UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

Theme:

"QUIZLET AND ENGLISH LANGUAGE VOCABULARY"

Author: Mónica Isabel Torres Álvarez

Tutor: Verónica Elizabeth Chicaiza Redín Ph.D

Ambato – Ecuador

2022

TUTOR APPROVAL

CERTIFY:

I, Veronica Elizabeth Chicaiza Redín PhD., holder of the I.D No. 171510632-2, in my capacity as tutor of the Research Dissertation on the topic: "Quizlet and English language vocabulary" investigated by Mónica Isabel Torres Álvarez with I.D No. 180496942-4, confirm that this research 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.

_____

Veronica Elizabeth Chicaiza Redín PhD.

171510632-2

Supervisor

DECLARATION PAGE

I declare this undergraduate dissertation entitled "QUIZLET AND ENGLISH LANGUAGE VOCABULARY" is the result of the author's investigation, and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility

_____

Mónica Isabel Torres Álvarez

I.D. 180496942-4

Author

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "Quizlet and English language vocabulary" which is held by Mónica Isabel Torres Álvarez undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros major, academic period October 2021 - March 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

REVISION COMMISSION

_____   _____

Mg. Elsa Mayorie Chimbo Cáceres   Mg. Wilma Elizabeth Suárez Mosquera

REVISER   **REVISER**

COPYRIGHT REFUSE

I, Mónica Isabel Torres Álvarez with I.D No. 180496942-4, confer the rights of this undergraduate dissertation "Quizlet and English language vocabulary", and authorize its total reproduction, or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

Mónica Isabel Torres Álvarez

I.D. 180496942-4

Author

DEDICATION

To *God*, for being the one who gives me life to be able to achieve this goal and in such a way to honor Him with my wealth and with the best part of everything I produce (Proverbs 3:9).

To my *family*, for being those who gave me their emotional and economic support. *Mónica*; my mother, who has always believed in my potential. *Sergio*; my father, for being the one who with his advice, motivates me. *Estefania*; my sister, who has taken care of me and has seen my progress since I was a child. *Eliet*, my niece, whom I love with all my heart and who knew how to make me smile with her games while I was doing the current research work. She was the reason I did my thesis with joy. *Jennifer*; my cousin, whom I consider as an older sister and advice to me some tips for the development of this research work and who also trusted that I would achieve this goal.

To *special people*, *Christopher*, the one who motivated me, and who patiently guided me in my thesis, he was always present in my happy and sad moments. *Edison*, that person who never stopped believing in me, he always encouraged me to move forward and not give up. To him *"People have their own speed to achieve their goals, some faster, others slower. Just trust yourself"*.

Isabel

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

INDEX OF TABLES

INDEX OF FIGURES

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE: "Quizlet and English language vocabulary"

AUTHOR: Mónica Isabel Torres Álvarez

TUTOR: Verónica Elizabeth Chicaiza Redin PhD.

ABSTRACT

Nowadays, technological resources are important in education. Hence, the aim of this current research work is to determine the influence of the Quizlet app on the English language vocabulary in students of the 1st BGU "B" at the rural institution Unidad Educativa Dario Guevara. The investigative process was carried out through a quasi-experimental design and bibliographic, field, exploratory and descriptive research modality, besides the population that participated in the research work was a single group of 21 students between the ages of 16 and 17. The experimental intervention lasted four weeks each week had two class sessions with a total of eight sessions, the first six sessions were worked within the educational institution, while the last two sessions through the Zoom platform, due to the Covid-19 pandemic. In addition, at the beginning of the intervention, the students completed a pre-test to measure their vocabulary level, which showed low performance, exactly it was 3.38 out of 12 points. Then, the class sessions were developed by implementing vocabulary activities with topics related to the A2 Flyers level of the Cambridge Assessment, these activities were practiced in Quizlet app. Then, at the end of the intervention, the students took a post-test to determine their progress, which indicated an improvement of 6.85 out of 12 points. Then, the comparative results showed an advance of 3.47 points between both samples, which allowed validating the verification of the hypothesis. Therefore, this work had a positive effect on the learning of English language vocabulary.

Keywords: Quizlet app, English language, vocabulary.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEMA: "Quizlet and English language vocabulary"

AUTOR: Mónica Isabel Torres Álvarez

TUTOR: Verónica Elizabeth Chicaiza Redin PhD.

RESUMEN

Actualmente los recursos tecnológicos son importantes en la educación, por tal motivo el presente trabajo investigativo tiene como objetivo determinar la influencia de la aplicación de Quizlet en el vocabulario del lenguaje Ingles en estudiantes del 1ro BGU "B" de la institución rural Unidad Educativa Darío Guevara. El proceso investigativo se realizó a través de un diseño cuasi-experimental y de carácter bibliográfico, de campo, exploratorio y descriptivo con la participación de un solo grupo de 21 estudiantes de entre 15, 16 y 17 años de edad. La intervención experimental tuvo una duración de cuatro semanas cada semana con dos sesiones de clase con un total de ocho sesiones, las seis primeras sesiones se las trabajo presencialmente dentro de la institución educativa, mientras que las dos últimas sesiones a través de la plataforma de Zoom, debido a la pandemia del Covid-19. Asimismo, al inicio de la intervención, los estudiantes completaron prueba previa para medir el nivel de vocabulario el cual que mostró un bajo rendimiento, específicamente fue 3.38 de 12 puntos. Luego, se desarrollaron clases implementando actividades de vocabulario con temas relacionados al nivel A2 Flyers de Cambridge Assessment, estas actividades se practicaron en Quizlet. Además, al finalizar la intervención, los estudiantes tomaron una prueba posterior para determinar su progreso, lo que indicó un avance de 6.85 sobre 12 puntos. Con los resultados comparativos se obtuvo un avance de 3.47 entre ambas muestras, lo cual permitió validar la verificación de hipótesis. Por consiguiente, este trabajo tuvo un efecto positivo en el aprendizaje de vocabulario del idioma inglés.

Palabras clave: Quizlet app, idioma inglés, vocabulario.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative background

Several investigations developed previously have been considered to support the current research work and carry out an analysis of the influence of the Quizlet app in the English vocabulary learning. It is important to mention that the studies and articles mentioned in this research work were carried out by professional researchers, which are available in different educational search engines, online magazine pages and institutional digital repositories.

Sanosi (2018) developed a research work that aimed to know the influence of the Quizlet app on English language vocabulary. This study also had an experimental methodology, in which he applied a pre-test and a post-test, these tests contain matching exercises, multiple choice and completion. In addition, the study was applied a control and experimental group, therefore it participated 42 people from the second semester of the Faculty of Sciences and Humanities of Prince Sattam Bin Abdulaziz university in Saudi Arabia. Moreover, the findings showed a great improvement between the pre-test and the post-test participants took. In addition, the previous study work was a great contribution to the present work because it confirms the positive effect that the use of the application promotes good student learning through the flashcards function.

Al-Malki (2020) aimed to teach vocabulary with Quizlet flashcards to 20 students from different units of the book they were working on. In addition, the study author obtained statistical data through a pre-test and post-test based on the model of a placement test, focus groups and self-reflections after each vocabulary set. Finally, as results, the researcher observed an improvement in the participants' vocabulary, because they liked the Quizlet functions. The researcher concluded that Quizlet not only challenges the vocabulary learning but also challenges collaborative and individual learning. It can be said that the mentioned study supports the current research work, because this educational tool can be considered a useful memory and group interaction strategy to learn vocabulary.

Montaner-Villalba (2019) carried out a study sought to analyze Quizlet as a tool to learn vocabulary of Second language (L2). Hence, the researcher took a population of 24 students from the State Secondary School of Valencia, Spain. This research work had a quasi-experimental design that included a pre-test and post- test with matching exercises, writing, true / false, multiple choice and spelling, from the tests satisfactory results were obtained from each section after the implementation of Quizlet because of the options that has the same application. Finally, the researcher concluded that Quizlet provides feedback and vocabulary practice, unlike the classic methods, Quizlet has a great advantage for being a digital method. Due to the results and conclusions mentioned in the previous study, it is reasonable to mention that supports to this research because Quizlet app not only attends learning, but also provides digital feedback.

Waluyo and Bucol (2021) carried out with the participation of 65 first-year students studying a General English (GE) at Walailak university, Thailand. Before using the application, the researcher applied a pre-test to know the student's vocabulary level, and after having applied Quizlet the researcher used a post-test to know the application results. In addition, during the vocabulary teaching the author took weekly tests. As results, the researcher witnessed a significant improvement between the results before, during and after the use of Quizlet, he concluded that gamification can be integrated into vocabulary learning even more during the Covid-19 pandemic. Through the previous study, it is important to affirm that it contributes with great reliability to this research work, due to gamification is a learning strategy that develops learning through fun, as well as Quizlet app.

Hougham (2021) conducted a study aimed to know how the use of Quizlet app can help students feel confident when learning vocabulary. Furthermore, this study was also carried out with 226 students from different courses such as engineering, English, science, physiotherapy, occupational therapy and human welfare. During the application process, the researcher presented vocabulary from the schoolbook, in such a way that the students followed the content of the academic curriculum and contributed to the study. Therefore, to obtain results, the researcher applied a survey with satisfaction questions about how the use of Quizlet contributed to the students' knowledge. The

results showed that the participants were satisfied and fostered meaningful learning. Finally, the researcher concluded that Quizlet encourages student participation and provides opportunities for learning to occur. Consequently, this research is an ideal support for the present investigative work because it mentions an active participation through Quizlet, it also allows a compilation of the progress of each student through the recording of scores.

Another research work developed by Okkan and Aydin (2020) sought to work with 45 Turkish students of English as L2 coming from the course of the Department of Psychology in a state university of Turkey. In addition, it involved an analytical-deductive approach in which the impact of Quizlet on motivating students to learn vocabulary was demonstrated. The research instruments that the researcher applied was a questionnaire to obtain personal information and also comments concerning the time he spent studying English and through which social networks, as well as the researcher applied a motivational survey with a Likert scale where it showed the student satisfaction with the app. As results, the researchers obtained a great reliability of the participants towards Quizlet, also the authors concluded that learn vocabulary in English needs to be enjoyable and Quizlet fulfills these characteristics. This study was a great contribution to the present research work because it reveals that when using Quizlet students are motivated by learning, and in the same way it contributes not only to vocabulary but also to other skills such as listening.

Setiawan and Wiedarti (2020) conducted research in which a quasi- experimental method was used, the researchers worked with a control group and an experimental group with a total of 65 tenth grade students in SMAN 1 Sambungmacan, located in Sragen, Central Java. On the one hand, the researcher used an observation checklist with indicators related to motivation within vocabulary learning. And according to the results the researcher obtained from the checklists, it means that the levels of motivation in the participants increased after the treatment or application of the Quizlet, for this reason the researcher concluded that Quizlet increases with motivation within learning, unlike those students. that does not use technological tools like Quizlet. Therefore, this study unquestionably supports this research work because it showed the effectiveness that Quizlet contributes in motivating students thanks to the use of technology inside classroom and home.

Askel (2021) sought to determine the effectiveness of Quizlet, on English as a Foreign Language (EFL). In this study, 92 students from a preparatory program at a state university in Turkey participated, which were divided into two groups: a control group and an experimental group considering the quasi-experimental design. Moreover, the study also applied a quantitative method that helped to collect data. After the application process, the researcher applied a test that contained written questions exercises, multiple choice and true / false and a questionnaire of reception for comments and student satisfaction. As a last point, the results that the author obtained were a high percentage of satisfaction with the students, concluding that the participants liked Quizlet app thinking that it is an easy-to-use application that is very useful even in academic book content. This study also contributes positively to the research work because it shows that the use of this application not only works for young people but it is also easy to use for higher education, Quizlet does not have an age limit.

Tamimi and Rajabi (2018) conducted a study with the aim of exploring and analyzing the English language learners' Vocabulary Learning Strategies (VLSs) they often use inside and outside the classroom. In addition, 147 Iranian students and teachers participated between the ages of 15 and 27 years, likewise, the methods used for the development of the intervention were the quantitative and qualitative design, in the quantitative design data the researchers obtained through of a questionnaire with 27 statements describing the most common vocabulary learning strategies and scored with a Likert scale (never, sometimes, always), while for the qualitative design the researchers applied an interview to find out the interests when learning vocabulary. Finally, with the data obtained, the researchers concluded that the respondents use a wide variety of vocabulary learning and teaching strategies, among the most used were the use of synonyms, the repetition of words, memorization, the use of images, among others. Hence, the aforementioned research supports the current research work because it describes the vocabulary strategies that are most used to acquire the vocabulary of the English language.

Guaqueta and Castro-Garces (2018) developed a research study aimed to explore the use of online applications that support the learning of the English language allowing the construction of its vocabulary. In addition, to obtain data from the initial and final development tests of the 20 participants within this research process, it is essential to mention that the population belongs to a rural school (La Voz de la Tierra) from Colombia, the researchers mentioned they have problems with the use of state-of-the-art technology. Then researchers also focused on a mixed design in which they collected, analyzed, and validated qualitative and quantitative data. In the end, the authors of the study managed to show that technology can be a great ally of vocabulary learning. Hence, the aforementioned study is related to this written work because it shows an increase in the acquisition of the vocabulary of the English language due to the app's functions they provide such as repetition, memorization, multiple questions, vocabulary words, among others.

Another research work was conducted by Santosa et al. (2020) aimed to design and android based application to study vocabulary for the development of vocabulary in English. On the other hand, the development part was quantitative and qualitative method, in such a way the study authors obtained data through a questionnaire data and interviews to the students and teachers. Finally, the researchers obtained positive results with the designing of the application, it allowed elementary students to acquire more vocabulary, for that reason the researchers concluded that the application was a great help for the children due to its fun way of learning. Therefore, the research written has a great relationship with the theme of this investigative work because vocabulary is also acquired through fun and digital interaction and student competitiveness.

Bates and Son (2020) led research that aimed to analyze the use of simple images in a foreign language vocabulary learning. Then, this research study was developed during 15 weeks with a total of 49 participants who were divided into two groups according to a placement test. In addition, as methodological instruments the study authors applied a pre / post-test, weekly tests (vocabulary content), focus groups discussion and questionnaires based on Likert scale, those instruments allowed the researchers to obtain real data on the improvement of the students' learning observing an advance due to the application of images in vocabulary, for this reason the

researchers concluded that with the presentation of simple images and repetition of the words the students were able to learn more vocabulary. This study greatly supports the theoretical framework of this research because it shows that through simple images the students can improve their vocabulary due to the different ways of learning, it can be kinesthetic, visual or auditory.

In addition, the author Tran (2020) carried out a research work, it had as objective to explore the attitudes of the students in front of the vocabulary learning autonomy. The researcher conducted the study in a higher institution located in Ho Chi Minh City, Vietnam with the presence of 200 students. On the other hand, in the research the author applied a close-ended questionnaire and a semi-structured interview to learn deeply about the importance of attitudes towards vocabulary in English; As finding and result, the participants affirmed the importance of learning autonomy, in such a way according those comments the researcher concluded that learning vocabulary autonomously is important because the student learns at their own pace. The previous study, supports this current research work because within the vocabulary learning not only memory must be considered, but also the attitudes of autonomy that the student is responsible for, having the opportunity of use of a digital application to acquire vocabulary on his own speed.

Due to the Covid-19 pandemic, Perkeretaapian et al. (n.d.) developed a research work online, which focused on the analysis of the use of digital vocabulary in class with web-based tools. In addition, the design was almost experimental on 48 Indonesian students, so for data collection, the researchers made use of a pretest and subsequent vocabulary test, therefore the same data was analyzed with the t-test, revealing that the application of a digital class improved vocabulary learning in the participants. Finally, it is notorious that said work supports the current thesis work since it shows a positive feedback of student learning with the use of digital platforms.

Ajisoko (2020) carried out a study to show the effect of using Duolingo in English vocabulary ability, it was explored with a pre-experimental model to 10 students from the Borneo university of Tarakan. In addition, the author applied a pre-test and post-test, as well as a questionnaire to answer questions that contribute to a deep understanding of the influence and perception of students regarding the use of

Duolingo in vocabulary learning. The results that launched the research were a significant advance in improving vocabulary, in addition the researcher observed a satisfaction on the part of the students with the use of technological tools. For this reason, this previous study clearly provides real data on how the vocabulary of the English language is positively affected by the technological age.

Al-Khresheh and Al-Ruwaili (2020) developed a study to determine the student's vocabulary learning strategies. Furthermore, the study was quantitative in nature, due to the design of a survey and questionnaire to collect data, in addition, it participated a total of 219 students. The researcher applied a survey to find out if the students knew about the strategies, also applied a questionnaire with comments that describe the strategies to monitor the way they learn. For this reason, the results obtained by the researcher was that the participants managed to make use of all the strategies, whether cognitive or social, however, the memory strategy was the one that surpassed in statistics, for this reason, the study author concluded that the vocabulary learning needs memory and social interaction because it is the language of a language. Finally, this investigative study supports this written work because the findings show the different ways and strategies of acquiring vocabulary, the same ones that contribute to a language development due to its characteristics of social or cognitive interaction.

1.1 Independent variable theoretical support (Quizlet)

ICT tools

The acronym ICT stand for Information and Communication Technology, this term refers to many devices that can exist for any type of information, that can cover with the principal aim that the information is processed, viewed, read, created and even shared with different users, through electronic devices. Consequently, ICT tools refers to the use of digital tools or services associated with the aforementioned technological devices such as videoconferencing, instant messaging, digital applications and the Internet. The following examples of ICT tools are useful services within 21st century society to improve the quality of life (Naresh, 2020).

Examples of ICT tools

- **Desktop and laptops:** these devices with multimedia capacity, for being state-of-the- art technology with video, audio, text, animation functions.

Currently, these technological tools are used anywhere and at any time, whether in hotels, schools, offices or homes.

- **Interactive whiteboard:** as the name implies, it encourages interaction between users who are using it. This technological device allows the projection of a computer multimedia, in addition this device can be manipulated by writing, drawing, underlining, etc.

Benefits of ICT tools

The use of technological tools provides advantages in all places and times. Mentioned below are the most observed advantages within the professional and educational field (Suleiman et al., 2020).

- **Motivational factor:** ICT tools motivate people to learn anytime, anywhere, because ICT allows the use of additional opportunities that captivates the user's attention, curiosity and emotion belonging to the current technological age. In addition, due to each digital tool layout, the student's motivation grows even more.

- **Fast communication:** due to the contribution of the Internet, people can join meetings, classes and work just by having a device such as a laptop or smartphone at hand. For this reason, ICT tools are of great help even more with the COVID-19 pandemic, classes are taught online and the learning did not stop.

CALL

It is important to mention that the acronym CALL stands for Computer Assisted Language Learning. Levy (1997, as cited by Asrifan et al., 2020) defines CALL as the study, search and application of the technological device; the computer, with the aim of contributing to the language teaching and learning. Moreover, computers provide a number of resources available to users, to improve their skills in reading, listening, writing, idioms, vocabulary and pronunciation (Sperling, 1997, as cited by Asrifan et al., 2020)

Advantages of using CALL in education

According to Abdurahimovna (2020) the use of computers is not the influence of current fashion, but is a necessity established by the actual level of educational

development worldwide, it does not matter if the level of education is for children or adults. For this reason, here are some advantages that a computer offers within the educational and work environment.

- It allows an efficient exchange of information, which is perceived through sensory organs. For example: the visual and spoken are effective due to the easy perception of the human eye and ear and consequently a deep capture of information is unleashed. On the other hand, written information takes longer to receive and process in the brain, as people often forget information.
- The computer offers an improvement in the quality of education due to the activities in which a user can work, in this way it creates interest and accelerates the teaching and learning process, allowing the teacher and students to demonstrate their creativity in the material didactic.

Educational technology tools

Educational technological tools are defined as technological means that contribute to knowledge and communication through theory and practice. These tools focus on the use of technology within educational approaches to influence student achievement. On the other hand, the teacher can create personalized learning with educational tools, because it allows the student to learn at their own pace and style (builtIn BETA, n.d.).

Examples of educational technology tools

Below, several most popular and well-used educational technology tools have been compiled. These technological tools are divided into 3 categories, according to the use of each one (Staff, 2021).

Social learning

- **Flipgrid:** it is capable of creating online videos with editing option. In addition, since the videos of the other students are visible, this tool creates discussion forums where the participants can comment on the videos of the other classmates (Edwars, 2021).
- **Padlet:** it is a collaborative learning application in which teachers can create idea boards, timelines or discussion forums, these forms of interaction are visible on the screens of others so they are appreciated in real time when sharing a link with responsible users (Edwars, 2021).

Learning content

- **Nearpod**: this tool provides live content to students through interactive activities, videos, gamification, slides, and more. In addition, this tool offers real-time interaction and allows the activity creator to obtain the student's results instantly (Edwars, 2021).

- **Quizizz:** this application allows the design of formative assessments, interactive lessons and playful games in which students are involved in any content in real time, individual or group work and any level of learning (Haripriya, 2021).

Lesson planning

- **Canva:** this technological system is of the definitive learning type. The teacher can upload their favorite study plan, applications, videos and assessments through this tool. In addition, it allows students to access online through a link (Demarest, 2020).

- **Quizlet:** this tool and application makes it easier for teachers to create study instruments for students, these instruments are basically developed based on digital flashcards, which facilitate memorization, being effective for the acquisition of vocabulary (Edwars, 2021).

Quizlet

In 2005, Andrew Sutherland had to pass a vocabulary test, so with his great ingenuity he created a tool specially designed to learn vocabulary. Quizlet is a free platform and application available on Android and iOS to learn vocabulary and one of the main characteristics of this technological tool is the management and creation of interactive flashcards to learn in different ways and in different languages like Spanish, English, French (Anjaniputra and Salsabila, 2018).

Categories of Quizlet flashcards

According to Anjaniputra and Salsabila (2018) once the flashcard set has been created, Quizlet allows students to learn in a fun way with two main categories: study and play that includes five ways of learning and studying and the second category is composed of three learning modes through individual and group games.

First category of Quizlet: Study flashcards

Study flashcards can contain pictures or only the text or definition related to the main term. In addition, the learner can hear the pronunciation of both sides of the card, this is possible by clicking on the same card to reverse the side or just by clicking on the option play so the cards can pass alone.

- **Learn:** in this option, there are two types of learning. For example, multiple choice, where there is the main term and four options to choose, then the learner must choose only one answer according to the image or text of which he/she is viewing or listening. In addition, if the student makes a mistake when choosing or writing, Quizlet provides short feedback of their mistakes and which was the correct answer.

- **Write:** the learner writes the definition that is related to the term that the flashcard gives him. In addition, if the learner makes a mistake, Quizlet presents a little feedback and he/she can continue, but Quizlet counts the correct and incorrect answers. It is important to mention that the student has four opportunities or rounds and at the end Quizlet presents in which items the learner was wrong and the percentage of each round.

- **Spell:** in this option, the learners write the definition or the sentence they hear, if they make a mistake, platform corrects the writing and spells each correct letter or word. In this mode the terms are divided into several rounds showing the percentage of progress and finally Quizlet shows a bar graph with the percentage of each round and the correct options that the learner wrote

- **Test:** in this part the first five questions are written according to the text or image, the next five questions are matching the main terms with the definitions or images, the other five questions are multiple choice, where learners have to choose the right answer and the last five questions pertaining to true or false, where the learners choose the correct answer according to what they have learned.

Second category of Quizlet: Play match

Play match is a way of matching terms to their definitions, this is possible by dragging them together making all terms and images disappear from the screen. The faster

learners are be able to rank among the best users according to their running time in seconds.

- **Gravity:** in this part the vocabulary terms are related to meteors that will fall to the earth if the correct answer is not written, including the wrong spelling of the words, for that reason the learner must be fast and write good to level up. An important fact is that the learner can configure his game according to the level he wants, easy, medium or hard.

- **Live**: this game is the most interesting of all the three games, because it is an online activity that is worked in groups to reach a certain criterion or percentage. However, it is not so easy because if any group makes a small mistake, they start from the beginning that is why the collaboration and effort of all the members that make up the competitive team are needed.

Features of Quizlet

In order to access the Quizlet platform, it is important to have an educational or personal account of Facebook or Google and the user already has access to the free version of Quizlet. Quizlet offers organization options such as the creation of folders to order the sets of flashcards that the teacher or student have created, then the user is able to create a class for their learners, they can enter with an invitation link to be part of the class. Then, to create a set of flashcards it is necessary to follow some steps or requirements. First, enter a title to be identified by the students, it can be the subject, the topic they are going to learn or both options for more detailed information. Second, a description, it can be what they will be about, what activities they must do or also an important piece of information for the next class, etc. After but not least, it is the information for the flashcards to be produced such us the first statement or the term (front) and the second statement or the definition (back) (Tran, 2016).

1.3 Dependent variable theoretical support (English language vocabulary)

Communication

Communication is derived from the Latin *communicare*, which means to make common or to share (Weekly, 1967, as cited by Libretexts, 2021). For this reason, communication is defined as a process in which information and feelings are shared to produce understanding (Libretexts, 2021). Also, communication is the process of

exchanging information through the use of words, sounds, behavior or signs and therefore being able to express our ideas, thoughts, emotions to someone else (Merriam-Webster Dictionary, n.d.)

English language learning

English is also called the front window because it is the most widely spoken language in the world. For this reason, English needs a lot of practice and perseverance to learn it. Hence, there are several reasons why it is important to learn English (Nishanthi, 2018).

- **International language:** English is an interactive language, although it is true that people master English, they have a common communication with people from all countries, opening doors especially in business and travel.
- **Education**: English as a second language is taught from an early age in institutions around the world, even if this is not their official language. This is achieved through digital resources already created for learning. Furthermore, most academic and research information is filed in this language.
- **Internet:** most websites are available in English, including the press and books are written in this language as it is the most dominant language in international communication. In addition, users who use the Internet are exposed to learning English in order to have access to digital content.

English language levels

According to the Common European Framework of Reference for languages (CEFR) that is a standardized global system that describes and qualifies the proficiency level of each person who is learning a language. Moreover, there are 6 levels that are explained below (Tracktest, n.d.).

A level: English basic user

- **A1 (Beginner):** the person is able to understand basic phrases such as familiar everyday expressions, the student can interact with another person, as long as the other person speaks slowly.
- **A2 (Elementary):** the person is able to understand and express simple tasks and routine experiences, in addition to information on family matters including informative, geographic, etc.

B level: English independent user

- **B1 (Intermediate English):** the student can understand family situations related to work, school, etc. In addition, the student is able to deal with traveling situations. Also, the student express experiences, dreams, etc., giving his reasons.

- **B2 (Upper-intermediate):** the student can understand the main ideas of complex texts, also interacts with a level of fluency that interaction with native speakers is possible, giving clear details about their ideas or comments.

C level: Proficient independent user

- **C1 (Advanced English):** the student understands a wide range of long texts, expresses himself fluently without much obvious searching for expressions. He can use the language flexibly and effectively for social purposes by making controlled use of organizational patterns and connectors.

- **C2 (Proficiency):** the student can express himself fluently, can use the language flexibly and effectively for social, academic and professional purposes. Basically, it is a level that reaches the language of a native English person.

Lexicology

The term lexicology comes from the Latinized Greek word *lexikos-* which means "belonging to words or lexicons" and from the Greek word *-logia* which refers to a doctrine or science (Etymonline, n.d.). On the other hand, lexicology is also defined as "the study of the overall structure and history of the vocabulary of a language." (Collins Dictionary, n.d.).

Methods in Lexicology

- **Dictionary:** this physical or electronic book provides a better understanding of the study of words or phrases. Therefore, it is important to know what is a dictionary with the following definition:

  > A dictionary is a reference book that focuses on defining words and phrases. These books are made for different types of users: scholars, office workers, schools, and second language learners (InfoBloom, 2021).

14

- **Thesaurus:** this physical or electronic book provides information about each word; therefore, it is important to know what is a thesaurus. In addition, a thesaurus is a book, a software program, or an online service that provides similar words to a word, it means like synonyms. For example, searching for "hope" may return synonyms like achievement, faith, ambition, and optimism (Computer Hope, 2019)

English language vocabulary

The term vocabulary refers to exactly the words that are used in a language. That is, these words can be used by an individual in different contexts. For example: a doctor will express himself with technical words of medicine (English club, n.d.). Moreover, Wilkins (1972, as cited by Shokrpour et al. (2019) mentions that within the teaching and learning of the English language vocabulary is a fundamental pillar, because without enough vocabulary, people would not be able to understand each other. The author also proposes that without enough grammar a little English can be transmitted, however, without vocabulary nothing can be transmitted.

Types of vocabulary

The vocabulary is classified into two large groups: the receptive and the productive. These groups can be composed of a written or spoken vocabulary, but each type of vocabulary can complement the scope of the objective of the others. Each of the vocabularies is described below (Vedantu, 2020).

Receptive:

- **Listening vocabulary:** it understands words that are acquired through listening. This type of vocabulary begins when the fetus is in the womb, until adulthood with more vocabulary acquisition. On the other hand, people with hearing disabilities are exposed to visual listening through signs.
- **Reading vocabulary***:* reading is one of the factors that helps build vocabulary, simply by witnessing the writing of words. He is receptive because even if he does not speak or listen to them, we learn more lexicon.

Productive:

- **Speaking vocabulary:** it consists of expressing the words learned, through written or heard vocabulary. This vocabulary is presented within conversations or instructions depending on the context.

- **Writing vocabulary:** it is made up of expression through written words. Writing vocabulary is usually influenced by the words that people can spell. This vocabulary differs from the others because it varies according to experiences.

Techniques to learn vocabulary

Within the process of learning vocabulary there are several difficulties for some learners, but over time techniques have been developed to be able to acquire the vocabulary of the English language. It is important to mention that the following techniques are already planned and designed for the different types of learning or learners' needs (Alqahtani, 2015).

- **Use objects:** it is usually used with beginners because it includes a form of realia that helps them to remember vocabulary easily. Students are able to relate vocabulary to things that are around them. The objects that are used in this technique can be part of the classroom.

- **Use images or illustrations:** the use of pictures or illustrations is an effective way of learning for learners because students can connect their previous knowledge with a new word of the second language they are learning. Some examples of images and illustrations are: infographics, posters, brochures, murals, photographs, magazines, flashcards, etc.

1.4 Objectives

General Objective

- To determine the influence of Quizlet app in the English language vocabulary of students of 1st BGU level at Unidad Educativa Dario Guevara.

Specific Objectives

- To apply Quizlet app to 1st BGU level students.
- To measure the level of proficiency of the students in English language vocabulary before and after using Quizlet platform.
- To analyze how Quizlet platform influences in English language vocabulary.

In order to fulfill the objectives of this research work, a series of steps were developed. First, to achieve the general objective, it was necessary to establish three specific objectives that help to determine the influence of Quizlet application in the English language vocabulary.

Then, to know the level of student's proficiency in English language vocabulary, a pre-test and a post-test were applied. The test was adapted and considered only vocabulary from a A2 Flyers Cambridge English Qualifications sample papers vol 1-2, according to the Common European Framework of Reference (CEFR). The pre-test was paper-based and post-test had was designed in Google Forms.

After that, the researcher applied the use of the Quizlet App to 1st BGU "B" at Unidad Educativa Dario Guevara. The students were able to learn and memorize more vocabulary with the use of the application. This objective was carried out in a computer laboratory.

Finally, to fulfill the last objective, the influence of Quizlet on vocabulary learning of the English language was analyzed by comparing the scores of the pre-test and post-test. In addition, the results were tabulated to reach clear conclusions that allowed the researcher to determine the contribution of Quizlet to their English language vocabulary learning.

CHAPTER II. METHODOLOGY

2.1 Resources

The current research used several human resources such as the authorities of Pedagogía de los Idiomas Nacionales y Extranjeros major, the tutor, the evaluating teachers, the researcher and the 1st BGU "B" population. In addition, as material resources, it was required a standardized and adapted test A2 Flyers level taken from the sample papers vol. 1 and 2 of Cambridge English Qualifications website, computer lab, smartphones, Internet connection and Google slides. Finally, the research was also carried out by the contribution of institutional resources such as the Universidad Técnica de Ambato and especially the Unidad Educativa Darío Guevara.

2.2 Methods

Approach

This research has a qualitative and quantitative approach. On the one hand, it is qualitative because the information provided is not be quantifiable, but it is based on the description of several previous research works. Whereas, it is quantitative because in this research were established numerical evaluations in order to explain the phenomenon through statistics and numerical data is collected in Google forms by applying an adapted standardized test as a pre-test and post-test (Escudero and Cortez, 2018).

Research modality

Bibliographic research

Bibliographic research is based on the collection of documents and consequently exploring and analyzing scientific publications such as books, magazines and printed or digital articles written by people belonging to the scientific community (Escudero and Cortez, 2018). Hence, the current research work is bibliographic because it supports with scientific publications the two main variables Quizlet (independent variable) and English vocabulary language (dependency variable).

Field research

Field research aims to obtain knowledge or data in the place where the event or phenomenon investigated takes place. This research takes place where the participants can be observed directly in reality (Escudero and Cortez, 2018). Thus, this investigation is in the field because the researcher was in the place where the events occurred, in this case at the Unidad Educativa Dario Guevara, a rural educational institution located in Cunchibamba. Therefore, this type of research helped to collect real data on the influence of the Quizlet application on the English language vocabulary.

Type of research

Exploratory research

This research is exploratory because it allows an approach to investigate a problem that has not been studied in a specific place. In addition, this research work allows adapting to a problem that the researcher does not know through the development of the research. In addition, this research brings the researcher closer to solving the problem with the results obtained, and in this way a rigorous study is developed (Escudero and Cortez, 2018). Therefore, this research work is exploratory, in which the researcher observed personally the problem and found deeply information about the problem.

Descriptive research

According to Escudero and Cortez (2018) this type of research tends to describe the reality of an event, object or a group of people; which the researcher hopes to study. In addition, this research not only details the characteristics of that event, but is also in charge of planning the activities that are carried out, such as, for example, the sources that were consulted, the technique used by the researcher, the data obtained, among others. Therefore, this research work is descriptive because it describes in detail the characteristics of the Quizlet variables and the vocabulary of the language, as well as the process of obtaining data and conclusions.

Design

Quasi-experimental

According to Hernandez et al. (2004), the quasi-experimental design is one that manipulates a variable to know the effect of another variable, in addition, it is characterized by the application of a treatment to a pre-established or intact group, that is, a population was not chosen randomly, but rather that group was already made up of a certain number of people, such as school groups, in addition, this type of design results is observed during the time it is applied. For this reason, this research made use of this design because the population was chosen from a pre-established school group; that is the first level of high school. On the other hand, a pre-test was carried out to measure the impact of the independent variable (Quizlet) on the dependent variable (English language vocabulary) by applying a pos-test.

Procedure

First of all, the intervention took 8 synchronous sessions, in which the pre-test, the treatment of Quizlet and the pos-test were applied. On the other hand, the researcher applied different vocabulary activities taken from the A2 Flyers level topics established by Cambridge Assessment English, in order to analyze the performance of the students' vocabulary with the use of Quizlet functions. During the first synchronous session, the researcher introduced herself by playing the hangman game to guess the teacher's name and then the researcher explained main information about the topic's thesis, how the researcher will be applying the vocabulary words, activities and also how to use Quizlet.

Moreover, during the second synchronous session, the researcher asked the participants to complete the pre-test, it took 20 minutes. Afterwards, the researcher made two icebreaker games called *"Name wave"* and *"Walk/Stop/Name/Calp"* in the school yard to know each other. Then, the students were working at the institution's computer laboratory. In the laboratory had only seven computers, the researcher divided the 21 students into 7 groups of 3 students. Then, the researcher explained how to join to Google Classroom and Quizlet where the participants worked during the treatment. Therefore, the researcher asked to students to complete an Excel online document with their informative data.

In the third synchronous session, the researcher introduced to students the first vocabulary topic according to A2 Flyers level. In that session, a vocabulary list with ten words related to clothes was taught, that topic was presented in Google slides. Then, the researcher made use of digital tools, finally the students practiced the lesson with the functions that the Quizlet platform provides.

On the other hand, during the fourth synchronous session, the researcher presented the second topic related to places, presenting a ten-vocabulary list through Google slides and activities. As a final point, students worked individually with the Quizlet features and the researcher was monitoring her students meanwhile they were practicing. Each student from the group took turns to practice and study the set of flashcards.

Then, in the fifth synchronic session, the researcher played a Warm-up with the students, the game was "guess the song", the teacher played five songs and the students immediately wrote the song's name on Jamboard. Next, the researcher created 2 live games about "clothes" and "places" on Quizlet, so the winners wined sweets given by the researcher.

In addition, in the sixth synchronous session, the topic about work was taught by presenting a vocabulary list in Google slides. Therefore, the researcher applied online activities on school vocabulary through websites as controlled practice. Finally, the students practice that vocabulary through the flashcards created by the researcher in Quizlet.

During the seventh synchronous session, because of the holidays, the researcher and students had to meet through the Zoom platform. Then, the researched played a warm-up related to the last topic in Quizlet Live function to create a motivational environment. In addition, the teacher gave feedback of the whole vocabulary learned in the previous sessions and finally the researcher asked students to send a picture or photo they like for creating a video as a farewell.

Finally, in the eighth synchronous session, the lesson was also in a Zoom meeting because of vacation's holidays, the students took the post-test based on the A2 Flyers model in Google forms, the same one that was taken as paper-based pre-test, once the researcher received the test responses from each student. Consequently, the researcher commented on her gratitude to the participants by showing a video that she made with her students' pictures.

Population

This research was carried out at Unidad Educativa Darío Guevara, located in Cunchibamba parish, Tungurahua province. The participants were 21 students belonging to the 1st BGU "B", with an A2 level, it should be noted that this curriculum is based on the guidelines of the Common European Framework of Reference for Languages (CEFR). Therefore, the students averaged between 15-16 years old.

Table 1

Population

Population	Number of students	Percentage
First BGU "B" students	11	52%
First BGU "B" students	10	48%
TOTAL	**21**	**100%**

Source: Field research
Elaborated by: Torres, I. (2021)

Instruments

- A pre-test and post-test were used to determine the students' vocabulary level. This instrument was taken and adapted from A2 Flyers sample papers designed by Cambridge Assessment English. Then, the students took the tests in Google Forms for about 20 minutes.

- The school's computer laboratory was used to carry out the intervention because the students returned to face-to-face. Then, it was used the Google classroom option from Google to create a class where the researcher sent any link or information during the intervention treatment.

- Google slides were created in order to teach vocabulary of topics chosen according to A2 Flyers level taken from the ESL school Free English Resources website, including the vocabulary parts taken in the application instrument (pre-test and pos-test).

- Quizlet was used because it allows the development and learning of vocabulary through individual or group interactive activities because it has functions that help to create a fun moment in the teaching and learning process.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter is based on the data collected from the scores in the pre-test and post-test applied to 1st BGU "B" students at Unidad Educativa Darío Guevara, these tests were the same at the beginning and end of the intervention, the pre and post-test were a standardized test of the A2 Flyers model sample papers and it was over 12 points.

Pre-test results

Table 2

Pre-test results

Criteria	Pre-test average	Expected average
Listening	0.86	2
Reading	1.86	5
Writing	0.66	5
Total	**3.38**	**12**

Source: Student's grades
Elaborated by: Torres, I. (2021)

Figure 1

Pre-test results
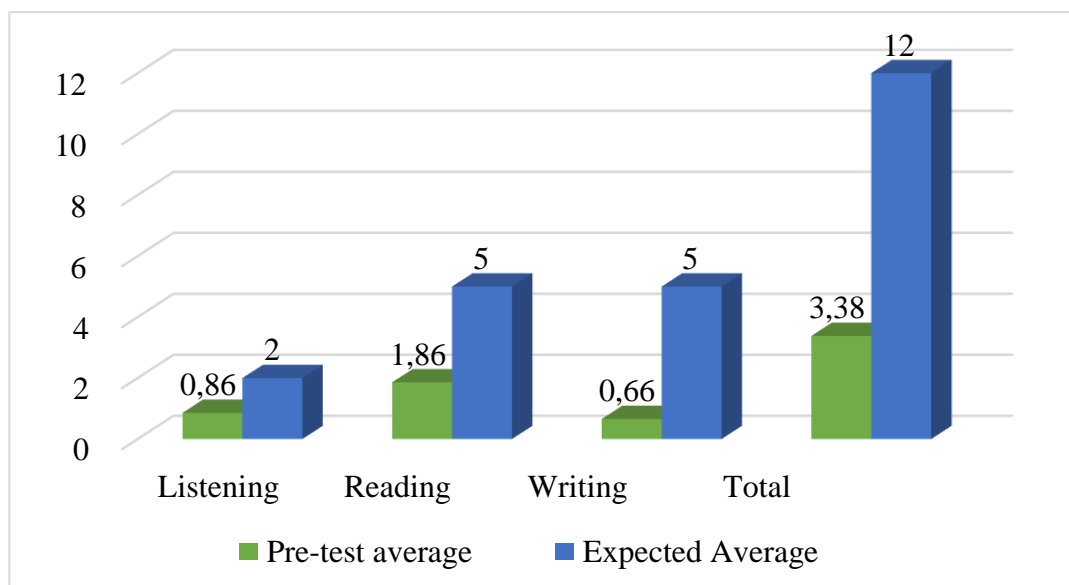
Source: Student's grades
Elaborated by: Torres, I. (2021)

Analysis and interpretation of results

Table 2 represents the vocabulary pre-test scores; it was taken from the A2 Flyers sample papers of vol. 1 and 2 of Cambridge association. This test was applied to 21 students from the 1st BGU "B" at Unidad Educaitva Darío Guevara. In addition, the test was composed of 3 parts: listening, reading and writing, therefore, the total average of the 3 criteria is 3.38 over 12 points that is the expected average. Consequently, the data shows a low vocabulary level, as students need to work on their English language vocabulary.

Figure 1 shows the total average that the students obtained in each criterion; 0.86 in listening, 1.86 in reading and 0.66 in writing. Furthermore, it is concluded that the students' vocabulary level is quite low. For instance, in listening part with 0.86 over 2 points, most of the students presented a deficiency when they listen to audios and know how to identify what the audio is about even if the audios are repeated more than 3 times. However, some students were guided by vocabulary they knew, allowing them to deduce the context for choosing the correct option.

Then, the best average obtained is in the reading part with a score of 1.86 over 5 points, this determines that students know how to identify basic vocabulary compared to their expected level by the Common European Framework of Languages. In addition, it can be concluded that the multiple-choice question type helps to the students' logic, choosing the answer according to the meaning of each word. However, the lowest score of all the scores is in the writing part with 0.66 over 5 points, the students do not know the meaning of several words with which they should complete a story, in addition they demonstrated a lack of reading comprehension.

Post-test results

This results section presents data obtained from the post-test; the test was taken after the treatment process. The post-test was exactly the same as the pre-test as mentioned at the beginning, plus there were no changes because it was a standardized test in which students' progress could be easily tracked. Therefore, the post-test was also graded over 12 points.

Table 3

Post-test results

Criteria	Post-test average	Expected average
Listening	0.90	2
Reading	3.52	5
Writing	2.43	5
Total average	**6.85**	**12**

Source: Student's grades
Elaborated by: Torres, I. (2021)

Figure 2

Post-test results
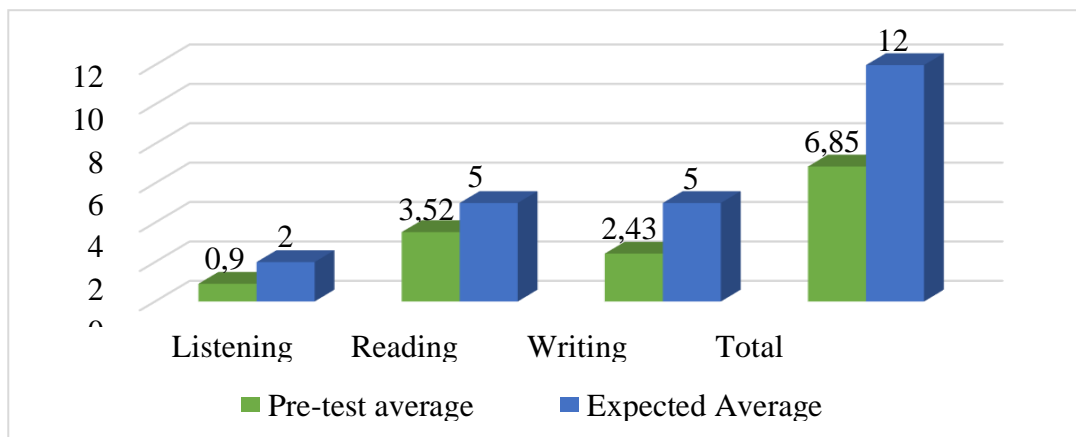
Source: Student's grades
Elaborated by: Torres, I. (2021)

Analysis and interpretation of results

In table 3, the scores show a noticeable improvement in the students' vocabulary level after the application of the Quizlet platform. Therefore, the table results show a high performance in the English vocabulary due to the average score of 6.85 out of 12 points. Furthermore, in figure 2 each of the 3 criteria is represented by bars; in listening an average of 0.90, in reading 3.52 and in writing an average of 2.43. Consequently, it cannot be denied a high progress in the English vocabulary of each of the students. Therefore, both table 3 and figure 2 show that with the use of the Quizlet platform the English language vocabulary is easily developed in the 3 skills because Quizlet provides different ways to practice vocabulary. The highest score is the reading part, in this part students showed a good memorization, so this allowed them to acquired

more vocabulary to understand better the context of the audios.

Then, the writing part shows an average that raise quite well because students showed an ease of reading with the known vocabulary. In addition, in writing skill, students presented better reading comprehension due to the acquisition of more vocabulary to its lexicon. Finally, the lowest score in contrast to the others is listening, in that skill students presented an improvement in vocabulary compression, Quizlet also help students to link vocabulary to understand English.

Comparative results

This section presents the contrast between the pre-test data with the post-test data, it allowed to identify if the Quizlet platform truly influences in the English vocabulary language. Thus, a table is presented below in which the comparative results are described.

Table 4

Comparative results

Criteria	Pre-test average	Post-average	Expected average
Listening	0.86	0.90	2
Reading	1.86	3.52	5
Writing	0.66	2.43	5
Total average	**3.38**	**6.85**	**12**

Source: Student's grades
Elaborated by: Torres, I. (2021)

Figure 3

Comparative results
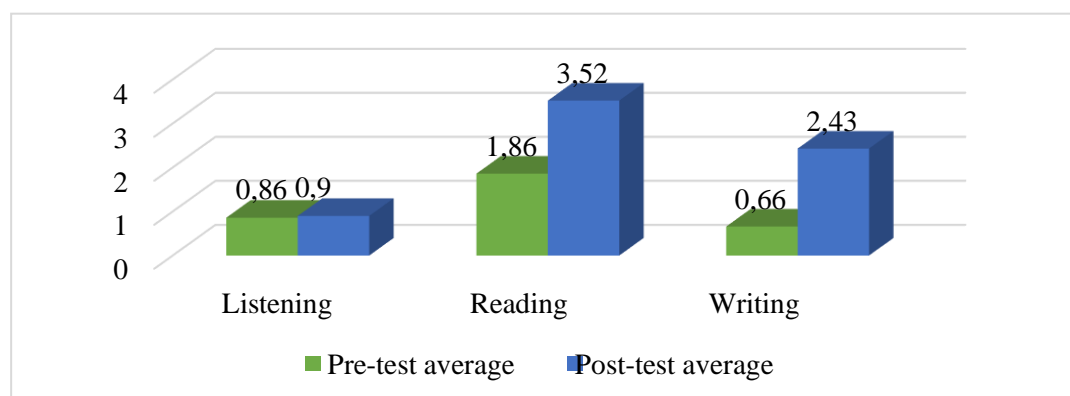
Source: Student's grades
Elaborated by: Torres, I. (2021)

Analysis and interpretation of results

As seen in figure 3, there is a difference between the 3 skills evaluated. First, in the listening skill there was an increase in the score because initially it was obtained a 0.86 over 2 points, but after applying the treatment 0.90 out of 2 points was obtained, it shows a difference of 0.04 points.

Consequently, the reading part in which the most notable scores are shown, there were initially 1.86 points of 5 points, but after the intervention based on Quizlet digital flashcards, there was an average of 3.52 out of 5 points; there was a difference of 1.66 points. On the other hand, within the writing skill there is an initial average of 0.66 out of 5 points and finally with the application of the post-test an average of 2.43 out of 5 points was obtained, representing 1.77 points of an increase in performance and improvement.

Discussion of results

This research presents a vocabulary deficiency in the students of 1ˢᵗ BGU "B" at Unidad Educativa Dario Guevara. In listening skill, most of the students felt quite confused and did not know what the audios were about due to not acquiring a sufficient vocabulary level, so they tried to guess and many other students to mark any option.

In addition, in the reading part was also observed difficulties, since, as mentioned before, they did not have a wide vocabulary of the topics described in the test. Finally, in the writing part there was much more difficulty for the students because they did not show reading comprehension, and not only due to the lack of vocabulary, but also of grammar.

For this reason, the students were exposed to 8 functions that Quizlet provided, through practice, study and group competition in such a way that they felt motivated with the fun of games on the same platform, consequently at the end of the intervention the students demonstrated a very noticeable improvement in their results, being that Quizlet being available to everyone contributes to the self-control of each student, improving listening, reading and writing with the help of pronunciation and spelling that Quizlet promotes.

Quizlet Platform is a digital tool and it can be popular in the educational field, being useful for improving vocabulary, pronunciation, spelling, writing, reading among others skills. This educational tool can be used for both teachers and students, inside or outside of an educational institution allowing the development of English skills and through its fluency.

Verification of hypotheses

Alternative hypothesis: Quizlet influences in vocabulary.

Null hypothesis: Quizlet does not influence in vocabulary.

To verify the hypothesis of this research work, it was necessary to apply the T-test statistical method in order to compare and determine the difference between two independent samples with the previously obtained average results and consequently the researcher can accept or reject the hypothesis.

Table 5

Related samples statistics

		Mean	N	Typical deviation	Standard error of the mean
	Related samples statistics
Pair 1	Pre-test	3,3810	21	2,26884	,49510
	Post-test	6,857	21	2,0319	,4434

Source: Pre-test and Post-test statistics
Elaborated by: Torres, I. (2021)

Table 5 shows the statistical method (T-test) to get the difference between both samples; the statistical data was made in IBM SPSS Statistics study program. Therefore, the average of the pre-test which initially was 3.38 but in the post-test was obtained 6.85, means a quite difference of 3.47 points between the pre-test and post-test.

Table 6

Related samples test

		Related samples test						t	df	Sig. (bita led)
		Diferencias relacionadas								
		Mean	Typ. deviation	Standad error of the mean	95% confidence interval for the difference					
					Lower	Upper				
Pair 1	Pre-test Post-test	3,47619	2,61952	,57163	-4,66858	-2,28380		-6,081	20	,000

Source: Pre-test and Post-test statistics
Elaborated by: Torres, I. (2021)

Table 6 describes a great difference between both samples, consequently the method used (T-test) mentions that if the p-value (0.000) less than critical value (0.05 – 5%), the null hypothesis is rejected. In conclusion, the alternative hypothesis: "Quizlet influences in vocabulary" is accepted.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Once data has been collected with the applied activities, the following conclusions have been reached:

- Quizlet had a good impact in the students of the 1st BGU "B considering the comparative results of the tests, the students acquired more vocabulary with the use of Quizlet. In addition, despite the fact that the technological reality of this institution is different from urban high schools, as was also presented in the research study of AUTORES, these institutions had a somewhat deficient computer laboratory and technological sources, it was not an obstacle for the students to make an effort to learn throughout this research work.

- The proficiency level of the students in the English language vocabulary was analyzed according to the CEFR which showed that 1st BGU students must have an A2 level (Elementary), where students are able to understand routine information with their relatives. Then it was measured through a pre and post adapted test taken from the Cambridge model for level A2 Flyers, the results obtained from those tests showed a significant difference of 2.9 points between the initial and final score. Consequently, with the activities and practice of A2 vocabulary applied in the research intervention, they improved their vocabulary level.

- Quizlet as an educational tool promotes easily learning in young students through the *Study flashcards* and *Play Match* categories. Then this platform can capture the student's attention to play activities meanwhile they are learning vocabulary for its lexicon. Therefore, Quizlet has a positive relationship improving English language vocabulary in students of 1st BGU "B" and it was demonstrated by the statistical data (T-test) gathered from SPSS Software which shows that the alternative hypothesis; "Quizlet influences in vocabulary" is accepted.

4.2 Recommendations

- Although it may be a bit difficult for rural schools have technological tools in their classrooms, it can be recommended that the educative community can apply more technology to the student's learning like using a projector, speakers or the computer lab, because educational technology has creative methods to catch their attention developing their skills.

- It can be very helpful to apply a test with some basic vocabulary of the level determined by the Common European Framework of Reference of Languages. Therefore, the first sublevel (A2 Flyers) of the A2 Elementary level from Cambridge Assessment was chosen, because the reality of several schools especially in rural areas is different from the others, in that way, the students do not get frustrated with advanced content. Also, paper-based tests would be accessible in an environment where the technology is not available.

- Teachers and students must use Quizlet platform, because this educational platform is really good for learning a foreign or second language due to their characteristics of presenting pictures, listening the correct pronunciation, even working on the word's spelling. Quizlet activities or tasks can be applied within the institution's computer lab and even as an asynchronous activity at home where the students have more reachability to the internet or a device to practice the task, and for the teacher will be easier to follow the student's progress.

REFERENCE MATERIALS

Bibliographic references

Al-Malki, M. (2020). Quizlet: An Online Application to Enhance EFL Foundation Students' Vocabulary Acquisition at Rustaq College of Education, Oman. *Arab World English Journal*, *6*(6), 332–343. https://doi.org/10.24093/awej/call6.22

Abdurahimovna, U. F. (2020). Advantages of using electronic learning resources in the educational process. European Journal of Research and Reflection in Educational Sciences Vol, 8(8). https://www.idpublications.org/wp-content/uploads/2020/07/Full-Paper-ADVANTAGES-OF-USING-ELECTRONIC-LEARNING-RESOURCES-IN-THE-EDUCATIONAL-PROCESS.pdf

Ajisoko, P. (2020). The use of duolingo apps to improve English vocabulary learning. *International Journal of Emerging Technologies in Learning*, *15*(7), 149–155. https://doi.org/10.3991/IJET.V15I07.13229

Aynur Aksel. (2021). Vocabulary Learning with Quizlet in Higher Education. *Language Education and Technology, 1(2),* 53–62. http://www.langedutech.com/letjournal/index.php/let/article/view/19

Al-Khresheh, M. H., & Al-Ruwaili, S. F. (2020). An Exploratory Study into Vocabulary Learning Strategies Used by Saudi EFL learners. *Journal of History Culture and Art Research*, *9*(2), 288. https://doi.org/10.7596/taksad.v9i2.2616

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *III* (3), 21–34. https://doi.org/10.20472/te.2015.3.3.002

Anjaniputra, A. G., & Salsabila, V. A. (2018). the Merits of Quizlet for Vocabulary Learning at Tertiary Level. *Indonesian EFL Journal*, *4*(2), 1–11. https://doi.org/10.25134/ieflj.v4i2.1370

Asrifan, A., Zita, C. T., Vargheese, K., & Amir, M. (2020). The effects of CALL (computer assisted language learning) toward the students' English achievement

and attitude. *Journal of Advanced English Studies*, *3*(2), 94–106. http://sastra.unifa.ac.id/journal/index.php/jes/index

Bates, J., & Son, J.-B. (2020). *English Vocabulary Learning with Simplified Pictures*. *24*(3), 1–20. https://files.eric.ed.gov/fulltext/EJ1275862.pdf

builtIn(n.d.). *builtIn*. Retrieved from https://builtin.com/edtech

Collins Dictionary. (n.d.). *Collins Dictionary*. Retrieved from https://www.collinsdictionary.com/es/diccionario/ingles/lexicology

Computer Hope. (2019, January 31). *Computer Hope*. Retrieved from https://www.computerhope.com/jargon/t/thesauru.htm

Croucher, S. M. (2018). Introduction to Communication Theory. *Understanding Communication Theory*, 3–16. https://doi.org/10.4324/9781315796710-1

Demarest, A. (18 de September de 2020). Obtenido de https://www.businessinsider.com/what-is-canva

Edwards, L. (2021, April 19). *Tech&learning*. Retrieved from: https://www.techlearning.com/how-to/what-is-flipgrid-and-how-does-it-work-for-teachers-and-students

Edwards, L. (2021, July 23). *Tech&learning*. Retrieved from https://www.techlearning.com/how-to/what-is-quizlet-and-how-can-i-teach-with-it

Edwars, L. (2021, April 23). *Tech&learning*. Retrieved from https://www.techlearning.com/how-to/what-is-nearpod-and-how-does-it-work

English club. (n.d.). *English club*. Retrieved from https://www.englishclub.com/vocabulary/what.htm

Etymonline. (n.d.). *Etymonline*. Retrieved from https://www.etymonline.com/word/lexicology

Escudero, C., & Cortez, L. (2018). Técnicas y métodos cualitativos para la investigación científica. *Ediciones UTMACH*.

http://repositorio.utmachala.edu.ec/bitstream/48000/12501/1/Tecnicas-y-MetodoscualitativosParaInvestigacionCientifica.pdf

Guaqueta, C. A., & Castro-Garces, A. Y. (2018). The use of language learning apps as a didactic tool for EFL vocabulary building. *English Language Teaching, 11*(2), 61-71. https://files.eric.ed.gov/fulltext/EJ1166513.pdf

Haripriya. (September de 2021). *Quizziz*. Obtenido de https://support.quizizz.com/hc/en-us/articles/203610052-What-is-Quizizz-

InfoBloom. (2021, February 26). *InfoBloom*. Retrieved from https://www.infobloom.com/what-is-a-dictionary.htm

Hernandez, R., Collado, C., & Baptista, P. (2004). Metodología de la Investigación. http://observatorio.epacartagena.gov.co/wp-content/uploads/2017/08/metodologia-de-la-investigacion-sexta-edicion.compressed.pdf

Hougham, D. (2021). Active Learning and Learner Development with Quizlet: An Action Research Project. ResearchGate. 0–21. https://www.researchgate.net/publication/349058063_Active_Learning_and_Learner_Development_with_Quizlet_An_Action_Research_Project

Libretexts. (2021). *Libretexts*. Retrieved from https://socialsci.libretexts.org/Courses/Southwest_Tennessee_Community_College/Competent_Communication/01%3A_Introduction_to_Communication_Competence/1.02%3A_The_Process_of_Communication

Merriam-Webster Dictionary. (n.d.). *Merriam-Webster*. Retrieved from https://www.merriam-webster.com/dictionary/communication

Montaner-Villalba, S. (2019). The use of Quizlet to enhance vocabulary in the English language classroom. *CALL and Complexity – Short Papers from EUROCALL 2019*, 304–309. https://doi.org/10.14705/rpnet.2019.38.1027

Naresh, R. (2020). Education after COVID-19 Crisis Based on ICT Tools. *Purakala (UGC Care Journal) ISSN:0971-2143*, *31*(37), 464–468. https://n9.cl/qwozd

Nishanthi, R. (2018). The Importance of Learning English in Today World. *International Journal of Trend in Scientific Research and Development*, *Volume-*

3(Issue-1), 871–874. https://doi.org/10.31142/ijtsrd19061

Okkan, A., & Aydin, S. (2020). The effects of the use of quizlet on vocabulary learning motivation. *Language and Technology*, *2*(1), 16–25. https://www.researchgate.net/publication/341945091_The_Effects_of_the_Use_of_Quizlet_on_Vocabulary_Learning_Motivation

Pratiwi, D. I., & Ubaedillah, U. (2021). Digital Vocabulary Class in English for Railway Mechanical Technology. *Teaching English with Technology, 21*(3), 67-88. https://files.eric.ed.gov/fulltext/EJ1314716.pdf

Setiawan, M., & Wiedarti, P. (2020). The effectiveness of quizlet application towards students' motivation in learning vocabulary. *Studies in English Language and Education*, *7*(1), 83–95. https://doi.org/10.24815/siele.v7i1.15359

Sanosi, A. B. (2018). The Effect of Quizlet on Vocabulary Acquisition. *Asian Journal of Education and E-Learning*, *6*(4), 71–77. https://doi.org/10.24203/ajeel.v6i4.5446

Santosa, M. H., Pratama, I. P. S., & Putra, I. N. A. J. (2020). Developing Android-Based English Vocabulary Learning Materials for Primary School Students. *JEELS (Journal of English Education and Linguistics Studies)*, *7*(1), 161–185. https://doi.org/10.30762/jeels.v7i1.1467

Shokrpour, N., Mirshekari, Z., & Moslehi, S. (2019). Learning vocabulary electronically: Does computer assisted language learning (CALL) instruction have any impacts on iranian efl learners? *Cogent Education*, *6*(1), 1–20. https://doi.org/10.1080/2331186X.2019.1702827

Staff, T. (2021, October 10). *TeachThought*. Retrieved from https://www.teachthought.com/technology/essential-edtech-tools/

Suleiman, M. M., Yahya, A. T., & Tukur, M. (2020). Effective Utilization of ICT Tools in Higher Education. *Journal of Xidian University*, *14*(9), 588–594. https://doi.org/10.37896/jxu14.9/061

Tracktest. (n.d.). *Tracktest*. https://tracktest.eu/english-levels-cefr/

Tran, P. (2016). Training learners to use Quizlet vocabulary activities on mobile

phones in Vietnam with Facebook. *JALT CALL Journal*, *12*(1), 43–56. https://doi.org/10.29140/jaltcall.v12n1.201

Tran, T. Q. (2020). EFL students' attitudes towards learner autonomy in English vocabulary learning. *English Language Teaching Educational Journal*, *3*(2), 86–94. https://doi.org/10.12928/eltej.v3i2.2361

Vedantu. (2020). *Vedantu*. Retrieved from https://www.vedantu.com/commerce/vocabulary-and-types-of-vocabulary

Waluyo, B., & Bucol, J. L. (2021). The impact of gamified vocabulary learning using Quizlet on low-proficiency students. *Computer Assisted Language Learning Electronic Journal*, *22*(1), 164-185. http://callej.org/journal/22-1/Waluyo-Bucol2021.pdf

Annexes

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 21 de octubre del 2021

Dr. Mg.
Marcelo Núñez Espinoza
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Myriam Solís en mi calidad de rectora de la **Unidad Educativa "Darío Guevara"**, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el tema: **"Quizlet and English Language Vocabulary"** propuesto por la estudiante **Mónica Isabel Torres Álvarez**, portadora de la Cédula de Ciudadanía, **180496942-4**, estudiante de la Carrera de Ciencias humanas y de la Educación, Facultad de Pedagogía de los Idiomas Nacionales y Extranjeros 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.

Mg. Myriam Solís
180173501-8
2914044
0999583537
myriam-solis@educación.gob.ec

37

Annex 2: Pre-test and Post-test (A2 flyers exam)

INFORMATIVE DATA

Topic: Quizlet and English language vocabulary	Level: A2 flyers
Level: 1st BGU "B"	Time: 20 minutes

Name: _____

PRE-TEST

LISTENING

Part 1

Instruction: Listen to the audios that the teacher will play and tick (x) the correct box.

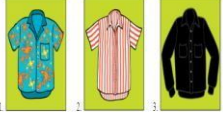FIRST AUDIO. 1. What is the most interesting thing in the museum?

1. ☐   2. ☐   3. ☐
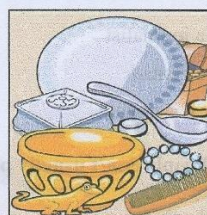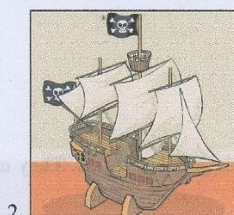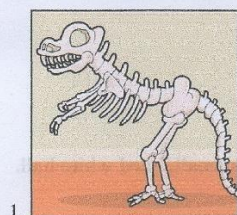
SECOND AUDIO. 2. Which shirt does Frank want to take on holiday?

1. ☐   2. ☐   3. ☐
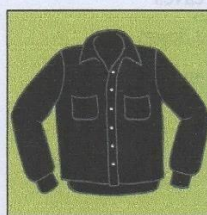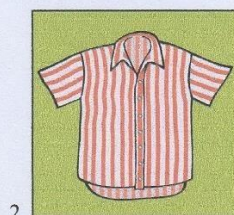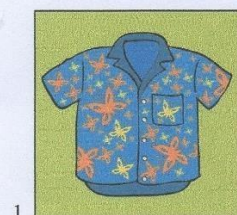
Source: A2 Flyers exam
Elaborated by: Torres, I. (2021)

READING AND WRITING

Part 1.

Instruction: Read the following questions. Then, underline the correct option for each statement.

1. This person flies a plane and usually wears a uniform.

A. a waiter

B. a businessman

C. a pilot

2. This is made from fruit and you can put it on your bread with a knife.

A. salt

B. sugar

C. jam

3. You go and see this person if you have a hole in your tooth.

A. a journalist

B. a dentist

C. an astronaut

4. People don't usually play this game in teams. They use a small, hard white ball.

A. hockey

B. golf

C. baseball

5. These are dark cold places inside mountains, and sometimes bats live in them.

A. caves

B. a desert

C. an ocean

Source: A2 Flyers exam
Elaborated by: Torres, I. (2021)

Part 2

Instruction: Read the story. Choose a word from the box and write the correct word.
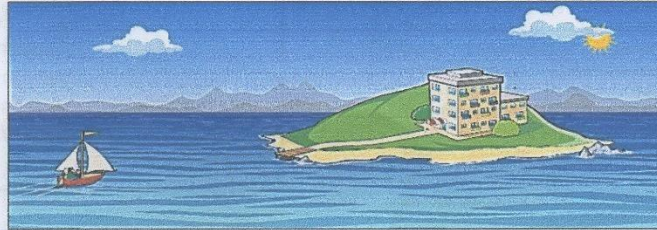
example				
~~island~~	fridge	pushed	restaurant	missing
ready	pepper	sky	storm	cut

Story:

Last weekend, Harry and his parents went to a small hotel on an _island_ in a lake. On Saturday afternoon the hotel cook went by boat to the town to see a friend. But then suddenly a (1) _____ came, with rain and strong winds, and he couldn't sail back to the hotel. At six o'clock everyone in the hotel went to the (2) _____ to have dinner, but it was closed. 'What's the matter?' Harry's mum asked the waiter. 'The dinner isn't (3) _____, he said, 'because there is no-one to cook.'

So, Harry's parents decided to do something. They went into the kitchen where they looked in the (4) _____ and in the cupboards. They found some flour, tomatoes, cheese and vegetables.

Dad made pizzas and Mum (5) _____ the vegetables into small pieces for a salad.

'That smells good,' said the waiter. Harry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Harry's parents.

Source: A2 Flyers exam
Elaborated by: Torres, I. (2021)

40

Annex 3: Pre-test scores

No.	Students	Listening	Reading	Writing	Pre-test score
1	Analuisa Johana	2	2	0	4
2	Capuz Alan	2	5	3	10
3	Cocha Joel	1	3	0	4
4	Cordones Edwin	1	4	1	6
5	Chato Jessica	0	0	0	0
6	Chuquiana Alexander	2	3	2	7
7	Galarza Ana	0	1	1	2
8	Guamán Diego	1	1	0	2
9	Jerez Mireya	1	0	0	1
10	Moposita Joselyn	1	1	2	4
11	Morales Evelyn	1	2	0	3
12	Minagua Anthony	1	2	0	3
13	Núñez Mateo	0	1	3	4
14	Poaquiza Patricio	1	2	0	3
15	Pilataxi Paul	1	2	0	3
16	Pullutasig Noemi	0	1	0	1
17	Quingaluisa Emely	1	3	1	5
18	Sampedro Natalia	1	1	1	3
19	Tenelema Dayana	0	2	0	2
20	Tiban Luis	1	2	0	3
21	Tuapanta Erika	0	1	0	1
General average		0,86	1,86	0,66	**3,38**
Expected average		2	5	5	**12**

Source: Pre-test
Elaborated by: Torres, I. (2021)

Annex 4: Lesson plans

LESSON PLAN 1		
Topic: Introduction & pre-test	**Teacher:** Isabel Torres	**Date:** December 01st, 2021
Institution: U.E. Darío Guevara	**Course:** 1st BGU "B"	**Group:** 21 students
Aims: - To explain general indications on the thesis topic and the application process. - To identify students' vocabulary by applying a pre-test.		**Time:** 40 minutes

Procedure		
Time	**Activity**	**Materials**
Introduction		
5 mins	- Teacher explains important facts about her thesis development. In addition, teacher mentions that the treatment will take 8 sessions.	- None
5 mins	- Teacher introduces herself to the class by playing a game called hangman (it is drawn in a big bond paper sheet) for the students to guess the teacher's name.	- Markers - Bond paper sheet
Development		
25 mins	- Teacher asks the students to complete the paper-based pre-test. - Teacher explain how the pre-test is made up and that the test will take 20 min. - Teacher gives the pre-test sheets to each student. Then the teacher plays the audios for the pretest's first part. - Teacher monitors the class while the students complete the pre-test.	- Pre-test document: https://n9.cl/69emo - Printed test sheets. - Speaker - Smartphone
Closure		
5 mins	- Teacher asks students to sign an authorization to take photos of the classes. - Teacher expresses her gratitude and collaboration of the pre-test.	- None

Source: Torres, I. (2021)
Elaborated by: Torres, I. (2021)

Lesson plan 1 evidence

Hangman game:
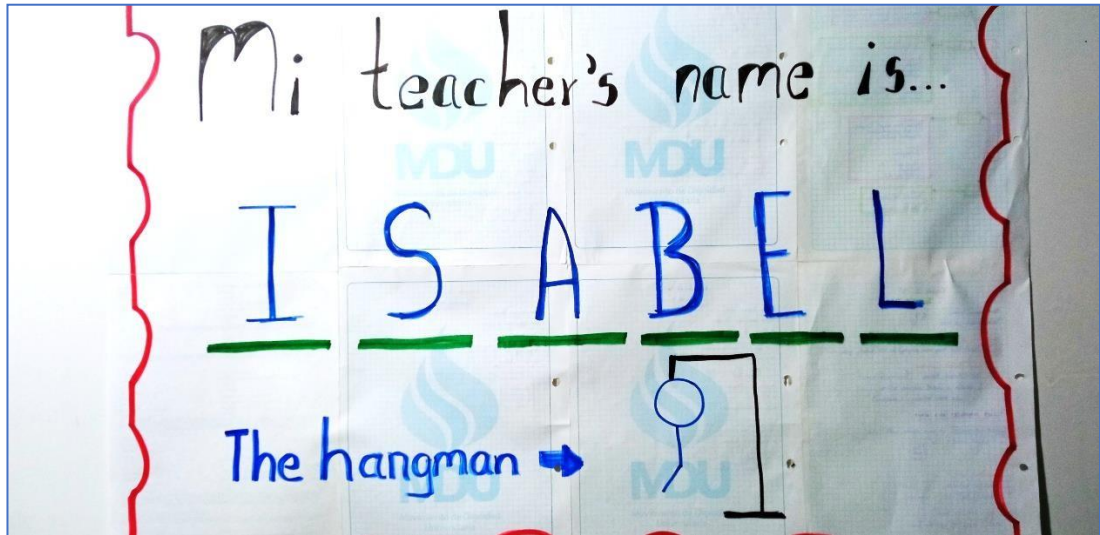
Source: Field research
Elaborated by: Torres, I. (2021)

1ˢᵗ BGU "B" class:

Source: Field research
Elaborated by: Torres, I. (2021)

Paper-based pre-test:

Source: Pre-test (A2 flyers exam)
Elaborated by: Torres, I. (2021)

LESSON PLAN 2		
Topic: Game and instruction time.	**Teacher:** Isabel Torres	**Date:** December 01st, 2021
Institution: U.E. Darío Guevara	**Course:** 1st BGU "B"	**Group:** 21 students
Aims: - To build a collaborative environment with students through interactive activities. - To explain about the platforms that will be used during the next sessions.		**Time:** 40 minutes

Procedure		
Time	**Activity**	**Materials**
Introduction		
15 mins	***Interactive activity #1*** - Teacher explains a game called *"Name wave"* to know each student. The interactive activity is played in the school yard. ***Interactive activity #2*** - Teacher and students are in the school yard. - Teacher explains the interactive activity called *"Walk/Stop & Name/clap.* This activity is played in the school yard.	- Game link: https://n9.cl/le0mi - Game link: https://n9.cl/hwm0n
Development		
20 mins	- Teacher asks students to go to the computer laboratory to give them some instructions about how to join and use Google and Quizlet platform. **Teacher created 7 Google accounts for each team to work with Google and Quizlet platform. *Teacher shares a word online link with some Google accounts, the same accounts that will work for the Google classroom function, where the teacher will post the material. In addition, students will log in with their Google accounts on Quizlet.* -Teacher asks students to join to Google Classroom and Quizlet platform. - Teacher asks students to complete an Excel online document with their personal information.	- Computers - Google accounts link: https://n9.cl/vy8ts - Excel document link: https://n9.cl/v7d70
Closure		
5 mins	- Teacher plays a closure game called *"Beat the clock"* to confirm if students understand in a good way the explanation. *In the game, teacher gives 15 seconds to the students to confer with peers what they learned, then teacher calls a student's name randomly to answer. - Teacher asks students to take a whole class photo to post in Google classroom platform.	- None

Source: Torres, I. (2021)
Elaborated by: Torres, I. (2021)

Lesson plan 2 evidence
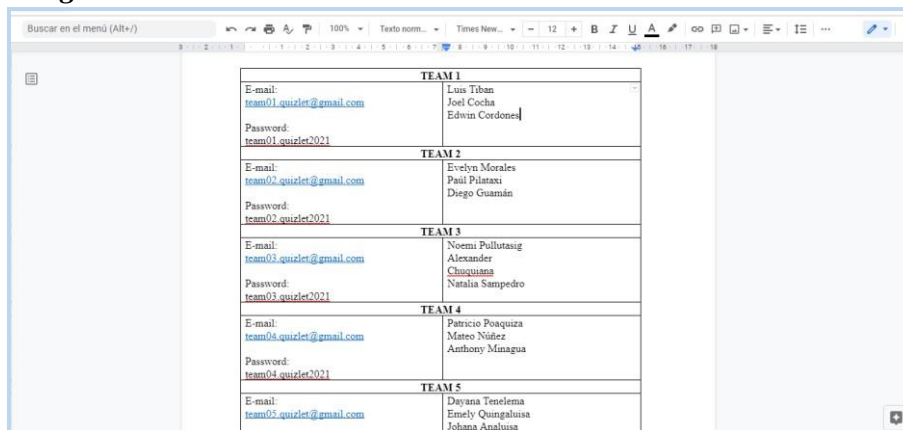
Computer laboratory:

Source: Field research
Elaborated by: Torres, I. (2021)

Google accounts:

Source: Google Word document
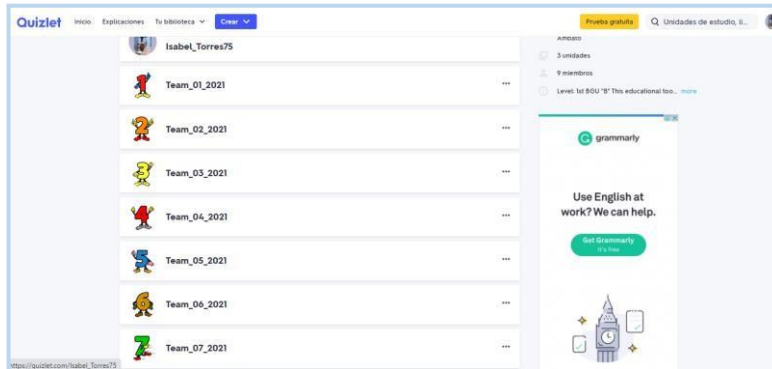**Elaborated by:** Torres, I. (2021)

Google Classroom platform:
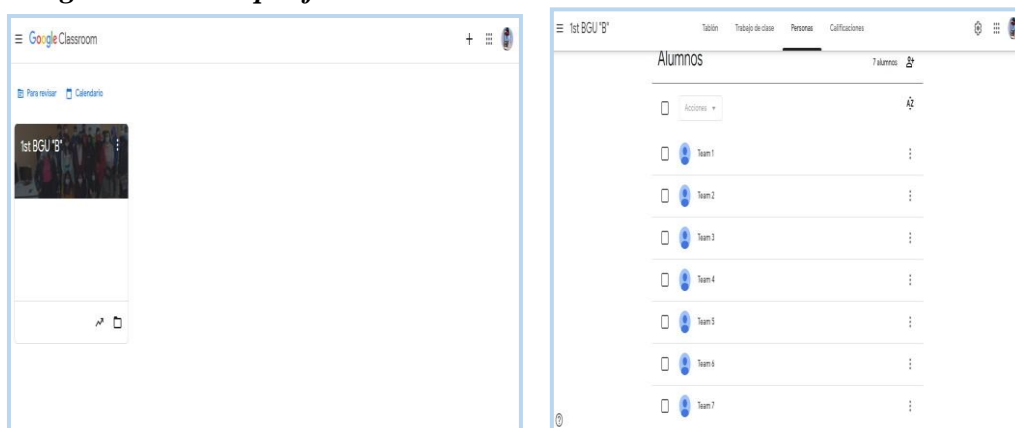
Source: Google classroom platform
Elaborated by: Torres, I. (2021)

Quizlet platform:

Source: Quizlet platform
Elaborated by: Torres, I. (2021)

Students' informative data:

Source: Excel - Students' information
Elaborated by: Torres, I. (2021)

Class photo:

Source: Field research
Elaborated by: Torres, I. (2021)

LESSON PLAN 3		
Topic: Clothes vocabulary	**Teacher:** Isabel Torres	**Date:** December 06th, 2021
Institution: U.E. Darío Guevara	**Course:** 1st BGU "B"	**Group:** 21 students
Aims: - To define vocabulary words by presenting slides. - To memorize vocabulary by practicing on Quizlet.		**Time:** 40 minutes

Procedure		
Time	**Activity**	**Materials**
Introduction		
5 mins	- Greeting - Warm up: the teacher starts the lesson with a question to introduce the topic. *"What is your teacher wearing today?"*. - Then, the teacher asks a student to describe what one of his classmates is wearing.	- None
Development		
15 mins	- Teacher starts to present Google slides with the meaning of ten words of clothes. Each slide presents the meaning first, then the students have to tell the word, so the slide presents the word and a picture about the word.	- Google slides: https://n9.cl/8ypa2
15 mins	- Teacher asks the students to turn on their computer screens and log in with their google accounts in Quizlet to practice the set of flashcards created by the teacher. - As there are 7 teams the teacher tells them to take turns for practicing with each function of the Quizlet platform. - Students begin to study and practice with the set of flashcards about clothes. - Teacher monitors each team and help them with any question about how the platform works.	- Quizlet flashcards: https://n9.cl/7echa
Closure		
5 mins	- Teacher asks the students to log out of the Google accounts and turn off the computers. - Then, the teacher mentions to her students that the next session they will have to go to the computer lab.	- None

Source: Torres, I. (2021)
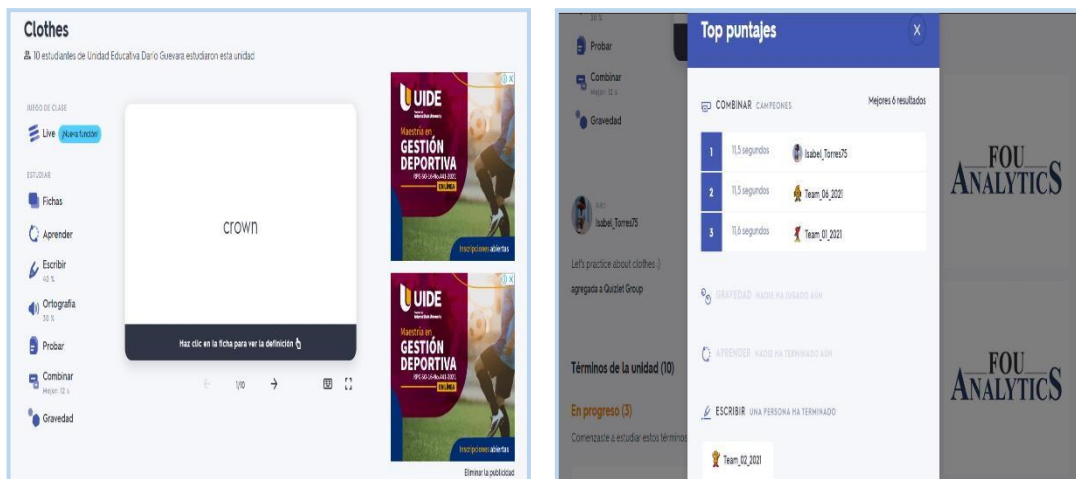**Elaborated by:** Torres, I. (2021)

Lesson plan 3 evidence

Google slides:
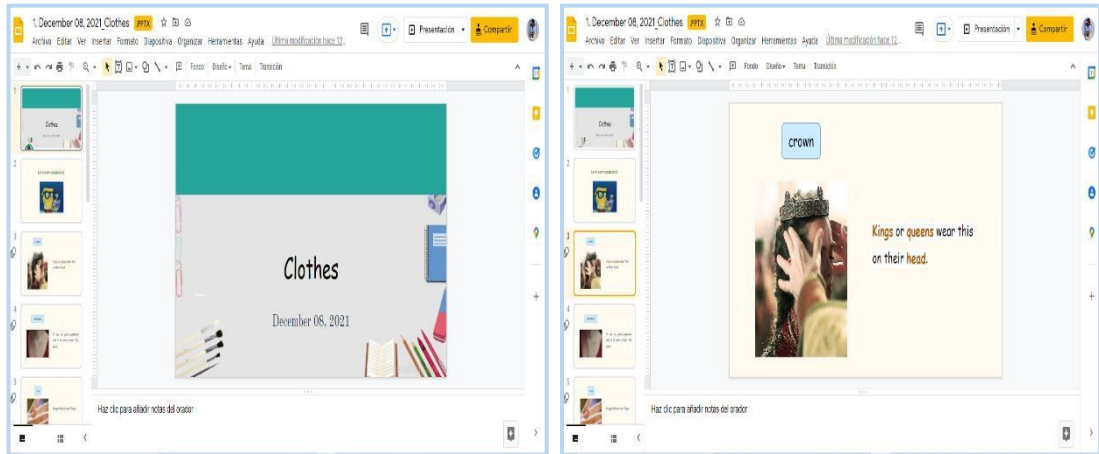
Source: Field research
Elaborated by: Torres, I. (2021)

Quizlet flashcards:

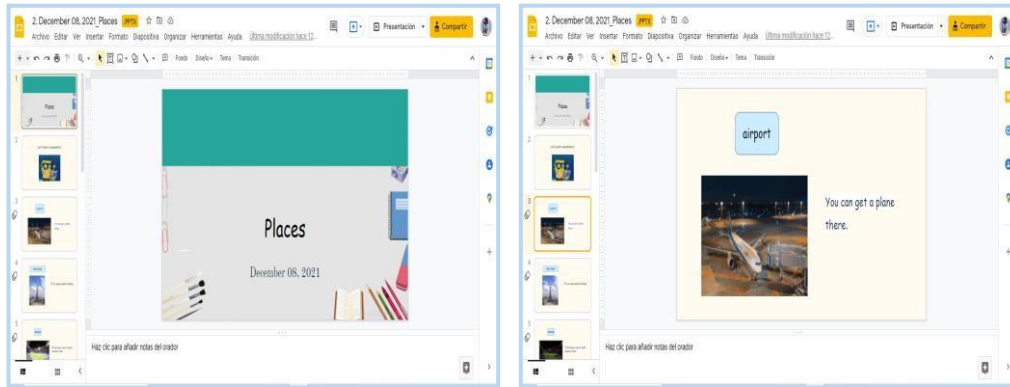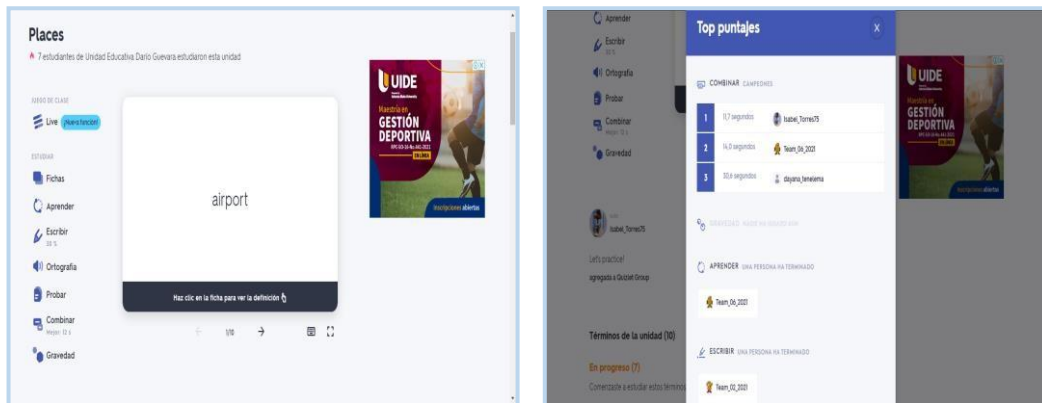**Source:** Field research
Elaborated by: Torres, I. (2021)

LESSON PLAN 4		
Topic: Places vocabulary	**Teacher:** Isabel Torres	**Date:** December 08th, 2021
Institution: U.E. Darío Guevara	**Course:** 1st BGU "B"	**Group:** 21 students
Aims: - To define vocabulary words by presenting slides in Google. - To memorize and learn vocabulary by practicing on Quizlet.		**Time:** 40 minutes
Procedure		
Time	**Activity**	**Materials**
Introduction		
5 mins	- Greeting - Warm up *"Two trues, a lie"*. Teacher plays the game with her students by giving an example, then the students who want to participate says to the class their trues and lies.	- Warm up link: https://n9.cl/ickp0
Development		
15 mins	- Teacher starts to present Google slides with the meaning of ten words of clothes. Each slide presents the meaning first, then the students have to tell the word. Then, the slide presents the word and a picture about it.	- Google slides: https://n9.cl/2q7ml
15 mins	- Teacher asks the students to turn on their computer screens and log in with their google accounts in Quizlet to practice the set of flashcards created by the teacher. - In each team the 3 students take turns for practicing with each function of the Quizlet platform. - Students begin to study and practice with the set of flashcards about places. - Teacher monitors each team and help them with any question about the functions that Quizlet gives.	- Quizlet flashcards: https://n9.cl/fo4ny
Closure		
5 mins	- Teacher asks the students to log out of the Google accounts and turn off the computers. - Then, the teacher mentions to her students that the next session they will have to go to the computer lab.	- None

Source: Torres, I. (2021)
Elaborated by: Torres, I. (2021)

Lesson plan 4 evidence

Google slides:

Source: Google slides
Elaborated by: Torres, I. (2021)

Quizlet flashcards:

Source: Quizlet platform
Elaborated by: Torres, I. (2021)

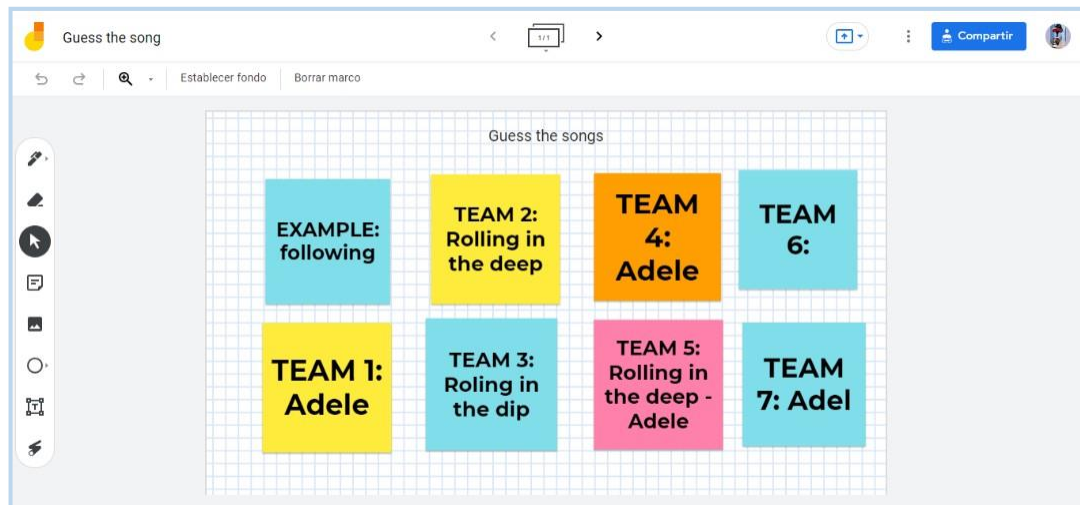## Students working:

Source: Field research
Elaborated by: Torres, I. (2021)

LESSON PLAN 5		
Topic: Let's practice!	**Teacher:** Isabel Torres	**Date:** December 13th, 2021
Institution: U.E. Darío Guevara	**Course:** 1st BGU "B"	**Group:** 21 students
Aims: - To measure the progress of the students by using Quizlet Live. - To develop collaborative work by working in teams.		**Time:** 40 minutes

Procedure		
Time	**Activity**	**Materials**
Introduction		

5 mins	- Greeting
	- Warm up *"Guess the songs"*.
	- Teacher shares a link in Jamboard, where the students have to write the names of 5 songs that the teacher plays.
	    Names' songs:
	      1. Señorita – Camila Cabello
	      2. In the end – Linkin Park
	      3. Rolling in the deep – Adele
	      4. Oceans – Hillsong
	      5. Hallelujah – Alexandra Burke
		- Warm up link: https://n9.cl/rarp3

Development		
15 mins	- Teacher tells the students that the lesson will be fun because there will be a time of games and practice to make use of Live function on Quizlet. - Teacher gives each group 15 minutes to study the two sets of flashcards seen before. - Teacher monitors the students while they study.	- Computers
15 mins	- Teacher asks one of the students to take a little sheet of two sheets to get around the mode (classic or control evaluation) in which it will be played in the Live function. - Then, teacher asks one of the students to take a little paper of two sheets to get around the topic (clothes or places) to play in Live function.	- Little sheets - Computers
Closure		
5 mins	- Teacher says goodbye to the students. - Teacher mentions some instructions for the next session.	- None

Source: Torres, I. (2021)
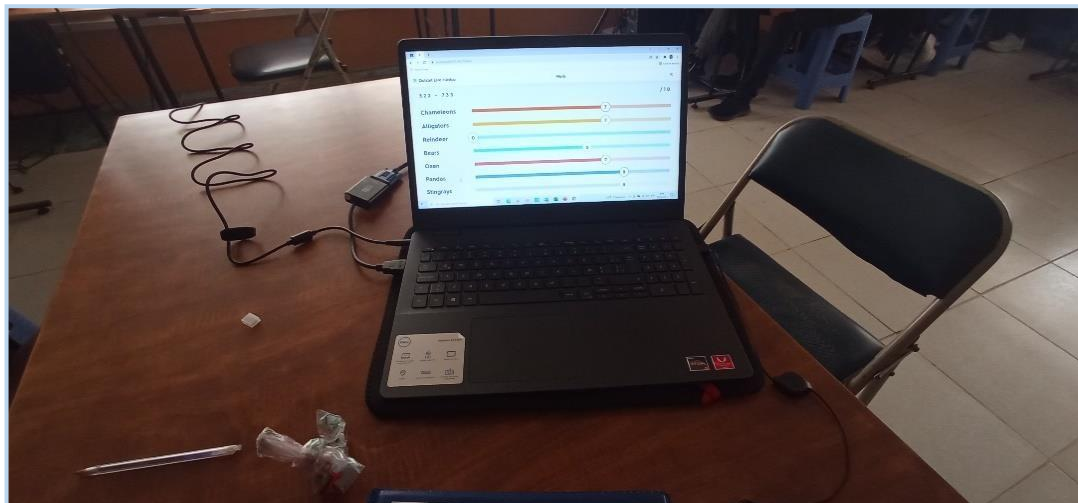**Elaborated by:** Torres, I. (2021)

Lesson plan 5 evidence

Jamboard game:

Source: Jamboard
Elaborated by: Torres, I. (2021)

Students work in Quizlet Live function:

Source: Field research
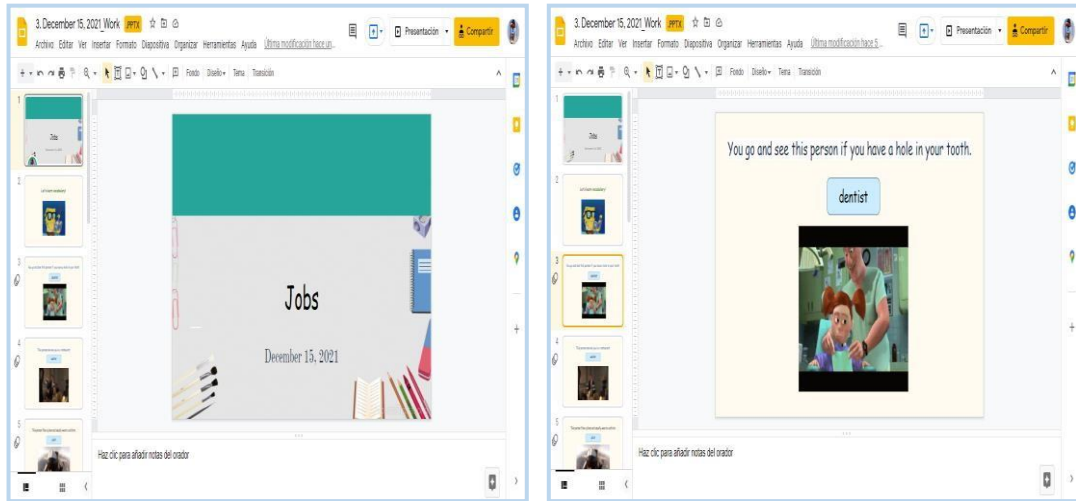**Elaborated by:** Torres, I. (2021)

LESSON PLAN 6		
Topic: Jobs vocabulary	**Teacher:** Isabel Torres	**Date:** December 16th, 2021
Institution: U.E. Darío Guevara	**Course:** 1st BGU "B"	**Group:** 21 students
Aims: - To define vocabulary words by presenting slides in Google platform. - To memorize vocabulary by practicing on Quizlet.		**Time:** 40 minutes

Procedure		
Time	**Activity**	**Materials**
Introduction		
5 mins	- Greeting - Warm up: the teacher starts the lesson with a question to introduce the topic. *"What would you like to work on?"*.	- None
Development		
15 mins	- Teacher starts to present Google slides with the meaning of ten words about jobs. Each slide presents the meaning first, then the students have to tell the word, so the slide presents the word and a picture about the word.	- Google slides: https://n9.cl/p2soj4
15 mins	- Teacher asks the students to turn on their computer screens and log in with their google accounts in Quizlet to practice the set of flashcards about jobs created by the teacher. - Students begin to study and practice with the set of flashcards. - Teacher monitors each team and help them with any question.	- Quizlet flashcards: https://n9.cl/uixnm
Closure		
5 mins	- Teacher asks the students to log out of the Google accounts and turn off the computers. - Then, the teacher mentions to her students that the next session they will have to come to the computer lab.	- None

Source: Torres, I. (2021)
Elaborated by: Torres, I. (2021)

Lesson plan 6 evidence

Google slides topic:

Source: Google slides
Elaborated by: Torres, I. (2021)

Quizlet flashcards:
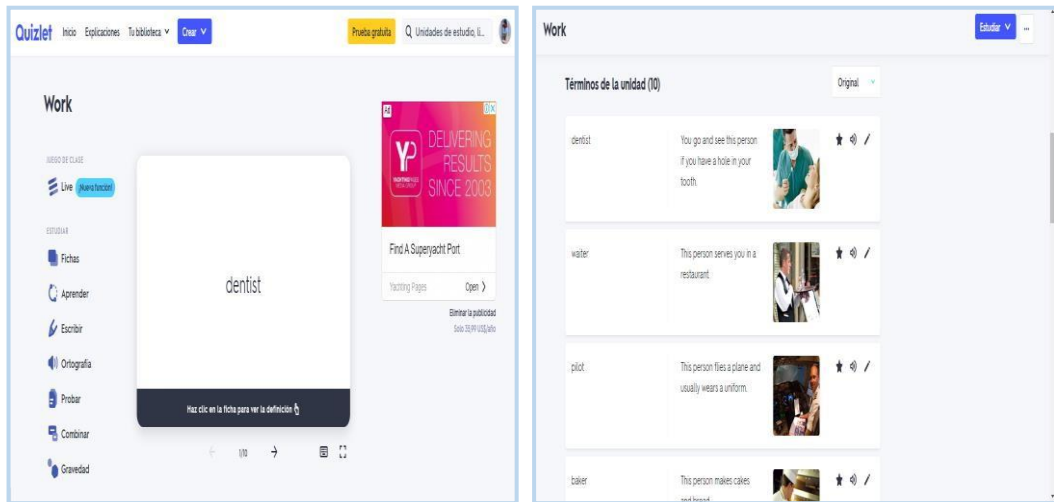
Source: Quizlet
Elaborated by: Torres, I. (2021)

<table>
<tr><td colspan="3" align="center">LESSON PLAN 7</td></tr>
<tr><td colspan="2">Topic: Feedback</td><td>Teacher: Isabel Torres</td><td>Date: December 20th, 2021</td></tr>
</table>

Topic: Feedback	**Teacher:** Isabel Torres	**Date:** December 20th, 2021
Institution: U.E. Darío Guevara	**Course:** 1st BGU "B"	**Group:** 21 students
Aims: - To evaluate the progress of the students by playing on Quizlet. - To give feedback of the whole vocabulary seen the previous sessions.		**Time:** 40 minutes

<table>
<tr><td colspan="3" align="center">Procedure</td></tr>
</table>

Time	Activity	Materials
	Introduction	
5 mins	- Greeting - Teacher asks to the students to turn on their cameras. - Teacher starts the class by playing a little game called *"Guess the picture"*. In this activity, the teacher draws on the digital whiteboard, then the students have to guess the picture and write in the zoom chat.	- Zoom
	Development	
10 mins	- Teacher asks the students to log in to the Quizlet accounts to practice the last set of cards on the topic of jobs. - Teacher shares the screen with the code to play in Live.	- Computers
20 mins	- Teacher makes small feedback of the vocabulary that was seen from the first session. - Teacher shows some Google slides with some vocabulary that was reviewed. - Teacher asks students to participate by saying the meaning of the vocabulary.	- Google slides: https://n9.cl/i0h85
	Closure	
5 mins	- Teacher mentions that students have to send a picture or photo they must like from them in WhatsApp group. - Then, the teacher mentions to her students that the next session will be by Zoom.	- Smartphones - Computers

Source: Torres, I. (2021)
Elaborated by: Torres, I. (2021)

Lesson plan 7 evidence
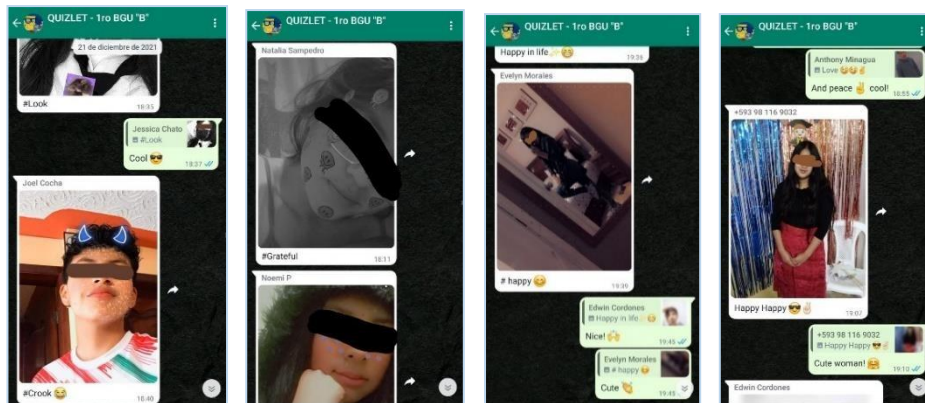
Warm up: Guess the draw
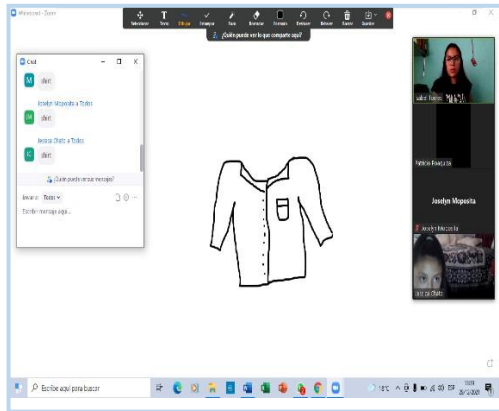
Source: Zoom platform
Elaborated by: Torres, I. (2021)
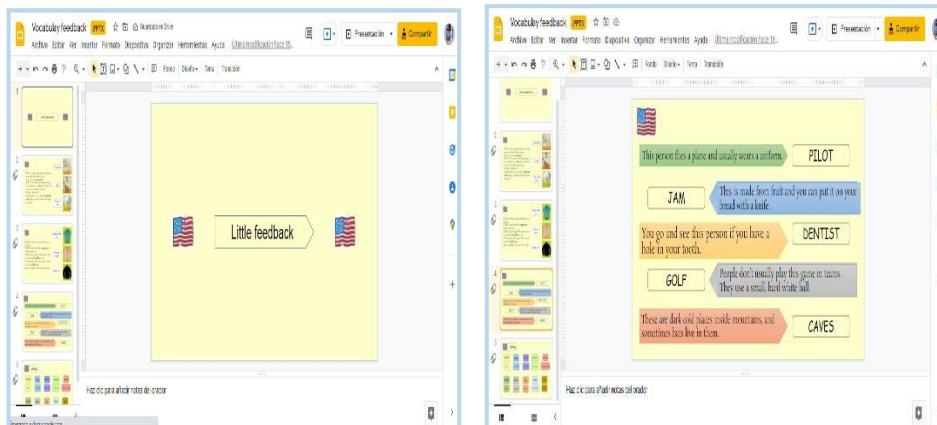
Quizlet live practice:
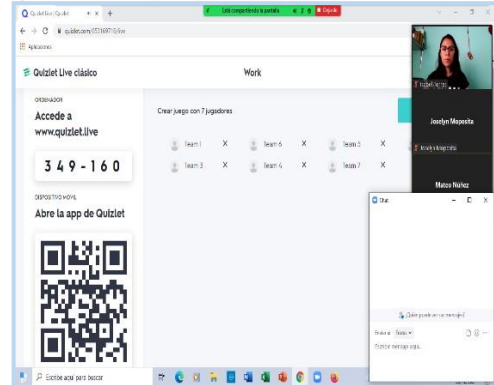
Source: Zoom platform
Elaborated by: Torres, I. (2021)

WhatsApp group:

Source: WhatsApp pictures
Elaborated by: Torres, I. (2021)

Google slides:

Source: PowerPoint
Elaborated by: Torres, I. (2021)

LESSON PLAN 8		
Topic: Post-test	**Teacher:** Isabel Torres	**Date:** December 23rd, 2021
Institution: U.E. Darío Guevara	**Course:** 1st BGU "B"	**Group:** 21 students
Aims: - To apply the post-test to determine the influence of Quizlet. - To express the teacher's gratitude to the students.		**Time:** 40 minutes

Procedure		
Time	**Activity**	**Materials**
Introduction		
10 mins	- Greeting - Teacher asks to the students to turn on their cameras. - Teacher mentions to the students that is the last day of the intervention, the students have time to review the learned vocabulary.	- Zoom - Computers - Smartphones
Development		
20 mins	- Teacher shares the post-test link made in Google Forms. - Teacher explains the instructions and give the student 20 minutes to complete it. - Teacher plays the audios twice in the listening part.	- Post-test link: https://n9.cl/scf6r
Closure		
10 mins	- Teacher express their grateful to students for their collaboration. - Teacher presents a video in English and Spanish as farewell.	- Smartphones - Computers - Video's link: https://n9.cl/6v1xw

Source: Torres, I. (2021)
Elaborated by: Torres, I. (2021)

Lesson plan 8 evidence

Student's participation:
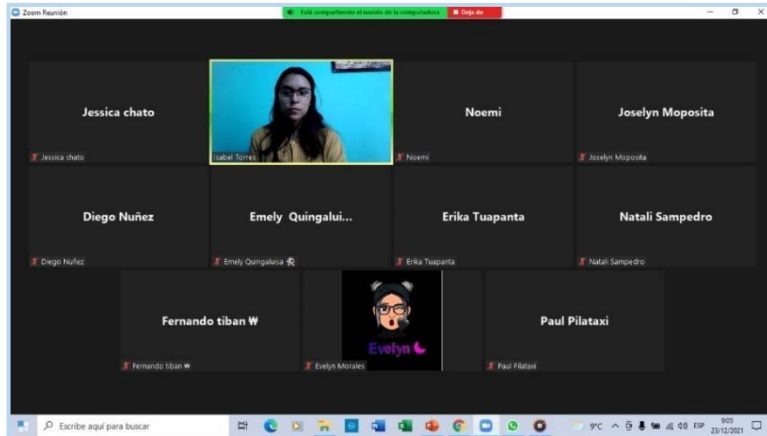
Source: Zoom platform
Elaborated by: Torres, I. (2021)

Post-test:
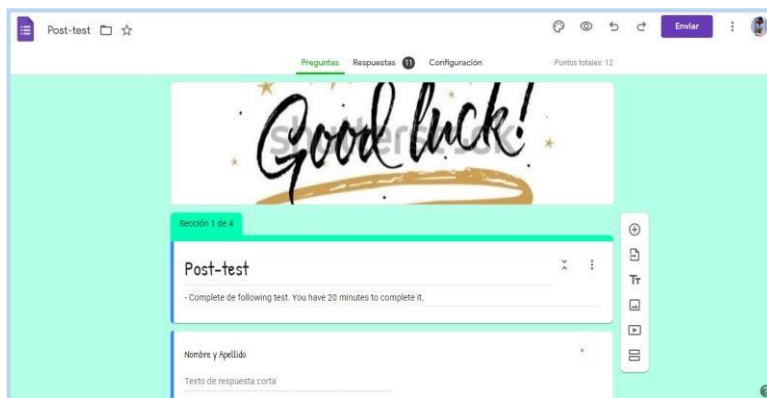
Source: Post-test (Google forms)
Elaborated by: Torres, I. (2021)

Google slides:
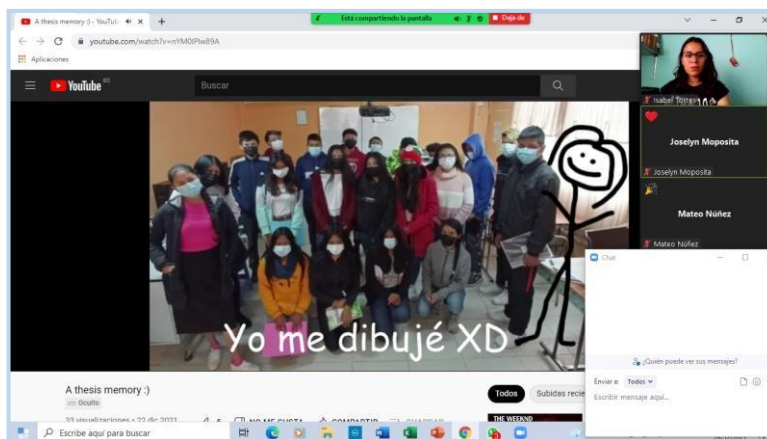
Source: Zoom platform
Elaborated by: Torres, I. (2021)

Annex 5: Post-test scores

No.	Students	Listening	Reading	Writing	Post-test score
1	Analuisa Johana	1	3	2	6
2	Capuz Alan	2	5	4	11
3	Cocha Joel	2	2	2	6
4	Cordones Edwin	1	3	2	6
5	Chato Jessica	1	3	1	5
6	Chuquiana Alexander	2	3	1	6
7	Galarza Ana	1	3	2	6
8	Guamán Diego	1	4	1	6
9	Jerez Mireya	2	3	1	6
10	Moposita Joselyn	0	4	5	9
11	Morales Evelyn	0	4	0	4
12	Minagua Anthony	1	2	3	6
13	Núñez Mateo	2	2	4	8
14	Poaquiza Patricio	1	3	2	6
15	Pilataxi Paul	0	5	3	8
16	Pullutasig Noemi	1	5	5	11
17	Quingaluisa Emely	0	4	1	5
18	Sampedro Natalia	1	5	5	11
19	Tenelema Dayana	0	4	2	6
20	Tiban Luis	0	3	3	6
21	Tuapanta Erika	0	4	2	6
General average		0,90	3,52	2,43	**6,85**
Expected average		2	5	5	**12**

Source: Post-test
Elaborated by: Torres, I. (2021)

Annex 6: Students 'authorization

Ambato, 01 de diciembre del 2021

Sres.

Estudiantes de 1ro BGU "B" de la Unidad Educativa Darío Guevara

Presente

De mi consideración:

Yo, Mónica Isabel Torres Álvarez, con CI. 1904969424, Estudiante de Octavo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato, solicito muy comedidamente a los estudiantes del PRIMERO DE BACHILLERATO GENERAL UNIFICADO "B" DE LA U.E. DARIO GUEVARA, me concedan la autorización para realizar la aplicación del Trabajo de Titulación: "Quizlet and English language vocabulary", y en conjunto solicito el permiso para capturar fotos de las clases.

Gracias de antemano por contar con su aprobación a mi petición.

Atentamente:

_____

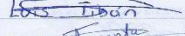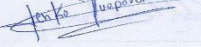Mónica Isabel Torres Álvarez

180496942-4
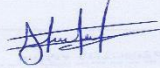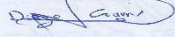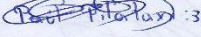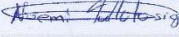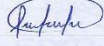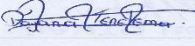
Estudiante de Octavo Semestre

Pedagogía de los Idiomas Nacionales y Extranjeros

ESTUDIANTES DE 1RO BGU "B" – UNIDAD EDUCATIVA DARIO GUEVARA

Autorización de los estudiantes: Firmas

No.	Students	Firma
1	Analuisa Johana	
2	Capuz Alan	
3	Cocha Joel	
4	Cordones Edwin	
5	Chato Jessica	
6	Chuquiana Alexander	
7	Galarza Ana	
8	Guamán Diego	
9	Jerez Mireya	
10	Moposita Joselyn	

No.	Students	Firma
11	Morales Evelyn	
12	Minagua Anthony	
13	Núñez Mateo	
14	Poaquiza Patricio	
15	Pilataxi Paul	
16	Pullutasig Noemi	
17	Quingaluisa Emely	
18	Sampedro Natalia	
19	Tenelema Dayana	
20	Tiban Luis	
21	Tuapanta Erika	

Annex 7: Urkund report

Curiginal

Document Information

Analyzed document	Tesis_Torres Isabel.pdf (D125791387)
Submitted	2022-01-22T04:03:00.0000000
Submitted by	
Submitter email	mtorres9424@uta.edu.ec
Similarity	2%
Analysis address	ve.chicaiza.uta@analysis.urkund.com

Sources included in the report

W	URL: https://www.readkong.com/page/vocabulary-learning-with-quizlet-in-higher-education-8815778 Fetched: 2022-01-22T04:04:15.3400000	1
SA	**BVLA Final document 10DEC2019.docx** Document BVLA Final document 10DEC2019.docx (D60728515)	1
SA	**UNIVERSIDAD TECNICA DE AMBATO / ALL CHAPTERS.docx** Document ALL CHAPTERS.docx (D110525190) Submitted by: msolis2888@uta.edu.ec Receiver: elsamchimboc.uta@analysis.urkund.com	1
SA	**UNIVERSIDAD TECNICA DE AMBATO / CHAPTER I - VI Ramos Jocelyne.pdf** Document CHAPTER I - VI Ramos Jocelyne.pdf (D125774794) Submitted by: jramos4679@uta.edu.ec Receiver: eg.encalada.uta@analysis.urkund.com	1
SA	**UNIVERSIDAD TECNICA DE AMBATO / URKUND.pdf** Document URKUND.pdf (D125640163) Submitted by: caritoaltamirano21@gmail.com Receiver: dm.cumbe.uta@analysis.urkund.com	2