, Visual Vocabulary app, vocabulary.

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RESUMEN

Visual Vocabulary es una aplicación utilizada para aprender vocabulario en inglés. El objetivo de esta investigación es analizar el impacto de la aplicación Visual Vocabulary en el desarrollo del aprendizaje de vocabulario en inglés. El estudio se llevó a cabo utilizando un diseño cuasi-experimental con una población de 19 estudiantes de 10mo EGB de la Unidad Educativa “Madre Gertrudis” en la ciudad de Cevallos. Esta investigación tiene una duración de tres semanas con una sesión por medio de la plataforma zoom y las demás sesiones se realizaron presencialmente. La recolección de datos se realizó a través de la aplicación de un pre-test y un post-test extraído de Pearson A1 donde en los primeros resultados se obtuvo un 6,34. Luego, se aplicó el experimento a los estudiantes con el uso de la aplicación Visual Vocabulary en la enseñanza de vocabulario donde los estudiantes adquirieron y reforzaron sus conocimientos a través de la práctica con el uso de tarjetas didácticas con diferentes temas de vocabulario presentes en la aplicación móvil. Una vez finalizadas las sesiones, los estudiantes realizaron el post-test dando como resultado un 8,65 sobre 10. Estos resultados muestran un progreso de 2,31, por lo tanto, se concluye que el uso de la aplicación Visual Vocabulary influyó de manera positiva en el aprendizaje de vocabulario de los estudiantes.

Palabras clave: Estudiantes, inglés, Visual Vocabulary app, vocabulario.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

The main objective of this study is to analyze how the Visual Vocabulary app helps the development of the English Language vocabulary. To support this research, a careful review was made through databases that contain several papers, journals, theses, and articles of previous researchers with topics related to the present research topic, the same that contributed to the sustenance of the development of this study.

According to Cabrera et al. (2019) in their research titled “Using Visual Vocabulary App as a Metacognitive Strategy in EFL Learning: A Case of Pre-Service Teachers” the main objective of this study was to examine the effectiveness of the use of this type of application as a metacognitive strategy for learning the vocabulary of the English language where the population participating in this study was 42 teachers in the training of the English language as a foreign language with ages between 18 and 25 years of age from a private university in Loja - Ecuador. The type of study used in this research was with a quasi-experimental approach in which they applied pre-test and post-test to the participants. The results obtained in this study indicated that the Visual Vocabulary application was efficient in the development of vocabulary learning in English, for which the researchers came to the conclusion that the application was a very useful and motivating tool to develop the students' language skills because it also provides feedback.

In the study “The Secondary Students’ Perception on Visual Vocabulary Apps in English Vocabulary Learning” developed by Yulianti et al. (2021), in their work, researchers highlighted the importance of the use of technological tools for the English language vocabulary learning process in secondary schools and the Visual Vocabulary app is widely used by English teachers at the institution. A descriptive qualitative study was carried out where the population to carry out the research was 32 high school students who filled out closed questionnaires. The results showed that the students feel very motivated and have a great acceptance for the Visual Vocabulary application, and for this reason, the researchers concluded that the application is very beneficial and stimulating in learning English vocabulary.

In the research paper entitled “The effectiveness of using Visual Vocabulary app in teaching vocabulary” developed by Devitasari (2019). This research aimed to demonstrate the effectiveness of the Visual Vocabulary app in teaching vocabulary and to compare the performance of students with the use of other traditional learning methods. The population used for this study were seventh-grade students from a Semarang school and the type of research used was the quasi-experimental method where the experimental group used the app and the control group was taught vocabulary by the method traditional (vocabulary memorization). The results of this research showed that the use of the Visual Vocabulary app made a big difference in the results and as a conclusion, the students expressed that the application is an interesting and effective means of learning vocabulary in English.

Another significant study conducted by Tahir et al. (2020) called “The Application of Visual Vocabulary for ESL Students’ Vocabulary Learning” in their work they want to demonstrate the importance of vocabulary learning and that it needs to be reinforced in ESL students because learners have problems learning English effectively, for this reason, researchers used a digital tool such as Visual Vocabulary app to identify the students' progress in learning vocabulary words for this, a descriptive approach was used to compare the pre and post-tests. The investigated population was 60 Form Two students from suburban schools in Ipoh and Teluk Intan, Perak. After conducting the study, the results showed a significant improvement in both the experimental group and the control group, therefore the researchers concluded that the use of the Visual Vocabulary app was very effective in understanding and learning new vocabulary among ESL students.

The study carried out by Barjesteh & Modaberi (2020) titled "The impact of COVID-19 on the digitization of education: incorporation of an application focused on visual vocabulary learning to promote vocabulary knowledge". The purpose of this research was to recognize that students learning has been greatly affected due to the suspension of attendance to face-to-face classes, for this reason, the researchers saw the need to analyze the study through applications on mobile devices such as the Visual Vocabulary app that is a very useful tool to learn vocabulary in the English language in a more dynamic way. To carry out the research, the type of study used was quasi-experimental pretest-posttest and the selected population was 20 intermediate-level students in an English as a foreign language classroom. After conducting the study, the results were positive and demonstrated the benefits for the teaching and learning process of vocabulary in English in

these times of pandemic. In conclusion, technological resources such as the Visual Vocabulary app can be used for students to learn vocabulary.

A study by Hashemifardnia et al. (2020) intended to analyze the "Efficacy of Using the Visual Vocabulary App on the Vocabulary Knowledge of Iranian Learners of EFL", which aimed to examine the effectiveness of the Visual Vocabulary App in learning vocabulary in Iranian students studying English as a foreign language. To carry out this study, 42 middle-level students aged between 16 and 18 years were selected as a population, which were divided into two groups of 21 students that would be part of the control and experimental group. Descriptive statistics were used for data collection and to examine the impact of the research, a t-test for paired samples and a t-test for independent samples was performed, which resulted in the experimental group achieving better results than the control group. Finally, the conclusions were that the use of the Visual Vocabulary app had positive effects on the participants because it helped to expand the knowledge of English vocabulary in Iranian EFL students.

“The Effects of a Mobile-Assisted Vocabulary Learning Application on Vocabulary Learning” developed by Gürkan (2018), where the researcher details that thanks to the great technological advances of recent years it has been practically inevitable to make use of them, especially in the field of language learning, which has gained an important space the use of mobile applications, for this reason, the main objective of this research was to collect the opinions of the students about the impact of the Visual Vocabulary app for learning English vocabulary. The type of study that was developed was with a descriptive approach and the data were collected with a semi-structured interview. The selected population was 10 English learners, where after conducting the study the results were positive because the students found the application very useful and innovative and it was concluded that the use of the Visual Vocabulary app to learn vocabulary was effective.

According to Fiqri et al. (2021) in their study called “The implementation of Visual Vocabulary apps to study vocabulary in covid-19 pandemic” where the researchers mention that due to the digital age in which we find ourselves we can learn a new language only using mobile phones, for this reason, the main objective of this research was to find out students’ perception after using Visual Vocabulary App. This research has a descriptive qualitative approach for which a random population of 20 students aged between 15 to 20 years was taken. In addition, questionnaires were used for data collection where the results showed that the Visual Vocabulary app greatly

contributes to language learning, so the students were highly motivated to use this type of application.

Based on all these articles mentioned above that support the research on "Visual Vocabulary app and Vocabulary Learning" it is concluded that it has a great influence on vocabulary learning in students. In addition to the fact that all the studies carried out previously are experimental, quasi-experimental since pre-test, and post-test are used to evaluate the impact of the dependent variable and the independent variable. As well as most of the population selected in the studies were adolescents.

1.2 Theoretical Framework of the independent variable

Educational Technology

Kumar (1996) explained that educational technology includes the development of audiovisual media, teaching methods, learning processes as well as evaluation techniques since it is a systematic way of designing and evaluating the teaching-learning process using a mixture of both human and non-human resources to have as result in more effective instruction. In addition, educational technology is the development and application of scientific knowledge about the elements that compose it.

Another definition of educational technology according to Lathan (2021) is the implementation of educational approaches for the best performance in student learning since the use of these technologies is a great benefit for students because it provides personalized learning without the need to move to another place. In addition, it is a very innovative and didactic way of acquiring knowledge, such as gamification, which makes the game a great teaching tool.

On the other hand, Januszewski & Molenda (2013) in their book define educational technology such as study as well as the practice of understanding and improving academic performance through the creation and use of appropriate technological processes and resources. Additionally, this educational technology needs a continuous construction of knowledge through practice and research that both teachers and students can access for pedagogical purposes.

ICT tools

According to Pratt (2019), information and communication technologies refer to all components, devices, systems, and applications that allow users to interact in the network of the digital world, and in this sense, in the field of education, ICTs offer students a large number of search engines that allow access to all kinds of information and resources that facilitates and guarantees an effect of teaching and learning process as well as allows communication and interaction.

ICT tools include all those technological tools such as computers, the internet, radios, television, virtual platforms, mobile applications, among others that are not only used in the social field but are mostly used for educational purposes since students have access to a wide variety of computer activities that they can use both in the classroom and from the comfort of their home, and these technologies are increasingly being used more strongly in educational instruction or in the learning process. Furthermore, ICTs are currently considered as a powerful tool to reform the educational system as well as to improve the quality of education and to be able to connect learning to a real context (Lucas & Mayo, 2020).

Wolcott (2008) states that ICT tools do not have an exact definition but it can be described as a major change in the digital age where it allows users to create, share, search, store and manipulate information. In addition, ICT tools allow the creation of several mobile tools where many of which are presented for free that can be used dynamically through the interaction of the content since all the applications are based on the new. It is more dynamic and faster similar to those applications installed on a computer, so users do not have the need to download any separate application since they can easily use it online and share or manipulate information in real-time with other network users. This has resulted in a great impact on society because it has motivated users to create varied and dynamic content, in addition to collaborating and exchanging information.

Visual Vocabulary app

According to Sturm (2017), the mobile application can be defined as a type of software that has been designed to be carried out by a mobile device such as a tablet or cell phone that provide the same services that are accessed from a computer and each application provides a different service according to the needs of the user where they are kept in constant change and update for the benefit of users.

Visual Vocabulary app is a mobile application that is freely available in the play store users have rated it 4.6 out of 5. The application currently has more than a million downloads which makes it a very reliable and innovative application. What makes this application so interesting is that it contains several useful vocabulary topics that it shows with flashcards with their respective pronunciation and after the users have practiced the application, it takes a small test to reflect the progress of the users in where they should write and talk (Prastikawati, & Yulianti, 2021).

According to Cabrera et al. (2019), among all the great variety of applications to learn vocabulary, Visual Vocabulary App is the most useful because it is very easy to use and does not need a permanent connection to the internet. In addition, one of the characteristics of the application is that it answers questions practices and helps the user to develop listening in an integrated way, which makes it a perfect application for users who are beginners in the English language as well as for users with an advanced level because it begins with basic words and phrases. As the user advances, it goes to more complex words and phrases, which helps the user to learn the target language effectively.

Solano (2019), the Visual Vocabulary app is a mobile application that allows users to acquire a better vocabulary in the English language in an easy and fast way. Furthermore, the application offers an effective technique for the acquisition of vocabulary that the application will show daily to the learner. It will give a better result in linguistic speech and development of a better vocabulary in the users who use it in a certain time as well as within this application you can find many didactic ways to develop the skills of the English language such as writing, speaking and he listens. In addition, the application has vocabulary for all types of levels that the user requires, such as the beginner, intermediate, and upper-intermediate level since at the beginning of the use of the application it has vocabulary from the most basic to the most advanced.

Besides, Cabrera (2019) mentioned that the Visual Vocabulary app is a great support and complement to learning in classrooms because it always keeps the user in contact with the language because every time the student turns on their mobile phone, the application will automatically present them with a new vocabulary word and so on. Every time the user activates his phone, which will allow the student to memorize a new word every day and use it in its real context, likewise after finishing each week the application prepares a test to evaluate how much the user has learned during the week to then give feedback and be able to reinforce for the following practices those words that the user found difficult to learn.

The application has more than 3000 vocabulary words with 14 topics divided into more than 80 subtopics that will help students learn the language based on a real context that will allow the user to acquire more knowledge daily since the application shows a new word daily on the screen of each user's device in a very interactive and attractive way to the user so that their learning experience is as clear and best as possible (Barjesteh & Modaberi, 2020).

Advantages of Visual Vocabulary App

- Show vocabulary words using picture flashcards
- It contains more than 3000 vocabulary words with examples of use, pronunciation, and their phonological transcription.
- It has listening, writing, and speaking tasks.
- Dynamic and attractive design for the attention of users.
- Contains several tests at the end of each lesson.
- This does not require a permanent internet connection
- Viewing user progress in each lesson

1.3 Theoretical Framework of the dependent variable

Language learning

Learning a language can be defined as a conscious process that human beings have where it is the product of formal and structured learning where it can be through a situation and self-learning, for this reason, language learning is a fundamental part of all existing languages or in this case of the English language and there is learning for social purposes like learning for tourism purposes in which it is necessary to have knowledge of the language in order to have a good performance in a foreign country and learning are commercial or business purposes (Ahmadi, 2018).

Godwin-Jones (2017) mentioned that Language learning is also defined as the ability to communicate in a second language in a real context, which includes a number of programs that are necessary to follow to learn in the best way, it is not only a matter of knowing its grammatical rules or structure. It is also necessary to know about the culture of that language, literature, history, and politics.

According to Cook (2016), one of the biggest challenges for students today is acquiring a second language such as English language learning encompasses a set of aspects around that language

such as grammar, vocabulary as well as the culture that identifies that language. There are several strategies for acquiring a second language, such as the use of technology, which is a very helpful and personalized tool according to the needs of the students.

English Vocabulary

English Vocabulary is defined as the main means of expression of thoughts, feelings, and emotions since vocabulary is closely related to the four skills of the English language since without this communication would be impossible. For this reason, vocabulary is one of the fundamental aspects in the process of acquiring a new language to be able to interact effectively in the English language (Wu, 2018).

On the other hand, according to Bai (2018) English vocabulary plays a very important role in communication as it includes three key elements as grammar, pronunciation, and vocabulary, which is the most relevant of these three elements since a broad knowledge of English vocabulary allows effective communication in the foreign language and actually be able to use that vocabulary depending on the context and the situations in which the learners are.

Besides according to Peters (2018), the appropriate use of vocabulary can generate great benefits for students since with a good knowledge of vocabulary they can communicate effectively with other people or members of their class even if they do not have a wide knowledge of grammar or language structure. For this reason, students must take advantage of or seek any opportunity to practice vocabulary to significantly improve their language performance.

Vocabulary Learning

Learning vocabulary is essential in the process of adding a second language like English because the more words you know, the more students will be able to understand what they are hearing or reading, as well as the better way students can communicate with others. Unfortunately, this aspect is the one that is least taken into account in the teaching and learning process, which, on the other hand, is one of the most essential since, thanks to learning the vocabulary, learners can then use it with the different grammatical structures and tenses as well as we can develop in real contexts more easily (Zou et al.2021).

According to Oxford & Crookall (1990), vocabulary learning is one of the essential parts of the teaching and learning process of a second language. Unfortunately, teachers ignore it, and vocabulary is not explicitly taught to students instead teachers expect that students learn the vocabulary by themselves, which is not as effective as expected, or if instructed by the teachers they only do it quickly without their respective practice in a real context.

Besides, Oxford & Crookall (1990) mentioned that learning vocabulary is a fundamental part of the process of acquiring a second language because the more words you know you can understand and understand more easily what you are reading or listening and you will have more awareness at the time of knowing what you are going to speak or to write. There are several techniques for learning vocabulary to be effective, for example, the author raises several strategies for learning vocabulary, for example, there are word lists that help students to memorize the new vocabulary but it cannot be so effective because not learning vocabulary in context, teaching cards that are very useful and attractive for students and the use of conventional dictionaries that can be a bit frustrating for learners.

Another way in which students can learn the vocabulary of the target language is through word grouping techniques that consist of dividing a list of words that are long and transforming them into a new and shorter list, classifying them according to their characteristics. In this way, students can experience a certain degree of language context because students must organize words according to their grammatical structure or semantic relationship. The word or concept association is another technique that consists of grouping new words or phrases with words that students already know and the visual Imagery technique is based on making associations between the image and the word that helps students to be able to better remember the new vocabulary and make learning a more efficient and dynamic process so that students are more motivated to learn (Legault et al, 2019).

A serious mistake that teachers often make is to believe that grammar is more important than learning vocabulary, for this reason, Larsson (2014) mentioned that the reasons are the persistent belief among students and teachers that someone can learn a new language and be able to use it largely although his vocabulary is very limited. Another belief that the author mentions is that vocabulary is learned implicitly, making it superfluous in teaching.

Learning a second language L2 requires a great process of vocabulary acquisition where various techniques or strategies are used to learn and increasingly acquire greater fluency and use of language for this reason learning vocabulary is a dynamic process where teachers must focus their teaching on a methodology where they are based on teaching lexicons instead of just individual words (Viera, 2017).

In addition, Warschauer et al. (2019) mentioned that vocabulary learning is the process by which people learn the vocabulary of a second language after acquiring the mother tongue since the first language greatly influences the success of learning a second language for this reason it can mean a real challenge to learn vocabulary for some students, however many teachers think that learning vocabulary is an easy process and it is for this reason that students often have limited knowledge of vocabulary in English which in the future may mean a real struggle in their educational careers which results in much frustration and feelings of failure in the students.

1.4 Objectives

General objectives:

To analyze the impact of the use of the Visual Vocabulary app in the development of English language vocabulary.

Specific objectives:

- To identify the type of technology tools students use to learn English.
- To describe the benefits of the Visual Vocabulary app in the improvement of English vocabulary learning.
- To analyze the students' vocabulary acquisition progress with the use of the Visual Vocabulary app.

Description of the fulfillment of objectives

In order to comply with the general objective of this study, which is to analyze the impact of the use of the Visual Vocabulary app on the development of vocabulary learning in English, the researcher evaluated the students before and after the application of the experiment to determine if the results were positive or negative.

To achieve the first specific objective, the researcher carefully observed and analyzed the students' classes to identify the types of technological tools that the students used for learning English and which were the most efficient and useful for them.

Second, to describe the benefits of the Visual Vocabulary app, it was necessary to present to the students in the first session a complete PowerPoint presentation explaining all the tools and benefits that the application offered to improve vocabulary learning. In addition, students were asked to download it and explore all the content of the application.

Finally, to fulfill the third objective, the researcher, after having carried out several treatment sessions using the Visual Vocabulary app and assigning several hours of free practice to the students, proceeded to take a post-test to analyze the progress of students in learning English vocabulary during the time classes were held using the application.

CHAPTER II

METHODOLOGY

2.1 Resources

To develop this study, it was necessary to use various resources such as: human resources that were the 19 students of the 10th level of the Unidad Educativa “Madre Gertrudis”, research tutor Mg. Edgar Encalada and the researcher. Additionally, the institutional resources that were Universidad Tecnica de Ambato and Unidad Educativa “Madre Gertrudis” that provided the facilities to carry out the study is the institution. Finally, the technological resources used were laptops, cellphones, Internet, virtual platform ,(zoom) and applications (Visual Vocabulary app and Kahoot) to carry out different learning and practice activities.

2.1.2 Procedure

First, a vocabulary pre-test was applied to the 10th "A" students of Unidad Educativa "Madre Gertrudis". The selected instrument was a standardized test from Pearson Education Limited (Test Your Vocabulary 1) with level A1; this test was the most suitable for the students due to their age and level of English knowledge. The test has four parts where each part is divided by several topics and different types of questions, in part 1 students had to complete the sentences according to the correct verbs, in part 2 it is a matching exercise, part 3 consisted of a multiple-choice question and part 4 a matching activity. All these parts of the test were according to the topics studied by the students. The selected population took the test in a face-to-face environment with an approximate time of 25 - 30 minutes, which was enough time for the students to analyze in detail the four parts of the test. Finally, the researcher collected the evidence, and the scores obtained were delivered to each student.

For the application of the treatment, the researcher first presented the Visual Vocabulary application to the students and explained how to use it as well as the tools offered by the application to improve knowledge of vocabulary in English. Additionally, one of the treatment sessions was carried out through the Zoom platform and the other sessions were face-to-face classes with a time of 40 minutes three times a week for three weeks, as well as asynchronous activities so that the students could practice more vocabulary in the app.

The researcher's lesson plans were planned according to the topics that they were studying during the English classes, in each session a different vocabulary topic was presented through flashcards

with additional listening, speaking, and writing practices, which was reinforced by significantly the knowledge of students. After each practice session, the last 10 minutes of the class were assigned to carry out a small test that offered the same application to measure the level of learning of each vocabulary topic where the application instantly shows the results as well as feedback if necessary. At the end of each session, they were assigned an asynchronous vocabulary practice in the application so that they could take better advantage of all the tools offered by the application independently, which gave students enough time to explore the application freely.

Finally, in the last treatment session, which was after three weeks of activities using the Visual Vocabulary app, the Pearson Education Limited post-test was presented in which the 10th "A" students took it in person with the same approximate time of 25 - 30 minutes, the test was not manipulated or modified to obtain accurate results. Once the test was finished, the students were made aware of their grades to know their progress.

2.2 Methods

2.2.1 Research approach

This research was quantitative and qualitative because according to Sukamolson (2007), quantitative research is in charge of explaining the phenomena by collecting numerical data that are analyzed after observing the problem or phenomenon. In this research, data of the dependent variable was collected through pre-test and post-test. In addition, this was qualitative because this type of research is responsible for collecting information as well as analyzing non-numerical data that help to understand the proposed topic or problem in greater depth and generate new ideas. The qualitative data of the independent variable was collected through a survey in google forms to analyze the level of impact of the Visual Vocabulary app.

On the other hand, according to Tosun et al. (2014), field research is a qualitative method that aims to collect data through the observation of people in their natural environment. As in this research, the learning of English vocabulary of the students of the Unidad Educativa "Madre Gertrudis" was observed and analyzed.

In addition, it was bibliographic research because, according to Bloom (2017), the bibliographic research collected all kinds of information from previously published resources or research that served as a guide and support to the researcher, as the development of the dependent and independent variables related to Visual vocabulary app and Vocabulary learning.

The purpose of the mixed approach in this research was to analyze numerical and statistical data through quantitative research, as well as qualitative research that is responsible for collecting more detailed information about the experiences during the application of the experiment. In addition, this research was quantitative because statistical analysis of the pre-test and post-test results taken from the selected population was carried out, expressed in graphs and tables. Qualitative because this study was based on formulating a hypothesis, exploring and analyzing ideas and results. (Streefkerk, 2019)

2.3 Research Modality

2.3.1 Bibliographical research

According to Allen (2017), bibliographical research is responsible for collecting a series of information from material published in different search resources, whether they are traditional ones such as books, newspapers, magazines, and newspapers, but also technological resources such as websites, blogs, or bibliographic databases. Therefore, this research is of a bibliographic type because a series of database information was collected from both the dependent variable and the independent variable to support the research process.

2.3.2 Fiel Research

Field research is defined as a method of collecting data through observation and interaction with people while they are in their natural environment (Crump, 2020). This field investigation was carried out in Unidad Educativa “Madre Gertrudis” where 10th grade students were the object of observation during each treatment session to identify the progress of the students.

2.4 Level or type of research

2.4.1 Exploratory Level

This research is exploratory because according to Swedberg (2020) this type of research is used to investigate a problem that is not well defined and is carried out to have a clearer idea about the problem to be investigated. This research also seeks to investigate further on how to help students improve their vocabulary in English through the use of mobile applications, for this it was necessary to first identify the problem and establish possible solutions for the future.

2.5 Design

This research was based on a type of experimental study because according to Bhandari (2020), this is a scientific approach to research where one or more independent variables are manipulated

which are applied to the dependent variables to measure their effects on the independent variables on the dependent ones that help researchers to draw a good conclusion about the relationship between the two variables such as Visual vocabulary app and Vocabulary learning and according to the subject of study, an experiment was designed to test a hypothesis for which several factors were considered, such as: if you want to obtain general results if the population is general or more specific since this determined the degree of complexity of the experiment.

Experimental research is a study that includes hypotheses and a set of variables that are kept constant and the other variables are measured as the subject of the experiment and which the researcher manipulates since these variables can be calculated, measured, and compared. This type of research is carried out in a controlled environment so that later the researcher obtains results that support or reject the hypothesis. In addition, it is important to establish a cause and an effect of a phenomenon since it is necessary to understand that the effects observed in the experiment are due to a specific cause (Bhandari, 2020).

According to Barne et al. (2021), one of the main characteristics of experimental research was that it includes a hypothesis, which is manipulated by the researcher, the data must be quantifiable and to obtain the same, the research can be carried out in the field settings. In the development of this research, the manipulated hypothesis was about whether or not the Visual vocabulary app helps in the development of vocabulary learning in English for which the experiment was carried out with the students to verify or discard the hypothesis.

2.6 Research method

The instruments that were used in this study were a pre-test and a post-test with multiple choice questions on vocabulary that were presented to the participants at the beginning and at the end of the study to compare the results obtained. For the study of the dependent variable, a pre-test of the Pearson standardized tests (A1) was used as an instrument in the vocabulary part that has three parts such as multiple-choice, gap fill, and matching. This pre-test evaluated the level of vocabulary knowledge that the 10th EGB students of the Unidad Educativa "Madre Gertrudis" had before using the Visual vocabulary app.

Pre-test and post-test

Shuttleworth (2009) affirms that pre-test and post-test is the most appropriate method to obtain the magnitude of change of the results obtained from a given group, in this type of method the

population is divided into two groups where the one group is given the respective treatment to later obtain results and the other control group that did not receive the treatment but in the same way, is evaluated as the experimental group and the statistical or number analysis determines whether the results of the treatment had a significant effect.

However, in this research, a single group was selected to apply the treatment and then the post-test was applied to obtain change results concerning the pre-test. In addition, this research used a Test Your Vocabulary 1 by Pearson Education Limited (A1) to assess the level of vocabulary knowledge of the population.

2.7 Population

The population selected for this study were 19 students of the 10th level of basic general education (EGB) from the Unidad Educativa "Madre Gertrudis" from the city of Cevallos in the academic period of September 2021 – June 2022. This class was divided into 12 females and 7 males with ages between 14 and 15 years. To apply the treatment, the entire group of students was used.

Table 1

Population

Population	Number of students	Percentage
Male	12	37 %
Female	7	63 %
Total	19	100 %

Note: This table shows the population of students of Unidad Educativa "Madre Gertrudis"

2.7. Hypothesis

Null hypothesis

Visual Vocabulary app does not impact the development of the students' English vocabulary.

Alternative hypothesis

Visual Vocabulary app impacts the development of the students' English vocabulary.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results obtained from the pre-test and post-test applied with 19 students from 10th grade of basic general education of the Unidad Educativa "Madre Gertrudis" where the impact of the Visual vocabulary application on the development of vocabulary in English is shown. The results obtained have been represented through tables and graphs to be analyzed and interpreted.

The pre-test and post-test (adapted from Pearson Education Limited A1) were scored over 10 points as it was divided into 4 parts to assess the vocabulary level of the students.

The first table shows the results obtained by the students in the pre-test on the 10 points, as well as, the second table shows the results of the post-test after applying the treatment with the use of the Visual vocabulary application with their respective graphs, analysis, and interpretation.

The relationship between the pre-test and the post-test is presented in table three with its respective graph where it is shown how the experiment improved the students' knowledge of vocabulary in English.

The hypothesis, both the null and the alternative, were verified with the SPSS software with the T-test statistics.

Table 2.

Pre-test results.

	Frequency	Percentage
2,5	1	5,3%
3,5	1	5,3%
4,0	1	5,3%
5,0	4	21,1%
5,5	2	10,5%
6,5	1	5,3%
7,0	2	10,5%
7,5	1	5,3%
8,0	3	15,8%
9,0	2	10,5%
9,5	1	5,3%
Population	19	100,0%

Note: This table shows student scores from pre-test over 10 points.

Figure 1.

Pre-test results.

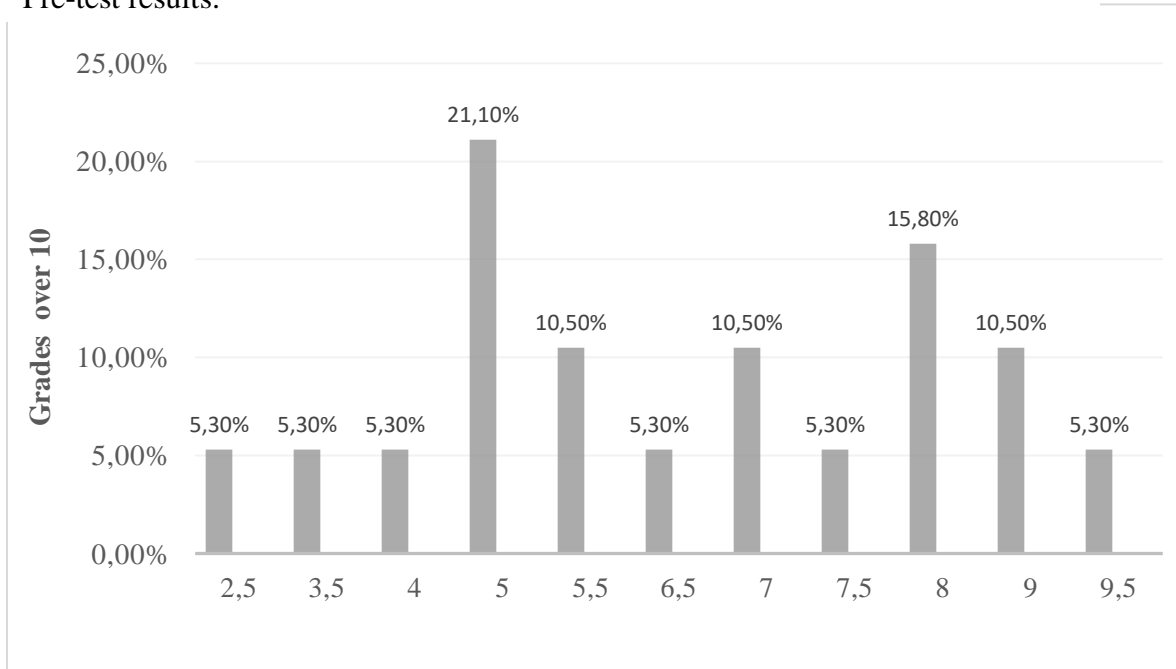


Fig.: Student scores from pre-test over 10 points. Elaborated by Ramos J, 2022.

Analysis and interpretation

The information in table 1 and figure 1 show the results obtained in the pre-test. The pre-test was evaluated on 10 points with 19 students representing 100% of the population. The results show the frequency that six students representing 31.8% have scores between 2.5; 3.5; 4; 6.5; 7.5 and 9.5. Furthermore, 31.5 of the population, which is equivalent to six students, obtained scores between 9.0; 7.0, and 5.5 points; four students representing 21.1% obtained a grade of 5 points. Finally, three students equivalent to 15.8% have a grade of 8 points.

According to the results obtained in the pre-test, it is evident that most of the students have low scores, it is assumed that the possible cause of these results could be due to the fact that the methodology or the technological resources that the teacher used were not the appropriate ones or they were not of great impact in the development of the learning of the English language or simply the students did not dedicate enough time to practice the vocabulary in English.

Table 3.

Post-test results

	Frequency	Percentage
5,5	1	5,3%
6,0	1	5,3%
6,5	1	5,3%
Grade Over 10 8,0	1	5,3%
8,5	2	10,5%
9,0	6	31,6%
9,5	5	26,3%
10,0	2	10,5%
Population	19	100,0%

Note: This table shows student scores from post-test over 10 points.

Figure 2

Post-test results

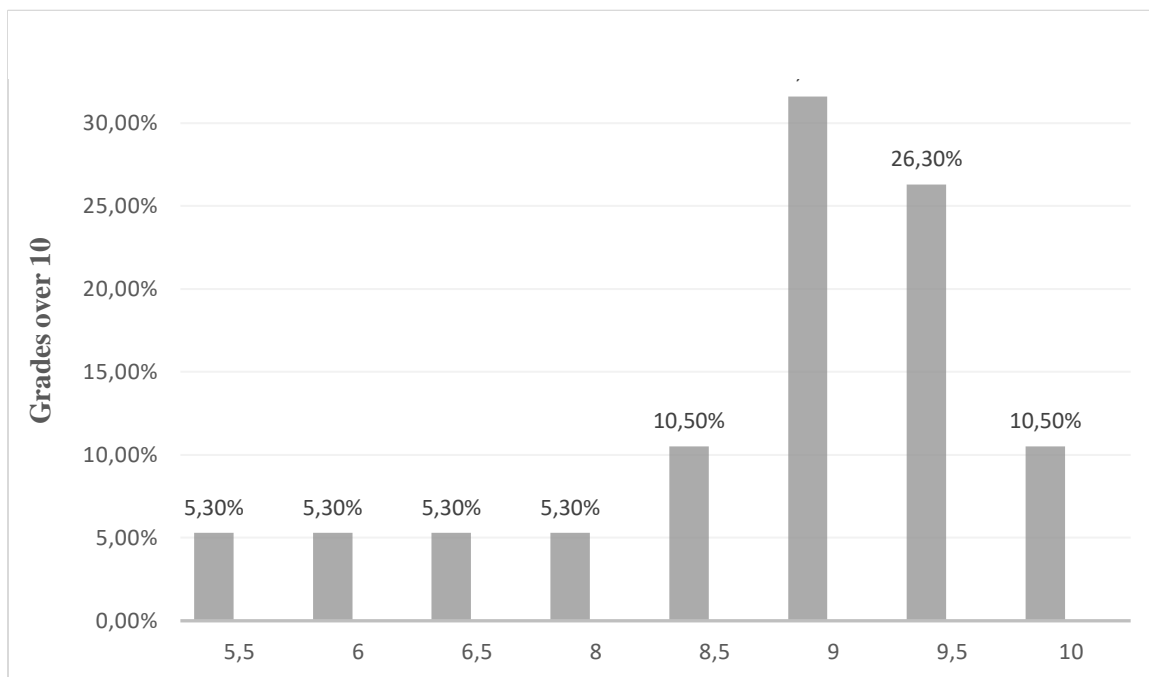


Fig.: Student scores from post-test over 10 points. Elaborated by Ramos J, 2022.

Analysis and interpretation

The results shown in the post-test can evidence that five students representing 26.3% obtained a grade of 9. Then, a frequency of five students that represents 26.3% who obtained a grade of 9 is shown, 5. In addition, 21.2%, which is equivalent to four students who obtained grades between 5.5; 6; 6.5 8 points out of 10. Finally, with a frequency of four students that represents 21%, you have grades between 8.5 and 10, which is the best grade obtained.

In the results obtained in the post-test, it is evident that the application of the treatment with the use of the Visual Vocabulary app was of great help for the students to improve their knowledge of vocabulary in English because the percentage of students with good scores increased significantly and all students have grades greater than 5, unlike the results obtained in the pre-test. For this reason, it is assumed that with the correct use of technological strategies, students can learn the language in a better way.

Figure 3.

Comparative results

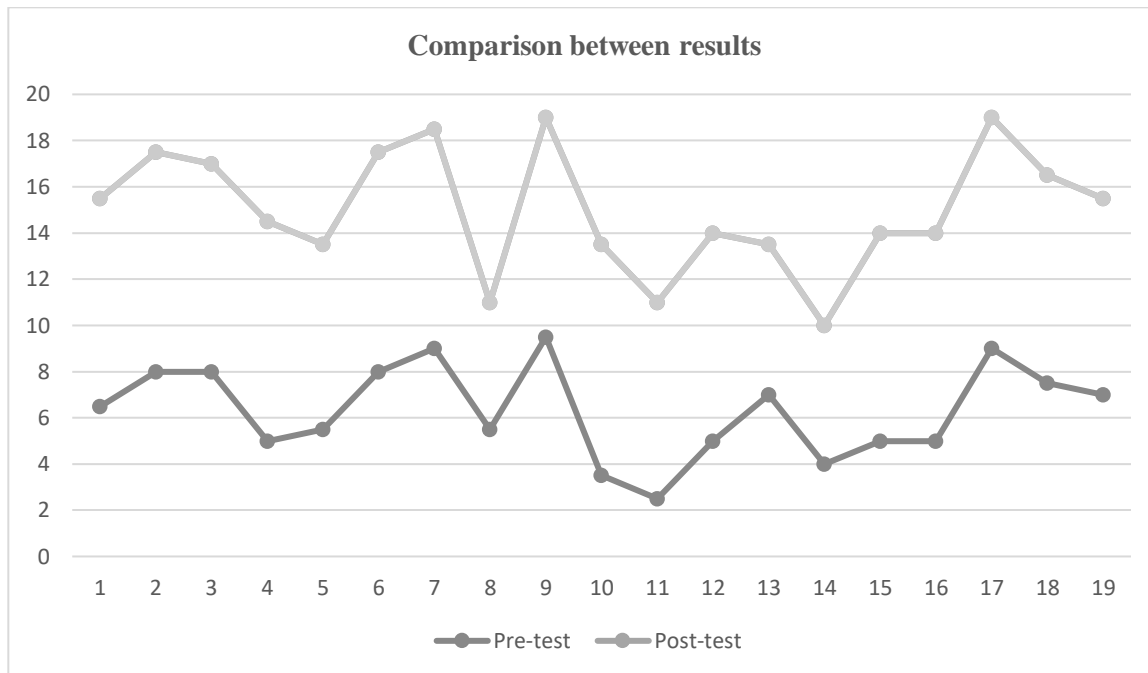


Fig.: Comparison of results between the pre-test and post-test. Elaborated by Ramos J, 2022.

Table 4.

Results

Results	Pre-test	Post-test	Difference
Average	6,34	8,65	2,31

Note: This table shows the difference between the pre-test and post-test results.

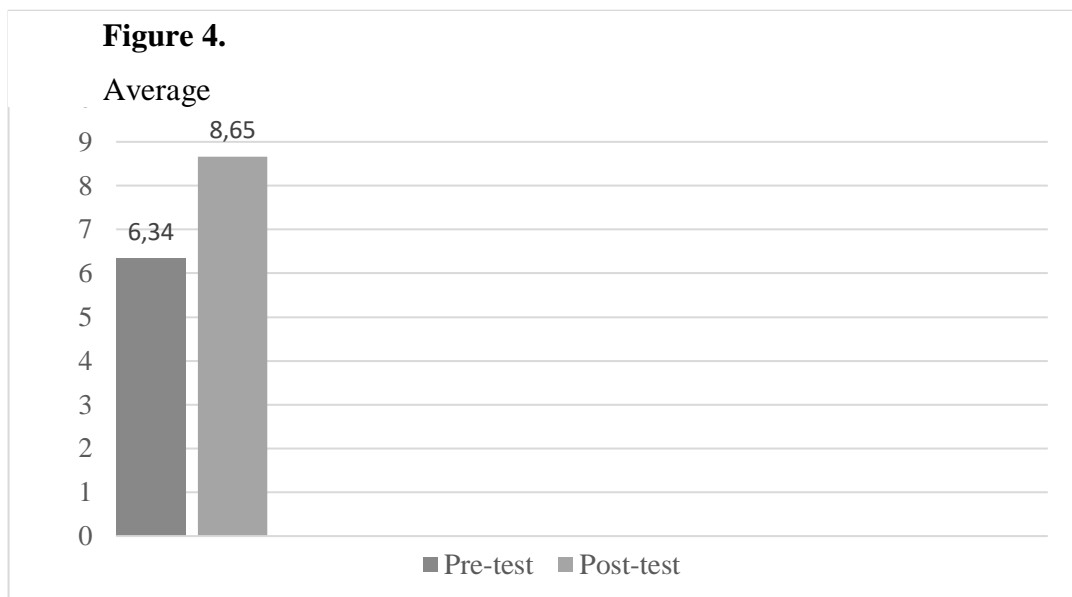


Fig.: Difference between the pre-test and post-test student's results. Elaborated by Ramos J, 2022.

Analysis and interpretation

Figure 3 shows the comparison between the scores of both the pre-test and the post-test, where the green line represents the post-test that shows that the scores obtained by the students were higher in relation to the colored line orange representing the post-test.

In the same way, Table 3 and Figure 4 show the comparison of the average between the grades obtained by the students both in the pre-test and in the post-test. In the percentage of the pre-test result, it can be observed that the entire population obtained 6.34 out of 10 points, which shows a low knowledge of basic vocabulary in English, unlike the post-test that the average is 8.65 over 10 where students got better grades.

According to the results analyzed from both the pre-test and the post-test, it is evident that the Visual Vocabulary application is a very efficient technological tool to improve vocabulary learning in English. The results show that the students obtained low grades before applying the treatment sessions despite the fact that they used other technological support tools in their learning, but after presenting the Visual Vocabulary application to the students, the students showed a great advance in their learning, which was reflected in the highest scores obtained in the post-test.

3.2 Verification of hypothesis

The data collected in this study were analyzed with SPSS statistical software applying the T-student statistics.

Null hypothesis

Visual Vocabulary app does not influence the development of the students' English vocabulary from Unidad Educativa "Madre Gertrudis"

Alternative hypothesis

Visual Vocabulary app influences the development of the students' English vocabulary from Unidad Educativa "Madre Gertrudis"

3.2.1 Shapiro Wilk - normality test

Table 5.

Shapiro Wilk- normality test

	Statical	df	Sig
Pre-test	,960	19	,565
Post-test	,790	19	,001

Note: This table shows the normality which is considered regular because the value is more than 0.05.

Analysis and interpretation

In Table 4, to obtain the results of the normality test, the Shapiro test was used because the population studied is less than 50, which indicates that the significance scale is greater than 0.05, for this reason, the T-test to validate the hypothesis.

3.2.2 T-test – Paired samples statistics

Table 6.

T-test -- Paired samples statistics

	Mean	N	Std. Deviation	Std. Error Mean
Par 1 pre-test	6,342	19	1,9934	,4573
post-test	8,658	19	1,2916	,2963

Note: This table establishes the difference between results from pre-test and post-tests.

Analysis and interpretation

Table 5 shows the results obtained from the pre-test and post-test. The mean results indicate 6,34 in the pre-test while in the post-test 8,65. This means that the results obtained in the post-test are higher than the pre-test since there is a significant difference.

3.2.3 Paired samples test

Table 7.

Paired sample test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the difference		t	df	Sig. (tailed)
				Lower	Upper			
pre-test - post-test	-2,3158	2,0084	,4608	-3,2838	-1,3478	-5,026	18	,000

Note: This table shows that the hypothesis becomes true because the Sig. bilateral is less than 0,05.

Analysis and interpretation

The T-test was used to validate the hypothesis because the result of Sig. is 0.000 is equivalent to the decision criterion that when Sig. is less than 0.05 gives us the decision to reject the null hypothesis and accept the alternative hypothesis. In conclusion, this indicates that the Visual Vocabulary app influences the development of the students 'English vocabulary from Unidad Educativa "Madre Gertrudis"'.

3.3 Discussion of results

Based on the results of Yulianti (2021) research, states that learning vocabulary is very important and for this reason, it is necessary to apply various ways of teaching and learning vocabulary, but despite this, students continue to have certain difficulties in achieving a high command of the English language. The use of mobile applications greatly helped students achieve better results in the evaluations presented, as in this case the Visual Vocabulary application was used. This indicates that the use of mobile applications are very beneficial for learning a new language.

The use of mobile applications for learning English vocabulary has become an innovative and interactive method for students, unlike conventional methods. According to Devitasari (2018), the results of the investigation showed that the use of the Visual Vocabulary app greatly helped the students to acquire greater vocabulary knowledge since the results in the pre-test were 73.13 and after performing the treatments The students obtained a score of 87.66, which indicates that there was a significant difference between the two results, so the researcher concluded that the mobile application is effective for the vocabulary teaching-learning process.

According to Tahir (2020), vocabulary teaching is neglected despite the fact that it is considered an essential part of learning a new language and, therefore, students have problems learning English correctly. For this reason, this research was in charge of analyzing the effectiveness of the use of mobile applications to improve vocabulary learning, such as the Visual Vocabulary app, which after applying the activities within the application to the students, the results were encouraging because the Students were found to be more motivated and active during the treatment sessions, unlike conventional learning, so the acquisition of English vocabulary was much better.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- After having carried out the research, it was possible to identify that the technological tools most used by students are Kahoot, YouTube, Spotify, and Duolingo through the observation of the classes in each of the visits to the institution. These tools are used for learning English because they are very popular platforms, didactic, accessible, and eye-catching for students. In addition, teachers recommend this type of tools to carry out activities in classes or to assign homework.
- The benefits offered by the Visual Vocabulary application in improving English learning vocabulary in students are multiple because it presents the new vocabulary in a more didactic way through flashcards where each new word has its respective pronunciation, meaning, and examples of use. In addition, the application has a number of topics to learn new vocabulary according to the user's needs, as well as different tests and writing, listening, and speaking tasks where students can check their progress and if students have any mistakes the application provides feedback. Finally, the students were able to learn new vocabulary more easily and improved their language skills significantly even outside of their class hours.
- After the application of the experiment with the use of the Visual Vocabulary app mobile application, great progress in learning new vocabulary was evidenced in the students because in each session the students obtained better results in the practices that the same application offered as well as the students pronounced the words better and knew how to use the vocabulary words correctly according to the context in which they were found. In addition, the great progress in the acquisition of vocabulary in English as evidenced in the results of the post-test (see figure 3) where the students obtained better results, unlike the pre-test that they took before the treatment sessions.

4.2 Recommendations

- The use of other types of technological tools that are educational is recommended, not just the same as always, since the information is constantly being updated and a variety of platforms and applications can be found to improve any language skill that the student needs to reinforce. In addition, students should independently search for applications that help them improve their English skills.
- The use of the Visual Vocabulary app is a great benefit for the acquisition of vocabulary in students of all levels, so it is necessary to implement it as additional practice material for students to use in asynchronous hours.
- To encourage students to use educational technology tools that help them improve their skills and linguistic abilities of the English language so that they can demonstrate their learning progress with the use of these technologies as well as it is also necessary that teachers constantly monitor the progress of students and carry out activities where they use the new vocabulary learned so that they can practice the new words in a real context.

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ANNEXES

Annex 1: Approval

CARTA DE COMPROMISO

Cevallos, 20 de Octubre del 2021

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Sor Edid Aldaz en mi calidad de Directora de la Unidad Educativa "Madre Gertrudis" me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Visual Vocabulary app and Vocabulary Learning" propuesto por la estudiante Ramos Aguilar Jocelyne Estefanía, portadora de la Cédula de Ciudadanía 180531467-9, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.


.....
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Annex 2: Pre and Post-test

VOCABULARY TEST

OBJECTIVE: Evaluate student's English vocabulary

NAME:

TIME: 20-25 minutes

CEF: A1 Test

LEVEL: 10th

AVERAGE AGE: 14

Instructions:

- Read through the instructions carefully for the test you are going to try. Then try the test writing your answers.
- You have 20 minutes to complete the test.
- When you have finished, check your answers and correct any mistakes you have made. Read through the test again, paying special attention to the words you didn't know or got wrong.

VOCABULARY PART 1

Missing verbs

Write the missing verbs in the sentences below. Choose from the following box:

sing	dance	swim
sleep	listen	drive

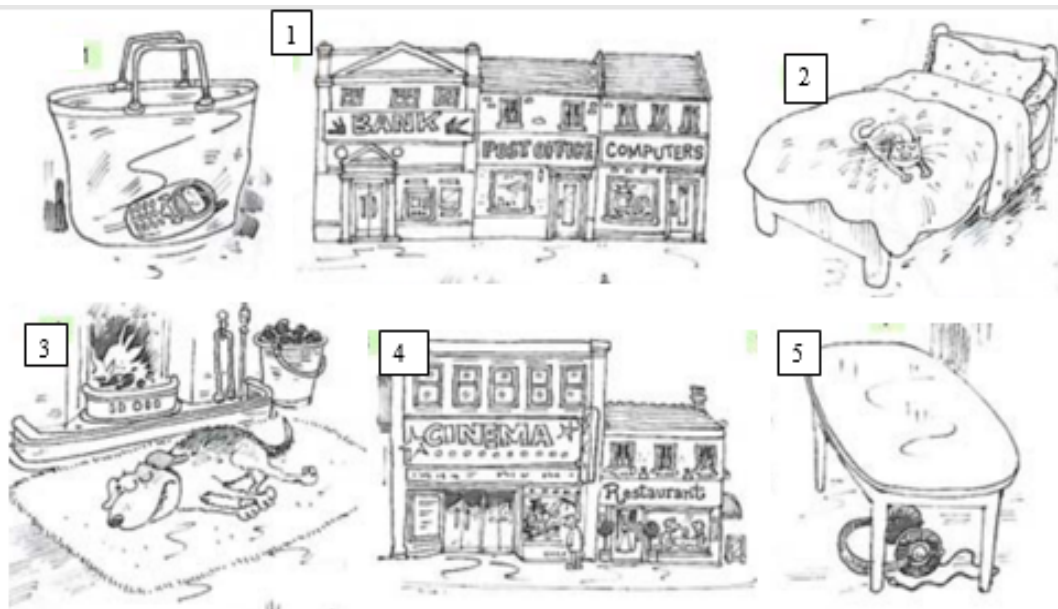
1. Alice and Max are learning to dance the tango.
2. We usually _____ football songs on the bus.
3. I feel tired today because I didn't _____ last night.
4. He doesn't go to the beach because he can't _____ very well.
5. I always _____ to the news on the radio in the morning.

VOCABULARY PART 2

Look at the pictures and write the missing prepositions in the following sentences. Use each preposition once only.

in	on	in front of
next to	between	under

Adapted from: Test Your Vocabulary 1 by Pearson Education limited



The mobile phone is in the bag.

- The post office is between the bank and the computer shop.
- The cat is on the bed.
- The dog is lying in front of the fire.
- The cinema is next to the restaurant.
- The headphones are under the table.

VOCABULARY PART 3

Choose the word

Write the missing word in each sentence.

- I usually have a boiled egg for breakfast.
a) egg b) plate c) coffee
- After running 800 metres, Carly felt really tired.
a) angry b) tired c) friendly
- Tom and Chris were born on the same day. They are twins.
a) twins b) pairs c) partners
- My brother is very tall. He's 1.95 m.
a) tall b) high c) long
- Somebody has stolen my car. I have to go to the police station.
a) bookshop b) church c) police station

Activar Windows
Vea a Configuración para activar

Adapted from: Test Your Vocabulary 1 by Pearson Education limited

VOCABULARY PART 4

Write the numbers 1 to 6 next to the correct words.

bread _____

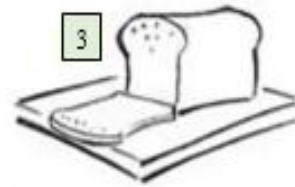
fruits _____

hairdresser _____

plumber _____

cycling _____

chess _____



Adapted from: Test Your Vocabulary 1 by Pearson Education limited

Annex 3: Lesson Plans

Lesson Plan 1

Teacher: Jocelyne Ramos

Subject: English

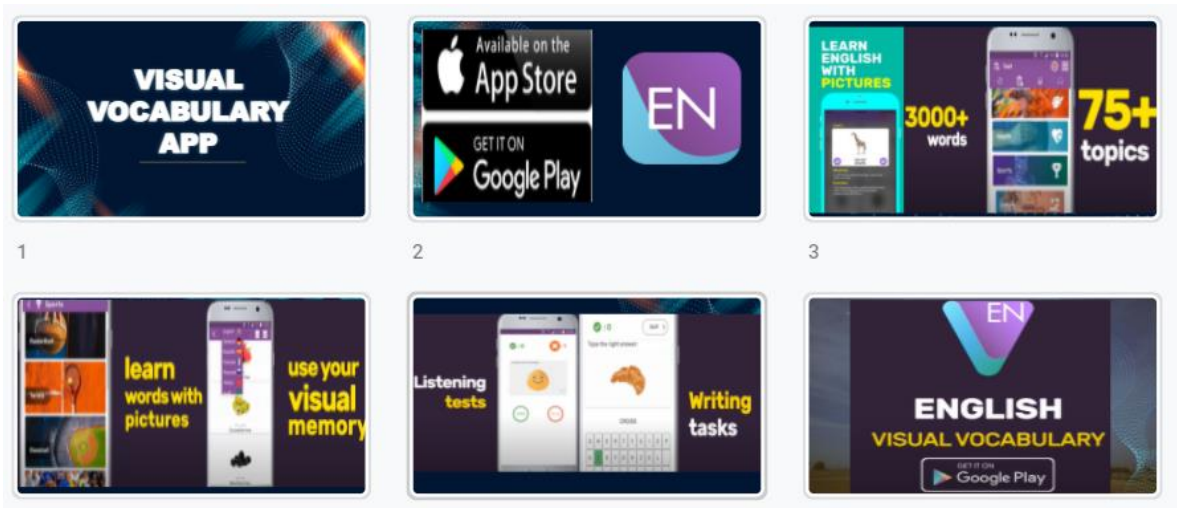
Level: 10th grade

Group: 19 students Date: December 10 th , 2021 Time: 40 minutes		
Aims: <ul style="list-style-type: none">• To give students a general view of the activities that will be done in each class.• Identify the new vocabulary about "Parts of the house" through the Visual Vocabulary application.		
Time	Activity	Tools and materials
10 min	Teacher introduces herself and explains to the students in a general way how we are going to work.	<ul style="list-style-type: none">• Zoom• PowerPoint Presentation
20 min	<ul style="list-style-type: none">• First, the teacher presents the name of the application and all the functions it offers.• Students download the Visual Vocabulary app.• The teacher explains to the students how each class will work with the application and the form in which their progress will be evaluated.• The teacher gives 5 minutes for the students to practice the first vocabulary section which is "Parts of the house".	<ul style="list-style-type: none">• Zoom• Smartphone• Internet
10 min	<ul style="list-style-type: none">• Students complete a short listening practice found in the application.• Finally, ask students if they have any questions on the subject of vocabulary.	<ul style="list-style-type: none">• Zoom• Smartphone

Recourses

PowerPoint Presentation

https://docs.google.com/presentation/d/1EMQa5VUO5j9Ppe7qOO6Vsgwf4_g-EjDa/edit?usp=sharing&oid=110638203556099916904&rtpof=true&sd=true



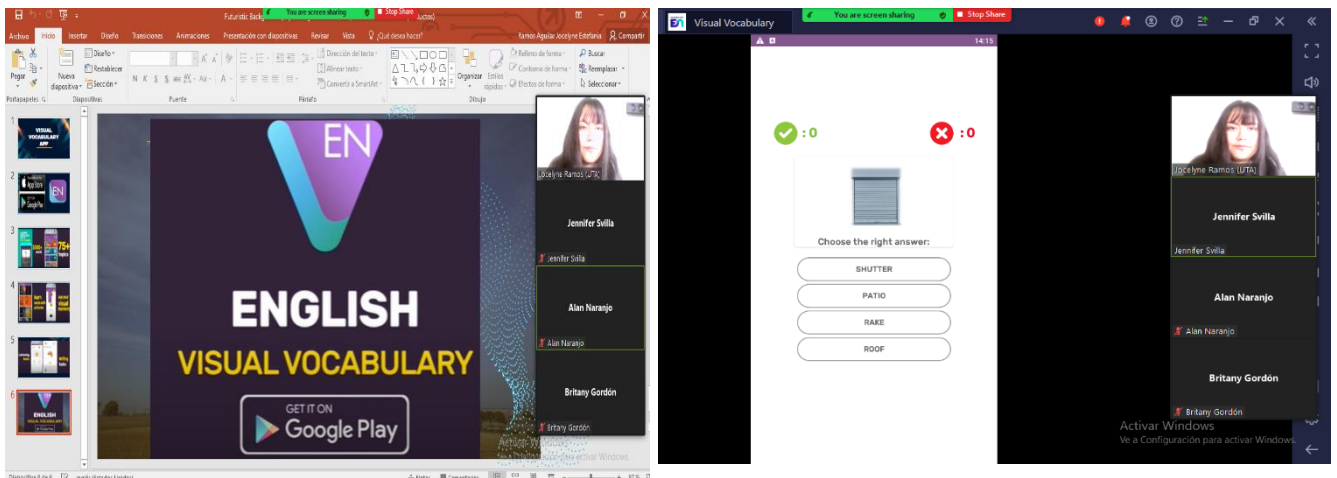
Source: Field research

Elaborated by: Ramos, J. (2021)

Google Forms link

https://docs.google.com/forms/d/e/1FAIpQLSeYDh5Jg_BpsmT9myksCT9sXz_RnoqbwkIj5SV8zGRbXjne0w/viewform?usp=sf_link

Class Evidence



Lesson Plan 2

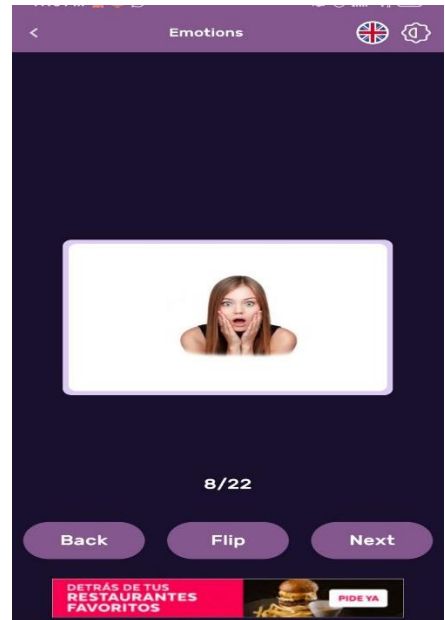
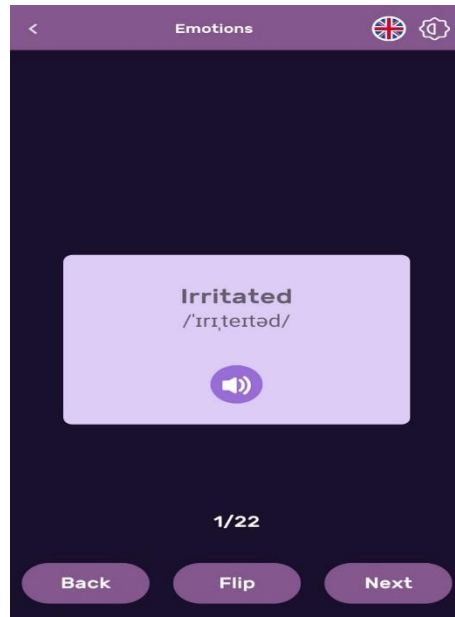
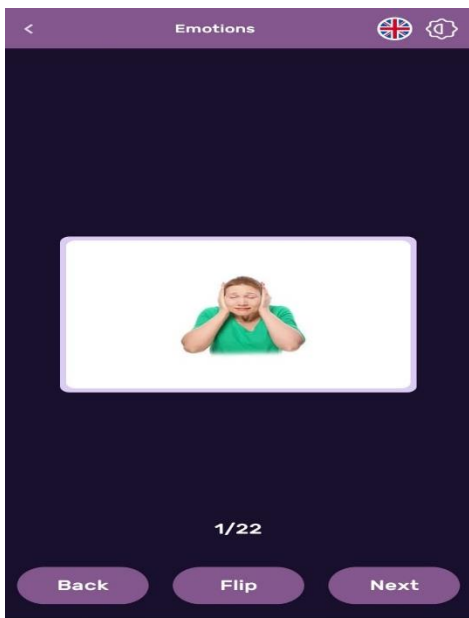
Teacher: Jocelyne Ramos

Subject: English

Level: 10th grade

<p>Group: 19 students Date: December 13th, 2021 Time: 40 minutes</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • To identify the new vocabulary about "emotions" through the Visual Vocabulary application. • Students will complete the activities on the new vocabulary topic in the Visual Vocabulary app. 		
Time	Activity	Tools and materials
10 min	Teacher gives a short explanation about the new topic of vocabulary about “emotions”	<ul style="list-style-type: none"> • Projector • Computer
20 min	<ul style="list-style-type: none"> • Teacher presents flashcards with the new vocabulary. • Students repeat the correct pronunciation of each word. • Teacher gives 5 minutes for the students to practice the listening vocabulary section about "emotions". 	<ul style="list-style-type: none"> • computer • Smartphone • Internet
10 min	<ul style="list-style-type: none"> • Students take a short test found in the app about the vocabulary learned in class. • Teacher gives feedback to the students. • Finally, ask students if they have any questions about the new vocabulary. 	<ul style="list-style-type: none"> • Smartphone • computer

Resources



Lesson Plan 3

Teacher: Jocelyne Ramos

Subject: English

Level: 10th grade

<p>Group: 19 students Date: December 15th, 2021 Time: 40 minutes</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • To identify the new vocabulary about "food" through the Visual Vocabulary application. • Students will complete the activities on the new vocabulary topic in the Visual Vocabulary app. 		
Time	Activity	Tools and materials
10 min	<p>Students complete an activity in Kahoot about the vocabulary topic from the previous class about "emotions."</p> <p>https://create.kahoot.it/details/c9f9afaa-83cf-4f41-9ba6-e1112611821f</p>	<ul style="list-style-type: none"> • Projector • Computer • Smartphones
20 min	<ul style="list-style-type: none"> • Teacher presents flashcards with the new vocabulary. • Students repeat the correct pronunciation of each word. • Teacher gives 5 minutes for the students to practice the writing vocabulary section about "food" • Teacher gives feedback about vocabulary on the board. 	<ul style="list-style-type: none"> • computer • Smartphone • Internet • Board
10 min	<ul style="list-style-type: none"> • Students take a short test found in the app about the vocabulary learned in class. • Teacher gives feedback to the students. • Finally, ask students if they have any questions about the new vocabulary. 	<ul style="list-style-type: none"> • Smartphone • computer

Resources

<https://create.kahoot.it/details/c9f9afaa-83cf-4f41-9ba6-e1112611821f>

The screenshot shows the Kahoot! interface for a report. At the top, there is a navigation bar with 'Kahoot!' logo and links for Home, Discover, Library, Reports (highlighted), Groups, and AccessPass. Below the navigation bar, the report title is 'VOCABULARY ABOUT EMOTIONS' with an edit icon. There are tabs for 'Summary' (selected), 'Players (19)', 'Questions (6)', and 'Feedback'. A large green progress indicator shows '56% correct' with a 'Play again' button. To the right, a summary table lists: 19 Players, 6 Questions, and 14 min Time.

Category	Value
Players	19
Questions	6
Time	14 min

Source: Field research

Elaborated by: Ramos, J. (2021)

Class Evidence



Lesson Plan 4

Teacher: Jocelyne Ramos

Subject: English

Level: 10th grade


<p>Group: 19 students Date: December 17th, 2021 Time: 40 minutes</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • To develop the new vocabulary topic about "describing clothes". • By the end of this lesson, students will be able to better use vocabulary to describe clothing. 		
Time	Activity	Tools and materials
10 min	Students complete an activity in Kahoot about the vocabulary topic from the previous class about "food."	<ul style="list-style-type: none"> • Projector • Computer • Smartphones
20 min	<ul style="list-style-type: none"> • Teacher presents flashcards with the new vocabulary. • Students repeat the correct pronunciation of each word. • Teacher gives 5 minutes for the students to practice the writing vocabulary section about "food" • Teacher gives feedback about vocabulary on the board. 	<ul style="list-style-type: none"> • computer • Smartphone • Internet • Board
10 min	<ul style="list-style-type: none"> • Students take a short test found in the app about the vocabulary learned in class. • Teacher gives feedback to the students. • Finally, ask students if they have any questions about the new vocabulary. 	<ul style="list-style-type: none"> • Smartphone • computer

Resources

<https://create.kahoot.it/user-reports/live-game/d95463a4-21ef-42ea-b6f7-88fa57312fc5/99abedef-53a4-4ddb-8af3-8efe368a5002/1639760536945/summary>

Report Report options

Duplicate of Food vocabulary

Live 

December 17, 2021, 12:02 PM

Hosted by Jocelyne_Ramos132

Summary Players (11) Questions (15) Feedback

32%
correct

Practice makes perfect!

Play again and let the same group improve their score or see if new players can beat this result.

[Play again](#)

Players	11
Questions	15
Time	16 min

[View podium](#)

Source: Field research

Elaborated by: Ramos, J. (2021)

Class evidence



Lesson Plan 5

<p>Group: 19 students Date: December 20th, 2021 Time: 40 minutes</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • To reinforce the vocabulary part from the previous class about "describing clothes". • To identify the new vocabulary about "describing things" through the Visual Vocabulary application. 		
Time	Activity	Tools and materials
10 min	Students carry out a warm-up on the "Kahoot" platform with the game of guessing the movie through pictures.	<ul style="list-style-type: none"> • Projector • Computers • Smartphone • Kahoot
20 min	<ul style="list-style-type: none"> • First, the teacher gives a reinforcement of the previous class on "describing clothes" and answers the students' questions. • Teacher presents the new vocabulary topic about "describing things" in the Visual vocabulary app. • Teacher presents flashcards with the different words about the vocabulary part and the students try to guess the meaning of the words according to the picture. • Students practice the new vocabulary topic. 	<ul style="list-style-type: none"> • Computer • projector • Internet • Visual vocabulary app
10 min	<ul style="list-style-type: none"> • Students complete a short test presented in the application. • Finally, ask students if they have any questions about the vocabulary. 	<ul style="list-style-type: none"> • computer • projector
<p>Homework: Do the listening part on the topic studied.</p>		

Resources

<https://create.kahoot.it/user-reports/live-game/c2747600-c80e-43f5-a9f1-71684904821c/99abedef-53a4-4ddb-8af3-8efe368a5002/1640020305284/summary>

The screenshot shows the Kahoot! interface for a game report. The title is "Guess the movie" with a movie icon. The report shows a score of 35% correct. A summary card displays "Practice makes perfect!" with a "Play again" button. A statistics table shows 18 players, 17 questions, and a duration of 14 minutes. The game was hosted by Jocelyne_Ramos132 on December 20, 2021, at 12:11 PM.

Category	Value
Players	18
Questions	17
Time	14 min

Source: Field research

Elaborated by: Ramos, J. (2021)

Class evidence

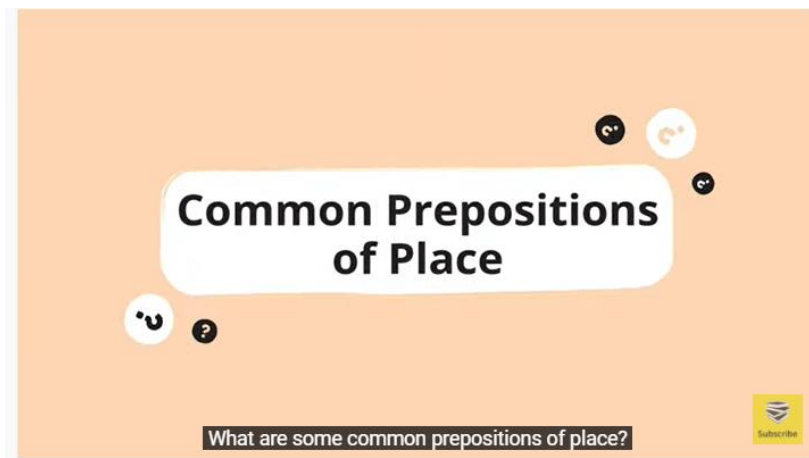


Lesson Plan 6

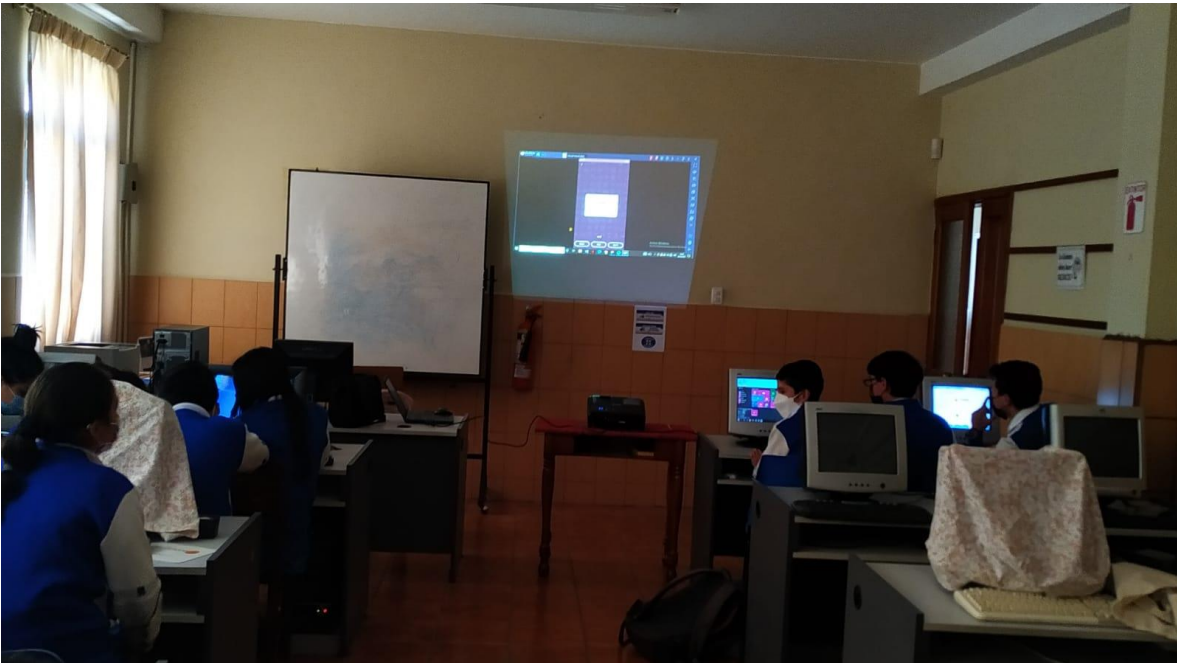
<p>Group: 19 students Date: December 21st, 2021 Time: 40 minutes</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • At the end of the lesson, students will be better able to use vocabulary about prepositions of place to carry out the activities presented in the Visual Vocabulary application. 		
Time	Activity	Tools and materials
10 min	The teacher presents a YouTube video about prepositions of place to introduce the topic.	<ul style="list-style-type: none"> • Projector • Computer • Youtube
20 min	<ul style="list-style-type: none"> • The teacher asks brief questions about the video presented. • Teacher presents the new vocabulary topic about “preposition of place” in the Visual vocabulary app. • Teacher presents flashcards with pictures about the vocabulary and the students listen to the correct pronunciation of each word. • Students participate by completing the activities of the application orally. 	<ul style="list-style-type: none"> • Computer • projector • Internet • Visual vocabulary app
10 min	<ul style="list-style-type: none"> • Students complete a writing practice on the board. • Finally, ask students if they have any questions about the vocabulary. 	<ul style="list-style-type: none"> • computer • projector

Resources

<https://youtu.be/kq65VGkVwC8>



Class evidence

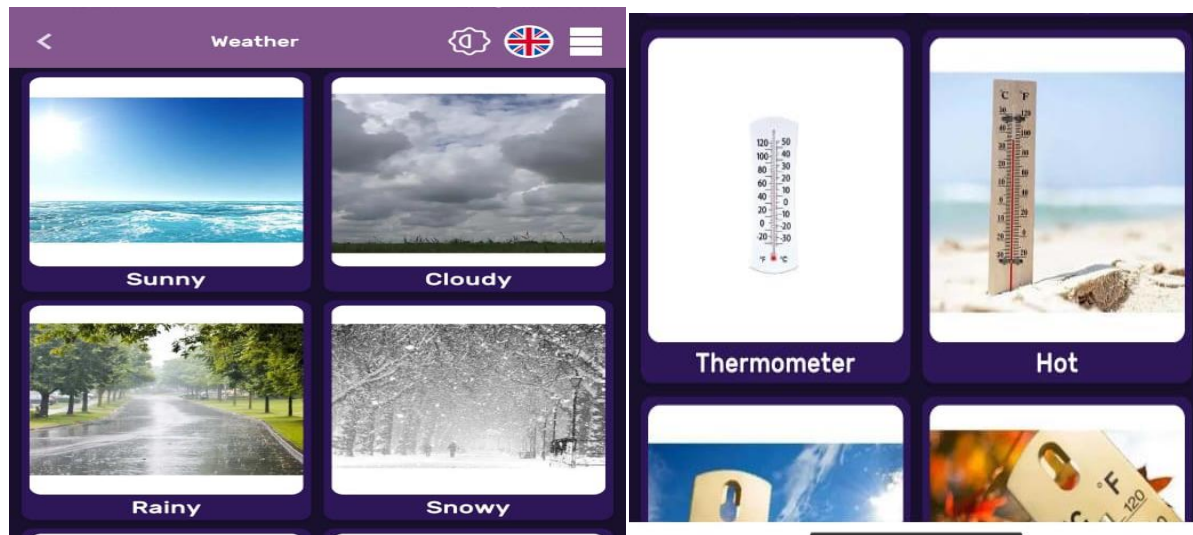


Lesson Plan 7

<p>Group: 19 students Date: December 22th, 2021 Time: 40 minutes</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • At the end of the lesson, students will be better able to use vocabulary about “weather” to carry out the activities presented in the Visual Vocabulary application. 		
Time	Activity	Tools and materials
10 min	The teacher asks students questions about what is their favorite weather or how is the weather today? to introduce the topic.	<ul style="list-style-type: none"> • Computer • Projector
20 min	<ul style="list-style-type: none"> • Teacher presents the new vocabulary topic about “weather” in the Visual vocabulary app. • Teacher presents flashcards with pictures about the vocabulary and the students listen to the correct pronunciation of each word. • Teacher presents the meaning of each of the words as well as an example sentence found in the application. • Students participate by completing the activities of the application orally. 	<ul style="list-style-type: none"> • Computer • projector • Internet • Visual vocabulary app
10 min	<ul style="list-style-type: none"> • Students complete an activity in the Visual Vocabulary app 	<ul style="list-style-type: none"> • computer • projector

Resources

Visual vocabulary app



Exercise:

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Weather/Weather_1_qg1356334vg](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Weather/Weather_1_qg1356334vg)

Weather

sunny	cold	snowy	hot
stormy	windy	rainy	cloudy

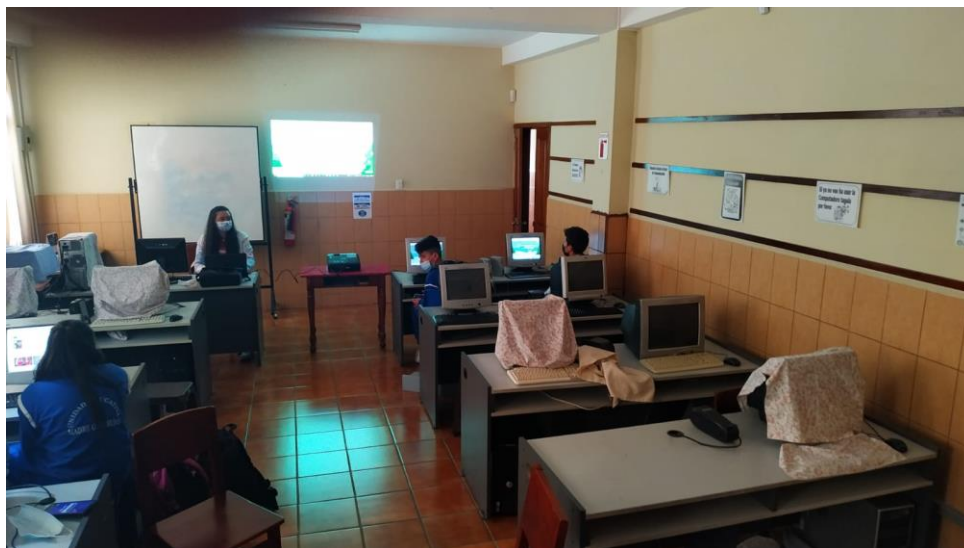
Match:

- 1 It's windy.
- 2 It's sunny.
- 3 It's hot.
- 4 It's cloudy.
- 5 It's snowy.
- 6 It's cold.
- 7 It's rainy.

Write the missing letters.

h_t	no	c_o_dy	o_d

Class evidence



Lesson Plan 8

<p>Group: 19 students Date: January 3rd, 2021 Time: 40 minutes</p>		
<p>Aims:</p> <ul style="list-style-type: none"> • Students will be able to identify vocabulary about health problems. • Students will be able to listen and write correctly the new vocabulary through different activities. 		
Time	Activity	Tools and materials
10 min	<p>The teacher presents a YouTube video about "health problems" to introduce the new vocabulary topic.</p> <p>https://youtu.be/RLG8Nyve2vg</p>	<ul style="list-style-type: none"> • Computer • Projector
20 min	<ul style="list-style-type: none"> • Teacher presents the new vocabulary topic about “health problems” in the Visual vocabulary app. • Teacher presents flashcards with pictures about the vocabulary and the students listen to the correct pronunciation of each word. • Teacher presents the meaning of each of the words as well as an example sentence found in the application. • Students repeat each flashcard to practice the new vocabulary. 	<ul style="list-style-type: none"> • Computer • projector • Internet • Visual vocabulary app
10 min	<ul style="list-style-type: none"> • Students complete an activity in liveworksheets with the teacher about “health problems” to reinforce the topic. • The teacher reviews the answers with the students and gives the respective feedback.. 	<ul style="list-style-type: none"> • computer • projector

Resources

<https://youtu.be/RLG8Nyve2vg>



Visual Vocabulary app



Exercise:

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Illnesses and health problems/5%C2%B0_101_cj1006733dm](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Illnesses%20and%20health%20problems/5%C2%B0_101_cj1006733dm)

What's the matter?

Match the sentences with the pictures (a-i)

- a. I've got a headache.
- b. She feels sick.
- c. He's got a stomach ache.
- d. I feel dizzy.
- e. He's got a cold.
- f. She's got a sore throat.
- g. I've got a cough.
- h. He's got an earache.
- i. They're taking medicine.

Read the text and complete the gaps with the missing words.

Today, four children went to see the school nurse because they were feeling ill. Jimmy had a and a . Sarah felt and . Becky had a and a . Aran had a and an . The nurse gave the children some and glasses of water. She phoned their parents so they could go home.

Class evidence

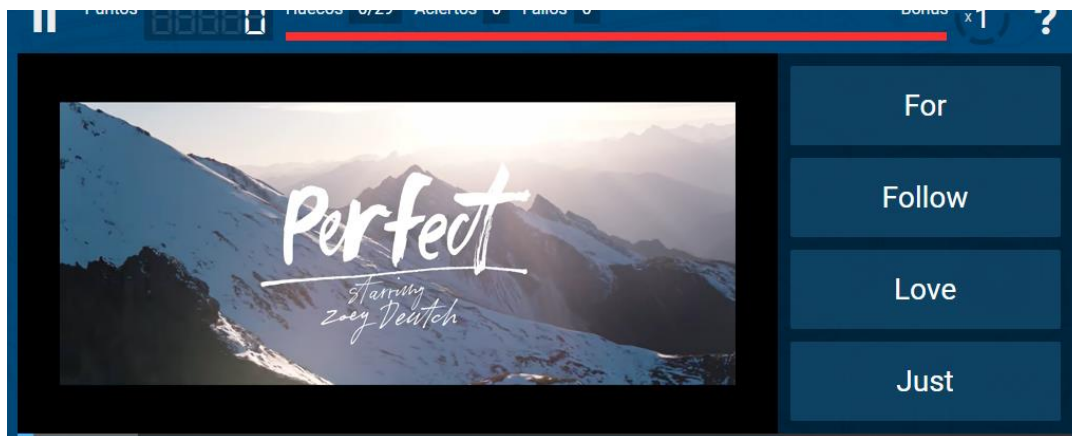


Lesson Plan 9

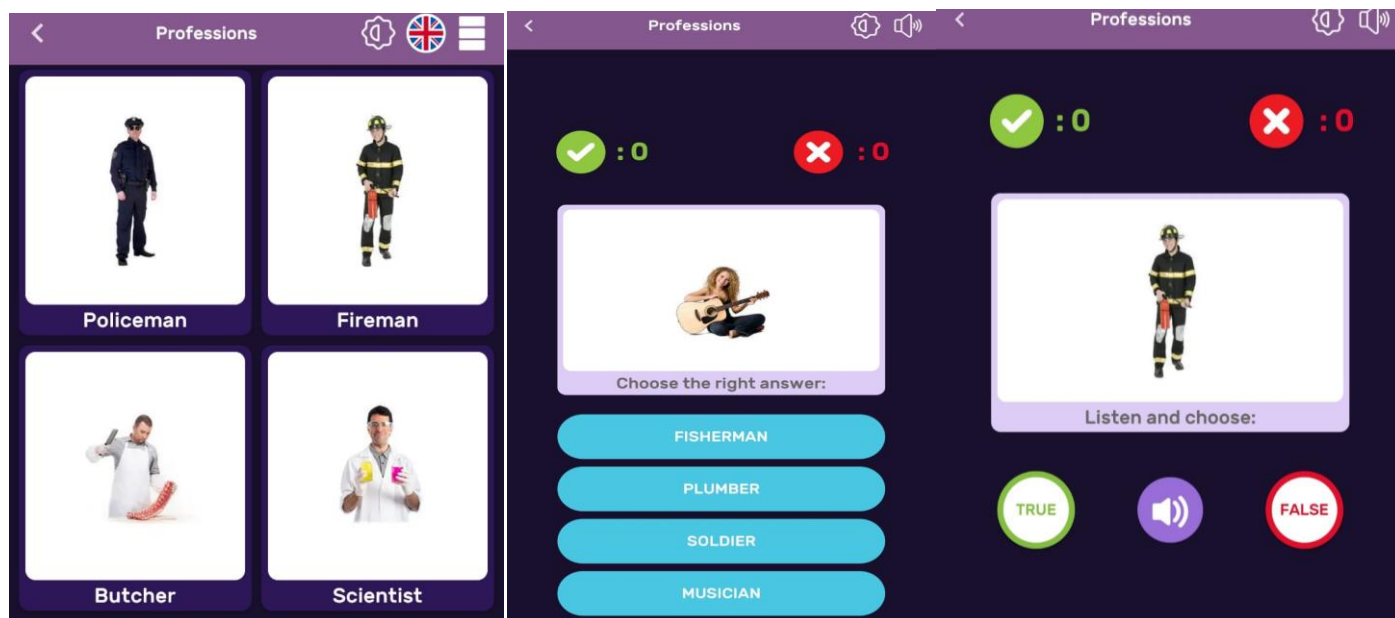
<p>Group: 19 students Date: January 5th, 2021 Time: 40 minutes</p>		
<p>Aims:</p> <ul style="list-style-type: none"> At the end of the lesson, students will be better able to use vocabulary about “Professions” to carry out the activities presented in the Visual Vocabulary app. 		
Time	Activity	Tools and materials
10 min	<p>Introduction of lesson:</p> <p>Warm-up: T. presents activity in lyrics training platform where students must complete the lyrics of the song.</p> <p>Ss. listen to the song and choose the correct word.</p>	<ul style="list-style-type: none"> Computer Projector Lyrics training
20 min	<ul style="list-style-type: none"> Teacher presents the new vocabulary topic about “Profession” in the Visual vocabulary app. T. presents different flashcards about the vocabulary and the students listen to the correct pronunciation of each word. Teacher presents the meaning of each of the words as well as examples of use. The teacher asks the students what is their favorite profession. Ss. answer the question and explain why they like that profession. 	<ul style="list-style-type: none"> Computer projector Visual vocabulary app
10 min	<ul style="list-style-type: none"> Students complete a listening activity in the Visual vocabulary app Ss. take the test found in the application to assess their learning during class. 	<ul style="list-style-type: none"> computer projector Visual Vocabulary app

Resources

<https://es.lyricstraining.com/play/ed-sheeran/perfect/HbW8nMdFKb#b7c>



Visual vocabulary app



Class evidence











Annex 4: Urkund Report



Document Information

Analyzed document	CHAPTER I - VI Ramos Jocelyne.pdf (D125774794)
Submitted	2022-01-21T23:09:00.000000
Submitted by	
Submitter email	jramos4679@uta.edu.ec
Similarity	5%
Analysis address	eg.encalada.uta@analysis.urkund.com

Sources included in the report

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W	URL: https://www.researchgate.net/publication/342373608_The_Application_of_Visual_Vocabulary_for_ESL_Students'_Vocabulary_Learning Fetched: 2020-12-12T02:00:16.1370000		1
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