UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE IDIOMAS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciada en Ciencias de la Educación Mención: Inglés.

Theme: "**WORDBIT INGLÉS" APP AND ENGLISH VOCABULARY"**

Author: Almeida Moreta Johanna Viviana

Ambato – Ecuador

2020

SUPERVISOR APPROVAL

CERTIFY:

I, Ximena Alexandra Calero Sánchez, holder of the I.D. No. 180288406-2, in my capacity as supervisor of the Research dissertation on the topic: "**WORDBIT INGLÉS" APP AND ENGLISH VOCABULARY"** investigated by Ms. Johanna Viviana Almeida Moreta with I.D No. 180375888-5, 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 Direction Board.

Lcda. Ximena Alexandra Calero Sánchez M.Sc.

I.D. No. 180288406-2

TUTOR

III. Declaration page

I declare this undergraduate dissertation entitled **"WORDBIT INGLÉS" APP AND ENGLISH VOCABULARY"** is the result of the author's investigation and has reached the conclusions and recommendations described in the current study.

Comments expressed in this report are author's responsibility.

Johanna Viviana Almeida Moreta

I.D. 180375888-5

AUTHOR

IV. Board of Examiners Approval Page

APPROVAL OF THE HIGH COURT OR DEGREE COURT TO THE DIRECTIVE

COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION

The board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "**WORDBIT INGLÉS" APP AND ENGLISH VOCABULARY"** which is held by Johanna Viviana Almeida Moreta, undergraduate student from Carrera de Idiomas, academic period 2019-2020, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, September 2020

Firmado electrónicamente por:
CRISTINA DEL
ROCIO JORDAN
BUENANO

....

Lcda. Mg. Cristina del Rocío Jordán Bueñaño

Firmado electrónicamente por:
MANUEL XAVIER
SULCA GUALE

....

Lic. Mg. Xavier Manuel Sulca Guale

Copyright Refuse

V. Dedication

To:

This research is dedicated to the most important women in my life. My mother, my soulmate, the strongest person who helped me to overcome each difficulty that I had. Thanks for walking next to me on this strange road that is life. My grandmothers, the role models that took care of me in my childhood, and when I returned to Ecuador. Tio Rodrigo, Polo, and Juan, my stepfathers, who guided me since preschool until the University. My father, who from a distance made me feel secure and loved.

Thanks to the angels that watch me from the sky. I hope that you will be proud of me.

Vivi

VI. Acknowledgements

I want to express thanks to my family that helps me to achieve every goal that I fight to accomplish, to my friends that share with me important moments that I will not forget. I want to express my gratefulness to the Universidad Técnica de Ambato. I will work hard to make this institution feel proud of me.

Finally, my special acknowledgment to my teachers; without you, I would not be the person and the professional that I am now. Thanks to my tutor Lic. Mg. Ximena Calero, who guided me in the elaboration of this research and my revisers and their experience, your recommendations improved this work.

Vivi

VII. Table of Contents

VIII. Index of tables

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

TOPIC: "WORDBIT INGLÉS" APP AND ENGLISH VOCABULARY"

Author: Johanna Viviana Almeida Moreta

Tutor: Lic. Mg. Ximena Alexandra Calero Sánchez

IX. Abstract

To learning new vocabulary is essential to improve the proficiency level of the English language and to achieve this goal it is necessary to use proper methods, strategies, resources during the day to facilitate the learning process. The principal aim of this research is to evaluate the "WordBit Inglés" mobile application in the development of English vocabulary. This study was developed at the First Semester of "Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros" in Universidad Técnica de Ambato, with 22 students. First, an online survey was applied to teachers to determine which technological resources they use in the classroom. Another students' online survey was used to identify which technological resources the students manage during the class. This work used the experimental research with qualitative and quantitative approaches. To collect data the researcher used KET Pre-test and Post-test. The mobile application was used for 2 weeks. It was used SPSS 25 and T-Student test to analyze the collected data. To conclude, the results showed that the "WordBit Inglés" mobile application had positive effects on the development of English vocabulary. Its interface, resource, structure, and methodology were catching to students so they learned new vocabulary in short periods of time. These features made students and teacher feel secure, comfortable, and engage to develop English vocabulary.

CHAPTER 1. THEORETICAL FRAMEWORK

1.1 Investigative Background

The current research has the objective of investigating the relationship between the uses of mobile application Wordbit in vocabulary learning in students. In this project, the researcher bases the fundamentalisms on previous investigations which have been used as background in this study.

The project "Duolingo language-learning platform and the English vocabulary acquisition in students of third year of Bachillerato at Unidad Educativa Primero de Abril" elaborated by Borja and Meléndez (2018) was useful for the present research since it helped to explain methodologies and different ways to collect data. The principal objective of Duolingo's project was to analyze how the Duolingo language-learning platform enhanced the English vocabulary acquisition of students. A descriptive and correlation-based methodology was used to expand this study. The investigation was applied to 120 students of the third year of "Bachillerato" at Unidad Educativa Primero de Abril, and the research instruments used were Duolingo pre-test and post-test to make a comparison between findings. The conclusions established a positive result with the effectiveness of the application in the vocabulary's acquisition process. Consequently, this research established the relation between mobile applications and the learning process. In addition, it showed the process of learning a language through innovative approaches.

Also, an investigation elaborated by Zambrano and Encalada (2018) with the theme "Quizlet app and the English language vocabulary learning" had the objective of analyzing the effectiveness of the Quizlet App in the development of English language Vocabulary learning. This research was centered on analytical and experimental methodologies that helped to analyze the results obtained after the use of the mobile application. The population consisted of 50 students of 12th and 13th BGU level at "Unidad Educativa Cusubamba," and the research instruments were pre-test and post-test, which helped to collect data. This study evidenced the significant and positive influence of mobile apps on the learning process and the effectivity of their use in the classroom.

The following research elaborated by Mendoza and Vera (2019), "English listening and 6 minute English apps for the listening skill comprehension" had the main objective of

evaluating the English listening skill and 6 minutes English mobile application in the development of the listening comprehension skill. This study took place at Unidad Educativa Prócer Manuel Quiroga in Santo Domingo City, with 63 students from the 3rd of Bachillerato. The methodology was experimental that used quantitative, qualitative approaches, and standardized tests. The conclusion was that mobile apps caught the students' attention and facilitated the learning process. Therefore, this research was essential to the present research because it provided a great example of how effective it is the use of mobile applications in the process of learning a foreign language by generating a significant result.

"The Duolingo app and the development of vocabulary skills in students of ninth-grade level of elementary school at Unidad Educativa Ambato," elaborated by Pacheco and Parra (2017), had the objective of identifying the relationship between the use of the Duolingo application and the vocabulary' skills development. This quantitative, qualitative, and data collection study was applied at Unidad Educativa Ambato with 70 students of the 9th grade level of elementary school. It concluded that the use of Duolingo in a classroom is valid at the moment of learning vocabulary. Accordingly, this fascinating investigation was the re-confirmation that mobile apps are a useful tool to learn a language, specifically English vocabulary. Also, the positive students' opinions and attitudes towards the emerging applications affirmed that there is a new way to learn a language through technology.

Another critical research was the "Quality of evaluation of PTS (Pronunciation Training Software) and the intention to use technology among English teachers from Ambato Technical University," elaborated by Ramos and Encalada (2018), with the principal objective of identifying the validity of Pronunciation Training Software in the development of the English language oral proficiency. The study had a qualitative approach, and the population was 74 teachers from the Languages School (Carrera de Idiomas) and Languages Centre at Universidad Técnica de Ambato. The conclusion recognized that teachers had got the intention to make their students improve their skills using PTS. This research explained how technology improves English skills, and there was an improvement in the students' performance and attitudes. Furthermore, this type of software is a supporting tool at the moment of teaching and learning.

Additionally, after a deep inquiry on projects at Universidad Técnica de Ambato, other universities, and institutions repositories related to the dissertation' topic, it was

considered that mobile applications have a positive influence in the vocabulary' learning process.

"Evaluation of the use of mobile application in learning English vocabulary and phrases" elaborated by Klímova and Berger (2018), had the purpose of explaining the use of mobile learning to teach English. This study was applied to the students of management of tourism in their third year of study. The final tests affirmed that the mobile application contributes and facilitates the learning process of vocabulary and phrases according to their needs. Besides, this investigation contributed to the students' independence and their self-study.

According to Hao, Lee, Chen, and Sim (2019), in their research called "An evaluative study of a mobile application for middle school students struggling with English vocabulary learning" the objective was to evaluate the utility of a mobile application designed to facilitate EFL learning. The research was applied to ten seventh-graders that had low grades. The data obtained by exams, interviews, surveys, and observation were favorable. The mobile application helped the vocabulary learning process and promoted a positive and confident stimulus to the students. Moreover, the results indicated that the use of the app bolstered the students' confidence when learning, ultimately promoting positive attitudes toward EFL learning.

The article "Designing mobile apps for English vocabulary learning" elaborated by Wang (2017), focused on demonstrating the efficiency of using mobile applications to teach English vocabulary to students of a private Taiwanese university. The data was collected through questionnaires and the app's results. In conclusion, the article proposed the promotion of the use of mobile applications in the educational field because they increase the students' motivation and independence. Besides, the app helped to acquire vocabulary.

Finally, the research "Use of mobile immersion in foreign language teaching to enhance target language vocabulary learning" elaborated by Shahbaz & Khan (2017) had the main objective of examining the efficiency of a mobile application to learn 40 phrases (vocabulary). The quasi-experimental investigation was applied to one group of 40 students divided on control and experimental groups of 20 students. Through pre- and post-tests, the investigation concluded that the experimental group showed positive results thanks to the use of the mobile application to acquire new vocabulary.

It is possible to conclude that mobile learning provides a variety of new approaches, especially at the moment of learning new vocabulary, as an illustration, we have Duolinguo's app or Quizlet application, that help the teaching and learning vocabulary' process. In the same way, some dissertations have explained how mobile applications had influenced student's performance, such as they have become more independent, responsible, and they have improved their grades.

Theoretical Framework
Theoretical Framework of the independent variable
Educational Technology
Sung (2016) explained that educational technology is a field of technology in charge of creating different tools to improve and facilitate the teaching and learning process. Thanks to different devices such as mobile phones, laptops, tablets, and the network established around the world (Internet), it could be an informal learning process in the classroom.

On the other hand, Januszewski and Molenda (2008) defined educational technology as "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources." Hence, it consists of the formation of different technological materials to use them in an academic context. Otherwise, Spencer (2018) established that educational technology on an innovative, creative, and updated world is something complicated since the new media wants to improve the old basis of thinking by facilitating the process of learning.

The technology supports the educational improvements such as peer-to-peer teaching and personalizes the teaching style for each student to improve the learning outcome (Pierce & Cleary, 2016). It is important to deal with different technological resources and select the most appropriate to fulfill the classroom aims.

Mobile learning

Mobile learning is a type of learning developed by different technological devices such as mobile phones, or tablets which objective is to be a resource to consolidate knowledge. The focusing of mobile learning is to bring students different types of knowledge on mobile devices to learning in an accommodative and keen way (Crompton & Traxler, 2018).

The principal characteristics of this type of resources are personalizing the learning process thanks to the different mobile applications that exist on Internet; and using wearable devices which allow the students to use them in different places and time, for example, it is not necessary to go to the computer lab, since smartphones can be the new generation of computer labs by using them in the same classroom. (Heick, 2018).

The most productive beneficiaries of this tool are students in higher education since universities have access to the necessary instruments (Al-Emran et al., 2016). Also, teachers' and students' capacity towards M-learning technology will be an essential factor to take into account at the moment of planning a lesson, or deciding in which place the students are going to learn, or vouch their knowledge.

Another factor to consider is the teaching and learning attitude from the teachers and students at the moment of managing the mobile devices. The confidence that they feel, the motivation that they have, and the opinion of learning through this type of resource shows that the learning process increases the probability of catching the information in a better way (Yu & Jiangning, 2019). In general, using these types of tools in the learning environment will offer a creative, innovative, informal, and motivating stimulus for learners.

Wordbit

Wordbit is a mobile application that allows the students to learn vocabulary and their pronunciation through the lock screen at the moment of checking the cellphone. This app has more than 15.000 phrases and expressions classified on different topics (numbers, animals, plants, food, relationship, phrasal verbs, irregular verbs, collocations, basic expressions, proverbs, sayings, colloquial, everyday expressions, famous quotes, and English for business). The vocabulary is categorized according to the students' level (A1, A2 B1, B2, C1, C2); there is a specific vocabulary for IELTS and TOEFL exams; that students can use in diverse linguistic contexts (Wordbit,2019).

To reinforce the learning process, the mobile application can create presentations and flashcards with the vocabulary. Finally, the learning process could be graded through a language test created by the application.

Theoretical Framework of the dependent variable
Language
"Language is that human expression which is produced by different speech organs of human beings" (Hakim, 2018). It is the capacity to produce ideas through symbols. Humans need language to communicate different messages, to express desires and thoughts; without language, no society could exist.

Thus, language is a system of communication established in society to communicate between members of a place (Heylighen & Dewaele, 1999). Thanks to language, the process of socialization and integration of people into a group are faster and efficient (Schieffelin & Ochs, 1986).

The process of reception signals though the different human skills to capture messages is a general definition that explains one of the essential skills of the human being that is the communication (Nunan, 1989), so "language is for doing things" in a different social context (Clark, 1996).

In addition, thanks to the language, we perceive the world in different ways, and it gives sense to the messages that people want to communicate (Hörmann, 1986). Then, the communication will be influenced by cultural factors that can change the perspective and meaning of the conversation.

"All humans use language to express themselves and to communicate with others, but the language they use is not similarly uniform across the species." (Anderson, 2013). Another important point to consider in the language learning process are the differences that language shows. Depending on the dialect that the teacher will teach, it is necessary to pay attention to the message that the person will communicate due to there are some words and expressions that could change the meaning and the communication's objective.

Language components

The language system consists of six components or aspects that humans have to develop in order to communicate (Hoque Enamul, 2015):

1. "**Morphology** is a theory of how 'words' and their internal structure relate to the rules for deriving syntactic structures" (Embick & Noyer, 2012). Morphology studies the words as well as how the units of language.

2. "**Phonology,** where meaningless sounds called phonemes (i.e., the smallest meaning-differentiating elements of a language that do not themselves have meaning) can be combined into morphemes (i.e., the smallest meaningful elements) and words." (Collier et al., 2014). Phonology is the study of speech sounds that humans produce to communicate a message according to the language that they have.

3. "**Syntax**, which morphemes and words can be combined into larger structures" (Collier et al., 2014). It is the study of how words are combined with having meaningful communication.

4. "**Semantics** is the study of the meaning of linguistic expressions." (Thomason, 2012). It consists of the study of the words meaning and the interpretation of linguistics' symbols.

5. "**Pragmatics** field, beyond the study of meaning which is uttered, examines the meaning of the communicated or communicated by the speaker." (Afriani, 2015). Pragmatics study the influence of the context in the process of communication.

The language works thanks to different rules. There are syntactic rules that establish how words have to be ordered in the sentences. The morphological rules consist of how words can be formed. Phonological rules check how the sounds are combined to form words and sentences. Furthermore, the semantic rules verify the meaning of words and phrases (Kenisson, 2013).

English vocabulary

English vocabulary is a set of words used by different individuals. These words are learned during life, and it influences in the development of knowledge (Jackson & Etienne, 2007). To facilitate the process of learning English vocabulary, the constant repetition and the meaning's explanation of each word are essential.

Besides, English vocabulary is organized into three areas, individual words and their associations, semantical or lexical fields, and word families (Jackson and Amvela, 2007).

This categorization is useful at the moment of teaching since students will learn the new words in a simplified and organized way.

In conclusion, vocabulary is an essential part of learning a foreign language where students acquire new words to increase their knowledge. The definitions and how to use the word in a different context are crucial in this process. There are speaking, listening, writing, and reading vocabulary. This study will be focused on writing and reading vocabulary. Lastly, the essential elements that will be analyzed in this research are nouns and adjectives.

1.2. Objectives (Description of the fulfillment of objectives)
1.2.1 General Objective

The general objective of this dissertation consists on to describe how Wordbit improves the learning process of the English vocabulary of students from the Pedagogy of National and Foreign Languages Program of the Universidad Técnica de Ambato.

1.2.2 Specific Objectives

The specific objectives of the research are to identify the resources that the teachers use in the vocabulary learning process. Explain the impact of Wordbit in the learning process of English vocabulary. And, demonstrate how Wordbit reduces the time-learning of the English vocabulary.

CHAPTER II. METHODOLOGY

2.1 Resources

Techniques and instruments

Human Resources

Research tutor: Lic. Mg. Ximena Calero

Researcher: Johanna Almeida

Students: First Semester of Pedagogy of National and Foreign Languages Program

Institutional Resources

Universidad Técnica de Ambato

Facultad de Ciencias Humanas y de la Educación

Biblioteca Abierta de la Universidad Técnica de Ambato

Repositorio UTA

Materials

FCHE' platform

Microsoft Institutional account

Mobile phones

Word worksheet

Internet

Bibliography

Economies	Money
Design	20 $
Development	15$
Delivery of the research project	20$
Total	55$

Techniques
Survey

"A survey is a particular technique for collecting information." (De Vaus, 2014). This technique allowed the researcher to collect data about two characteristics of the investigation and end up with a grid. This research used a Microsoft online survey from teachers and students to identify which type of resources they used in the classroom. Besides, through a Microsoft Word online document, the researcher could know how many times the students had used the mobile application during the day because students wrote a sentence with the word that they have seen on the mobile screen each *time* that they unlock their cellphone (Annexes 2 and 3).

Instruments
Key English Test

"Key English Test (KET) -as one of the Cambridge ESOL exams- is a basic level qualification that shows someone can use English to communicate in simple situations and has achieved a good foundation in learning English. KET is A2 level in CEFR (Common European Framework)." (Şentürk, 2014). This test was used to measure the vocabulary learning process of a students' group using the mobile app. The application of this test was useful and practical because it provided adequate confidence to the students at the moment of evaluating, and the researcher had reliable, significant, and measurable data of the tests' results. The test was taken through Microsoft forms, and it was a multiple-choice exam (Annexes 9 and 10).

Questionnaire

"A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents." (McLeod, 2018). Through this instrument, this investigation collected information from students to analyze their opinions about Wordbit "Inglés" and its use in an educational curriculum. The questionnaire was online using the Microsoft Forms' tool (Annex 4).

2.2 Methods

Approach

The world is regulated by a group of patters than can be investigated in an objectively way to obtain empirical results (Somekh & Lewin, 2004), which is a perfect definition of an approach. To investigate social and behavioral attitudes, this research was based on the post- positivist paradigm. This explains that scientific knowledge is based on the experience of the senses and can only be advanced through observation and

experiment, associated with the scientific method. For that, this is quali-quantitative research where the researcher used statistical techniques to obtain the data and avoid the subjectivity and ideologies inside the investigation.

Qualitative Approach

"Research design should be a reflexive process operating through every stage of a project." (Bickman & Rog, 2008). In this research, there were exercises to collect and analyze information, a theory to develop, questions that served as a guide, and validity threats that helped to make decisions according to the investigation's development. In addition, this dissertation followed an exploratory approach due to that the researcher inquired information about how mobile applications improve the process of vocabulary learning; inductive view, the conclusions of the investigation were the results of the data' analysis obtained during the students' use of Wordbit; and, it was a descriptive process because the researcher described the students' and teachers' situation in the learning and teaching context on the university community. Also, the researcher took into account the dynamic reality of the teachers because some of them used different resources to facilitate the vocabulary learning process of the students. It allowed the researcher to maintain a holistic view where the investigator showed an attitude of openness and looked for an inclusive understanding of the vocabulary learning process in the university classrooms.

Quantitative approach

Thanks to this approach, this research studied the educational problem and the improvement of the vocabulary learning process, using measurable data obtained from students' and teachers' surveys, a test of theories and strategies (Tashakkori & Teddlie, 1998) to obtain a solution for the problem. Then, it established a relationship between the use of Wordbit and the vocabulary learning process'. In conclusion, this research analyzes, predicts students' and teachers' behavior before, during, and after the application of the experiment.

The basic model of a research

The modalities that were taken into account for the elaboration of this research were:

Field

In the elaboration of this work, it was necessary the communication with the students and teachers of the first-semester of Pedagogy of National and Foreign Languages Program at "Universidad Técnica de Ambato" because the experiment was based on

them, so their knowledge, opinions and the results of the study were the foundation of this research.

Level or Type of research
Descriptive:

This research work was descriptive because it explored the resources that teachers used in the classroom. After identifying the teachers' resources and which mobile applications were used in the curriculum, the researcher described the results of the use Wordbit in "Inglés 1" to learn vocabulary and conclude according to the results of the experiment.

Analytical

It was analytical because the researcher analyzed the data obtained from the teachers' and students' reports using IBM SPSS STATISTICS 25.

Experimental

The investigative work was experimental because the researcher used a new mobile application, "Wordbit Inglés," in a group of students. To measure the results of that experiment, the researcher applied an adapted KET exam. Also, the researcher measured the learning process of the students related to the app and the development of vocabulary.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This section aims to provide a comprehensive analysis and interpretation of the numerical data, as well as a graphical representation of the results obtained through the data collection techniques used in this experiment. The data was analyzed based on the study population belonging to the teachers and students of the PINE program of the "Facultad de Ciencias Humanas y de la Educación" on the "Universidad Técnica de Ambato."

It is essential to mention that the information has been duly processed, filtered, and reviewed in order to be able to present it in tables and figures to improve the reader's understanding.

Teachers' online survey

The first point of the section showed the answers of the teachers who applied a survey with a properly elaborated and validated questionnaire about teaching aspects and the use of technological resources in their classroom. The survey had nine questions, eight of which were closed and one was an open question, which indicated the teacher's opinion about new teaching methods using mobile applications.

1. **Do you have internet access where you work?**

Table 1 Do you have internet access where you work?

Do you have internet access where you work?			
	Frequency	Percentage	Percentage	Percentage cumulative
Yes	5	100,0	100,0	100,0

Developed by: Almeida, J (2020)
Source: Survey

Yes	5
No	0

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

According to the answers given by the teachers who carried out the online survey, all the teachers, that is 100%, have access to the Internet on the place where they are working (Universidad Técnica de Ambato). As it can be seen, teachers have the opportunity of using technological resources to share information through the cloud into the institution.

2. Do you use technological resources in your classroom?

Table 2 Do you use technological resources in your classroom?

Do you use technological resources in your classroom?				
	Frequency	Percentage	**Percentage**	**Percentage cumulative**
Yes	5	100,0	100,0	100,0

Developed by: Almeida, J (2020)
Source: Survey

● Yes	5
● No	0

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

According to the teachers' answers, it was determined that 100% of the instructors carried out activities through technology in the classroom. Through the use of technological resources, new activities were developed in the classroom, and nowadays in the current situation in which the country found itself due to the state of emergency teachers need this type of tools for the correct development of their online classes.

3. Does the educational institution provide you technological resources to use in the classroom?

Table 3 Does the educational institution provide you technological resources to use in the classroom?

Does the educational institution provide you technological resources to use in the classroom?			
	Frequency	**Percentage**	**Percentage**	**Percentage cumulative**
Yes	5	100,0	100,0	100,0

Developed by: Almeida, J (2020)
Source: Survey

● Yes	5
● No	0

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

The third question in the teachers' survey inferred whether the institution where they are currently working provides technological resources for their use in the classroom. The results show that all of the teachers agreed that their institution provides them different technological options in the classroom. Given these points it is necessary to investigate which type of activities could be developed through the use of them.

4. **Which of the following technological resources do you use in the classroom? (Check all that apply)**

Table 4 Which of the following technological resources do you use in the classroom

Which of the following technological resources do you use in the classroom?			
	Frequency	Percentage	Percentage	Percentage cumulative
Computers	3	14,3	14,3	14,3
Overhead projector	3	14,3	14,3	28,6
Television	5	23,8	23,8	52,4
VCR	1	4,8	4,8	57,1
Audio Equipment	2	9,5	9,5	66,7
Mobile application	2	9,5	9,5	76,2
Platforms	5	23,8	23,8	100,0
Total	21	100,0	100,0	

Developed by: Almeida, J (2020)
Source: Survey

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

The fourth question emphasized the use of different technological resources in the classroom. Teachers pointed out more than one option, of which 23.8% were student platforms and television, respectively—followed by 14.3%, which is equivalent to the use of computers and a projector. Also, 9.5% belonged to mobile applications and audio equipment; finally, VCR belonged to 4.5%. As has been noted, it could be described that the use of mobile applications was not a fully developed tool of the teachers' classes and it is mandatory to rethink which skills could be improved through the constant use of them.

5. Do your students use technological resources for academic purposes?

Table 5 Do your students use technological resources for academic purposes

Do your students use technological resources for academic purposes?				
	Frequency	**Percentage**	**Percentage**	**Percentage cumulative**
Always	3	60,0	60,0	60,0
Sometimes	2	40,0	40,0	100,0
Total	5	100,0	100,0	

Developed by: Almeida, J (2020)
Source: Survey

Developed by: Almeida, J (2020)
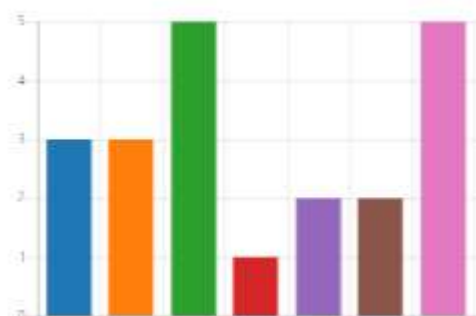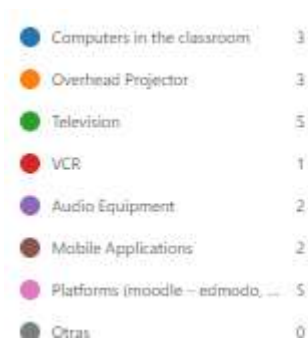Source: Survey

Analysis and interpretation

According to the teachers' answers about their perception of students and the appropriate use of technological resources, 60% indicated a positive perception because they considered that students always use technology for academic purposes. However, the remaining 40% indicated that the frequency of use of technological resources is occasional. In a word, the benefits of use different technological resources could improve if teachers use them during long periods of time. In a word, the benefits of using different technological resources could improve if teachers use them during long periods of time.

6. From the following list, check the technological resources used by the students?

Table 6 From the following list, check the technological resources used by the students?

From the following list, check the technological resources used by the students? (Check all that they use)				
	Frequency	**Percentage**	**Percentage**	**Percentage cumulative**
Smartphone	5	38,46	38,5	38,5
Laptop	4	30,76	30,8	69,2
Tablet	2	15,3	15,4	84,6
Computer	2	15,3	15,4	100,0
Total	21	100,0		

Developed by: Almeida, J (2020)
Source: Survey
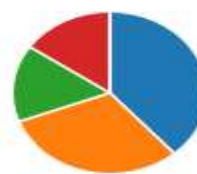
Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

According to the teachers' answers about their perception of what technological resources students use, it was considered that 38.46% belonged to the use of a smartphone; in the same way, 30.76% emphasized the use of laptops. On the other hand, 15.3% of computers and tablets, respectively. For the most part, the extended use of the smartphone is remarkable. For this, teachers need to take into account the different applications that exist for this resource and use them in the classroom.

7. How often do students use technological resources in class?

Table 7 How often do students use technological resources in class?

How often do students use technological resources in class?				
	Frequency	**Percentage**	**Percentage**	**Percentage cumulative**
Always	3	60,0	60,0	60,0
Sometimes	2	40,0	40,0	100,0
Total	5	100,0	100,0	

Developed by: Almeida, J (2020)
Source: Survey

● Always	3
● Sometimes	2
● Never	0

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

According to the teachers' answers about their experience working with students. 60% of the teachers considered that the frequency with which students use technological resources in class is always. On the other hand, the remaining 40% indicated that they use them on certain occasions. On balance, it is necessary to use them in controlled time' periods and specify the main objective of their use.

8. **Do you consider technological resources to support you and your students in the teaching-learning process? Why?**

Analysis and interpretation

It was an open-ended question, where teachers could express their opinion about the use of technological resources in the teaching process. The responses coincided in a pattern, which is mentioned below.

Technology can enhance individual learning, removing institutional boundaries that teachers may face. Also, it could help to online education, distance learning, and access to up-to-date information. In addition, technology provides the opportunity to bring variety to class. Teachers can share video-audio resources that allow students to be in contact with the language, and apps, platforms, and games that motivate them to practice the language interactively.

Students' online survey

Similarly, through the students' online survey, the researcher wanted to understand the perspective of students on the use of mobile applications and technological resources in the classroom.

1. **Do you have Internet access, where you study?**

Table 8 Do you have Internet access, where you study?

Do you have internet access where you study?				
	Frequency	**Percentage**	**Percentage**	**Percentage cumulative**
Yes	13	81,3	81,3	81,3
No	3	18,8	18,8	100,0
Total	16	100,0	100,0	

Developed by: Almeida, J (2020)
Source: Survey

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

According to the students' answers who completed the online survey, it was mentioned that 81.3% of the study population had stable internet access. However, 18.8% do not. Given these points, Internet access was one important aspect to consider, because it could influence the normal development of classes and caused problems in the students' learning process.

2. Do you use technological resources in your classes?

Table 9 Do you use technological resources in your classes

Do you use technological resources in your classes?			
	Frequency	**Percentage**	**Percentage**	**Percentage cumulative**
Yes	15	93,8	93,8	93,8
No	1	6,3	6,3	100,0
Total	16	100,0	100,0	

Developed by: Almeida, J (2020)
Source: Survey

- Yes   15
- No   1

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

According to the students' responses, it was determined that 93.8% of the population did technological activities in the classroom. On the other hand, 6.3% mentioned that they had not received any activities related to technology. On the whole, students are accustomed to using this type of tool for learning development and this aspect should be exploited through the specific tools created for some technological resources as smartphones and their mobile applications.

3. Does the educational institution provide you technological resources to use in the classroom?

Table 10 Does the educational institution provide you technological resources to use in the classroom

Does the educational institution provide you technological resources to use in the classroom?				
	Frequency	**Percentage**	**Percentage**	**Percentage cumulative**
Yes	12	75,0	75,0	75,0
No	4	25,0	25,0	100,0
Total	16	100,0	100,0	

Developed by: Almeida, J (2020)
Source: Survey

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

The third question in the student survey mentioned whether the institution where the students were studying provided or supported them with technology resources to use in the classroom. The results show that 75% of the students affirmed that the institution helped them with tech material. However, the remaining 25% was not satisfied with the technological resources provided by the university. In essence, it is necessary to evaluate which technological resources are necessary for the correct development of teaching and learning in the classroom.

4. Which of the following technological resources do you use in the classroom?

Table 11 Which of the following technological resources do you use in the classroom

Which of the following technological resources do you use in the classroom?			
	Frequency	**Percentage**	**Percentage**	**Percentage cumulative**
Computers	7	19,4	19,4	19,4
Overhead projector	5	13,9	13,9	33,3
Audio Equipment	5	13,9	13,9	47,2
Mobile application	8	22,2	22,2	69,4
Platforms	11	30,6	30,6	100,0
Total	36	100,0	100,0	

Developed by: Almeida, J (2020)
Source: Survey

Developed by: Almeida, J (2020)
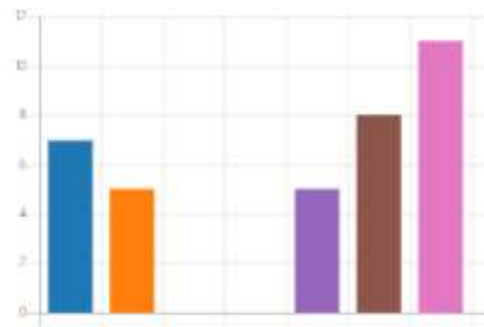Source: Survey

Analysis and interpretation

The fourth question emphasized on the use of different technological resources in the classroom. The students selected several options, 30.6% of the students selected platforms, and 22.2% of them chose mobile applications. Follow, by 19.4%, which is equivalent to the use of computers. Also, 13.9% belonged to audio equipment and projectors. Finally, VCRs belonged to 0%. From the results, it could describe that the use of mobile applications is a viable option, which thanks to the use of them, students will do certain activities of the teachers' lesson plan.

5. Do you use technological resources for academic purposes?

Table 12 Do you use technological resources for academic purposes

Do your students use technological resources for academic purposes?			
	Frequency	Percentage	Percentage	Percentage cumulative
Always	16	100,0	100,0	100,0

Developed by: Almeida, J (2020)
Source: Survey

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

According to the students' responses about the appropriate use of technological resources, 100% of the population indicated that they always use technology for academic purposes. As has been noted, students are able to manage technological resources so teachers need to guide and provide them specific goals to use them efficiently.

6. From the following list, check the technological resources that you use in the classroom.

Table 13 From the following list, check the technological resources that you use in the classroom

From the following list, check the technological resources used by the students? (Check all that they use)

	Frequency	Percentage	Percentage	Percentage cumulative
Smartphone	16	61,5	61,5	61,5
Laptop	8	30,8	30,8	92,3
Computer	2	7,7	7,7	100,0
Total	26	100,0	100,0	

Developed by: Almeida, J (2020)
Source: Survey

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

According to the students' answers about their perception of what technological resources they use in the classroom; 61.5% of them used a smartphone; in the same way, 30.8% used laptops in the classroom. On the other hand, 7.7% used computers. In fact, it is important to evaluate the influence that technological resources like the smartphone have in the classroom because the teacher can use them to planning a lesson based on this type of tool.

7. How often do you use technological resources in class?

Table 14 How often do you use technological resources in class?

How often do students use technological resources in class?			
	Frequency	**Percentage**	**Percentage**	**Percentage cumulative**
Always	10	62,5	62,5	62,5
Sometimes	6	37,5	37,5	100,0
Total	16	100,0	100,0	

Developed by: Almeida, J (2020)
Source: Survey

● Always	10
● Sometimes	6
● Never	0

Developed by: Almeida, J (2020)
Source: Survey

Analysis and interpretation

According to the answers about the frequency of using technological resources, 62.5% of the students considered that this type of resource was always used during class hours. On the other hand, the remaining 37.5% indicates that technological resources were used on certain occasions. Therefore, it is necessary to use this type of technology in an adequate manner and time for the correct development of learning and teaching.

8. **Do you consider technological resources to support you in the learning process? Why?**

As the teachers' survey, this question was open-ended. The students expressed their opinions about the use of technological resources and its importance in the learning process. The analysis of the answers is shown below.

According to the students, using technological devices in the classroom make the learning process more interactive and dynamic, by helping and engaging them to complete the activities. Technology provides several working tools that are efficient and manageable for teachers, and students.

Test results

As a third point, the results of a pre-test and post-test that belongs to the experimental group, are analyzed in this section. In this way, it is possible to compare the data employing statistical tools, SPSS 25, for which central tendency measures were used (variance, deviation, standard, degrees of freedom, bilateral significance), which allowed the verification of the research hypothesis.

Pre-test results

Table 15 Pre-test results

Pre-test results				
Student	**Section 1**	**Section 2**	**Total /15**	**Total /10**
1	2	7	9	6
2	1	8	9	6
3	5	10	15	10
4	5	9	14	9,3
5	3	3	6	4
6	4	6	10	6,7
7	4	9	13	8,7
8	4	10	14	9,3
9	4	4	8	5,3
10	3	4	7	4,7
11	5	10	15	10
12	0	10	10	6,7
13	2	5	7	4,7
14	4	7	11	7,3
15	0	8	8	5,3
16	2	7	9	6
17	2	4	6	4
18	3	9	12	8
19	1	0	1	0,7
20	5	6	11	7,3
21	5	9	14	9,3
22	2	0	2	1,3
23	4	6	10	6,7
24	3	4	7	4,7
25	5	0	5	3,3
26	5	7	12	8
27	2	4	6	4
28	5	9	14	9,3
X	**3,21**	**6,25**	**9,46**	**6,31**

Developed by: Almeida, J (2020)
Source: Students' grades

Analysis and interpretation

According to the results obtained from a pre-test adapted from the KET exam to determine students' current academic level in the area of vocabulary, the average for the course is less than 7 points over 10 points, which according to the rules of the educational institution, it is acceptable. However, the course has an average of 6.31, which indicates the need for educational intervention.

Wordbit app test

The fourth point indicates the results of a test that validates the use of the Wordbit "Inglés" application, which has 60 questions about family' vocabulary, in order to know the meaning of a word presented in the mobile application.

Table 16 Word bit app test

Wordbit app test	
Student	**Score**
1	10
2	10
3	10
4	10
5	10
6	9,8
7	9,8
8	9,8
9	10
10	10
11	10
12	10
13	10
14	10
15	10
16	10
17	10
18	10
19	10
20	10
21	10
22	10
23	10
24	10
25	10
26	10
27	10
X	9,9778

Developed by: Almeida, J (2020)
Source: Students' grades

Analysis and interpretation

According to the results generated by the students' evaluation, it indicates that its results are beneficial and favorable because the average of the same is 9.97 over 10 points. This value shows that the application has influenced in the vocabulary' acquisition of the students.

Post-test results

Table 17 Post-test results

	Pre-test results			
Student	**Section 1**	**Section 2**	**Total /15**	**Total /10**
1	5	9	14	9,3
2	4	10	14	9,3
3	5	1	6	4,0
4	5	10	15	10,0
5	5	9	14	9,3
6	5	8	13	8,7
7	5	8	13	8,7
8	5	8	13	8,7
9	5	7	12	8,0
10	5	8	13	8,7
11	4	9	13	8,7
12	3	9	12	8,0
13	5	9	14	9,3
14	4	9	13	8,7
15	4	10	14	9,3
16	5	9	14	9,3
17	5	6	11	7,3
18	4	5	9	6,0
19	4	8	12	8,0
20	5	8	13	8,7
21	5	7	12	8,0
22	4	7	11	7,3
23	4	6	10	6,7
x	**4,6**	**7,8**	**12,4**	**8,3**

Developed by: Almeida, J (2020)
Source: Students' grades

Analysis and interpretation

After the intervention of technological activities related to Wordbit "Inglés," the students took a new modified KET test to determine if there has been a variation in their grades and if their academic performance increased.

The results show that the average of the course is now above the acceptable level, being 8.3 over 10 points, which is equivalent to an outstanding grade, compared to the intervention time and the development of activities. As a result, these grades have been significant.

Comparative Analysis (Pre-test and Post-Test)

The table below determines the academic performance of students on the KET tests analyzed in this research. It allows easy comparison of the variations between the pre-test and post-test after the Wordbit application's use. In addition, statistical values were used as central tendency measures that present according to the correct choice of items, in order to establish whether or not there was a better performance due to the use of the mobile application.

Table 18 Comparative analysis

Comparative Analysis (Pre-test and Post-Test)						
Tests	**Mean**	**Mode**	**Median**	**Standard Deviation**	**Variance**	**Max**	**Min**
Pre-Test	6,30	9,30	6,35	2,49873	6,244	10	0,7
Post-Test	8,3	8,70	8,70	1,32588	1,758	10	4

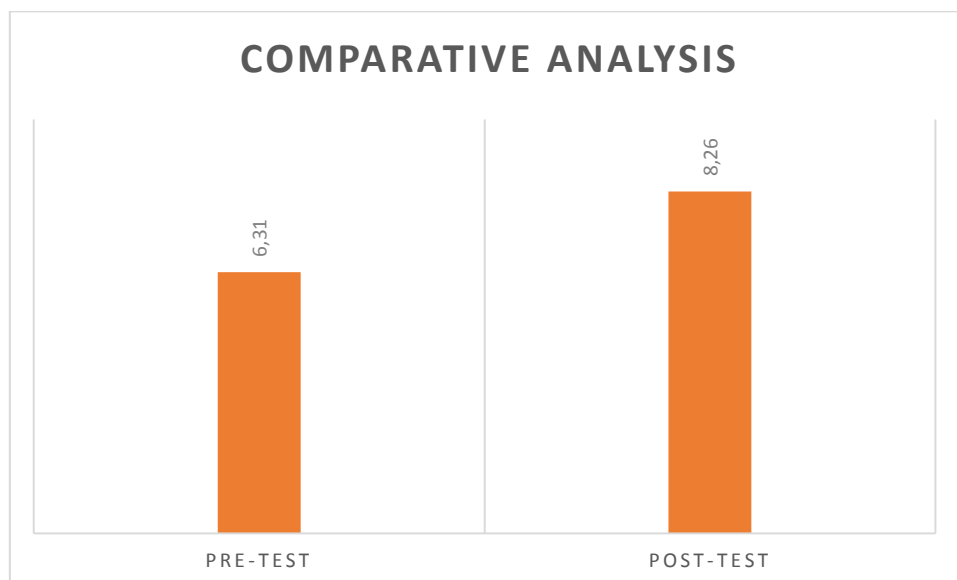Developed by: Almeida, J (2020)
Source: Students' grades

According to the results expressed in the table above, the researcher distinguishes the improvement in the academic performance of students. In this way, it is reflected in the average of the course after the evaluation, belonging to 8.3 / 10 compared to his first assessment where his average was 6.30 / 10

It should be noted that the scores of all students are over 70%, and only a few performed below that percentage, which shows that, through the intervention of technological resources, especially the use of the mobile application Wordbit "Inglés," influence the acquisition of new words, i.e., new family' vocabulary.

On the other hand, if we take into consideration the results of variance and standard deviation, it is evident that the students' first evaluation results were dispersed; each student had different grades. For this reason, a deviation of 2.49 was generated. However, after the intervention of the researcher and Wordbit "Inglés" application, in the new results, the standard deviation was reduced to 1.32. It indicates that the students' grades

were more related than at the beginning, which is remarkable since their grades were above 70%.

The average of the before and after evaluations can be seen better in:

COMPARATIVE ANALYSIS

PRE-TEST	POST-TEST
6,31	8,26

Developed by: Almeida, J (2020)
Source: Students' grades

Students' opinions about the Wordbit app

The students' opinions about their experience using the Wordbit "Inglés" application takes into consideration the activities covered in class and its effectiveness.

Among the most critical opinions of the students are that through the use of the Wordbit "Inglés" application, they learn new vocabulary. Through homework activities, they were able to develop their proper pronunciation and correct spelling. Another aspect to consider is that the students are satisfied with the method of the application, which is activated automatically with a new word, every time the screen of the cell phone is unlocked.

On the other hand, a large number of students consider that Wordbit "Inglés" is an important application, and it can be used not only in university students but also in high school students. For the same reasons, students recommend using the application as a new form of teaching and learning methods.

3.2 Verification of hypotheses

The purpose of this section is to compare the results obtained in the two tests applied in this study by using the t-test statistical method. The T-test was used to make a comparative analysis based on the pre-test and post-test of the experimental group, before and after the use of the application Wordbit "Inglés." In this way, statistics were used to determine whether or not this application influences the development of the students' vocabulary.

For this purpose, the study hypothesis is described below:

H0: Wordbit "Inglés" application does not improve vocabulary.

H1: Wordbit "Inglés" application improves vocabulary.

The results are shown in the following table

Table 19 Verification of hypotheses

	Pre-test	**Post-test**
Mean	6,30	8,30
Variance	6,24	1,75
Degrees of freedom	22	
Bilateral sig.	0,007	

Analysis and interpretation

The tendency to improve and increase the student's score is shown in the results of the table above, in which, the bilateral significant value 0.007 is lower than the significance level of alpha, and the statistical literature is 0.05. Consequently, the null hypothesis (Ho: Wordbit application does not improve vocabulary) is rejected, and the alternative (H1: Wordbit application improves vocabulary) is taken as valid and accepted. Therefore, it is determined that the Wordbit application does influence the development of vocabulary acquisition in students.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the application of the project, and the analysis of the results, the conclusions of the investigation are the following:

- Wordbit "Inglés" facilitates the vocabulary' learning process. Through the use of a comfortable, friendly, dynamic interface' application and some activities, like a family tree, the students from the Pedagogy of National and Foreign Languages Program of the Universidad Técnica de Ambato have developed and improved their proficiency related with vocabulary about family.

- It was established that teachers use different vocabulary resources in the current curriculum of first semester "A", for example, platforms or websites. Taking into account the pandemic situation that has changed the way of teaching and learning, the increase in the use of technological resources, like laptops or mobile phones, is vital to realize the importance of continuous training about virtual education.

- The mobile application Wordbit "Inglés" has a positive impact on the learning process of English vocabulary. This affirmation is supported by students' opinions and the pre and post-test results. This app facilitates the learning of new words through the presentation of flashcards. Furthermore, students consider that this app helps to the correct pronunciation of a word, an important feature.

- The time-learning of the English vocabulary was highly reduced because the mobile application allowed the students to learn vocabulary and their pronunciation through the lock screen at the moment of checking the cellphone. This fact was proved through the supervision of the students' questionnaire and homework activities, like WordBit vocabulary' sentences, that they did it repeatedly during the day.

4.2. Recommendations

- This project recommends using Wordbit "Inglés" application to learn in a faster way English vocabulary. This mobile app brings benefits to teachers and students due to its content, surface, technology, and interaction. In conjunction with activities, like a family tree or family description, it would help to reinforce their learning

- Teachers need to pay attention to mobile applications, dedicating more time to the management of this type of technology. In the future, this app will help to improve the vocabulary learning process because it is an open educational resource and it is available for electronic devices like smartphones.

- It is proposed to consider the positive impact of technological resources to the teaching-learning process as a way to improve the acquisition and practice of vocabulary words. The correlation that exists could benefit the lesson planning saving time to teachers and the students and overcome problems like distance and students' dependence.

- It is recommended that teachers look for innovative applications that help and reduces the time-learning of the students to adjust the traditional ways of teaching to real learning. Consequently, with the results of this investigation in mind, WordBit Inglés would be a good tool to take into account in the teaching/learning process.

Reference materials

Afriani, S. (2015). Pragmatics. In The Cambridge Handbook of English Corpus Linguistics (pp. 235–251). Cambridge University Press. https://doi.org/10.1017/CBO9781107415324.004

Al-Emran, M., Elsherif, H. M., & Shaalan, K. (2016). Investigating attitudes towards the use of mobile learning in higher education. Computers in Human Behavior, 56, 93–102. https://doi.org/10.1016/j.chb.2015.11.033

Almeida, J. (01 de June de 2020). Final students' questionnaire. Obtenido de Final students' questionnaire: https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bV mH0Sr35QumkMvgbFBpXKa0Syt4DJUQkhYUTJMSVJHMEc4WTVFUF pZMFBDQ0pHTC4u

Almeida, J. (01 de June de 2020). Teachers'online survey. Obtenido de Teachers'online survey: https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bV mH0Sr35QumkMvgbFBpXKa0Syt4DJUQ0tZTzlFWUxGWlMwMFFLUDk zTVdVUU4yUi4u

Anderson, S. R., & Anderson, S. (2012). Languages: A very short introduction (Vol. 320). Oxford University Press.

Bickman, L., & Rog, D. (2008). Designing a qualitative study. In SAGE Publications (Ed.), The SAGE Handbook of Applied Social Research Methods (p. 680). https://books.google.com.ec/books?hl=es&lr=&id=m4_MAwAAQBAJ&oi= fnd&pg=PA214&dq=qualitative+study&ots=ZU_GXoNXAw&sig=v7woG_ P5cVqp8Yykd34jGD_vb8U&redir_esc=y#v=onepage&q=qualitative study&f=false

Borja, C., & Meléndez, L. (2018). "DUOLINGO LANGUAGE-LEARNING PLATFORM AND THE ENGLISH VOCABULARY ACQUISITION IN STUDENTS OF THIRD YEAR OF BACHILLERATO AT UNIDAD EDUCATIVA PRIMERO DE ABRIL" [Universidad Técnica de Ambato]. https://repositorio.uta.edu.ec/jspui/handle/123456789/29234

Cambridge. (01 de January de 2020). Cambridge English. Obtenido de Cambridge English: https://assets.cambridgeenglish.org/cbt/key-reading-writing-2020/test-content/NKR300004EVO-0-0.xml.xhtml

Chambers, E., & Gregory, M. (2006). Teaching and Learning English Literature. https://books.google.com.ec/books?hl=es&lr=&id=Cr6cxOgfQ-UC&oi=fnd&pg=PP2&dq=learning+English&ots=EJ4BWXxmL_&sig=Z6nSIW-P2jTr7v4_lIFwPSAkWQ8&redir_esc=y#v=onepage&q=learning English&f=false

Clark, H. (1996). Using Language. https://books.google.com.ec/books?hl=es&lr=&id=b8bLCgAAQBAJ&oi=fnd&pg=PP1&dq=what+is+language&ots=iPp4Td96PE&sig=prFntKGDN7GRMsxbaYqeZGW_EOY&redir_esc=y#v=onepage&q=what is language&f=false

Collier, K., Bickel, B., van Schaik, C. P., Manser, M. B., & Townsend, S. W. (2014). Language evolution: Syntax before phonology? Proceedings of the Royal Society B: Biological Sciences, 281(1788). https://doi.org/10.1098/rspb.2014.0263

Crompton, H., & Traxler, J. (2018). Learning With Mobile Devices. 793–808. https://doi.org/10.4018/978-1-5225-7365-4.ch062

De Vaus, D. (2014). Surveys In Social Research (Sixth Edit). Routledge. https://books.google.es/books?hl=es&lr=&id=rnxiAgAAQBAJ&oi=fnd&pg=PP1&dq=surveys&ots=6dWHCisyMT&sig=0xGwPKZOZnbNryI4l5a_oqSbPu8#v=onepage&q=surveys&f=false

Embick, D., & Noyer, R. (2012). Distributed Morphology and the Syntax-Morphology Interface. The Oxford Handbook of Linguistic Interfaces, August. https://doi.org/10.1093/oxfordhb/9780199247455.013.0010

Hakim, A. (2018). Definition of language by different Scholars and Linguists. https://englishfinders.com/definition-of-language-by-scholars/#Patanjali

Hao, Y., Lee, K. S., Chen, S. T., & Sim, S. C. (2019). An evaluative study of a mobile application for middle school students struggling with English vocabulary learning. Computers in Human Behavior, 95, 208-216.

Heick, T. (2018). The definition of mobile computing. Teachthought. https://www.teachthought.com/the-future-of-learning/a-definition-for-mobile-learning/

Heylighen, F., & Dewaele, J. (1999). Formality of Language : definition , measurement and behavioral determinants. Interner Bericht, 1999, 38.

Hoque Enamul, M. D. (2015). Component of Language. DHRI Conference in India, 31.

Hörmann, H. (1986). Meaning and Context: An Introduction to the Psychology of Language. https://books.google.com.ec/books?hl=es&lr=&id=AdFeBAAAQBAJ&oi=fnd&pg=PT13&dq=psychology+and+language+an+introduction+to+psycholinguistics+pdf+download&ots=gN3F66WfaP&sig=_a_bygW3AotuIYS5xvRLgfBRmdo#v=onepage&q&f=false

Jackson, H., & Etienne, Z. (2007). Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology. Continuum. https://books.google.es/books?hl=es&lr=&id=6AffBAAAQBAJ&oi=fnd&pg=PR5&dq=english+vocabulary&ots=gU1o-lifXr&sig=BWlUdjq79rbB_Jc615QhApbIZsk#v=onepage&q=english vocabulary&f=false

Januszewski, A., & Molenda, M. (2008). Educational Technology: A definition with Commentary (2 Edition). Routledge.

Kennison, S. M. (2013). Introduction to language development. Sage Publications.

Klímová B., Berger A. (2018) Evaluation of the Use of Mobile Application in Learning English Vocabulary and Phrases – A Case Study. In: Hao T., Chen W., Xie H., Nadee W., Lau R. (eds) Emerging Technologies for Education. SETE 2018. Lecture Notes in Computer Science, vol 11284. Springer, Cham

McLeod, S. (2018). Questionnaire: : Definition, Examples, Design and Types | Simply Psychology. https://www.simplypsychology.org/questionnaires.html

Mendoza, V., & Vera, A. (2019). "ENGLISHLISTENING AND 6 MINUTE

ENGLISH APPS FOR THE LISTENING SKILL COMPREHENSION"
[Universidad Técnica de Ambato].
https://repositorio.uta.edu.ec/jspui/handle/123456789/29423

Nunan, D. (n.d.). Language teaching methodology. 1–17.

Pacheco, F., & Parra, L. (2017). THE DUOLINGO APP AND THE DEVELOPMENT OF VOCABULARY SKILLS IN STUDENTS OF NINTH-GRADE LEVEL OF ELEMENTARY SCHOOL AT UNIDAD EDUCATIVA AMBATO (Vol. 1, Issue 1) [Universidad Técnica de Ambato]. https://doi.org/10.1016/j.sbspro.2015.04.758

Pierce, G. L., & Cleary, P. F. (2016). The K-12 educational technology value chain: Apps for kids, tools for teachers and levers for reform. Education and Information Technologies, 21(4), 863–880. https://doi.org/10.1007/s10639-014-9357-1

Ramos, D., & Encalada, E. (2018). QUALITY OF EVALUATION OF PTS (PRONUNCIATION TRAINING SOFTWARE) AND THE INTENTION TO USE TECHNOLOGY AMONG ENGLISH TEACHERS FROM AMBATO TECHNICAL UNIVERSITY [Universidad Técnica de Ambato]. https://repositorio.uta.edu.ec/jspui/handle/123456789/27835

Shahbaz, M., & Khan, R. M. I. (2017). Use of mobile immersion in foreign language teaching to enhance target language vocabulary learning. Mier Journal of Educational Studies, Trends and Practices, 7(1), 66–82.

Schieffelin, B. B., & Ochs, E. (1986). Language Socialization. Annual Review of Anthropology, 15(1), 163–191. https://doi.org/10.1146/annurev.an.15.100186.001115

ŞENTÜRK, F. (2014). WASHBACK EFFECT OF KET EXAM IN LEARNING ENGLISH AS A FOREIGN LANGUAGE THESIS (Issue January). ÇAĞ UNIVERSITY.

Somekh, B., & Lewin, C. (2004). The positivist paradigm in contemporary social science research. In S. P. Ltd (Ed.), Research Methods in the Social Sciences (First Edit, p. 376). https://books.google.com.ec/books?hl=es&lr=&id=Trfg5iWB22MC&oi=fnd

&pg=PA207&dq=positive+paradigm+definition&ots=q47RLEvEmh&sig=r
98IQQq316BEYpM7M4Q7Ge4BYBA&redir_esc=y#v=onepage&q=positiv
e paradigm definition&f=false

Spencer, K. (2018). The psychology of educational technology and instructional media (Vol. 41, Issue 9). Routledge. https://doi.org/10.1017/CBO9781107415324.004

Sung, Y. T., Chang, K. E., & Liu, T. C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. Computers and Education, 94, 252–275. https://doi.org/10.1016/j.compedu.2015.11.008

Tashakkori, A., & Teddlie, C. (1998). Mixed Methodology: Combining Qualitative and Quantitative Approaches (S. Publications (ed.)). https://books.google.com.ec/books?hl=es&lr=&id=qtW04-pRJZ0C&oi=fnd&pg=PR9&dq=quantitative+approach&ots=6gepsD74oR&sig=_DuVD3A1mPd4lA_7CJc3g-kmx80&redir_esc=y#v=onepage&q=quantitative approach&f=false

Thomason, R. (2012). What is Semantics? https://web.eecs.umich.edu/~rthomaso/documents/general/what-is-semantics.html

Wang, B.-T. (2017). Designing Mobile Apps for English Vocabulary Learning. International Journal of Information and Education Technology, 7(4), 279–283. https://doi.org/10.18178/ijiet.2017.7.4.881

Wilska, T.-A. (2003). Mobile Phone Use as Part of Young People's Consumption Styles. Journal of Consumer Policy, 26(4), 441–463. https://doi.org/10.1023/a:1026331016172

Wordbit. (2017). WordBit Inglés (pantalla bloqueada). https://play.google.com/store/apps/details?id=net.wordbit.enes&hl=en_US

Yu, Z., & Jiangning. (2019). Mobile device- and video-aided flipped english classrooms. International Journal of Mobile and Blended Learning, 11(2), 19–32. https://doi.org/10.4018/IJMBL.2019040102

Yupa, D., & Sulca, X. (2018). Complementary material and the development of the English Language Vocabulary. Universidad Técnica de Ambato.

Zambrano, E., & Encalada, E. (2018). "QUIZLET APP AND THE ENGLISH LANGUAGE VOCABULARY LEARNING" [Universidad Técnica de Ambato]. https://repositorio.uta.edu.ec/jspui/handle/123456789/29097

Annexes

ANNEX 1

CARTA DE COMPROMISO

Ambato, 27/04/2020

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

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas , me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"WORDBIT INGLÉS APP AND ENGLISH VOCABULARY"** propuesto por la estudiante Johanna Viviana Almeida Moreta, portadora de la Cédula de Ciudadanía 180375888-5, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas de la Educación, de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.
Atentamente.

Lic. Sarah Iza Pazmiño, Mg.
0501741060
2818175
0984060528
sj.iza@uta.edu.ec

ANNEX 2

Universidad Técnica de Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Idiomas
Teachers' online survey

This teachers' survey has the objective to identify which type of resources are used in the classroom.
Please, answer the questions according to your experience.

Teacher's name:

1. **In your educational institution, do you have Internet access?**
o   Yes
o   No

2. **Which of the following teaching resources do you use in the classroom? (Check all that apply)**
o   Lesson Planning
o   Theoretical Presentations
o   Classroom Materials
o   Workshops
o   Others: _____

3. **Do you use an online platform? (Ex. Moodle)**
o   Yes
o   No

4. **How often do you use the online platform?**
o   Always
o   Sometimes
o   Never

5. **Do you use technological resources in your classroom?**
o   Yes
o   No

6. **How often do you use technology in class?**
o   Always
o   Sometimes
o   Never

7. **Which of the following technological resources do you use in the classroom? (Check all that apply)**
o   Computers in the classroom
o   Overhead Projector
o   Television
o   VCR
o   Audio Equipment
o   Mobile Applications
o   Others: _____

8. **From the following list, check the technological resources used by the students? (Check all that they use)**
o   Smartphone
o   Laptop
o   Tablet
o   Computer
o   Others: _____

9. **How often do students use technological resources in class?**
o   Always
o   Sometimes
o   Never

10. **Is the university supporting new ideas for innovative instruction through mobile applications?**
o   Yes
o   No

Link:
https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr35Qumk
MvgbFBpXKa0Syt4DJUQ0tZTzlFWUxGWlMwMFFLUDkzTVdVUU4yUi4u

ANNEX 3

Universidad Técnica de Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Idiomas
Students' online survey
This student' survey has the objective to identify which type of resources they have used in the classroom.
Please, answer the questions according to your experience.
Student's name:

1. **In your educational institution, do you have Internet access?**
   o   Yes
   o   No
2. **Which of the following teaching resources does your teacher use in the classroom? (Check all that apply)**
   o   Lesson Planning
   o   Theoretical Presentations
   o   Classroom Materials
   o   Workshops
   o   Others: _____
3. **Do you have an online platform? (Ex. Moodle)**
   o   Yes
   o   No
4. **How often do you use the online platform?**
   o   Always
   o   Sometimes
   o   Never
5. **Do you use technological resources in your learning process?**
   o   Yes
   o   No
6. **How often do you use technology in class?**
   o   Always
   o   Sometimes
   o   Never
7. **Which of the following technological resources do you use in the classroom? (Check all that apply)**
   o   Computers in the classroom
   o   Overhead Projector
   o   Television
   o   VCR
   o   Audio Equipment
   o   Mobile Applications
   o   Others: _____
8. **From the following list, check the technological resources that you use in the learning process. (Check all that they use)**
   o   Smartphone
   o   Laptop
   o   Tablet
   o   Computer
   o   Others: _____
9. **How often do you use your technological resources in class?**
   o   Always
   o   Sometimes
   o   Never
10. **Is your educational institution supporting you at the moment of use mobile applications in the classroom?**
   o   Yes
   o   No

Link:
https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr35QumkMvgbFBp
XKa0Syt4DJUM0xKTE9IUFQ4WFhJQVBCMUoyMkNIVFhZMS4u

ANNEX 4

Universidad Técnica de Ambato
Facultad de Ciencias Humanas y de la Educación
Carrera de Idiomas

Final students' questionnaire

The objective of this questionnaire is to collect information from the students to analyze the experience that they had at the moment of use "Wordbit Inglés" to learn vocabulary.
Student's name:

1. **Which abilities had you improved through the use of "Wordbit Inglés"?**

2. **Do you think the continuous appearance of words on the cell phone screen is useful for learning new vocabulary? Why?**

3. **Which is your opinion about the use of "Wordbit Inglés" in an educational context?**

4. **Would you recommend its use? Why?**

Link:
https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr35Qu mkMvgbFBpXKa0Syt4DJUQkhYUTJMSVJHMEc4WTVFUFpZMFBDQ0pHTC4u

ANNEX 5

Expert Judgement Validation

ANEXO 5
GUÍA PARA LA REVISIÓN Y EVALUACIÓN DE LA PROPUESTA DE ENCUESTAS PARA EL TRABAJO DE TITULACIÓN.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

NOMBRE DEL ESTUDIANTE: Johanna Viviana Almeida Moreta
TEMA: ""Wordbit Inglés" App And English Vocabulary"
Teachers' online survey

COMPONENTES	APROBADO	REPROBADO
1. Do you have internet access where you work? ▫ Yes ▫ No	✔	
2. Do you use technological resources in your classroom? 9. Yes 10. No	✔	
3. Does the educational institution provide you technological resources to use in the classroom? ▫ Yes ▫ No	✔	
4. Which of the following technological resources do you use in the classroom? (Check all that apply) ▫ Computers in the classroom ▫ Overhead Projector ▫ Television ▫ VCR ▫ Audio Equipment ▫ Mobile Applications ▫ Platforms (moodle – edmodo, etc) ▫ Others: _____	✔	
5. Do your students use technological resources for academic purposes? ▫ Always ▫ Sometimes ○ Never	✔	
6. From the following list, check the technological resources used by the students? (Check all that they use) ▫ Smartphone ▫ Laptop	✔	

○ Tablet ○ Computer ○ Others: _____		
7. How often do students use technological resources in class? ○ Always ○ Sometimes ○ Never	✔	
8. Do you consider technological resources support you and your students in the teaching-learning process? ○ Yes ○ No Why? _____ _____ _____ _____ _____	✔	

CORRECCIONES SUGERIDAS

FECHA 29/05/2020 PROFESOR EVALUADOR Lic. Cristina Jordán Buenaño, Mg.	FIRMA

ANEXO 5
GUÍA PARA LA REVISIÓN Y EVALUACIÓN DE LA PROPUESTA DE ENCUESTAS PARA EL TRABAJO DE TITULACIÓN.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

NOMBRE DEL ESTUDIANTE: Johanna Viviana Almeida Moreta

TEMA: ""Wordbit Inglés" App And English Vocabulary"

Students' online survey

COMPONENTES	APROBADO	REPROBADO
1. Do you have Internet access, where you study? □ Yes □ No	✔	
2. Do you use technological resources in your classes? ○ Yes ○ No	✔	
3. Does the educational institution provide you technological resources to use in the classroom? □ Yes □ No	✔	
4. Which of the following technological resources do you use in the classroom? (Check all that apply) ○ Computers in the classroom ○ Overhead Projector ○ Television ○ VCR ○ Audio Equipment ○ Mobile Applications ○ Platforms (moodle – edmodo, etc) ○ Others _____	✔	
5. Do you use technological resources for academic purposes? ○ Sometimes ○ Never	✔	
6. From the following list, check the technological resources that you use in the classroom. (Check all that they use) □ Smartphone □ Laptop □ Tablet	✔	

o Computer o Others: _____		

7. How often do you use technological resources in class?
    o Always
    o Sometimes
    o Never
	✔	

8. Do you consider technological resources support you in the learning process?
    o Yes
    o No
    Why?
 	
_____
_____
_____
_____
_____
	✔	

CORRECCIONES SUGERIDAS

FECHA 29/05/2020 PROFESOR EVALUADOR Lic. Cristina Jordán Buenaño, Mg.	FIRMA

ANEXO 5
GUÍA PARA LA REVISIÒN Y EVALUACIÓN DE LA PROPUESTA DE CUESTIONARIO PARA EL TRABAJO DE TITULACIÓN.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

NOMBRE DEL ESTUDIANTE: Johanna Viviana Almeida Moreta
TEMA: ""Wordbit Inglés" App And English Vocabulary"
Students' online questionnaire

COMPONENTES		APROBADO	REPROBADO
1.	Which abilities had you improved through the use of "Wordbit Inglés"?	✔	
2.	Do you think the continuous appearance of words on the cell phone screen is useful for learning new vocabulary? Why?	✔	
3.	Which is your opinion about the use of "Wordbit Inglés" in an educational context?	✔	
4.	Would you recommend its use? Why?	✔	

CORRECCIONES SUGERIDAS
(Detallar los componentes reprobados y su respectiva corrección)

FECHA 29/05/2020 PROFESOR EVALUADOR Lic. Cristina Jordán Buenaño, Mg.	FIRMA

ANNEX 6

Wordlist from "WordBit Inglés"

Family	Grandmother	Confession
Father	Grandfather	To hold hands
Mother	Grandson	Hug
Son	Granddaughter	Peck
Daughter	Grandchild	Kiss
Parents	Uncle	Present
Children	Cousin	Break up
Husband	Marriage	To date
Wife	Divorce	Blind date
Brothers	Remarriage	Friend
Sisters	Lover	Friendship
Brother	Boyfriend	Enemy
Sister	Girlfriend	Colleague
Younger brother	To flirt	Neighbor
Older sister	First love	Teacher
Stepsister	Unrequited love	Student
Older brother	Single	Boss
Stepbrother	Relationship	Subordinate
Younger sister	Contact	Love
Relatives	Date	Proposal

ANNEX 7

UNIVERSIDAD TÉCNICA DE AMBATO-ENGLISH PLAN

CLASS: 1st Semester of PINE "A." **DATE**: May 2020 **Researcher**: Johanna Almeida	**TOPIC**: Family members
GENERAL COMPETENCE: To develop vocabulary competence through the use of the "Wordbit Inglés" app with satisfactory performance according to the student's age and needs.	**LESSON OBJECTIVES** **GENERAL:** The general objective of this plan is to check the students' progress at the moment of learning vocabulary related to the family members using the mobile application "Wordbit Inglés." **SPECIFIC:** Students will be able to use family members' vocabulary in different contexts. Students have to memorize new vocabulary in shorts periods using "Wordbit Inglés." The new knowledge can be used in an educational field and ordinary situations.
METHODOLOGY USED: Hybrid	**FOCUS ON VALUES:** Correct use of the vocabulary

CONTENTS: vocabulary about family members

PROCEDURE				
DAY	**RESEARCHER'S ACTIVITIES**	**STUDENTS' ACTIVITIES**	**AUDIO - VISUAL AIDS**	**EVALUATION**
Tuesday	1. Introduce myself, my project, and the students' performance. 2. Explain the online survey that students have to complete. 3. Take the KET pre-test. 4. Explain "Worbit Inglés"app. 5. Explain wordlist activity Students have to write the word (that has appeared on their cellphone screen) and a sentence, send me the sentence to my WhatsApp any time that they use the mobile application. 6. Ask for doubts.	1. Pay attention to the presentation. 2. Answer the online survey. 3. Complete the KET pre-test. 4. Pay attention, understand the explanation, and ask questions or doubts.	Office Sway (Presentation) Microsoft Forms (SURVEY AND TEST) Microsoft Teams	Analyze the online survey Grade the KET pre-test. Correct the mistakes in the sentences that the students are going to write.
Friday	1. Kahoot game. 2. Ask questions related to the use of "Wordbit Inglés." Ask for problems with the mobile application. How many times the students use the app. Their opinion about it. 3. Homework Students have to create a family tree of the English royal family using the new vocabulary.	1. Play the game. 2. Answer the questions. 3. Homework. 4. Ask doubts.	Kahoot app Microsoft Teams	Correct the mistakes in the homework that the students are going to do.

Tuesday	1. Ask questions about "Worbit Inglés". 2. Homework. Students have to describe a photo of their families using the new vocabulary.	1. Answer questions. 2. Homework	Microsoft Teams	Correct the mistakes in the paragraph that the students are going to write.
Friday	1. Ask the students their opinion of the investigation. 2. Take the KET post-test. 3. Explain the questionnaire that students have to complete 4. Thank the students for their help	1. Give their opinions. 2. Complete the KET post-test. 3. Complete the App test 4. Complete the questionnaire 5. Listen	Microsoft Teams Microsoft Forms (QUESTIONNAIRE AND TEST)	Grade the KET post-test. Analyze the questionnaire.

SUGGESTIONS: ……

ANNEX 8

Activities in the online classroom to check the students' learning process. (Microsoft Teams)

Belen Odalis Camino Cordero: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EQPRSXmn8aNCnr5ZaDFKsxEBwzN8IicKpYG58TcNtVBQ7A?e=EGieVt

Bryan Alexander Gordon Fiallos: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/Ead1vDQqcF9NnvdL9Xi4g_QBcWJ4xYuUrV2ogh8HMTrfFg?e=Vbt67d

Cynthia Dayana Manobanda Silva: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EbLMLgI8xgBBjxqVdbM-A48BfYL9sLyvfhZgyZ067UapZg?e=foyBs7

Devaky Maeba Gallegos Pandacina: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/ESsQvL7VMh5Ji3K_IOpvVQ0BT7OR__4_JAtfmJn7XSNCqg?e=2PVOeE

Domenica Annette Viteri Soto: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EQCIefQ-E7RPpFL2JbhEuJ4BfjybxTFlLKW57nBgQkc2Ww?e=T0hoIf

Emily Cristina Noroña Tapia: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EVIMQRMmjd1OjMzMzi3BgqwBBJmNcs0b9Nl3DuZyFjM01g?e=3cPudE

Evelyn Alexandra Miranda Moya: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EW-qOfWHGSxMuT4NL8xwdcgBi_NtA72MDmd-0Ss6vuRXgw?e=DObjlR

Israel Randy Ortiz Mera: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EWnITEafIs1Pk2gRpykgtaIBpzveAcplPM5bALNZaVTbig?e=u5VwDa

Karen Viviana Tapia Benitez: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EZu6x7QmGwBHs0s-8fb7GREBreA2AuwzG1bcTjztEVzAsw?e=RAgUuM

Katherine Monica Guachi Caiza: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/Ed0TknRN8D1KhDFJfb5u04cBREmHCzg7vWLitE_2AbYzYA?e=kUIXZF

Leslie Estefania Nolasco Zapata: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EbYpKbbl_dpOqp5bVM_ZMkcBAo8nYUo2CEjBE-ZvVv8Z3w?e=0sp600

Luis Enrique Alvarez Villagran: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/ETXFNpde89lGi7hyRhOdg3QBVFg99N02c9QRdGJYlmyOCw?e=N86KPN

Marisol Carolina Ruiz Proaño: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EeFrZXBsss9HmIGy78jTPK0BVgLXu5IOP4XP4kinNNwEZg?e=UIaACn

Nicole Abigail Segura Pilatasig: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EVSbD375ZTdOshVQy16isawBwK2ppi_tUIwvlEupq_E6bg?e=C8Fwxm

Nicole Nayeli Nuñez Melo: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EZ389j9y2AlNsWDJfRrdDAMBgEg8ZMvjXsyiLRW15T6kXA?e=ECFbw6

Pamela Elizateth Casa Molina: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EdEtoL-kflVFi_b2ALt62skB4pmewe2T8PeAIqP9jeeWXw?e=WsqJLG

Roberth Vicente Llundo Montero: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/ETsh0_WXdqRJmqK8Q--RLbMBYmhzEE70aLsKxpw3-lYOpQ?e=Gh9FDU

Valeria Carolina Chango Morales: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EZXqGlsYxFZBl4VfeitPeR4BhJ5YtaKOBHqpwXGgULmMcQ?e=gIaMit

Valeria Isabel Moreira Garcia : https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/ESswfmqJ9WBOiEwSHEbfuIkB0e2ZWr1JOpyvujQ7zj3F8g?e=OkX8KJ

Victo Hugo Quezada Peñarreta: https://utaedu-my.sharepoint.com/:w:/g/personal/jalmeida8885_uta_edu_ec/EeFnbKJG4NxBkVw1Utr5kcQBVRhm-yhmsfkZfGpL5olI7w?e=Wm59xh

KET pre-test

INSTRUCTIONS TO CANDIDATES
Read the instructions for each part of the paper carefully.
Answer all the questions.
You **must** complete the answer sheet within the time limit.

Question 1-5

For each question, choose the correct answer.
A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers. Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.
Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practice in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.
Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before. 'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'

    1. **What is Alice Watson's job now?**
A dancer
B teacher
C dress-maker
    2. **Demi had her first ballet lessons**
A at a very young age.
B at the National Ballet Company.
C from her mother.
    3. **Jack helped his wife and daughter by**
A moving to a larger house.
B letting them use the living room for dancing.
C making a place for them to practice in.
    4. **What was the best thing about the *Swan Lake* show for Demi?**
A It was her first show with the company.

B All her family were there.

C She was wearing a new dress.

5. **Hannah says that Demi**

A will be a star one day.

B is her favorite granddaughter.

C dances better than Alice did.

Questions 6-15

Complete the message left on the Internet by a girl from Mexico City.

Write ONE word for each space.

My name **(EXAMPLE) is** Elisa Valdez. I'm twelve and I live in Mexico City. I **(6)** ….. two brothers, Emilio and Miguel. Both of **(7)** ….. are a few years older **(8)** ….. me. My sister, Maria, is **(9)** ….. youngest in my family and it was her tenth birthday **(10)** ….. week.

I love spending time **(11)** …… my friends. We often **(12)** …… shopping or play volleyball together. I enjoy dancing too. I joined a dance school five years **(13)** ….. and I go there twice **(14)** ….. week to practice. I've learned a **(15)** ….. of interesting things about my country's music and dancing.

Link:

➢ https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr35QumkMvgbFBpXKa0Syt4DJUMEtDOVdYSUMzOUU3SVhLV1k4OVg0MElCVy4u

Taken from:

➢ https://assets.cambridgeenglish.org/cbt/key-reading-writing-2020/test-content/NKR300004EVO-0-0.xml.xhtml

➢ http://www.zkouskypark.cz/uploads/ckfinder/userfiles/files/zkcentrum/informa%C4%8Dn%C3%AD%20materi%C3%A1ly/KET%20for%20schools/KeyfS%20Reading%20Writing%20Sample%20Final.pdf

Answer Key

1.B	2. A	3. C	4. B	5. A	6. have
7. them	8. than	9. the	10. last	11. with	12. go
13. ago	14. a	15. lo			

ANNEX 10

KET post-test
INSTRUCTIONS TO CANDIDATES
Read the instructions for each part of the paper carefully.
Answer all the questions.
You **must** complete the answer sheet within the time limit.

Question 1-5
Read the descriptions (1-5) of some people in a family. What is the word for each description?
The first letter is already there. There is one space for each letter in the word.
For questions 36-40, write the words.
EXAMPLE

	If your child is a boy, he is this.	Son
1.	This is your mother's brother.	U _ _ _ _
2.	She is your father's mother.	G _ _ _ _ _ _ _ _ _
3.	This is the person a man is married to.	W _ _ _
4.	This is your father's sister.	A _ _ _
5.	If your child is a girl, she is this.	D _ _ _ _ _ _
6.	He is your mother's father.	G _ _ _ _ _ _ _ _ _
7.	This is the person a woman is married to.	H _ _ _ _ _

Questions 8-15
Read the article about a young farmer.
Are sentences 8-15 'Right' (A) or 'Wrong' (B)?
If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).
For questions 8-15 mark A, B or C.
Young Farmer
At the age of four, Gavin Clark knew the names of each one of his neighbors' cows. By ten, he was selling chickens and eggs to his friends and was winning prizes for them at farm shows. Now, at thirteen, he still loves farming and has his own animals. Presents for Gavin are not a problem – every year he gets another animal from his parents and brother. Gavin's father, Steven, works for an international company and travels all over the world. Gavin has visited many exciting places in Europe with his father, but he is much happier doing his weekend job on his neighbors' farm. Steven's company wanted him to move to Portugal with the family. Everyone liked the idea of living somewhere warm – but not Gavin! He said he wouldn't leave his animals! In his free time, Gavin plays tennis and football. He goes out with his friends and enjoys computer games, just like other teenagers. But every morning he gets up at half-past five to give his animals food and water before he goes to school. His parents want him to go to college and get a diploma when he is sixteen. 'Let's wait and see,' he says.
Example: Gavin lives next to a farm. Answer: A
 A Right   B Wrong   C Doesn't say

8. Gavin's family never know what to give him for his birthday.

70

A Right   B Wrong   C Doesn't say
9. Gavin has a sister that studies at the university.

    A Right   B Wrong   C Doesn't say
10. Gavin's father always travels alone on business.

    A Right   B Wrong   C Doesn't say
11. Gavin spends Saturdays and Sundays working near his home.

    A Right   B Wrong   C Doesn't say
12. Gavin didn't agree with his parents about moving to Portugal.

    A Right   B Wrong   C Doesn't say
13. Gavin is too busy with his animals to have any other hobbies.

    A Right   B Wrong   C Doesn't say
14. Gavin gets up at the same time as his parents in the morning.

    A Right   B Wrong   C Doesn't say
15. Gavin has decided to study for a diploma at college.

    A Right   B Wrong   C Doesn't say

Link:

➢ https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0
   bVmH0Sr35QumkMvgbFBpXKa0Syt4DJURTlCQ1NTNkw3R1RQMk
   VQNklJMThTMlFXSy4u

Taken from:

➢ https://es.slideshare.net/karenarteaga3538/ket-readwrite-73444026

Answer Key

1. son	2. uncle	3. grandmother	4. wife	5. aunt
6. daughter	7. grandfather	8. husband	9. B	10. C
11. B	12. B	13. A	14. B	15. C
16. B				

ANNEX 11

WordBit app' test

Link:

> https://forms.office.com/Pages/ResponsePage.aspx?id=1MyIqe0A80uk0bVmH0Sr35QumkMvgbFBpXKa0Syt4DJURUZZMzRaMU9BOU8xUTZQUDEwN0o4OVE1SS4u

Answer Key

1. X	2. A	3. B	4. C	5. B	6. C	7. A	8. A	9. A	10. A
11. A	12. D	13. A	14. A	15. A	16.A	17.A	18.C	19. A	20. C
21. A	22. A	23. A	24. C	25. C	26. D	27. B	28. C	29. D	30. D
31. A	32. C	33. A	34. D	35. A	36. B	37. A	38. B	39. B	40. A
41. A	42. B	43. C	44. A	45. B	46. D	47. B	48. A	49. D	50. A
51. A	52. A	53. C	54. C	55. A	56. A	57. C	58. A	59. A	60. A
61. A									