UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

Theme: "BUSUU APP AND VOCABULARY LEARNING"

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Ambato – Ecuador

2021

SUPERVISOR APPROVAL

CERTIFY:

I, Mg Cristina del Rocío Jordán Buenaño, holder of the I.D No. 1804010500, in my capacity as supervisor of the Research dissertation on the topic: "Busuu App and Vocabulary Learning" investigated by Mr. Carlos Gabriel Cantos Borja with I.D No. 1804884532, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

_____

Lcda. Mg. Cristina del Rocío Jordán Buenaño

C.C. 1804010500

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled "Busuu App and Vocabulary Learning" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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

_____

Carlos Gabriel Cantos Borja

I.D # 180488453-2

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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 and with the purpose of obtaining the academic degree with the topic "Busuu App and Vocabulary Learning" which is held by Carlos Gabriel Cantos Borja undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period September 2021 – February 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.

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DEDICATION

TO:

God for allowing me to prove what I am made of and keep me in the right place even though I believed that the correct place for me was somewhere else.

To my mother who is a real fighter and without her I would never achieve this goal, she supported and encouraged me to become a better person.

To my grandfather who always believed in me no matter the mistakes, I've made during these years.

To my siblings Diego, Carolina, and Diana who always were with me during tough times.

Finally, to my best friend Michelle who stayed loyal and helped me through all the difficulties that we've faced in these five years.

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First of all, I thank God for giving me life and helping me to reach my goals, as well as my parents who have supported me and made an effort to give me a good education throughout my life. To my teachers, for their teachings and transmit their knowledge. I thank God for giving me life and helping me to reach my goals, as well as my parents who have supported me and made an effort to give me a good education throughout my life. To my teachers, for their teachings and transmit their knowledge.

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ABSTRACT

Nowadays technology is part of our daily life and its implementation in education should be seriously considered as technology can be a great ally for developing all the areas in the language. Also, for the new generation that uses technological tools for everything. Nerveless, the implementation of these tools can be helpful for helping students to increase their knowledge of the language. The present research has the purpose to investigate the influence of using a mobile application called Busuu to increase the vocabulary learning using a quasi-experimental method. The population considered for this study were 23 students with an age range between 14 and 16 old from third level "B" regarding the experimental group. On the other hand, the control group was considered 21 students with an age range between 14 and 16 old from third level "C" at Unidad Educativa Juan León Mera "La Salle". The research had a length of two weeks in which eight interventions were made. Two interventions for the pre and post-test and a survey and six interventions for the application of the mobile app and its activities related to vocabulary. After the two weeks intervention, quantitative data were collected and analyzed using the program "SPSS" in order to compare the average and media from the tests, which led to the conclusion that mobile applications are positive for students as they were able to improve their vocabulary level.

Key Words: Technology, tools, Mobile application, Busuu, Vocabulary.

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TEMA: "BUSUU APP AND VOCABULARY LEARNING"

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RESUMEN

Actualmente la tecnología es parte de nuestra vida y la implementación de esta en el ámbito educativo debería ser considerada ya que puede ser una gran aliada para el desarrollo de las áreas en el idioma Inglés y las nuevas generaciones usan constantemente dichas herramientas. Sin embargo, la implementación de estas herramientas puede ser de ayuda ya que los estudiantes pueden aumentar su conocimiento del idioma. La presente investigación tiene el propósito de investigar la influencia de una aplicación móvil llamada "Busuu" para el aumento del vocabulario, el cual se rigió bajo un método quasi-experimental. La población de la investigación fueron 2 grupos, el experimental con 23 estudiantes del 3er nivel "B" y el de control con 21 estudiantes del 3er nivel "C" en un rango de edad entre 14 a 16 años en la Unidad Educativa "La Salle". La investigación tuvo una duración de 2 semanas en las cuales hubo 8 intervenciones. Dos en las que se realizó el pre, post-test y encuesta y 6 intervenciones para el tratamiento el cual consistió en actividades de la aplicación móvil relacionadas a vocabulario. Al final, datos cuantitativos fueron obtenidos y analizados usando el programa "SPSS" con el fin de comparar el promedio y la media que se obtuvo de los tests, lo que llevó a la conclusión de que las aplicaciones móviles son positivas para los estudiantes ya que pudieron mejorar su vocabulario.

Palabras clave: Tecnología, Herramientas, Aplicación móvil, Busuu, Vocabulario.

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Investigative Background

The information stated in the Investigative Background will support this research and has been taken from different academic websites and books. Its purpose is helpful for the development of the two variables which are Busuu app and vocabulary learning. In addition, is significant to mention that the information is related to the main topic of this research. Finally, all the information can be found in the internet in different academic websites, academic articles and books.

Ma and Yodkamlue (2019) conducted a quasi-experimental investigation named "The Effects of Using a Self-developed Mobile App on Vocabulary Learning and Retention among EFL Learners", which was aimed to discover the effects of using mobile applications on vocabulary knowledge and preservation. The researcher guided her investigation with three questions. First, which are the effects on EFL students using mobile apps. Second, what effects can be seen with the implementation of mobile apps on EFL students. Third, with the use of mobile apps for English learning, what perceptions can be noticed? The participants were 139 non-English students from the university Anshun, China. The researcher had two different groups; the first was an experimental group with 56 students that used mobile apps to learn target words and was the second the control group with 83 students that used a paper list to learn the same words. The researcher chose 72 words based on the frequency of use. Additionally, the researcher applied a pre and post-test to measure the information before and after the treatment. Moreover, the mobile app used for this investigation was designed with the companion of a computer science professor. In addition, a semi-structured interview was applied to collect students' perceptions of the mobile app. This interview was formed by 11 questions and it was asked in a different order each question to the students. The results showed that both groups improved their grades in the posttest, but the higher grades were from the experimental group, this means that the group that used the mobile application accomplished learning more vocabulary

than the control group. In addition, the researcher was able to collect from the interviewed students some information. It was able to observe that students who used the mobile app had positive attitudes and enjoyed learning with the technological tool. Additionally, they said that it is easier to carry their cellphones rather than the textbook and that they are willing to keep using the app for the learning of vocabulary. To conclude, the researcher sums up that it was feasible and effective the implementation of the mobile application for vocabulary learning because it helps on the student's motivation.

This research is important for this study as leaves some background of how a mobile application can be used for learning English. In addition, it helps to realize that is better to work with two groups, an experimental and control group as it will help to compare if there was an evident improvement during the treatment. Finally, it helps to see student's points of view thanks to the interviews and how they accept mobile apps in the learning process.

Deris and Shukor (2019) directed an investigation named "Vocabulary Learning through Mobile Apps: A Phenomenological Inquiry of Student Acceptance and Desired Apps Features" whose main objective was to identify the acceptance in the use of mobile applications and collect students' experiences while learning vocabulary. This investigation had three key aims: first, to identify the acceptance of the use of mobile applications by students. In addition, to find the best features for vocabulary learning on applications. Third, to identify the experience that students will have while using mobile applications in order to acquire more vocabulary. The population consisted of 33 students from the Technological University of Malaysia. The author applied a questionnaire survey with a Likert scale where thirty students participated. In addition, an interview session was conducted in order to know the experiences of three students. The questionnaire survey was composed of five segments: first "Easiness in the use, practicality, effectiveness, and compatibility". The questionnaire had a total of 20 questions and the elements of the scale were strongly agree, agree, disagree, and strongly disagree. On the other hand, the interview had questions where the features of mobile apps were included like games, tests, media, and word lists. Finally, the results of this study demonstrated that students have an

optimistic reception on the use of mobile apps for vocabulary acquisition. In addition, as a conclusion, it was found that games are the best feature that students want to use for vocabulary acquisition.

Due to this investigation, it is possible to determine that nowadays technological tools are the best option for teaching a vocabulary as students are more into this material rather than reading or having traditional material such as textbooks, worksheets and more. Also, thanks to this study is possible to determine that students will pay more attention if the use a technological tool with features that they enjoy such as videogames. Therefore, for this study is helpful to choose the best features of Busuu app for the treatment.

Kohnke et al. (2019) made an investigation called "Using Mobile Vocabulary Learning Apps as Aids to Knowledge Retention: Business Vocabulary Acquisition" in which the main objective was to study the effects of mobile apps to improve undergraduate students' retention of vocabulary from different levels. The investigation was guided by two questions. First: Can mobile apps improve learners' retention? Second, can a mobile-assisted language-learning program improve learners' retention in the area of vocabulary? The authors created an app called "Excel@EnglishPolyU", and two games based on vocabulary for English language learning: "Alphabet vs. Aliens" and "Books vs. Brains@PolyU". The population for this research was 51 students between 19-23 years at Hong Kong University. The researchers used a pre and post-test with 120 questions to compare students' improvement in vocabulary. There were four difficulty levels: beginner, elementary, intermediate, and advanced, each level had 30 words. The researchers used Google Forms to collect the students' answers in the pre and post-test. The results demonstrated that mobile educational apps are effective for learners to increase their vocabulary knowledge and ability to memorize and it was concluded that educational applications are beneficial to learn and expand vocabulary.

This study is important for the research as is possible to gain a different point of view that is the creation of a mobile app for the students' necessities. However, the creation of this is difficult if the researcher doesn't have the necessary knowledge in the

creation of an app. Therefore, it was necessary to choose a mobile app that fulfill the students' necessities and helps them to decrease their flaws in the language.

Rofiah and Waluyo (2020) carried out a study called "Using Socrative for Vocabulary Tests: Thai EFL Learner Acceptance and Perceived Risk of Cheating" in order to know the benefits of using an online quiz tool for language learning and assessments like Socrative. This research was guided by four questions. First, is there acceptance from students on the application Socrative for vocabulary learning? Second, is there any risk of cheating while using Socrative for vocabulary tests? Third, is there a relation between cheating and learning on Thai EFL learners? Fourth, is there predictive behavior from students if they perceive a risk while cheating by using the app? The study used a non-experimental quantitative research design because it has a survey that was applied through Google Forms in order to have answers for the research questions. This research had a population of 461 first-year students between 18 and 21 years old from 13 different schools at Walailak University, Thailand. The results showed an acceptance from students while using a mobile app for language learning. On the other hand, students stated that through Socrative is easier to cheat during vocabulary tests therefore the risk of cheating exists and increases if this app is used.

This information is valuable for the study as it leaves implied that is not the best option using a mobile app for evaluations as in the virtual modality it is easier to cheat. Therefore, for this study only in the treatment was applied the mobile app and the evaluation was taken in a face-to-face modality in order to have more real results.

In a study named "Students' Perceptions of an EFL Vocabulary Learning Mobile Application" conducted by Klimova and Polakova (2020), their main objective was to debate students' awareness of the use of a mobile application whose main objective is to learn English vocabulary. The researchers used a questionnaire and applied it to 28 students of Management of Tourism in their third academic year at the Faculty of Informatics and Management in Hradec Kralove. The questionnaire had 13 questions and two open-ended questions. The content of the application is about new words and phrases (vocabulary), which is one of the students' weaknesses while learning English. The name of the mobile app is "Angličtina", which can be translated as "Today".

Furthermore, a student with a Ph.D. in computer science designed it. Additionally, each vocabulary lesson was done as a test and contained an average of 15–18 new words. The results proved that students liked the accessibility because they were able to use the app everywhere and its instant feedback after each class. Furthermore, a conclusion is stated that students had remembered the new words and phrases while using the app.

Therefore, it was a success the implementation and use of a mobile application for the development of vocabulary. Leading to the conclusion for this research that is better to have a practical tool where can be taken anywhere and Busuu was chosen, so it helps as in the App is possible to download the lessons and then work on them If there is not Wi-Fi connection.

Yafei and Osman (2016) made an investigation called "Mobile Phone Apps: An Emerging E-Platform for Vocabulary Learning and Retention", its purpose was to explore the influence of using mobile phones in vocabulary learning and retention. The research was guided on one main research question. Is there a difference in vocabulary level between students who used a mobile app for vocabulary learning and students who conventionally learn vocabulary? The instrument used for this research was a pre and post-test to compare the acquired knowledge from students after using a mobile application. The population selected for this research were two grades from different schools. The experimental group was a class of 29 students, which had the most users of mobile phones, whereas the control group with a class of 24 students was selected randomly. The results of this investigation were satisfactory because the experimental group demonstrated in the posttest to have better control of vocabulary than the experimental group. In a conclusion, it can be said that the use of mobile applications outside the classroom permitted to have better exposure to the language in comparison to traditional learning.

This research is important for the study as it leaves clear that process of learning vocabulary increases more if a mobile app is used rather to have a conventional way of learning as worksheets and notes in a notebook. Thus, it is shown that new technologies help more the learning process.

Kohnke (2020) stated and aimed an investigation in order to gather a holistic overview of students' perceptions of using a mobile app for vocabulary learning at the Hong Kong University. For this qualitative research, a case study was used with the implementation of a semi-structured interview that captured a holistic view that let observe the students' perceptions towards the use of mobile apps. The interview had nine questions that focused on features that a mobile app needs to have to be appropriate for learning L2 vocabulary. This research had a population of this study were 14 ungraduated students with a medium level in the University of Hong Kong. The results proved that students were motivated and wanted to learn an L2 vocabulary with an application and they were satisfied with it because of its flexibility as they can study at any time of the day. Moreover, the results showed that students prefer to have a gamification feature as they can distract but learn at the same time.

The author's suggestion is important for the research. The reason for this is that nowadays students have preferences and they like to be heard. Therefore, if more activities like gamification are used in mobile apps in language leaning, better results are going to appear as students are engaged and motivated while learning.

Fathi et al. (2018) conducted an investigation named "Enhancing Vocabulary Learning and Self-Regulation via a Mobile Application: An Investigation of the Memrise App" whose purpose was to explore the effects of the Memrise application on the second language vocabulary knowledge and acquisition. The investigation was guided by two research questions. First, does the use of the Memrise app improve the level of the vocabulary of Iranian EFL scholars? Second, does use the Memrise app boost the self-capacity in vocabulary acquisition of Iranian EFL learners? The participants were fifty-nine students from two high education institutes in Iran who enrolled for a preparation class. The research chose randomly the students to form a control group with 26 students and an experimental group with 33 students. Furthermore, the researcher used the Oxford Placement test as a pretest before the treatment. The application used in this research to improve the vocabulary in English was Memrise and after 13 weeks, the researcher applied a posttest to compare between both groups and the pretest grades. The result showed that learners could self-regulate their rhythm of study because they can access the application at any time. In conclusion, students

gained autonomy in the learning process and it is suggested that mobile apps be introduced in the classrooms so students gain motivation and learn efficiently the vocabulary of the language.

Therefore, this a valuable aspect to take into account for this research. This means that students can study at their own pace in the comfort of their homes or any place where they decide to use the app. For example, if students are bored in any place and the app is interesting, they are going to use it and learn at the same time.

Holyfield et al. (2017) carried out a study called "Typical Toddlers' Participation in "Just-in-Time" Programming of Vocabulary for Visual Scene Display Augmentative and Alternative Communication Apps on Mobile Technology: A Descriptive Study", the purpose of the study was to understand young children's participation in programming vocabulary "just in time" on an AAC application with minimized demands. For this research, a descriptive study was applied to highlight the participation of the toddlers. The participants for this research were 10 to 22 months youngsters who were recruited through an online database of families who were interested in applying this to their children. Each toddler participated in three sessions, the App "Just in time" was used, and it consisted of showing images to the toddlers from a tablet and creating acknowledgment of the new vocabulary. The results showed that all the participants added new visual vocabulary thanks to the app. To sum up everything, the results proved that the app helped to develop not only vocabulary but independence in their participation.

This study is a topic of interest for the research as it demonstrates that even children can improve a specific feature of the English language with the use of a mobile app. Therefore, older students who are more involved with technological tools are going to have a better acceptance and increase their learning process in vocabulary.

Masuda (2021) led an investigation named "Mobile Assisted Language Learning (Mall): Teacher Uses of Smartphone Applications (Apps) To Support Undergraduate Students' English as a Foreign Language (EFL) Vocabulary Development", which was aimed to point how mobile applications can be added in classes for the improvement

of vocabulary in adult English learners. The research was guided by a research question and three sub-questions. First, is there any importance in the development of academic vocabulary knowledge in UK students? The first sub-question was, is effective the acquisition of an inclusive approach by learners with the aid of a smartphone? Second, what is the role of the teacher while using smartphones for learning vocabulary in and out of the classroom? Third, is a language learning development influence learners' perceptions while using mobile applications? The methodology used by the researcher was a study case where a pretest and posttest were applied. The participants for this research were 20 learners who were enrolled in a per-sessional course at a university in Britain. In addition, two applications were used, the first was the "IELTS Academic Word List". The second application was a communicative app like WhatsApp, Viber, Telegram, or Facebook. These apps were chosen to observe students and determine which one is the most used. The results demonstrated that the applications helped to improve the vocabulary in learners, but not as expected. There was not a notorious improvement and the researcher concluded that no matter the additional aids, students need the guidance of the teacher because their role is fundamental in the learning process.

The previous studies were linked with the topic of the current research because there were similarities in the use of mobile applications and vocabulary learning. Moreover, the results of the investigations showed that there are advantages and promote learners to work autonomously outside the classroom. Therefore, the vocabulary increased which permitted students to manage the language properly and teachers were able to take advantage of technological tools.

1.2 Theoretical Framework

1.2.1   **Independent variable: Busuu App**

Information and Communication Tools (ICT)

Nowadays Information and Communication Technologies (ICT) have an essential role in the development of all areas and changes are evident. Kowal et al. (2015). Therefore, these tools should be used and taken advantage of it for educational purposes. There are two aspects to take into consideration when ICT tools are set up for education. First, to develop an appropriate software that permits students to learn properly and this will enable their linguistic competence. Second, the teacher must be a guide in the use of the language and the management of the technological tools. (Adams and Brindley, 2007).

Brown (2000) claims that talking about technology a clarification should be done. Students think that technology is only about computers, but it covers everything from cellphones, tapes, CDs, and more. In addition, in the past, there were only a few and limited tools to apply in a classroom, meanwhile, in actual days we have cellphones that contain many features that can be applied for educational purposes.

Computer-Assisted Language Learning (CALL)

Computer-assisted language learning (CALL) is known as an approach, which is useful for teaching and learning, where computer-based resources are used and are meant to supplement the face to face instruction (Levi, 1997). Therefore, with the evolution of computer-based tools, bleeding-edge applications and technology are more accessible and can be used in classrooms. Therefore, computed-assisted language is an innovative method in the learning process it has taken the main role and it has many advantages such as instant feedback, fun factor, variation in resources, exploratory learning, and more. H.Douglas Brown (2000). Consequently, CALL is not only technological material but also the implementation of these tools for the benefit of the learning process.

Mobile-Assisted Language Learning (MALL)

Mobile Technology has many features and benefits that can be used to teach and break the mold of the educational system. As mobile technology is entertaining for young learners, it engages them and the learning process is more meaningful. Additionally,

forbidding students from using a tool that catches their attention may not be the best option. Mobile technology like smartphones, tablets, iPads, and more can indeed work as a distractor but they have the potential to revolutionize learning, but open-minded teachers have to administrate this. (McQuiggan et al., 2015).

Mobile learning breaks through the usual and formal education, as it has evolved, the simple act of watching videos, chatting with other people, or listening to music. Any person can learn, sadly those activities are not seen as learning activities because a formal curriculum has different features that resemble more to traditional education. (Udell, 2014). Furthermore, there are two ways mobile learning can be applied depending on the point of view of the teacher. The first is to equip the student with a mobile phone, tablet, laptop, or any other mobile device to have a piece of personalized equipment and learning experience. Second, give the directions to use those mobile devices outside the classroom in order to improve and set the learning process efficiently (Kukulska-Hulme and Shield, 2008).

Mobile Applications

Camilleri and Camilleri (2017) claims that all the advances that society fulfills influence educational institutes and their way of teaching. Teachers should adapt to the new technologies and take advantage of them as these technological tools as mobile applications can lead to a new era of teaching and learning. In addition, using mobile applications will motivate students to learn. The access to this is easier than purchasing and carrying a book. Therefore, the enrolment of students and the usage of mobile applications will increase. (Ally and Prieto-Blázquez, 2014).

According to Matra (2020), mobile applications have a positive effect on vocabulary development. The use of a didactic application such as Duolingo help to catch students' attention and break the routine. Therefore, the use of mobile applications boosts learning and the students' improvement increases significantly.
Moreover, the use of the mobile application has increased exponentially as time passes. Meanwhile, students are more involved with technology, for these reasons they are more able to study using those devices. Consequently, they want to learn using tools

that they are used to. For example, Kholis (2021) thinks that the use of a mobile application like "Elsa Speak" enhances students' ability to focus while learning. For this reason, this type of tool should be used intending to improve the learning process in English.

Busuu App

Busuu is a Mobile Application launched in 2008 where anyone can learn the different 12 languages that the platform offers. The application offers different types of exercises like vocabulary, grammar writing, and a dictionary. It has many benefits such as a No Wi-Fi connection, the learner can download the lessons from a place with Internet connections and practice anywhere. Also, there is an option where native speakers can correct your activities and improve the language correctly. Furthermore, Busuu has "McGraw-Hill" certificates that are official and useful around the world. Furthermore, Busuu offers lessons from beginner to upper-intermediate which is beneficial as they can keep growing and learning from a basic level to a profitable level.

Citrayasa (2019) states that Busuu is beneficial for students because this app takes the learning outside the classroom and their free time becomes useful and encourages students to learn beyond the stated schedule. Also, it was able to see that Busuu offers exercises and activities that call the students' attention and their inner motivation grows, leading to better learning of the language.

In addition, Winans (2020), confirms that Busuu has a friendly interface that helps to build a high-quality experience, the importance of having a good interface in a mobile application is that is intuitive for learners and their motivation grows as it seems to be easier to use it. In addition, one of the most beneficial features of the app is social networking and interaction with native speakers. These types of interactions are innovative and learners feel inspired as they are having real feedback on how the language is used in real life situations.

Furthermore, Busuu has been designed by experts in linguistics and pedagogy in order to help learners to increase their language level. The lessons that Busuu offers are designed with topics of interest that contain meaningful vocabulary, grammar, and exercises that help to increase the language level because these lessons have types of conversations that probably the learner will have in an interaction with another speaker. The strategy that Busuu applies is PPP (Presentation, Practice, and Production) this permits learners to learn better as they have the material and vocabulary shown, then they can practice the same vocabulary with multiple choice and true & false questions. After that, learners can produce short writing or speak with the topic of the lesson.

1.2.2 **Dependent variable: Vocabulary learning**

Language

The nature and origin of human language are unknown and it is believed that spoken languages come from Mesopotamia in the year 1600 BCE. Linguists are the professional who takes care of searching into this matter but no matter what there are two certain things. First, language exists wherever humans are settled. Second, All languages are complex, consequently, there is not a primitive language because all of them can add more vocabulary for new concepts. (Fromkim et al., 1996).

Language has a deeper connection with the brain because there are precise areas of it that are developed to language. Therefore, correct development of the brain rests on a correct exposure to the language from a young age. (Fromkim et al., 1996).
Consequently, language is the essence of development in the human race and besides the language itself, it is important to realize that knowing a language is not only about grammatical structures, but to recognizing certain concepts or meanings. When someone learns a language, it is essential to recognize words its specific meaning, and sounds.

Vocabulary

There is a misunderstanding about the vocabulary of a language because it is more than a list of words that can be found in any dictionary. Words and vocabulary are the essences of the language as they give meaning to everything like an object, an action, etc. (Carter, 2012).

Vocabulary has a poor relationship in the learning process of a second language as most teachers emphasize grammatical structures and pronunciation. Despite it looks like the easier part of a language because a learner has to relate the word with the meaning in their own language is something that students are more afraid of. According to Carter (2012) having a wide control of a language has many benefits because knowing the most common words so means that learners will identify the 80% of the words they come across with.

Gardner (2013) Claims that in language there are some features, one is grammar and it can be seen as an engine that gives order and structure. The other is vocabulary, the fuel of the language, and without it, nothing will be understandable. In addition, vocabulary is acquired by every learner every day and the best way to increase it is by relating them with known words. Furthermore, Gardner (2013) states that there are three realities in vocabulary. The first is the psychological reality, which means the process of how a learner acquires new vocabulary and what is happening inside their minds, and the way of understanding of each learner. The second is the linguistic reality or the way vocabulary can exist in a communicative situation. Finally, the pedagogical reality is the way of teaching in formal and informal settings.

Vocabulary acquisition

Acquiring a mother tongue does not take too much time because since we are born, we listen to words, sentences and we are involved in using the language. Even though the language is innate, it involves everything that is around us, while learning a language takes more time and hours of studying. Therefore learning and acquiring a language is completely different (Fromkim et al., 1996).

The process of language acquisition begins as soon a person encounters the language and keeps growing after mastering the language. Additionally, vocabulary increase depending on the experience and exposure of the learner to the language itself. Therefore, a foreign language learner will never be capable of accumulating the same amount of vocabulary as a native speaker. Although the vocabulary a speaker needs depend on the task that will be performed. (Agustin Llach, 2011).

Types of vocabulary

There are four types of vocabulary where two are spoken; listening and speaking and the other two are written vocabulary, reading, and writing. (Montgomery, 2007). Listening vocabulary is all the words a person hears and understands. Humans can acquire 50.000 words and it is because since babies we are able to listen, learn new vocabulary and this process keeps while we grow (Montgomery, 2007).

Speaking vocabulary is the words that a person uses while speaking. A fact that can be stated is that the range of vocabulary a person speaks is limited, an example is that adults use from 5.000 to 10.000 words for giving instructions or having a conversation. (Montgomery, 2007), points out that reading vocabulary is the words we understand while reading a text. If a person reads, it is more likely to increase the vocabulary in comparison to someone who does not read at all.

Writing vocabulary is words and ideas that a person can express on paper. It is easier to express orally as we have facial expressions and intonation, but writing is limited for spelling knowledge (Montgomery, 2007).

1.3 Objectives

1.3.1   **General objective**

To demonstrate the effectiveness of Busuu App in the vocabulary learning of students from the fourth level at Unidad Educativa "La Salle".

1.3.2 Specific objectives

- To investigate the theoretical concepts of Busuu App.
- To apply activities using Busuu App to enhance English Language Vocabulary.
- To evaluate the use of Busuu App on English Vocabulary Learning.

Description of the fulfillment of the objectives:

To achieve the objectives some steps were followed. First of all, the theoretical concepts of Busuu App were investigated in order to know which features and activities are the best to be applied in the treatment as students from the new generations are more into the use of technological tools in their educational process. Furthermore, it was necessary to apply a pre-test on students in the control and experimental group from third level at Unidad Educativa Juan León Mera "La Salle". Once the results were obtained, a treatment was applied only to the experimental group during 6 sessions were Busuu App was used and students worked on the activities and reinforce those activities at home. Finally, a post-test was taken to both groups so a comparison demonstrate if there was a difference between the experimental and control group. In addition, to the experimental group a survey was taken in order to know the level of acceptance towards the use of a mobile app in the process of vocabulary learning. Thanks to this process the author was able to determine that the mobile app Busuu was effective in the vocabulary learning as the experimental group had an evident improvement in comparison of the control group which didn't improve at all in the grade of the post-test.

CHAPTER II.

METHODOLOGY

2.1 Resources

Human Resources

- Research Tutor
- Review Tutors
- Researcher
- Students

Institucional

- Unidad Educativa Juan León Mera "La Salle"
- Third level "B" and "C"

Materials

- Technological tools (Cellphones)
- Busuu App
- Bibliography

Economics

- Transportation
- Printed tests
- Markers

Methods

Quasi-Experimental research

Hernández et al. (2014) state that in quasi-experimental research one of the variables is manipulated in order to perceive the effects and consequences that one of the variables can affect on the other variable. In addition, a quasi-experimental design can compare two groups that are the experimental and the control group.

Field research

This research will be field research because it will be applied to students of the fourth level at "La Salle" High school. Additionally, this research permits the collection of meaningful data where it is studied.

Bibliographical research

In the same way, bibliographical research will be applied in this investigation because it has its bases on information from books, investigative researches, scientific articles, and posted papers on educational platforms such as Google Scholar, Scielo, and more. (Allen, 2017).

Quantitative and qualitative research

The research will have a mixed approach, quantitative and qualitative. The quantitative approach will be used as the research will get numerical data at the moment of applying the pre and post-test. Having numerical data represents that the researcher will have to apply statistical methods to measure the results (Imas and Rist, 2009). On the other hand, the qualitative approach will be used in the study because the researcher will have the perceptions of students and if there is acceptance towards the use of mobile applications for vocabulary learning.

Exploratory research

This will be exploratory research and it is defined as the procedure of exploring an issue that has not been previously studied in a deeper way (Dudovskiy, 2020). Therefore, the use of Busuu app for vocabulary learning hasn't been investigated yet and for this, the research is cataloged as exploratory.

Population and Sample

The subjects involved for the experimental group were 23 students of third level "C" and for the control group 21 students of third level "B" from Unidad Educativa "La Salle" with an A1 level according to the Common European Framework of Reference for Languages (CEFR). In addition, the participants have an average age between 14 to 15 years old. Next, the table demonstrates the number of students who were involved in the research.

Table 1. *Population*

Population	Experimental group	Control Group	Total	Percentage
Male	16	8	24	30,4%
Female	7	13	20	69,6%
TOTAL	**23**	**21**	**44**	**100%**

Source: Student's list
Author: Cantos (2021)

Techniques and Instruments

The instruments that were used in this research were: A pre-test to evaluate students' vocabulary level in the English language. The vocabulary test was a modified section of the KET vocabulary. This test was applied to the experimental and the control group at the beginning of the investigation in face-to-face modality as the classes in Unidad Educativa "La Salle" returned to this modality after one and a half years of the pandemic, but most of the classrooms had from 15 to 25 students because some parents still believe that it is dangerous to return to face-to-face classes. The researcher designed this instrument and it will focus on students' levels and needs on vocabulary. In addition, a post-test to measure and compare students' level of development in comparison to the results of the pre-test. The post-test was the same test as the pre-test and both had 20 questions and a length of 30 minutes to complete them.

Furthermore, a survey was applied at the end of the research to determine the acceptance of students towards the use of Busuu App for vocabulary development.

This instrument was applied to students in their classroom as they are already in face-to-face classes. In addition, a WhatsApp group was created in order to send the mobile app and some instructions to the students. Finally, Busuu Application was applied to make students practice their vocabulary during the treatment of the experimental group.

Information Collection Plan

- Previous the data collection, it was required to send a letter to the headmaster of Unidad Educativa "La Salle" in order to have the approval of the research.
- Once it was approved to work in Unidad Educativa "La Salle", the headmaster designated a teacher who coordinated with the researcher the hours and levels where the investigation was going to be applied.
- After that it was chosen the experimental (third level C) and control (third level B) group the pre-test was applied to know their vocabulary level.
- The evaluation was taken to the whole class to both groups and had a length of 30 minutes, the test had 20 questions.
- Then, the instructions of the methodology of the App were explained to the experimental group and created a Whatsapp group to send the app so students can download it and start practicing.
- In each session the researcher asked the students to complete 2 exercises from the app and gave feedback about new vocabulary and unknown expressions.
- The Whatsapp group was useful as students were able to ask something they didn't understand and sent evidence of their practice and use of the App.
- Finally, a post-test was taken to both groups in order to compare if there was an evident difference between the experimental and control group.
- After the post-test a survey was taken in order to measure the level of acceptance towards the mobile Application.

Information Processing Plan

After the information was collected, it was necessary to perform a comparative analysis to determine the progress achieved by the students in both groups with the difference that the experimental group had a treatment and Busuu App was used to develop their vocabulary level. In addition, the statistical program SPSS was used to measure the mean of both groups where it was possible to observe that the experimental group had an evident improvement in their grades. The whole process was monitored by the institutional tutor Lcda. Margarita Ramos during her English classes.

CHAPTER III.

RESULTS AND DISCUSSION

The following chapter comprehends all the information that was gathered during the process and treatment of the investigation with the third level "C" from Unidad Educativa "La Salle". This chapter contains three main aspects.

First, a pre-test was applied by the author to the experimental group where 23 students participated and in the control group, there were 21 students. In the test, the students had to answer 20 questions in 30 minutes. Each question had 4 alternatives as it was a multiple-choice test.

Second, the author applied a Mobile application called "Busuu" to the experimental group during 6 classes in order to improve and increase their vocabulary level. In each class 2 lessons were made as they had to complete different activities using all the English skills such as writing, speaking, reading, and listening.

Third, the researcher applied the post-test to the experimental and control group in order to determine if the treatment with the third "C" was successful. In the same way, the post-test was the same from the beginning for both groups and they had 30 minutes to complete the test. Finally, at the end of the post-test, a survey was applied to the experimental group in order to know their perspective and acceptance of the mobile application "Busuu" and vocabulary learning.

3.1 Analysis and discussion of the result

The pre-test and post-test have to be checked in order to tabulate the data and reveal relevant information for the research. The tabulation was done manually, therefore it had to be reviewed carefully.

Table 2. *Scores control group pre-test*

Students	Phrases	Nouns	Verbs	Score
Student 1	1	3	3	7
Student 2	1	6	0	7
Student 3	2	4	2	8
Student 4	3	4	1	8
Student 5	3	3	2	8
Student 6	3	5	0	8
Student 7	4	5	1	10
Student 8	5	4	2	11
Student 9	5	4	2	11
Student 10	4	5	3	12
Student 11	3	8	2	13
Student 12	5	6	2	13
Student 13	5	6	3	14
Student 14	6	6	3	15
Student 15	2	1	0	3
Student 16	1	3	0	4
Student 17	2	2	0	4
Student 18	4	1	0	5
Student 19	1	4	0	5
Student 20	3	3	0	6
Student 21	1	3	2	6
Total Score	**64**	**86**	**28**	**178**
Mean Score	**3,05**	**4,1**	**1,3**	**8,48**

Source: Pre-test results
Author: Cantos (2021)

According to the results from the pre-test in the control group, the media score is 8,48.

Figure 1 *Control's group scores in Phrases, Nouns and Verbs*
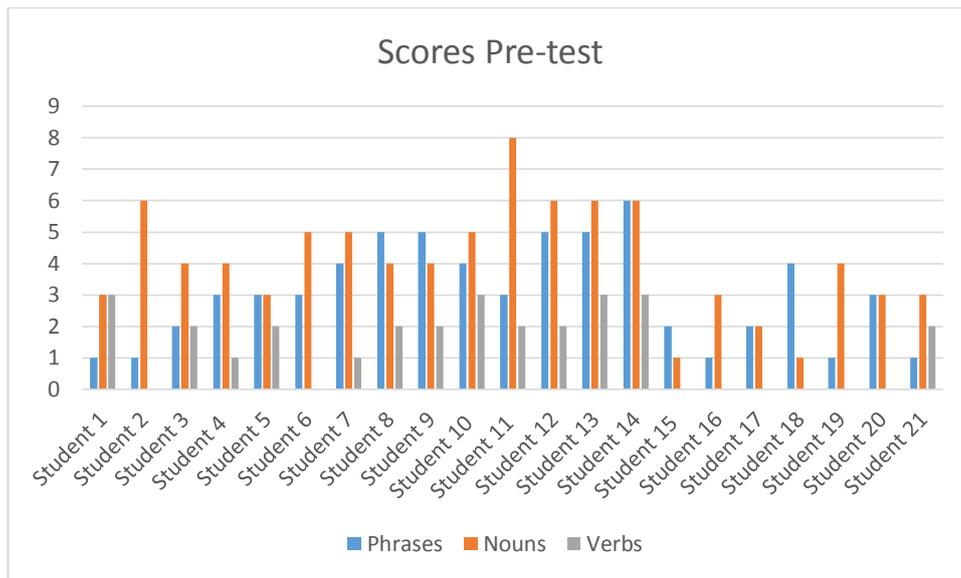
Source: Control's group pre-test
Author: Cantos (2021)

Analysis and Interpretation

Table N° 2 and graphic N° 1 show that the students from the control group had a low score in each one of the vocabulary categories such as Phrases, Nouns and verbs. The table above also shows that the category in which students had the most points is Nouns, followed by phrases and last verbs. This demonstrates that students don't have a good vocabulary level as in the pre-test results the grades demonstrate that the worst grade is 3 over 20 and there are only two students who surpass the minimum qualification that is 14 over 20. Therefore, it is possible to see that in the group that won't have treatment is unlikely for them to improve their grades in the post-test.

Table 3. *Scores control group post-test*

Students	Phrases	Nouns	Verbs	Score
Student 1	3	5	1	9
Student 2	2	7	0	9
Student 3	3	5	0	8
Student 4	4	5	1	9
Student 5	3	6	1	10
Student 6	2	2	2	6
Student 7	6	6	1	13
Student 8	5	6	3	14
Student 9	4	7	1	12
Student 10	3	5	3	11
Student 11	2	7	3	12
Student 12	6	6	4	16
Student 13	4	4	2	10
Student 14	5	6	3	14
Student 15	3	5	0	8
Student 16	3	1	1	5
Student 17	1	1	0	2
Student 18	2	4	0	6
Student 19	4	4	0	8
Student 20	3	3	0	6
Student 21	5	5	1	11
Total Score	**73**	**100**	**27**	**200**
Mean Score	**3,48**	**4,76**	**1,29**	**9,52**

Source: Post-test results
Author: Cantos (2021)

According to the results from the post-test in the control group, the media score is
9,52.

Figure 2 *Post test results*

Scores post-test
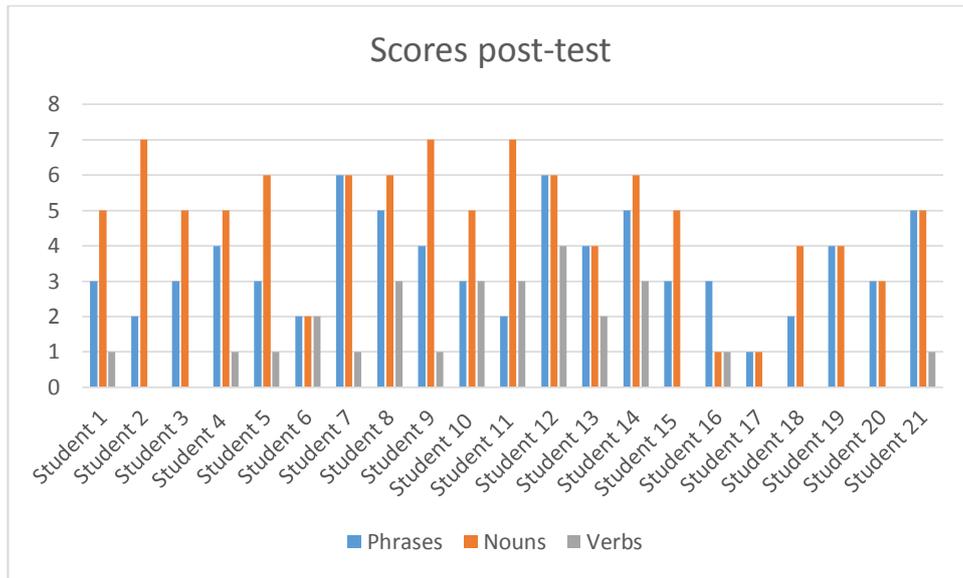
Source: Post-test results
Author: Cantos (2021)

Analysis and Interpretation

Table N° 3 and graphic N°2 show the results from students in the post-test. It is possible to observe that in the same way in each category of the test the result was low as they haven't improved at all in the final grade. In the same way, as in the pre-test, the category in which students had the best grades is nouns, followed by phrases and last verbs. Furthermore, most of the students didn't improve in the final grade as it is possible to determine that the control group didn't have any improvement after taking the pre-test and one week later taking the same test.

Table 4. *Scores Pre and post-tests Control Group*

Students	Pre-test	Post-test
Student 1	7	9
Student 2	7	9
Student 3	8	8
Student 4	8	9
Student 5	8	10
Student 6	8	6
Student 7	10	13
Student 8	11	14
Student 9	11	12
Student 10	12	11
Student 11	13	12
Student 12	13	16
Student 13	14	10
Student 14	15	14
Student 15	3	8
Student 16	4	5
Student 17	4	2
Student 18	5	6
Student 19	5	8
Student 20	6	6
Student 21	6	11

Source: Results pre and post-test
Author: Cantos (2021)

Figure 3 *Results pre and post-test*

Results pre, post-test
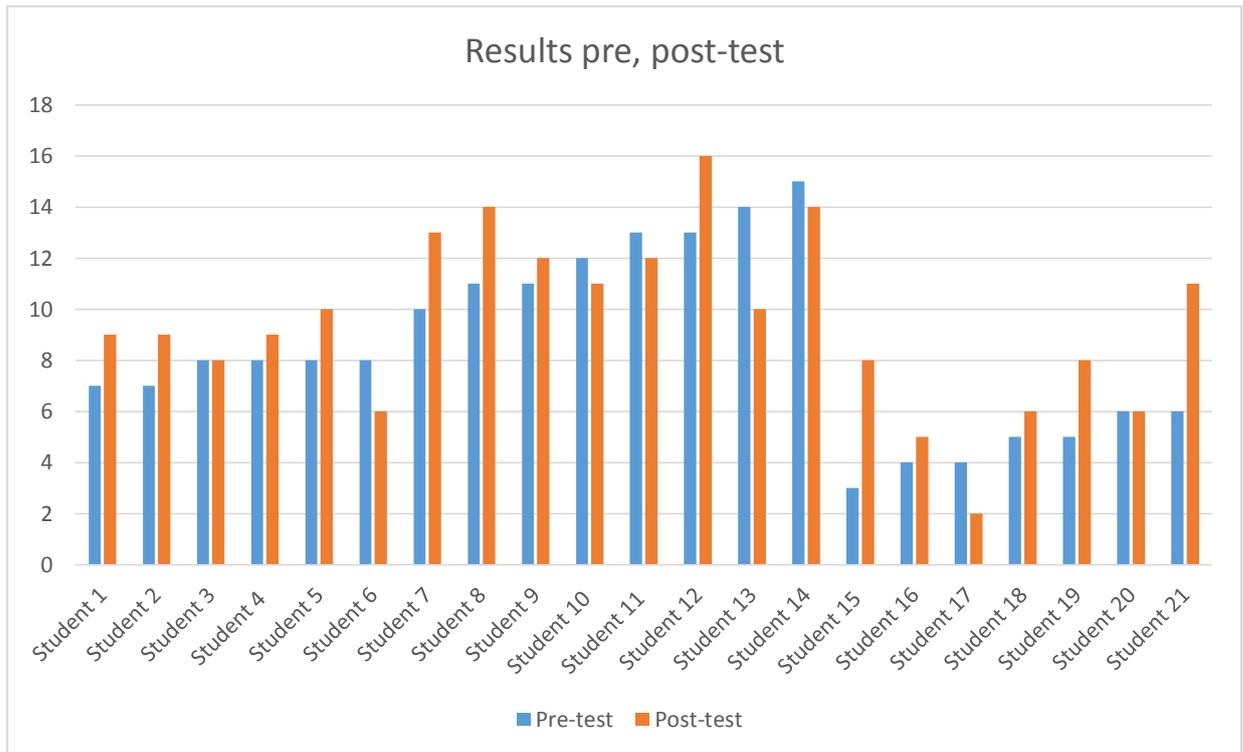
Source: Pre and post-test control group.
Author: Cantos (2021)

Analysis and Interpretation

In the graphic N° 3, it is possible to observe the difference between the pre-test and post-test from the control group. While there are some students who didn't improve their grades, most of them had a slight improvement. Therefore, it is evident that there wasn't any evident improvement between the two tests as only a few students had a better grade in the post-test in relation to the pre-test. This demonstrates that the control group without any treatment was capable of learning the vocabulary.

Table 5. *Pre-test Experimental group*

Students	Phrases	Nouns	Verbs	Score
Student 1	6	6	4	16
Student 2	2	1	3	6
Student 3	3	4	0	7
Student 4	3	4	0	7
Student 5	1	2	1	4
Student 6	5	4	2	11
Student 7	2	0	1	3
Student 8	5	4	3	11
Student 9	5	4	1	10
Student 10	4	2	1	7
Student 11	3	1	0	4
Student 12	2	2	0	4
Student 13	1	2	1	4
Student 14	4	5	0	9
Student 15	2	3	0	5
Student 16	2	4	1	7
Student 17	5	4	1	10
Student 18	3	4	0	7
Student 19	4	3	1	8
Student 20	3	3	1	7
Student 21	4	4	3	11
Student 22	1	5	0	6
Student 23	2	2	0	4
Total Score	**72**	**73**	**24**	**168**
Mean Score	**3,13**	**3,17**	**1,04**	**7,35**

Source: Student's pre-test
Author: Cantos (2021)

According to the results from the pre-test in the experimental group, the media score is 7,35.

Figure 4 *Pre-test results experimental group.*
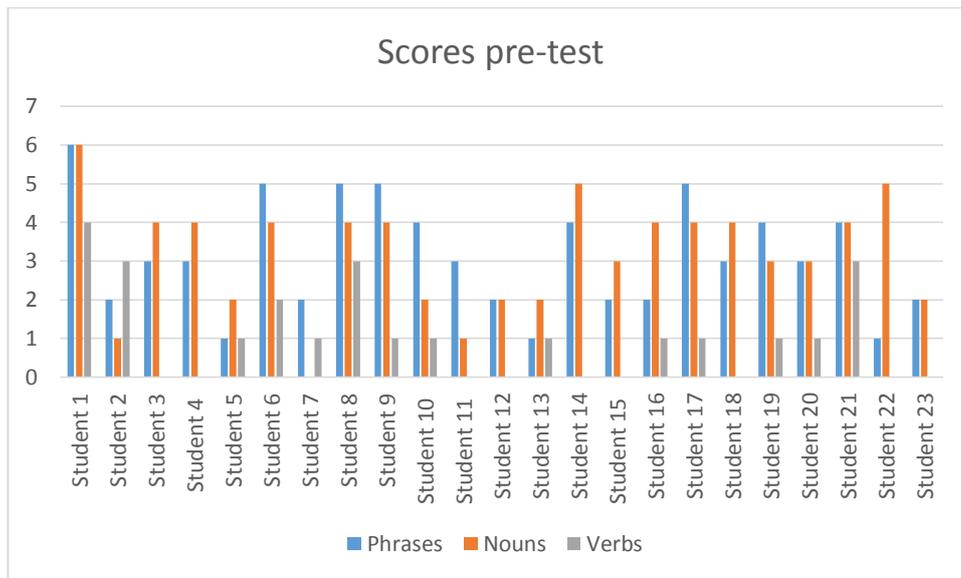
Source: Experimental group Pre-test
Author: Cantos (2021)

Analysis and Interpretation

The graphic N°4 and table N°5 show that in the pre-test only one student was able to have a good grade, while the rest didn't get the minimum that is 14/20. This demonstrates that students don't have a good vocabulary level and from all the categories the one with more points is Nouns, followed by phrases and finally verbs.

Table 6. *Post-test Experimental group*

Students	Phrases	Nouns	Verbs	Score
Student 1	7	8	4	19
Student 2	3	3	1	7
Student 3	3	3	2	8
Student 4	6	7	3	16
Student 5	4	5	1	10
Student 6	4	5	1	10
Student 7	5	5	2	12
Student 8	8	6	2	16
Student 9	7	6	3	16
Student 10	5	6	0	11
Student 11	5	5	3	13
Student 12	6	7	3	16
Student 13	4	5	2	11
Student 14	8	8	4	20
Student 15	3	7	3	13
Student 16	7	4	2	13
Student 17	7	6	3	16
Student 18	6	5	3	14
Student 19	8	8	4	20
Student 20	5	8	2	15
Student 21	7	8	4	19
Student 22	7	7	4	18
Student 23	5	6	3	14
Total Score	**130**	**138**	**59**	**327**
Mean Score	**5,65**	**6**	**2,57**	**14,22**

Source: Student's post-test
Author: Cantos (2021)

According to the results from the post-test in the experimental group, the media score is 14,22.

Figure 5 *Experimental group post-test*

Post-test results
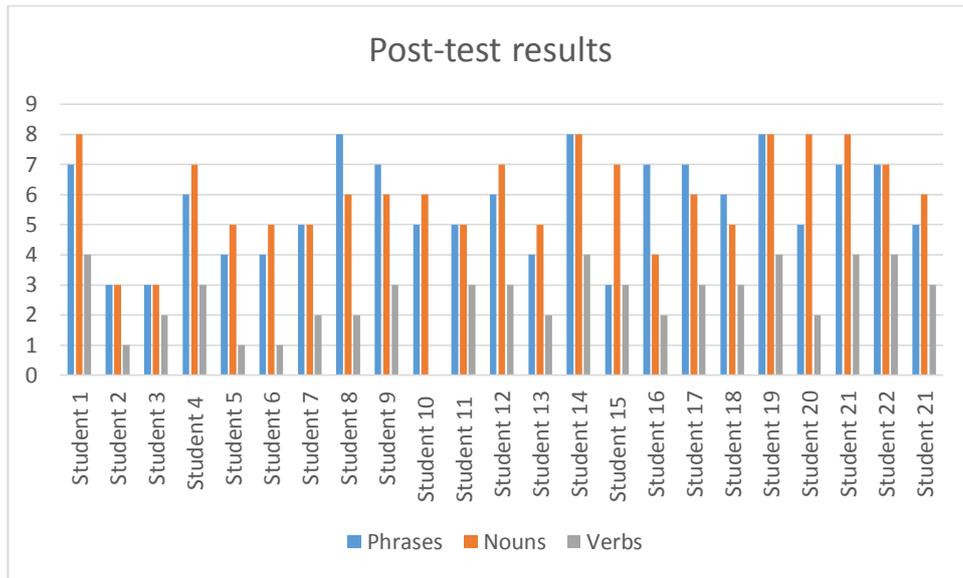
Source: Experimental group post-test
Author: Cantos (2021)

Analysis and Interpretation

According to the table and graphic is possible to see that the majority of students improved their grades in each one of the categories like Nouns, phrases, and verbs. It is evident that the category in which students had more success is Nouns, followed by phrases and finally verbs. It means that after the treatment the majority of students were able to increase and improve in their grades. Demonstrating that the treatment was successful. In addition, it is possible to observe that the media score increased 7 points.

Table 7. *Scores Pre and post-tests Experimental Group*

Students	Pre-test	Post-test
Student 1	16	19
Student 2	6	7
Student 3	7	8
Student 4	7	16
Student 5	4	10
Student 6	11	10
Student 7	3	12
Student 8	11	16
Student 9	10	16
Student 10	7	11
Student 11	4	13
Student 12	4	16
Student 13	4	11
Student 14	9	20
Student 15	5	13
Student 16	7	13
Student 17	10	16
Student 18	7	14
Student 19	8	20
Student 20	7	15
Student 21	11	19

Source: Results pre and post-test
Author: Cantos (2021)

Figure 6 *Results pre and post-test*
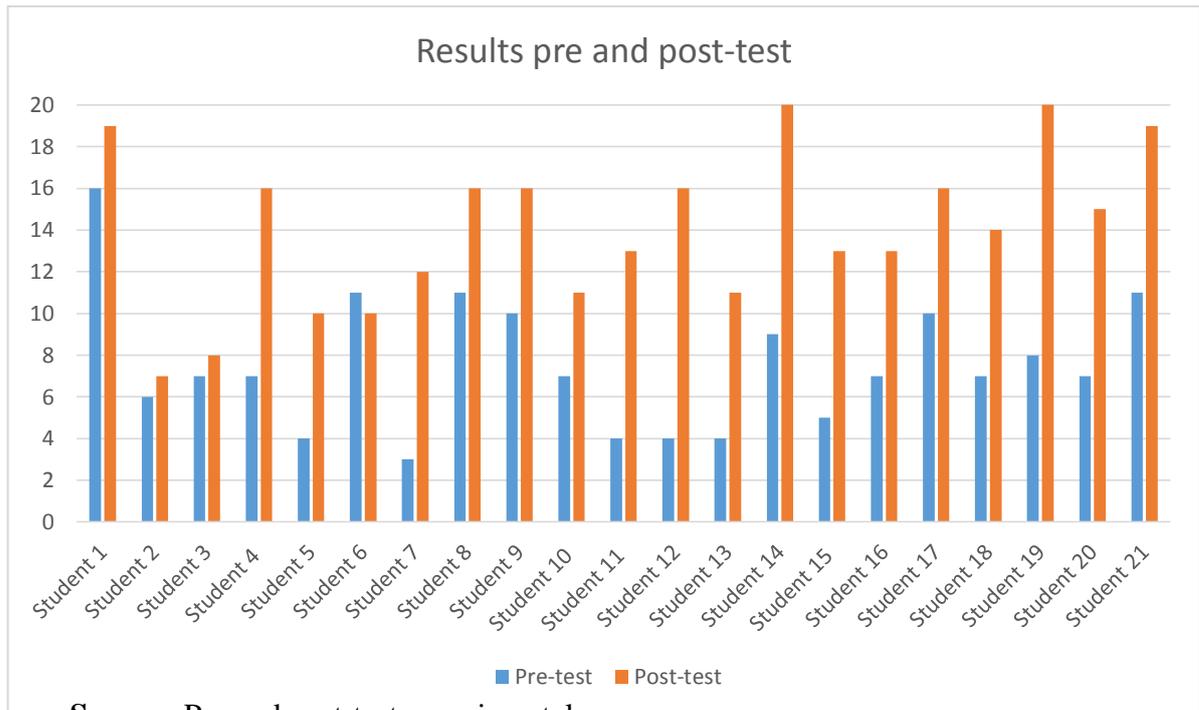
Results pre and post-test

Analysis and Interpretation

From the information in the graphic N°6, it is possible to observe how the majority of the classroom were able to increase their grades, most of them duplicating their first grade. Only three students weren't capable of having an evident improvement, indeed one of them had a lower qualification in the post-test in relation to the pre-test. This demonstrates that no matter if there is a treatment, always is going to be some students who maybe don't want to participate, study or pay attention during the lessons.

Table 8. *Survey results*

Questions / Options	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	TOTAL
Do you consider that Busuu has helped you to learn new vocabulary?	11	11	1			**23**
Do you consider that Busuu has engaging exercises for practicing the language	14	5	4			**23**
Do you consider that Busuu is an easy and manageable app to use?	19	4				**23**
Do you consider that mobile applications are the future for language learning?	13	7	3			**23**
Would you recommend Busuu app to another person to learn English?	20	3				**23**

Source: Survey
Author: Cantos (2021)

Figure 7 *Survey results*
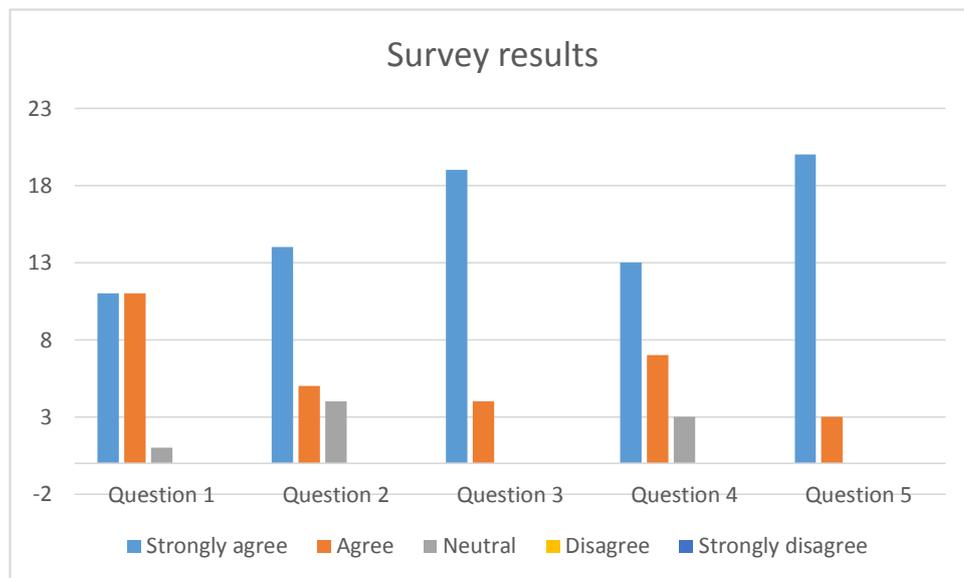
Source: Survey
Author: Cantos (2021)

Analysis and Interpretation

From the graphic is evident to see that in question one 11 students strongly agree that Busuu has helped them to increase their vocabulary, while 11 agree and only 1 has a neutral decision on this question. Furthermore, in question two, 11 students strongly agreed on the consideration that Busuu has engaging exercises for practicing the language. Meanwhile, 5 of them agree and 4 students have a neutral decision. Furthermore, in relation to question number 3, 19 students strongly agree considering that Busuu is an easy and manageable app to use, while 4 of them agree. Moreover, on question four, 13 students strongly agree considering that mobile applications are the future for language learning. Meanwhile, 7 students agree on these questions and 3 of them have a neutral choice. Finally, on question five, 20 students would recommend Busuu app to another person to learn English and only 4 of them agree on this thought.

This means that most of the students had a positive attitude towards mobile applications and even more on Busuu which was the mobile app used for this treatment. Thanks to the survey result it was possible to observe that the mobile application was useful for the students to improve their vocabulary in the categories of nouns, phrases, and verbs.

3.2 Hypotheses testing

With the purpose to prove the hypothesis of the research, it was necessary to use the SPSS software taking into account the results from the tests. Therefore, the Paired Sample T-Test was used, this represented the average from both tests and demonstrate the level of feasibility regarding the use of the mobile applications "Busuu" for the development of vocabulary in students from the tenth level from Unidad Educativa "La Salle".

Table 9. *Data statistics of the post-test results in Experimental class*

		Pre-test Experimental Group Score	Post-Test Experimental Group Score	Pre-test Control Group Score	Post-Test Control Group Score
N	**Valid**	23	23	21	21
	Missing	0	0	2	2
Mean		7,35	14,22	8,48	9,52
Median		7,00	14,00	8,00	10,00
Mode		7	16	8	6
Std. Deviation		3,200	3,692	3,558	3,415
Variance		10,237	13,632	12,662	11,662
Range		13	13	12	14
Minimum		3	7	3	2
Maximum		16	20	15	16

Source: Hypothesis verification
Author: Cantos (2021)

From the table above it has been shown that the mean score in the experimental group pre-test was 7,35. The median of the pre-test was 7 and the mode 7. The standard deviation was 3,200 and the variance was 10,237. The range of the score was 13. The minimum score of the pre-test was 3 and the maximum score 16. After the pre-test, treatment was applied with the use of a mobile application called Busuu. Furthermore, when the treatment finished, a post-test was applied to measure and compare if there was any improvement in the student's vocabulary. From the post-test, the mean increased to 14,22 demonstrating that there was an evident improvement after applying the treatment.

Table 10. *Paired Sample Statistics Experimental Group*

		Mean	N	Std. Deviation	Std. Error Mean
	Paired Sample Statistics				
Par 1	**Pre-test**	7,35	23	3,200	,667
	Post-Test	14,22	23	3,692	,770

Source: Hypothesis verification
Author: Cantos (2021)

Table 11. *Paired Samples Correlations*

		N	Correlation	P Value
	Paired Samples Correlations			
Pair 1	**Pre-test & Post-Test**	23	,455	,029

Source: Hypothesis verification
Author: Cantos (2021)

Table 12. *Paired Sample T-Test*

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T Statical Value	Degrees of freedom	P Value
Paired Differences				5% Confidence Interval of the Difference				
Pair 1 Pre-test – Post-test	-6,870	3,622	,755	-6,917	-6,822	-9,096	22	,000

Source: Hypothesis testing
Author: Cantos (2021)

The tables above show the statistical data that was obtained by the experimental group during the application of the pre-test and post-test. To be more specific, table N°12 shows that the mean between the pre-test and post-test is about 6,870 points which is a positive indicator that the treatment was successful. Therefore, considering the 5% of confidence and the P value which is .000. Concluding that the use of the "Busuu" application influences the development of vocabulary skills in students of the third level from Unidad Educativa "la Salle".

CHAPTER IV.

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the analysis and interpretation of the results that were obtained after the treatment to the experimental group involving the mobile application "Busuu" for the vocabulary development applied to students from the third level at Unidad Educativa "La Salle", some conclusions and recommendations can be provided.

- The effectiveness of Busuu application in vocabulary learning was evident as in the results obtained in the pre and post-test the experimental group was able to increase their media score by 7 points while the control group didn't have any evident improvement in the results from the post-test with the pre-test.

- The theoretical concepts from Busuu were investigated where it was possible to determine that he features and activities of this app are useful for the development of the vocabulary. This information led to a positive application in itself, this permitted to understand and apply the exercises from the mobile application, demonstrating that this tool helped students to improve their vocabulary knowledge to students from Unidad Educativa "La Salle".

- While the treatment was applied to the experimental group, it was possible to perform the activities from Busuu app where students were able to use, practice and gain more knowledge, also they were participative and learned more vocabulary from the app rather than the traditional way in education.

- It was possible to conclude that there was an improvement in the students' vocabulary level in their grades because Busuu was accepted by the students and according to the survey, the mobile App was highly useful and positive in their learning process, demonstrating that the students of new generations prefer to use a more didactic tool for learning.

4.2 Recommendations

After the conduction of the research and applying Busuu app to students from the third level at Unidad Educativa "La Salle" with a target in vocabulary learning it is recommended that.

- Use Busuu App for the development of not only vocabulary but the whole English language as it has more features than vocabulary knowledge.
- Schools and educative centers should investigate more about new technologies for learning purposes such as mobile applications for vocabulary learning as it is effective and different from the traditional way of learning English.
- Implement and use more meaningful and dynamic activities like the ones in Busuu app that are going to be used in a real-life conversation or situation in the language in a class rather than teaching traditionally with grammatical rules.
- Employ mobile applications in the learning process of the language as they are highly accepted by the new generation of students and their improvement will be evident as in the experimental group from the research.

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Annexes

Annex 1. *Approval*

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 21/10/2021

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Silvana Marilu Meléndez Ibarra en mi calidad de Rectora de la Unidad Educativa "La Salle", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Busuu App and Vocabulary Learning" propuesto por el estudiante Carlos Gabriel Cantos Borja, portador de la Cédula de Ciudadanía 1804884532, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Silvana Meléndez.
0201651650
0992886527
rectorambatojlm@lasalle.edu.ec

Note: This test sample was created by Cantos, C. 2021. Authorization document.

Annex 2. *Pre-test*

UNIVERSIDAD TECNICA DE AMBATO

Pre test

Objective: To measure the student's vocabulary level.

Name: _____

Date: _____

Course: 10th "   "

This test has 20 multiple choice questions.

Choose the correct answer.

1. _____ out on Friday.
   a. Let's go
   b. Let's find
   c. Let's drink
   d. Let's break

2. Let's _____ today and watch a movie.
   a. Drink
   b. Meet up
   c. Break out
   d. Find out

3. Katia, do you want to hang out today and watch a movie? _____ I love movies.
   a. Sounds good.
   b. I don't think so
   c. No, thanks
   d. Sounds awful

4. Hey! _____
   a. How's it going
   b. Good bye
   c. See you soon
   d. Until next time

5. Hey Michael, _____ let's go fishing!
   a. I am free on Friday
   b. I am busy on Friday
   c. I work on Friday
   d. I can't go out on Friday

6. I am not in the mood to go out. Let's _____ today.
   a. Go out
   b. Eat in
   c. Plan something
   d. Book a reservation

7. She is my _____ I love her!
   a. Daughter
   b. Son
   c. Children
   d. Father

8. My _____ is the best! She cooks delicious food
   a. Dog
   b. Computer
   c. Granny
   d. Brother

9. I have to _____ my mom from the airport
   a. Find out
   b. Go out
   c. Pick up
   d. Eat in

10. For today's _____ there is fish and mashed potatoes.
    a. Drinks
    b. Meal
    c. Fork
    d. Table

11. I am an _____ I don't have any brothers or sisters
    a. Only cousin
    b. Only uncle
    c. Only child
    d. Only father

12. I am not full, I want to eat _____
    a. More
    b. Less
    c. Nothing
    d. Something

13. We have to wait she went to the _____ room
    a. Ladies
    b. Men
    c. Child
    d. Red

14. My brother is _____ he doesn't like to meet new people.
    a. Talkative
    b. Sociable
    c. Shy
    d. Confident

15. My neighbor is so____ nobody likes him
    a. Polite
    b. Interesting
    c. Calm
    d. Rude

16. My sister is very _____ with her friends that is why they love her.
    a. Friendly
    b. Annoying
    c. Calm
    d. Rude

17. My mom says I am too _____ because I wake up at 10 am
    a. Rude
    b. Lazy
    c. Hard working
    d. Shy

18. I have the best _____ at work, he is very kind!
    a. Roommate
    b. Coach

    c. Colleague
    d. Chef

19. For this year's _____ I will travel to Europe to relax
    a. Capacitation
    b. Holiday
    c. Sleepover
    d. Congress

20. I am more _____, I can speak my mind without fear.
    a. Confident
    b. Lazy
    c. Shy
    d. Interesting

Note: This test was modified by Cantos, C. (2022) from KET vocabulary test. Used in the pre-test and post-test.

UIVERSIDAD TÉCNICA DE AMBATO

Post- test

Objective: To measure the student's vocabulary level.

Name: _____

Date: _____

Course: 10ᵗʰ " "

This test has 20 multiple choice questions

Choose the correct answer.

1. _____ out on Friday.
   A. Let's go
   B. Let's find
   C. Let's drink
   D. Let's break

2. Let's _____ today and watch a movie.
   A. Drink
   B. Meet up
   C. Break out
   D. Find out

3. Katia, do you want to hang out today and watch a movie?

   _____ I love movies.

   A. Sounds good.
   B. I don't think so
   C. No, thanks
   D. Sounds awful

4. Hey! _____
   A. How's it going
   B. Good bye
   C. See you soon
   D. Until next time

5. Hey Michael, _____ let's go fishing!
   A. I am free on Friday
   B. I am busy on Friday
   C. I work on Friday
   D. I can't go out on Friday

6. I am not in the mood to go out. Let's _____ today.
   A. Go out
   B. Eat in
   C. Plan something
   D. Book a reservation

7. She is my _____ I love her!
   A. Daughter
   B. Son
   C. Children
   D. Father

8. My _____ is the best! She cooks delicious food
   A. Dog
   B. Computer
   C. Granny
   D. Brother

9. I have to _____ my mom from the airport
   A. Find out
   B. Go out
   C. Pick up
   D. Eat in

10. For today's _____ there is fish and mashed potatoes.
    A. Drinks
    B. Meal
    C. Fork
    D. Table

11. I am an _____ I don't have any brothers or sisters

A. Only cousin
B. Only uncle
C. Only child
D. Only father

12. I am not full, I want to eat _____
A. More
B. Less
C. Nothing
D. Something

13. We have to wait she went to the
_____ room
A. Ladies
B. Men
C. Child
D. Red

14. My brother is _____ he doesn't like
to meet new people.
A. Talkative
B. Sociable
C. Shy
D. Confident

15. My neighbor is so____ nobody
likes him
A. Polite
B. Interesting
C. Calm
D. Rude

16. My sister is very _____ with her
friends, that is why they love her.
A. Friendly
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D. Rude

17. My mom says I am too _____
because I wake up at 10 am
A. Rude
B. Lazy
C. Hard working
D. Shy

18. I have the best _____ at work, he
is very kind!
A. Roommate
B. Coach
C. Colleague

D. Chef

19. For this year's _____ I will travel
to Europe to relax
A. Capacitation
B. Holiday
C. Sleepover
D. Congress

20. I am more _____, I can speak my
mind without fear.
A. Confident
B. Lazy
C. Shy
D. Interesting

LEVEL OF ACCEPTANCE TOWARDS BUSUU APP

AND VOCABULARY LEANRING

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Do you consider that Busuu has helped you to learn new vocabulary?					
2. Do you consider that Busuu has engaging exercises for practicing the language?					
3. Do you consider that Busuu is an easy and manageable app to use?					
4. Do you consider that Mobile applications are the future for language learning?					
5. Would you recommend Busuu app to another person to learn English?					

Note: This survey was created by Cantos, C. (2021) and validated by experts in order to measure the level of acceptance towards mobile applications.

Annex 5. *Instrument's validation*

UNIVERSIDAD TÉCNCA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

EVIDENCE OF EXPERT JUDGMENT

I,Edgar Encalada with identity card number:0501824171, certify that I made the expert judgment of this instrument designed by the Student: Carlos Gabriel Cantos Borja, with identity card number: 180488453-2 for undergraduate research titled Busuu app and vocabulary learning, a fundamental requirement to qualify for the Bachelor's degree in Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés at Universidad Técnica de Ambato.

In Ecuador, on the 22nd ,November 2021.

Sincerely,

Firmado electrónicamente por:
EDGAR GUADIA
ENCALADA
TRUJILLO

Mg. Edgar Encalada Trujillo
DOCENTE

C.I. 0501824171

Note: This document validates the content of the instruments used in the research made by Cantos, C. (2021).

Annex 6. *Lesson plans*

Lesson plan 1

Topic: Pre test			
Age: 14-15	**Level:** A2	**Time:** 40 minutes	**N° students: 23**
Busuu app: Platform exercises		**Vocabulary: None**	

Objectives:

- To determine students' vocabulary level with a pre-test.
- To establish the tools and methodology that will be applied during the experiment.

Assessment:

Material: Pre-test focused on topics that will be treated during the experiment.

Time	Teacher activity	Student activity
30 minutes	Explains about the activity and give students the pre-test.	Complete the pre-test.
10 minutes	Explains how to download the app and shows the interface.	Get familiarized with the app

Lesson plan 2

Topic: Plans and Suggestions			
Age: 14-15	**Level:** A2	**Time:** 40 minutes	**N° students: 23**
Busuu app: Platform exercises		**Vocabulary: Suggestions and phrases**	

Objectives:

- To start the experiment with the aid of Busuu app.

Assessment: Review and reinforce activities 1 to 2.

Material: Busuu app.

Time	Teacher activity	Student activity

51

Time	Teacher activity	Student activity
20 minutes	Show students and complete the exercises 1 and 2 from the App.	Complete the exercises.
10 minutes	Gives feedback on the activities performed.	Takes notes if necessary.
10 minutes	Explain the assessment for next class.	Complete the assessment at home.

Lesson Plan 3

Make plans		
Age: 14-15	**Level:** A2	**Time:** 40 minutes **N° students: 23**
Busuu app: Platform exercises		**Vocabulary: Verbs and conversations**

Objectives:

- To teach vocabulary with the aid of Busuu app

Assessment: Review and reinforce activities 1 to 4

Material: Busuu app.

Time	Teacher activity	Student activity
20 minutes	Show students and complete the exercises 3 and 4 from the App.	Complete the exercises.
10 minutes	Gives feedback on the activities performed	Takes notes if necessary
10 minutes	Explain the assessment for next class.	Complete the assessment at home.

Lesson plan 4

Topic: Relatives			
Age: 14-15	**Level:** A2	**Time:** 40 minutes	**N° students: 23**
Busuu app: Platform exercises		**Vocabulary: Family members**	

Objectives:

- To teach vocabulary with the aid of Busuu app

Assessment: Review and reinforce activities 1 to 6.

Material: Busuu app.

Time	Teacher activity	Student activity
20 minutes	Show students and complete the exercises 5 and 6 from the App.	Complete the exercises.
10 minutes	Gives feedback on the activities performed	Takes notes if necessary
10 minutes	Explain the assessment for next class.	Complete the assessment at home.

Lesson Plan 5

Topic: Talk about family			
Age: 14-15	**Level:** A2	**Time:** 40 minutes	**N° students: 23**
Busuu app: Platform exercises		**Vocabulary: Conversations and nouns**	

Objectives:

- To teach vocabulary with the aid of Busuu app.

Assessment: Review and reinforce activities 1 to 8.

Material: Busuu app.

Time	Teacher activity	Student activity

Time	Teacher activity	Student activity
20 minutes	Show students and complete the exercises 7 and 8 from the App.	Complete the exercises.
10 minutes	Gives feedback on the activities performed	Takes notes if necessary
10 minutes	Explain the assessment for next class.	Complete the assessment at home.

Lesson Plan 6

Topic: Compare drinks			
Age: 14-15	**Level:** A2	**Time:** 40 minutes	**N° students: 23**
Busuu app: Platform exercises		**Vocabulary: Drinks and meals**	

Objectives:

- To teach vocabulary with the aid of Busuu app

Assessment: Review and reinforce activities 1 to 10.

Material: Busuu app.

Time	Teacher activity	Student activity
20 minutes	Show students and complete the exercises 9 and 10 from the App.	Complete the exercises.
10 minutes	Gives feedback on the activities performed	Takes notes if necessary
10 minutes	Explain the assessment for next class. And	Complete the assessment at home.

Lesson plan 7

Topic: Personality			
Age: 14-15	**Level:** A2	**Time:** 40 minutes	**N° students: 23**
Busuu app: Platform exercises		**Vocabulary: Verbs and phrases**	

Objectives:

- To teach vocabulary with the aid of Busuu app.

Assessment: Review and reinforce activities 1 to 12 for the test.

Material: Busuu app.

| Time	Teacher activity	Student activity
20 minutes	Show students and complete the exercises 11 and 12 from the App.	Complete the exercises.
10 minutes	Gives feedback on the activities performed.	Takes notes if necessary.
10 minutes	Explain the assessment for next class.	Complete the assessment at home.

Lesson Plan 8

Topic: Post-test & Survey			
Age: 14-15	**Level:** A2	**Time:** 40 minutes	**N° students:** 23
Busuu app: Platform exercises		**Vocabulary:** None	

Objectives:

- To determine students' vocabulary level with a post-test.
- To determine the level of acceptance towards Busuu app with the use of a survey.

Assessment:

Material: Post-test focused on topics that were treated during the experiment.

Time	Teacher activity	Student activity

30 minutes	Explains about the activity and give students the post-test.	Complete the post-test.
10 minutes	Explains how to complete the survey.	Complete the survey.

Note: These Lesson Plans were created by Cantos, C. (2021) alongside the institutional tutor in Unidad Educativa "La Salle" for the planning of the activities during the treatment.

Annex 7. *Evidence*
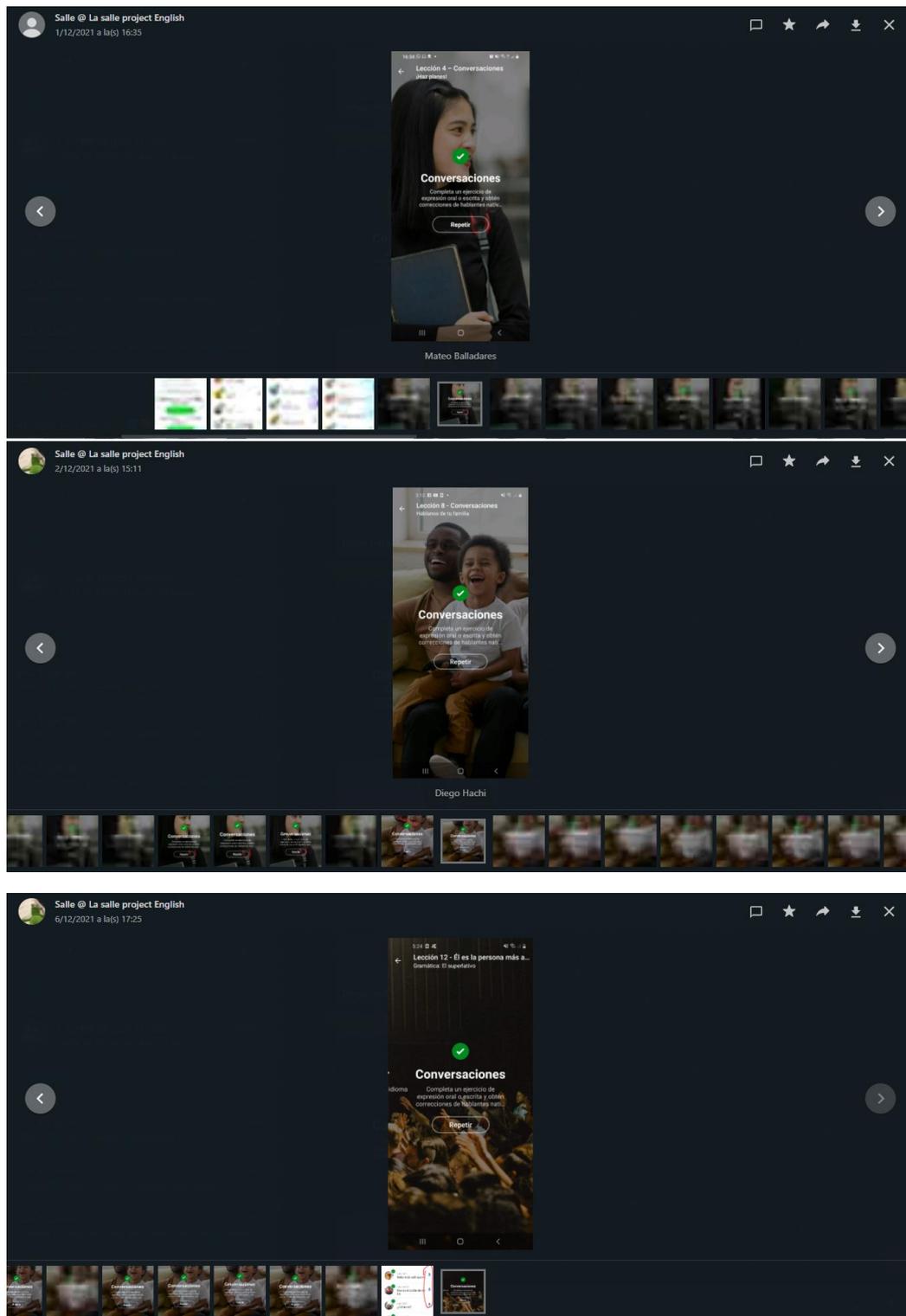
Note: These captures are evidence from random students where it is shown that they worked with the app in activities assigned by Cantos, C. (2021).

Annex 8. *Urkund Report*

Curiginal

Document Information

Analyzed document	BUSUU APP AND VOCABULARY LEARNING.docx (D125291072)
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Submitted by	
Submitter email	ccantos4532@uta.edu.ec
Similarity	5%
Analysis address	cristinadjordanb.uta@analysis.urkund.com

Sources included in the report

SA **05 PAPER Fostering the English language.docx**
Document 05 PAPER Fostering the English language.docx (D123853908)   10

Firmado electrónicamente por:
CRISTINA DEL
ROCIO JORDAN
BUENANO