UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

Theme: M-Learning (Memrise) and Vocabulary

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Ambato – Ecuador

2021

TUTOR APPROVAL

CERTIFY:

I, Mg Ximena Alexandra Calero Sánchez, holder of the I.D No. 180288406-2, in my capacity as supervisor of the Research dissertation on the topic: "M-learning (Memrise) and vocabulary" investigated by Miss Maria Alexandra Cahuana Arcos with I.D No. 180445303-1 , confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled " M-learning (Memrise) and vocabulary " is the result of the author's research and has obtained the conclusions and recommendations presented in the current study.

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

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The Board of Directors which has received the defense of the research dissertation to obtain the academic degree with the topic " M-learning (Memrise) and vocabulary " which is held by Maria Alexandra Cahuana Arcos ungraduate 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 regulato ry principles.

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DEDICATION

TO:

To God for being the main strength of my life. To my beloved parents who support and provide their unconditional love. As importantly, to my best friends who motivate me and make this process joyful.

Alexandra

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This research is to thank the main people who support me along this process.

I am grateful to God, for providing me the strength in difficult moments and allowing me to achieve my academic goals.

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Finally, I am grateful to my friends, especially Maria for always supporting me since the beginning of my career.

Alexandra

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE: "M-learning (Memrise) and vocabulary"

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TUTOR: Ximena Alexandra Calero Sánchez

Abstract

Memrise is an innovative application seeking to promote the importance of technology integration in the educational environment focused on vocabulary learning. This research aims to analyze the use of Memrise virtual platform to improve English vocabulary learning considering 35 participants from the tenth grade of EGB at "Unidad Educativa Hispano América". The study applied a quantitative methodology that analyzed the data collected through a pre-test and post-test to measure students' vocabulary proficiency. In addition, the study involved a quasi-experimental methodology. The pre-test findings determined the lack of vocabulary on A2 level corresponding to the educational level and highlighted the students' self-learning along the process. Therefore, the data was analyzed through the SPSS software and T-test to verify the hypothesis. The statistical analysis showed that with an initial average of 6.3 points, increasing to 7.5 after using the application, it reflected an increase of 1.37. The main findings reveal that the Memrise application improved vocabulary learning in the students through autonomous practice motivating them to use the app at least three times weekly to reinforce their vocabulary knowledge. Furthermore, the perception survey results reveal Memrise app was an easy-to-use and joyful experience for learners during the treatment.

Keywords: Memrise, English vocabulary learning, autonomous practice, perception survey

UNIVERSIDAD TÉCNICA DE AMBATO

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Resumen

Memrise es una aplicación innovadora que busca promover la importancia de la integración de la tecnología en el entorno educativo enfocada en el aprendizaje de vocabulario. Esta investigación tiene como objetivo analizar el uso de la plataforma virtual Memrise para mejorar el aprendizaje de vocabulario en inglés considerando 35 participantes del grado décimo de EGB en la Unidad Educativa Hispano América. El estudio aplicó una metodología cuantitativa que analizó los datos recopilados a través de una prueba previa y posterior para medir el dominio del vocabulario de los estudiantes. Además, el estudio implicó una metodología cuasi-experimental. Los hallazgos del pre-test determinaron la falta de vocabulario en el nivel A2 correspondiente al nivel educativo. y destacó el autoaprendizaje de los estudiantes a lo largo del proceso. Por lo tanto, los datos se analizaron a través del software SPSS y la prueba T para verificar la hipótesis. El análisis estadístico mostró que, con un promedio inicial de 6,3 puntos, aumentando a 7,5 después de usar la aplicación, reflejó un aumento de 1,37. Los principales hallazgos revelan que la aplicación Memrise mejoró el aprendizaje de vocabulario en los estudiantes a través de la práctica autónoma, motivándolos a usar la aplicación al menos dos veces por semana para reforzar su conocimiento de vocabulario. Además, los resultados de la encuesta de percepción revelan que la aplicación Memrise fue una experiencia alegre y fácil de usar para los alumnos durante el tratamiento.

Palabras clave: Memrise, aprendizaje del vocabulario en inglés, practica autónoma, encuesta de percepción.

CHAPTER I

Theoretical framework

1.1. Research background

For this research, a deep analysis of some papers was made based on the relationship between the Memrise app and vocabulary, focusing on crucial facts to carry out the investigation. The research papers were found in scientific journals such as Eric, Research Gate, Redalyc, Metathesis, and other international magazines.

Fathi et al (2019) developed research about the effects of using Memrise as a mobile application on the self-regulatory capacity in second language vocabulary acquisition, through a quasi-experimental study and the participation of 59 Iranian students of English as a foreign language subject in higher educational institutes. The investigator divided the class into two groups to study English vocabulary through different methodologies assigning randomly 33 students to the experimental group to teach vocabulary through Mobile-Assisted Language Learning. Although, 26 people were part of the control group who learned vocabulary through traditional methods for about thirteen weeks. Moreover, the instruments used were the Oxford Placement Test, which determines the students' level of English, a multiple-choice recognition test of vocabulary to measure students' vocabulary knowledge, and a perception test to validate students' self-regulatory capacity in learning vocabulary. The results revealed that the experimental group improved their vocabulary more than the control group.

Aminatun et al. (2019) researched the efficacy of Memrise in Indonesian students' autonomous learning skills. Around eighteen students from the Management study program who took English for Business II participated in the study. The researchers used some monitoring practices in Memrise for a month aside from open-ended questionnaires and interviews. As a result of the descriptive research, the data showed that students improved their vocabulary further the flexibility of technological apps motivated students to boost their English skills.

The following study validated the relationship between mobile apps and vocabulary. Kent et al (2013) pointed out that the research explores the use of online learning applications such as Memrise in a blended learning model at a junior college. The participants were 21 students aged 19 to 21 rated with a low to intermediate English level. In addition, the practitioner employed a mixed-method combination of behavioral, qualitative, and quantitative measuring students' perceptions about the voluntary use of the learning application. The experiment used focus group interviews to find the factors that affect the use of the application and a close-ended questionnaire to discover the amount of time spent on the app. The findings after eight weeks advocate those mobile platforms either complement the classroom topics or are considered a powerful educational tool.

Nuralisah et al. (2020) aimed to enhance students' achievement and understanding of vocabulary through the Memrise application based on previous research about the poor level of English in Indonesian high school students. The participants of this research were 35 students from the seventh grade of SMPN 1 Cililin. The researcher applied a pre-test and post-test to collect data, an interview to express students' feelings and perceptions about teacher strategy, and a questionary to analyze students' responses to the alternative teaching method. Findings showed an increase in students' interest and motivation after using the learning application in teaching English vocabulary.

Taebenu et al (2021) carried out a study about vocabulary enhancement using google classroom and the Memrise app, in which learning platforms were used to make English classes more attractive. the participants were 40 Indonesian students in eighth grade and the treatment lasted three months. Furthermore, the researcher used a quantitative method and comparative design focusing on gender. The class was divided into two groups that took a pre-test and a post-test to measure learners' vocabulary knowledge. The findings indicated that both groups boosted vocabulary ability even, though the female group showed better results than the male ones.

Chau et al. (2021) stated a research study aimed to put forward data about the use of mobile applications to enhance EFL learners' lexical resources. The investigator used experimental research in the third year of the Indonesian University of Foreign Languages which lasted three months. The research participants were experimental

and control groups with the same amount of people in each of the groups. In this context, participants took the pre-test, two progress tests, and the post-test emphasizing reading comprehension skills. The results manifest that the experimental group has better test results than the control group suggesting Memrise as a teaching and learning tool for vocabulary.

The effectiveness of Memrise online application on vocabulary mastery was conducted with two classes of the tenth grade of Online Business and Marketing in an Indonesian institute involving 58 students. The practitioner did experimental research to determine students' progress under controlled conditions in two groups for twelve weeks. A test and a questionnaire were applied to the control and experimental group to measure learners' progress in the activities. Nevertheless, connection problems affected the use of the application, so results show that Memrise online app was not effective in enhancing students' vocabulary (Tyas et al., 2020).

Bakla et al. (2017) emphasized the contrast between online vocabulary memorization tools and traditional vocabulary exercises. The research carried out a quasi-experimental study using a pre-test and post-test called Vocabulary Knowledge Scale Test (VKS test) that the English as a Foreign Language group had taken along the process. The participants were sixty-eight upper-intermediate Turkish people divided into two groups. For instance, the experimental group learned the target words through the mobile app, while the control group learned them through traditional vocabulary exercises. The findings revealed that ELF vocabulary instruction is more effective through online vocabulary tools.

Esmaeili et al. (2020) explored the impact of Memrise applications on EFL learners' collocation and retention. The participants were 60 Iranian aged from 17 to 25 years old, they were part of the intermediate EFL learners' program at Farahan private institute. The researcher used a quasi-experimental study that required two equal groups randomly assigned, besides the Oxford Placement test, and two collocation tests were applied effectively to collect data. The findings advocate that Memrise is significantly effective in learners' collocation and the instructors suggest learning apps as a supplementary tool in the academic context.

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Fadhilawati et al. (2018) directed a study about the development of students' vocabulary and writing achievements through digital technologies such as Memrise, Padlet, and Quizlet. The research involved 22 Indonesian students from the first semester of the English Department for the 2017-2018 academic year implementing a Classroom Action Research to enhance kitchen action verbs vocabulary and the writing process. The researcher used Padlet to promote writing practice, Memrise to encourage vocabulary learning, and Quizlet to evaluate the progress results by collecting the data obtained through a questionary to measure students' experience during the research, pre-test, and two post-tests focusing on vocabulary and writing skills. The results proved that the implementation of online platforms has positive responses enhancing students' vocabulary and writing process.

To sum up, the research findings support the strong relationship between Memrise application and vocabulary. It holds up the use of online learning applications to boost learners' vocabulary knowledge. In addition, researchers tend to separate participants into the control and experimental group and use a specific pre-test and post-test to measure students' vocabulary levels. Moreover, some authors consider age and gender as influential factors during the application of the research. Thus, the results agreed to use the mobile app as a complementary part of the teaching-learning process.

1.3 Theoretical framework

Independent variable

1.2.1 Technology enhanced language learning

Golshan et al. (2013) argued that Technology Enhanced Language Learning (TELL) is related to the study of online tools helpful for teaching and learning a language being a synonym of Computer Assisted Language Learning (CALL). Thus, TELL combined a series of approaches to enhance learners' autonomy through a control process. Meanwhile, other updated studies prefer to TELL over other methods for the inclusive sense, a variety of complex technology resources emphasizing language learning, flexible schedules, and a well-guided meta-analysis of methodologies to provide further practice for learners (Chang et al.,2019).

On the other hand, reliable articles showed that technology improved English skills through websites and mobile apps to promote vocabulary learning. For instance, a journal article presented the use of multimodal presentations without teachers' interaction for six weeks in university students advocating positive results for their vocabulary development (Hassan et al., 2017).

1.2.2 Mobile assisted language learning

The incorporation of mobile devices into education has been done progressively owing to the language learning progress not limited to classroom practice since the internet appears to students autonomous training boost practicality and flexibility. Thus, mobile devices are feasible tools for individual activities exposing learners to further practice and promoting meaningful learning through an integrated learning process with achievable goals (Bezircilioğlu,2016).

Viberg et al. (2012) declared that technology for educative purposes has increased throughout human history including handheld devices such as smartphones and personal assistants. Mobile technology benefit includes the size, low cost, and user-friendly features oriented to authentic practice enabling collaborative practice in listening and speaking. Moreover, the approach and mentor set the specialized instruction and material to enhance students' linguistic knowledge and skills.

Ozer et al. (2018) emphasized education mainstream requires a pedagogical transformation offering the multimodal tools included on mobile apps associated with a specific communicative skill. Thus, pedagogues deal with students' distractions instead of developing cognitive capacity appropriately. The learning achievement successfully requests a correct school setting and contextual feature recognition before its implementation.

1.2.3 Web 2.0 tools

Sönmez et al. (2021) asserted that this term refers to a wide variety of interactive tools that close up students with a different learning experience that create new knowledge promoting communication and accessibility in an online platform. The tools might be used for different purposes such as social, entertainment, and education allowing learners to improve their integrated skills.

Concerning Majid et al. (2018), the web 2.0 tools have advantages in the classroom such as students' motivation, reduce teacher time to apply an activity, and arise

learners' interest in the teaching-learning process so, the main advantage is the facility to share their knowledge with others through the interface and different resources that the website or the app could have on it

Mobile Web 2.0 was a terminology that adapted the system and characteristics of Web 2.0 to mobile devices. In addition, the term promotes the development of m-learning, referring to mobile apps for language learning through the use of artificial intelligence as an instrument to enhance learners' English skills combined with gamified learning to push up learners' motivation. (Kruchinin & Bagrova, 2021)

Pisačić (2013) stated that Web 2.0 as a social web implies user interaction and content sharing based on different purposes that facilitate collaborative work and filesharing. Also, each online tool stores users' personal data on the internet including multimedia resources, and personal information. Additionally, online applications can save references on their database and track other members' activity through the participants' profiles.

On the other hand, mobile learning was an educative tool mainly use in pandemic situation enhancing the communication ,accessibility to information,student-centred learning ans support personalize learning to improve students productivity.Moreover, m-learning is self-motivated and self-disciplines that support studying process.(Criollo,2021)

1.2.4   Memrise application

A suggested that the selection of English vocabulary apps requires analyzing learners' proficiency level, interests, and learning styles requiring material, content, and difficulty correlated with participant vocabulary level. On the other hand, the most studied applications for vocabulary learning include Quizlet emphasized flashcard review, Google classroom based on task assignments, Kahoot focus on gamified practice, and Duolingo as a gamified learning system mainly wide recognize in the educative system (Guaqueta et al.,2018)

Putri (2020) argued that the Memrise app is a user-friendly platform focused on language learning that has a diversity of memory aids and flashcards to use for free to learn around twenty-five languages using gamification to engage students including interactive activities and it can be adapted o instructor needs and the mnemonic strategy which means including visual and acoustic clues. Moreover, Figure 1 shows

the different courses available where students can select their mother tongue and the language to enhance through interactive activities.
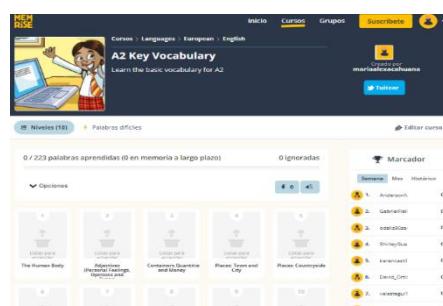
Figure 1

Initial view
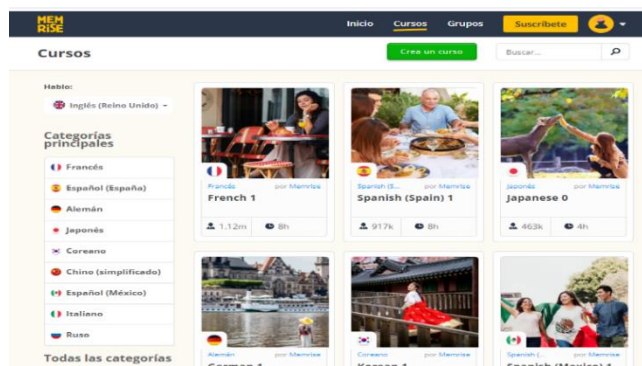
*Note***:** Memrise app initial view

Memrise platform includes exercises divided into courses matching the target language word with its meaning using innovative material with specific topics promoting a correlation between pronunciation and form boosting linguistic grounding. Indeed, the alliances with the Common European framework and Cambridge Dictionary provide reliability to a series of studies based on the app related to English skills improvement (Ho,2018; Lotherington,2018).

Otherwise, Memrise has been upgrading features such as the automatic spaced-repetition system that complement perfectly the gamification strategies through a series of points to increase learners' interest. Therefore, the antique believes in habit formation decontextualized vocabulary that learners practice on the application (Fathi et al., 2018).

Figure 2

Course display

Note: Memrise course display

Figure 2 includes the leaderboard to promote participants' friendly competition and well-organized levels with sub-topics based on the instructor's learning purpose. The level of difficulty depends on the selected course because it could include the Cambridge English scale or numbers depending on the selected language.

In the last century, technology-based teaching and vocabulary have changed through time including specialized software, online resources, and digital tools to enhance learners' acquisition of parts of vocabulary. As stated by Santri (2020), Memrise is an educative app that uses mnemonics and flashcards to reinforce second language learning emphasizing levels and basic expressions set up in different topics. Moreover, the courses are created by users to satisfy learners' needs in any specific topic and they could support language learned through pictures, short definitions, and the correct pronunciation as shown in figure 3.

Figure 3

Elements of the online course
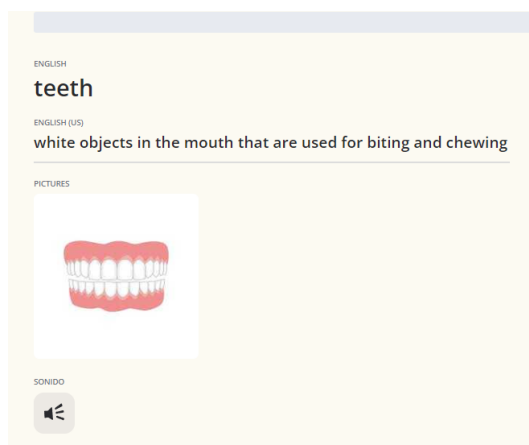
Note: Memrise course elements

Idarraga and Rodríguez (2020) pointed out that Memrise virtual platform is based on connecting the words to a video, photo, or phrase to make easier the storage of new terms encoding them in students' brains, besides the recognition of weakness and the feedback provided in the application create an association between the cue and the term reducing errors and the schedule reminders facilitate the practice of students' knowledge through the continuous depletion of previous knowledge which strengthens students' memory.

Dependent variable

1.2.5 English language learning

English as a foreign language requires the progressive assimilation of words and the beginner levels promote techniques like puzzles or games to enhance receptive language in children which means learners have to assimilate each learning stage to adopt different methodologies and meaningful activities that reinforce students' language skills d differentiate the between their foreign language and mother tongue as well as their cultural background. (Jaekel et al.,2022)

Lee et al.(2016) exposed three main groups of strategies effective for language learning. First, metacognitive strategies focus on planning for learning progressively, analyzing the learning process, monitoring learner language production, and evaluating learners' knowledge after a completed task. Second, cognitive strategies are applied to students who carried out certain learning tasks. The last one is the socio-affective strategy related to social interaction with other learners as a way to enhance proper communication in any context.

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1.2.6 English language skills and subskills

Language skills are crucial to be skillful in a foreign language. Besides Oxford (2001) pointed out that integrated skills are grammar, speaking, listening, and writing associated with areas of competence. Hence, English language skills are taught in the stages progressively based on the approach.

Sheth et al. (2015) remarked that receptive skills involve passive impressions through learners' senses. The listening ability analyze speaker pronunciation, vocabulary, grammar, and language meaning to encourage learners' social interaction and assimilation of real-life language. Moreover, reading is a multifaceted ability that strengthens readers' knowledge through philological analysis and reading strategies recognition build-up precise communication of the text.

Lesáková et al. (2008) claimed that productive skills focus on producing the language including writing as the language representation through symbols and signs in a systematic way. The different purposes of this ability are to share cultural knowledge, record scientific facts, and everyday life situations. In contrast, speaking skills

facilitate oral communication by examining speaking features like speed, pauses or hesitation coordinated either the body language.

Each skill has some support areas which are considered subskills. The building blocks refer to the minor part of the leading skills contextualized based on learners' needs. Aside from the main subskills of language learning are pronunciation, grammar, and vocabulary. Language learners need to acquire them owing to the vocabulary words and grammatical structure allowing people to communicate orally and in written texts. (Katawazai et al ., 2019)

1.2.7 Vocabulary

Razak,(2020) explained that English vocabulary is considered a dominant factor focusing on linguistic features to master language comprehension. Additionally, vocabulary is highlighted as the main building block closely related to language learning and sentence creation facilitating oral and written communication

Non-native and native speakers preferred vocabulary development and pronunciation to achieve a foreign language basis. Therefore, text comprehension requires word meaning and retention strategies for vocabulary learning. Vocabulary might be reinforced through group association with related concepts analyzing the context around the word and visual and auditory relation with the word. (Bhatti, 2020)

Al-Khresheh (2020) described vocabulary as an inescapable aspect learned through opposed strategies like recalling words using flashcards, extensive reading, repetition, mechanical method, and determination strategy to promote learners' autonomy. Nevertheless, learners' vocabulary acquisition upgrades through learners' interaction to enhance their language learning skills, learners' knowledge recapitulation, and students' decision-making about the best technique to study.

The effectiveness of the selected hangs on varied factors based on the learner's attitude, beliefs, learning experience, or even motivation. Additionally, internal factors of vocabulary learning refer to strategy preference influence directly on vocabulary acquisition, as well as the learning environment facilitating traditional or innovative vocabulary learning. Lesson content is mainly based on gender and age promoting learners' interaction. In this perspective, external factors such as proficiency level, student achievement, and prior knowledge affect the vocabulary learning process. (Boonkongsaen, 2013)

Susanto (2022) supported the use of Bussu online platform to boost vocabulary and students' motivation. The researcher used the free mode of the mobile app using the settled course of elemental and intermedia for fourteen days and include the automatic system reward as a motivative tool. Despite this, the students' vocabulary achievement and motivation have a minimum increase after the research process, thus the investigator suggests using the paid package for a better learning experience.

Pasaribu (2022) explained the flashcard media use through google classroom to enhance students' vocabulary on the pandemic situation. The educator carried out the research in the planning cycle of the lesson plans and flashcard material created for the junior high school level specifically. Additionally, the implementation cycle to use the material in the virtual classes. Based on the observation, the researcher confirms the effectiveness of online flashcards on vocabulary enhancement by analyzing the activities done in class.

1.3   Objectives

1.3.1   General objective:

To analyze the effectiveness of Memrise in vocabulary in learners of tenth grade at Unidad Educativa Hispano America

2.2.1   Specific objectives:

- To examine learners' performance in vocabulary.
- To describe how Memrise app enhances English vocabulary learning.
- To identify students' perceptions about Memrise app for vocabulary learning.

2.2.3.   Description of the fulfillment of the objectives

- To examine the learners' performance, the researcher applied a pre-test to tenth grade students at the beginning. Additionally, the pre-test was adapted from a preliminary study according to the A2 keyword list from Cambridge. In fact, the multiple-choice test includes twenty questions to use the words in the correct context. It showed the mid to lower level of students in vocabulary.

- To fulfill the second objective, which is to describe how the Memrise app enhances English vocabulary learning. Memrise app included activities like checking to spell, matching with the correct definition, or multiple-choice exercises to increase students' vocabulary. The educative platform included gamification to motivate learners. However, the mnemonics techniques such as videos, pictures, or sounds provided a new vocabulary learning experience. After using the app, the impact on vocabulary learners' knowledge was revealed in the post-test positive results.

- Finally, to identify students' perceptions about the Memrise app for vocabulary learning, a survey was required to get their experience. Most participants agreed that Memris was easy to use and the joyful experience provided for vocabulary learning. In addition, learners' engagement was evidenced through the three times weekly uses of the app during the treatment.

CHAPTER II

Methodology

2.2 Resources

The research required human, material, and technological resources involving the student's participation from the tenth grade of EGB at Unidad Educativa Hispano America. Moreover, the researcher used the Memrise app through a series of vocabulary words divided into ten levels, based on a keyword vocabulary list that fits into the A2 level. In terms of technological resources, students' mobiles were crucial for the research development, including other elements such as slides and worksheets that picked up information about the student's understanding of each level based on a specific topic designed to assess the vocabulary of each level.

2.2 Methods

2.2.1 Quantitative research approach

This study deals with a quantitative approach that attempts to develop a better understanding of the measurement outcomes through the gathering and analysis of data from the pre-test, post-tests, and Memrise app. Mohajan (2020) explained quantitative research as a systematic process that determines the relationship between the measure variable and the explanation of the phenomenon, so it is essential to collect statistical data to analyze the impact of mobile apps on students. Each method uses a different technique, and the research must be neural using specific scales, equipment, structured surveys, questionnaires, tests, and so forth, collecting numerical data to determine students' vocabulary before and after using the Memrise app. (Jameel et al.,2018).

2.4 Research modality

2.3.1 Bibliographic research

Research needs to support its ideas on previous data, so bibliographic research provides essential information obtained from prior research by analyzing the crucial

areas required to support the researcher's ideas. On the other hand, the extended information helped the research to get the main concepts enhancing each variable development supported by reliable sources (Roger,2018).

Even though, Block (2020) pointed out this kind of research as the enormous collection of reliable and high-quality information used for academic purposes through analytic and bibliometric techniques that support the research field by identifying crucial elements such as meaningful suggestions and content interpretation that impact the readers' knowledge.

2.4   Research design

A quasi-experimental design was used in the research due to the participation of a single group formed by all the learned of tenth grade from Unidad Educativa Hispano America. For that reason, the pre-test and post-test were applied in the institution as well as a perception survey.

Orero (2018) suggested that a quasi-experimental study refers to the question formation based on a hypothesis related to previous information to try out the main point based on research elements that validate or reject it. It facilitated the comprehension of Memrise effects on learners' vocabulary.

2.5   Level or type of research

2.5.1   Exploratory research

As mentioned by Makri (2021), exploratory research refers to determining a new perspective on the phenomena and finding out a relationship among the research variables. Thus, this study emphasizes the main phenomenon which is English vocabulary improvement on learners through data collection and analysis of the variables from other perspectives expecting the results of the research development.

2.6   Population and sample

This research work involved 35 adolescents of third-grade EGB students from Unidad Educativa Hispano America, including 30 males and 5 females whose ages ranged from 15 to 17 years old.

Table 1 *Population*

Population	Experimental group	Total	Percentage
Male	30	30	86 %
Female	5	5	14 %
Total	35	35	100 %

Note: Tenth Grade students from Unidad Educativa Hispano America .

2.7   Techniques and instruments

This research applied a pre-test, post-test, and a questionnaire as techniques to collect data.This research intended to know the improvement of learners' vocabulary through the Memrise application. Moreover, Ciesielska (2018) stated that the secretive process allows the researcher to gather information about social practices in participants' natural contexts without interfering with the study findings. It might be useful to recognize their community interaction, use of learners' common vocabulary, and their preferences.

2.7.1   Pre-test and post-test

The research instrument was adapted from the one used in the study "The effect of English vocabulary application on the students' vocabulary mastery at the eighth-grade in Indonesia". Nevertheless, the mentioned research was centered on the book called "Vocabulary is Easy: A complete guide to master English vocabulary", written by Bagus Legowo. The multiple-choice vocabulary test included the keywords list of A2 level published by Cambridge Assessment English in 2019. Furthermore, the test was chosen from previous research because it was a standardized test and was previously applied for an A2 level based on the Common European Framework of Reference for Languages. Also, it was suitable for tenth-grade students of the selected institution. The test contained twenty multiple-choice questions–with four on the app options (A, B, C, D). Each correct question marked half of a point, with a total of

ten points. Additionally, each test lasted 20 minutes and the pre-test one was taken in a face-to-face session.

Moreover, a video designed by the investigator was presented, which showed how to enroll in the app and the level that must help to support the learners' positive opinion about the mobile app.

2.7.3   Perception survey

Additionally, the investigator used a students' perception survey including five statements about the Memrise app and the experience provided on vocabulary learning along the treatment, measuring learners' attitudes categorizing their answer with the Likert scale into five agreement levels.

To validate the perceptions survey, Cronbach's alpha value was calculated using the number of items, the variance of each item, and the total variance. The researcher obtained 0.8725 indicating an acceptable consistency and validating the perception survey as a reliable instrument for analysis.

2.7.3   Memrise app activities

The mobile app provided an interactive experience to learners through a series of trivia using the word meaning, pictures, pronunciation, and a specific chronogram of activities divided into levels to learn specified vocabulary each session. Despite this, the researcher provided worksheets adapted to each vocabulary session through a series of activities deeply described in the investigator's lesson plans.

The researcher designed a course called "a2 key vocabulary" using memrise app which aimed to increase learners' lexis knowledge. it is divided into ten levels. the web app contains 25 words on each level with the following topics:

- The human body,

- Personal feelings and opinions

- Containers, quantities, and money

- Places of town and city

- Countryside places

- Regular verbs

- Irregular verbs

- Jobs and occupations

- Clothes and accessories

- Travel and transport vocabulary

2.7.4 Procedure

The treatment was carried out in six sessions of 40 minutes three times a week. In the first, the pre-test was applied to identify the vocabulary proficiency of EFL learners. the first was a face-to-face session where students took the pre-test and the memrise app for vocabulary learning was presented. The other sessions were asynchronously promoting students' autonomous work through extra worksheets to review the student's understanding of word meaning and the post test was applied in the last session.

2.8 Hypothesis

Null Hypothesis (H0)

Memrise application does not enhance learners' vocabulary of tenth grade from EGB at Unidad Educativa Hispano America.

Alternative hypothesis (H1)

Memrise application enhances learners' vocabulary of tenth grade from EGB at Unidad Educativa Hispano America.

Chapter III

Results and discussion

3.1   Analysis and discussion of the results

The research was done at Unidad Educativa Hispano America with the collaboration of 35 students from the tenth grade of EGB. Besides, the data collected during the six sessions are synthesized into tables and figures. The last interventions were online due to the proclamation of virtual classes made by the Ministry of Education during the eighteen days of protest and social unrest in Ecuador. Moreover, the researcher used the Memrise app through six sessions to improve vocabulary knowledge and a student perception survey to identify students' insight about the application of vocabulary learning.

The data collected in this chapter is settled in   the pre-test and post-test analysis. Likewise, the second part examined an analysis of the student's perception survey. The last part presented hypothesis verification through SPSS software and the Wilcoxon hypothesis test summary.

3.2   Pre-test results

Table 2 concerned the pre-test results involving the twenty multiple-choice questions that evaluated the A2 vocabulary knowledge. The scores obtained by participants started on 2 points over ten to the maximum grade and the percentage of participants who got that score.

Table 2

Pre-test results

Graded over ten points	Frequency	Percentage
2,0	1	2,9
2,5	4	11,4
3,5	2	5,7
4,0	3	8,6
4,5	2	5,7
5,0	2	5,7
5,5	2	5,7
6,0	3	8,6
6,5	2	5,7
8,0	4	11,4
8,5	2	5,7
9,5	1	2,9
10	7	20,0
TOTAL	35	100,0

Note: General average of the pest-test

Analysis and interpretation

The pre-test results (Table 2) have been analyzed from the multiple-choice test, focusing on vocabulary recognition over ten points. The range of lower grades is considered from 2,0 to 6,5 obtained by the twenty-one learners. The deficient group includes one student who achieves "2" points which represented 29%; 4 students with "2,5" points which represent 2,9 %. In addition, 2 students achieved "3,5", "4,5", "5,0", "5,5" and "6,5" points representing 5,7% in each case. On the other hand, the regular group includes fourteen students who obtained scores in the acceptable range to pass an exam from 7 to 10 points. From this group, 4 students got "8,0" points which represents 11,4%, 2 students achieved 8,5 points which represents5,7 %, one student got "9,5" points which represent 2,9%, and seven students achieved "10" points which represent 20%.

These results evidence that most of the class has problems with vocabulary recognition. Therefore, Memises' innovative application focus on vocabulary might be

used by students to enhance their vocabulary knowledge through the interactive activities divided into ten levels and extra worksheet activities.

The post-test results presented in Table 3 that include the scores range after the treatment obtained by participants.

3.3 Post-test result

Table 3

Post-test results

Graded over ten points	Frequency	Percentage
4,5	4	11,4
5,5	3	8,5
6,0	5	14,3
7,0	1	2,9
7,5	1	2,9
8,0	5	14,3
8,5	6	17,1
9,0	7	20,0
9,5	1	2,9
10	2	5,7
TOTAL	35	100,0

Note: General average of the post-test

Analysis and interpretation

The pre-test results (Table 2) have been analyzed from the multiple-choice test, focusing on vocabulary recognition over ten points. The range of lower grades is considered from 2,0 to 6,5 obtained by the twenty-one learners. The deficient group includes one student who achieves "2" points which represented 29%; 4 students with "2,5" points which represent 2,9 %. In addition, 2 students achieved "3,5", "4,5", "5,0", "5,5" and "6,5" points representing 5,7%   in each case. On the other hand, the regular group includes fourteen students who obtained scores in the acceptable range to pass an exam from 7 to 10 points. From this group, 4 students got "8,0" points which represents 11,4%, 2 students achieved 8,5 points which represents5,7 %, one student

got "9,5" points which represent 2,9%, and seven students achieved "10" points which represent 20%.

These results evidence that most of the class has problems with vocabulary recognition. Therefore, Memises' innovative application focus on vocabulary might be used by students to enhance their vocabulary knowledge through the interactive activities divided into ten levels and extra worksheet activities.

The post-test results presented in Table 3 that include the scores range after the treatment obtained by participants.

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3.4 Comparative results of pre-test and post-test

Table 4

Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference
Average	6,3	7,5	1,37

Note: Average score of the pre-test and post-test

Analysis

The average and difference between the two tests applied to students (Table 4). The pre-test average was 6,3 points over ten points through the post-test was 7,5 points over 10. Further, the difference between the two tests is 1,37 points. Nevertheless, the findings indicate that the Memrise app was crucial for students' vocabulary learning despite the abrupt change from face-to-face contact to virtual classes.

3.5 Verification of hypothesis

The information collected along the research process was analyzed using SPSS software through Shapiro Wilk- normality test and Wilcoxon hypothesis test summary. This process was crucial to verify or reject the hypothesis.

3.5.1 Shapiro Wilk-normality test

Table 5

Shapiro Wilk-normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test	.136	35	.099	.914	35	.010
Post-test	.215	35	<.001	.894	35	.003

a. Lilliefors Significance Correction

Note: Shapiro-Wilk normality test values.

Analysis

The normality test results between pre-test and post-test. In particular, Shapiro-Wilk usage in the research depends on the sample smaller than 50. Additionally, the pre-test significance is .010   though the post-test significance of .003. For that reason, the Wilcoxon test must be applied to non-parametric statistics as long as the distribution of results is lower than 0, 05.

3.5.2   Wilcoxon hypothesis test summary

Table 6

Wilcoxon signed-rank test

		N	Mean Rank	Sum of Ranks
	Negative Ranks	10[a]	9.70	97.00
	Positive Ranks	18[b]	17.17	309.00
Post-test – Pre-test	Ties	7[c]		
	Total	35		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Note: Wilcoxon signed ranks test values.

Analysis

The software establishes the range by subtracting the post-test average from the pre-test average leading to negative results on the range (a) like 10, positive ranges (b) like 18, and draw (c) being 7. Additionally, one of the middle ranges is 9.70 while

the other is 17.17. Besides, the sum of ranks has two different results 97.00 and 309.00. The data would be essential to determine the hypothesis approved by the software.

Table 7

Test Statistics a

	Post-test – Pre-test
Z	-2.424^b
Asymp. Sig. (2-tailed)	.015

a. Wilcoxon Signed Ranks Test.
b. Based on negative rank.

Note: Test statistic values with Asymptotic Significance.

Furthermore, the previous table showed that the test statistic is closely related to the hypothesis in the asymptotic significance where the P-value is .015 showing that the result is lower than 0.05. For this reason, the analysis showed that the null hypothesis is rejected and the alternative hypothesis is accepted which means that" Memrise application enhances learners' vocabulary of tenth grade from EGB at Unidad Educativa Hispano", and rejects the null hypothesis.

3.6   Survey results

The survey includes five statements applied after the treatment to identify learners' perceptions about the use of the Memrise app to encourage vocabulary learning.

Table 8

Memrise app was easy to use

Criteria	Frequency	Percentage
Strongly agree	3	8,6%
Agree	28	80,0%
Neither disagree nor agree	2	5,7%
Disagree	2	5,7%
Strongly disagree	0	0,0%
Total	35	100%

Note: Opinion of 10th-grade students from UEHA

Analysis and interpretation

The findings show that 3 students strongly agree with the easy use of the Memrise app which represents 8,6%. Also,28 students agree with the statement which represents 80 %. Then,2 students selected neither disagree nor agree about the easy use of the mobile app which represents 5,7%, and no student strongly disagreed which represented 0%.

Regarding the previous information, it is indicated that most of the learners agreed that the Memrise app was easy to use during the treatment. As a result of the researcher's guidance, students could do the activities on the online platform including the interactive exercises that reinforce students' vocabulary learning

Table 9

Memrise was a joyful experience to learn vocabulary

Criteria	Frequency	Percentage
Strongly agree	23	65,7%
Agree	8	22,8%
Neither disagree nor agree	2	5,7%
Disagree	1	2,9%
Strongly disagree	1	2,9%
Total	35	100%

Note: Opinion of 10th-grade students from UEHA

Analysis and interpretation

Based on the survey,23 students strongly agree that Memrise was a joyful experience to learn vocabulary which represents 65,7%. While 8 students also agreed which represents 22,8%. Also,2 students answered neither disagree nor agree which represents 5,7%. One person disagreed with the statement which represents 2,9%. Finally, one student selected strongly disagree with others' opinions which represents 2,9%.

Most students strongly agree that they enjoyed the Memrise app course that is divided into specific lesson. Indeed, the language learning methods focus on daily goals and prompts to encourage long-term retention on students Thus, a minimal part of learners presented an unsatisfactory experience with the Memrise app along the process.

Table 10

Memrise helped you learn new English vocabulary

Criteria	Frequency	Percentage
Strongly agree	5	14,3%
Agree	22	62,9%
Neither disagree nor agree	5	14,3%
Disagree	3	8,5%
Strongly disagree	0	0%
Total	35	100%

Note: Opinion of 10th-grade students from UEHA

Analysis and interpretation

Regarding students' responses, 5 students strongly agree that Memrise helped them to learn new English vocabulary which represents 14,3%. Also,22 students which represent 62,9% answered agree with the statement. As a neutral opinion, 5 students which represent the 14,3% selected neither disagree nor agree. In the disagree criteria, there are 3 students which represent 8,5%. Nobody strongly disagrees with the statement which represents 0%.

It is concluded that most students agreed that the Memrise app helped them to learn new English vocabulary and it might be to the clear topic organization in the app levels which facilitates learners' practice on a specific topic. Also, the smallest number of disagreeing students is evidenced in the post-test results. As it is a personal opinion, it

might depend on the learners' situation referring to internet connection and concentration on exercise assignments.

Table 11

Memrise app interest over the traditional method

Criteria	Frequency	Percentage
Strongly agree	12	34.3 %
Agree	20	57,1%
Neither disagree nor agree	1	2,9%
Disagree	0	0 %
Strongly disagree	2	5,7 %
Total	**35**	100%

Note: Opinion of 10th-grade students from UEHA

Analysis and interpretation

According to survey data, 12 students strongly agree that the Memrise app was more interesting than traditional methods for teaching vocabulary which represents 34,3 %. Similarly, 20 students agreed with the statement which represents 57,1%. One student selected neither disagree nor agree which represents 2,9%. No one disagreed with the statement which represents 0%. Thus,2 students strongly disagree with the statement which represents 5,7%.

Based on the analyzed information, most students agree that the Memrise app was more interesting than traditional methods for teaching vocabulary implying flashcards, hand gestures, drawings, and others. The positive opinion might be for the different kinds of activities and the leaderboard that promote friendly competence. Also, students prefer online platforms over traditional methods in virtual modality promoting their class participation.

Table 12

Memrise app usage frequency

Criteria	Frequency	Percentage
Daily	1	2,9 %
Three times a week	28	80,0 %
Twice a week	3	8,5 %
At least once a week	1	2,9 %
Never	2	5,7 %
Total	35	100%

Note: Opinion of 10th-grade students from UEHA

Analysis and interpretation

The data collected showed that only one student used the Memrise app daily which represents 2,9%. On the other hand,28 students use the mobile app three times a week which was the suggested amount of practice which represents 80 %. Also, 3 students which represents 8,5% selected twice a week on usage frequency. The minimum number of students who practice is one learner which represents 2,9%. Finally,2 students which represent 5,7% answered they had never used the Memrise app since they long at a beginner at the treatment.

It is evidenced that most of the students use the app the suggested number of times per week which means students practice each level and boost their vocabulary knowledge. As well, other students practice once or twice a week inferring students select the difficult levels to reinforce specific vocabulary instead of a general practice of the course. Nevertheless, a small number of students did not use the app properly evidencing the low results in the post-test.

3.7   Discussion

The findings concerned the participants' perception survey about Memrise app on vocabulary learning. Most participants agreed that the vocabulary app was easy to use even though the students used it asynchronously and the instructive video help them to enroll in the A2 key vocabulary course. Regarding the positive comments about the educative platform supported the strong agreement among students about the

delightful experience of vocabulary learning. As well as the immersion technique and gamification process enhance vocabulary retention through word repetition.

Otherwise, the people sample has a remarkable engagement with the language learning app over other methodologies. Indeed, the participants can enroll in any course or even create a new one that might include visual material such as videos and pictures related to the new concepts on the app. Moreover, the intuitive activities include audio about the correct pronunciation of words and tracking their learning progress. Indeed, the mnemonic technique promotes long-term memory considering participants practice progressively.

Memrise educative platform set out courses based on students' interests. In addition, an exceptional fact of the survey concerned the frequency of participants' involvement in the application three times a week. Hence, the SPSS software results confirmed that Memrise app upgrades students' vocabulary through autonomous work based on the lesson plan that provides the positive effects evidenced on by previous findings.

CHAPTER IV

Conclusions and recommendations

4.1   Conclusions

After the examination of the findings accomplished along the process of Memrise app that promoted vocabulary learning and students' autonomy, some conclusions are displayed in this study.

- The pre-test was crucial to analyzing the learners' range vocabulary of tenth-grade students before the application treatment. This test was adapted from preliminary research containing words from the A2 keyword list from Cambridge. Further, the Ecuadorian ministry of education establishes A2 as the English level in tenth grade. Moreover, participants had twenty minutes to do the test in the first face-to-face session. Nevertheless, the average obtained was 6,3 over 10 points showing a medium to low performance on vocabulary knowledge through a multiple-choice test of twenty items to recognize students' vocabulary knowledge using them in context. Indeed, the pre-test evidenced that most students did not have the proper level of vocabulary knowledge due to they could not provide the correct answer and use the words appropriately.

- Memrise app encourages learners' knowledge of different languages through other activities like checking to spell, matching the correct definition, or multiple-choice exercises to enhance students' vocabulary. In addition, the Memrise app boosted English learning through a succession of interactive activities using glossary words divided into levels. Besides, the platform is like an online game providing learners with different exercises to reinforce the vocabulary words. The platform consists of ten levels of 25 words that learners had done in six asynchronous sessions of 40 minutes. Additionally, participants did the activities three times weekly, and the leaderboard was updated based on their practice supporting friendly competition among learners. Moreover, the mnemonics techniques on the audio and video files motivated learners' participation in the course of A2 vocabulary. Memrise app effectiveness was proved on the T-test when the null hypothesis was rejected.

- A perception survey was carried out after the treatment to measure learners' opinions about the Memrise app. Most participants believe the application is easy to use, which motivates students to practice on the app evidenced by the 80% of agreed answers and their effort reflected in the post-test results. However, some learners complained about the application's.

- Memrise was a successful educative app to boost vocabulary learning, as revealed by the post-test average of 7,5 after using the Memrise app and its interactive activities three times a week. Hence, most students enrolled and used the A2 vocabulary course three times a week. Although, it showed a minimal improvement in vocabulary learning compared to the pre-test through students' autonomous work on the educative application.

4.2   Recommendations

At the end of the study, the integration of the Memrise app manifested a minimal impact on students' vocabulary learning. The findings might be better in future research, and it is recommended that:

- Schools should apply standardized tests based on students' levels to determine the range of vocabulary based on the Common European Framework for Languages because these tests are reliable and accurate. In addition, the test must be for different purposes like placement, admissions, or accountability based on the educative context. Nevertheless, the teacher might consider the gathered information to reinforce teacher planning and learners' weaknesses through specialized activities. Regarding the learner's performance evaluation, schools must apply a specific test to measure learners' subskills such as pronunciation, grammar, and vocabulary after each scholar's year.

- The educative community might promote innovative apps such as the Memrise app because teachers can take advantage of the application features like recognition of pronunciation and proactive activities to create didactic lessons. Moreover, technology-enhanced learning describes the different approaches combined with the application of technology in the educative context. This

research describes the Memrise application as a way to gamify assessment focus on vocabulary and it might provide learners a fun and engaging experience through friendly competition to be at the top of the leaderboard. Besides, online platforms encourage students' social and working skills during the pandemic.

- Researchers should consider participants' perceptions to understand their experiences during vocabulary application use in the two weeks of treatment. Notably, the results show the learners' acceptance of a new vocabulary teaching method using technology. Nevertheless, investigators should apply a perception survey to measure participants' opinions and experiences during their treatment. As well as, the perception survey gets relevant information for the study about the frequency of learners' use of the platform and its easy use during online classes.

- The teacher might check students' progress for better results in vocabulary learning. Each student must use the Memrise app at least three times weekly to encourage vocabulary. It would increase long-term students' vocabulary retention, and they might use the word in the correct context.

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Annexes

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 14/04/2022

Magister
Franklin Flores
Rector de la Unidad Educativa Hispano América

Yo, **Franklin Flores** en mi calidad de rector de la Unidad Educativa Hispano América , me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " **M-learning (Memrise App) and Vocabulary**" propuesto por la estudiante **María Alexandra Cahuana Arcos** , portadora de la Cédula de Ciudadanía 1804453031, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la 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.

Firmado electrónicamente por:
FRANKLIN ADOLFO FLORES FLORES

Mg. Franklin Flores
Rector de la Unidad Educativa Hispano América
C.C. 1802249118
TELEF: 0979210048
Correo electrónico: franklina.flores@gmail.com

LESSON PLAN 1			
Topic: Presentation of Memrise app and Pre-test application			
Time: 40 minutes	**Number of students:** 35	**Course: 10th EGB**	**Date:** June 14th, 2022
Memrise app: Vocabulary platform		**Vocabulary:** Not for the moment	
Main aim: • To recognize students' vocabulary level through a multiple-choice test			
Assessment:			
Timing	**Teacher's activities**	**Students' activities**	**Aids and materials**
10 min	• Introduce the project title and explain the pre-test development. • Take the vocabulary multiple-choice test	• Ss complete the pre-test	Pre-test worksheet
10 min	• Explain how the Memrise app work through slides • Demonstrate how to login into the application	• Ss ask any question about the app • The whole class practice how Memrise app works.	Slides (Annex 1) Memrise app
8 min	• Students log in into Memrise app and search for the level 1 about human body for A2 level • Students will work on the platform activities hearing the correct pronunciation of the word with a short definition.	• Students practice vocabulary about a specific topic. • Students analyze the word pronunciation and read carefully the definition of the word.	Memrise app Level 1: Human Body (Annex 2)
12 min	• Students will fill in the missing gap on the sentences using the vocabulary previously learned and based on the definitions that the app has for each word.	• Students reinforce their knowledge about vocabulary previously learned about emotions	Memrise app Worksheet 1 (Annex 3)

Annex 1: Slides

Link : https://prezi.com/dq_ghdywwzwj/memrize/
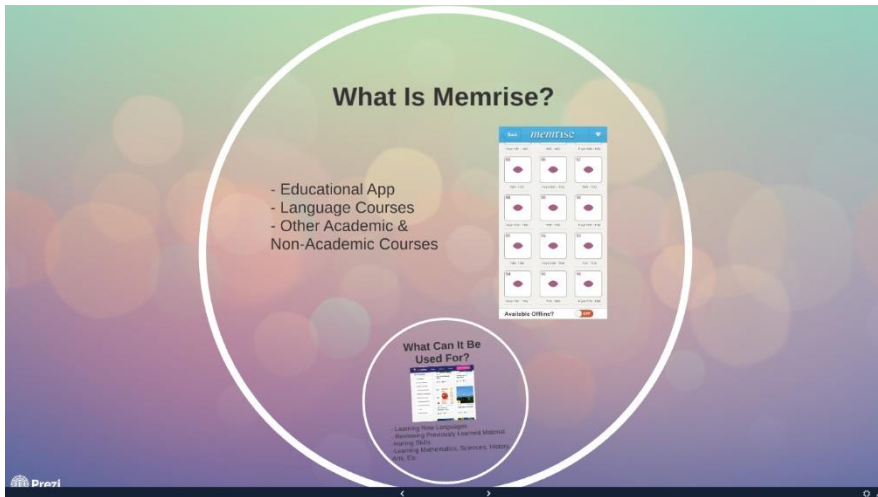
Annex 2: Human Body level

Annex 3:

Worksheet 2:Filling the gaps

Name:_____

Date:_____

Directions:

- *Look the words in the box. Then, read the sentences and fill in the missing words with them. Review the definitions of Body parts vocabulary on the A2 Key Vocabulary course on the Memrise app before you start writing.*

ears	neck	finger	tongue	teeth
nose	eyes	hand	mouth	feet

1. Tom covered his _____ with his black headphones.

2. You've got beautiful green _____ to see this landscape.

3. He has a gold ring on his _____.

4. She opened her _____ to say something.

5. An elephant's _____is extraordinarily long!

6. My mom told me to wash my _____before lunch.

7. The kids put their _____ over the table.

8. I brush my _____ every day.

9. Alice burns his _____ when she drinks hot coffee.

10. Logan wears a white scarf around his _____.

LESSON PLAN 2

Topic:
- Level 2: Adjectives (Personal Feelings, Opinions and Experiences)
- Level 3:Containers, Quantities and Money

Time: 35 minutes	**Number of students:** 35	**Course: 10th EGB**	**Date:** June 20th, 2022
Memrise app: Vocabulary platform		**Vocabulary:** Adjectives and containers	

Main aim:
- To identify and use the different vocabulary words into the interactive activities

Assessment:

Timing	Teacher's activities	Students' activities	Aids and materials
10 min	• Students search level 2 about emotions about body parts asynchronously.	• Ss listen to the correct pronunciation and read the definition given carefully the words based on the second level of the app. • The whole class practice in Memrise app.	Memrise app
15 min	• Students will work on the platform activities to recognize the different adjectives.	• Students practice vocabulary about a specific topic through app activities. • Students ask if they have any doubt about the app level.	Memrise app Level 2 and level 3 (Annex 1)
10 min	• Students match the opposite word based on the vocabulary previously learned and basing on the definitions that the app has for each word.	• Students reinforce their knowledge about vocabulary previously learned about emotions	Memrise app Worksheet 1 (Annex 2)

Annex 1: Adjective Level

Annex 2:

Worksheet 2:Illustrate vocabulary with art		

Name:_____

Date:_____

Directions:

- *Review the definitions of Adjective and Containers vocabulary on the A2 Key Vocabulary course on the Memrise app before you start writing.*
- *Draw the container assigned in the blank spaces and write a short sentence using the word in context in any tense. Look the first one as an example.*

Container	Drawing	Sentence
1. carton		My mom buys a carton of milk for her coffee.
2. glass		
3. jar		
4. packet		
5. shelf		
6. adventurous		
7. terrible		
8. confident		
9. clever		
10. strange		

LESSON PLAN 3			
Topic: • Level 4: Places in the city • Level 5:Places in the countryside			
Time: 40 minutes	**Number of students:** 35	**Course: 10th EGB**	**Date:** June 17th, 2022
Memrise app: Vocabulary platform		**Vocabulary:** Places in the city and countryside	
Main aim: • To identify and use the different vocabulary words into the interactive activities			
Assessment:			
Timing	**Teacher's activities**	**Students' activities**	**Aids and materials**
10 min	• Teacher ask students to search level 4 and 5 about emotions about places in the city and countryside asynchronously.	• Ss listen the correct pronunciation and read the definition given carefully the words based on the second level of the app. • The whole class practice in Memrise app.	Memrise app
15 min	• The teacher assigned the levels 4 and 5 on the platform..	• Students practice vocabulary about a specific topic through app activities. • Students ask if they have any doubt about the app level.	Memrise app Level 4 and 5Annex 2)
10 min	• Students will create some sentence using the vocabulary previously learned and basing on the definitions that the app has for each word.	• Students reinforce their knowledge about vocabulary previously learned about emotions	Memrise app Worksheet 1 (Annex 3)

Annex 1:

Annex 2:

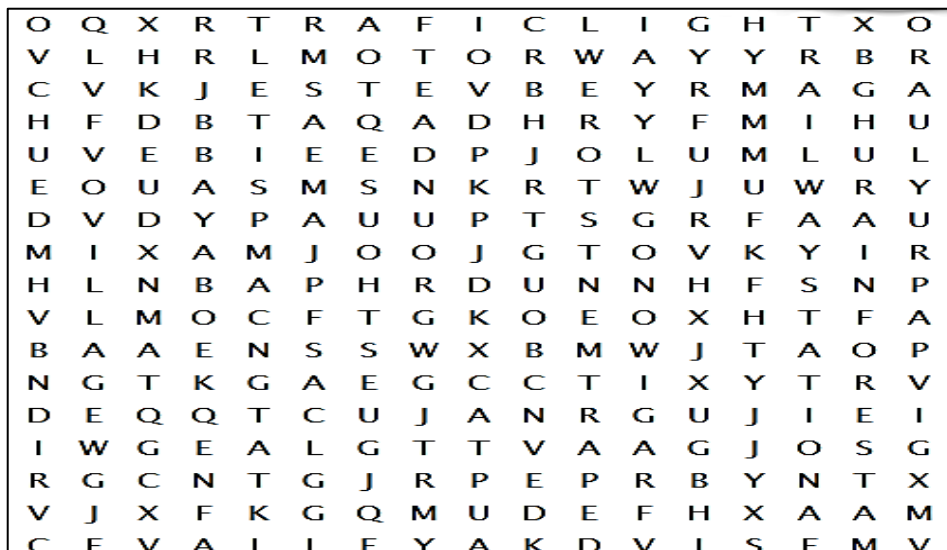| Worksheet 3:Word searcher |
|---|

Name:_____   **Date:**_____

Directions:

- *Review the definitions of Places in the city and countryside of the earth vocabulary on the A2 Key Vocabulary course on the Memrise app before you start writing.*
- *Use the picture clues to find and circle the landforms in the word searcher. Then, select five words and write one sentence per word.*

Department store	Traffic light	rainforest	campsite	ground
Railway station	Guest house	motorway	village	valley

```
O  Q  X  R  T  R  A  F  I  C  L  I  G  H  T  X  O
V  L  H  R  L  M  O  T  O  R  W  A  Y  Y  R  B  R
C  V  K  J  E  S  T  E  V  B  E  Y  R  M  A  G  A
H  F  D  B  T  A  Q  A  D  H  R  Y  F  M  I  H  U
U  V  E  B  I  E  E  D  P  J  O  L  U  M  L  U  L
E  O  U  A  S  M  S  N  K  R  T  W  J  U  W  R  Y
D  V  D  Y  P  A  U  U  P  T  S  G  R  F  A  A  U
M  I  X  A  M  J  O  O  J  G  T  O  V  K  Y  I  R
H  L  N  B  A  P  H  R  D  U  N  N  H  F  S  N  P
V  L  M  O  C  F  T  G  K  O  E  O  X  H  T  F  A
B  A  A  E  N  S  S  W  X  B  M  W  J  T  A  O  P
N  G  T  K  G  A  E  G  C  C  T  I  X  Y  T  R  V
D  E  Q  Q  T  C  U  J  A  N  R  G  U  J  I  E  I
I  W  G  E  A  L  G  T  T  V  A  A  G  J  O  S  G
R  G  C  N  T  G  J  R  P  E  P  R  B  Y  N  T  X
V  J  X  F  K  G  Q  M  U  D  E  F  H  X  A  A  M
C  F  V  A  L  L  E  Y  A  K  D  V  I  S  F  M  V
```

1.- _____   **4.**_____

2.- _____   **5-**_____

3.-_____

LESSON PLAN 4			

Topic:
- Level 6: Regular verbs
- Level 7:Irregular verbs

Time: 40 minutes	Number of students: 35	Course: 10th EGB	Date: June 22th, 2022
Memrise app: Vocabulary platform		**Vocabulary:** Regular and irregular verbs	

Main aim:
- To identify and use the different vocabulary words into the interactive activities

Assessment:

Timing	Teacher's activities	Students' activities	Aids and materials
10 min	• Teacher ask students to search level 6 and 7 about emotions about regular and irregular verb asynchronously.	• Ss listen the correct pronunciation and read the definition given carefully the words based on the second level of the app. • The whole class practice in Memrise app.	Memrise app
15 min	• The teacher assigned the levels 6 and 7 on the platform.	• Students practice vocabulary about a specific topic through app activities. • Students ask if they have any doubt about the app level.	Memrise app Level 6 and 7 (Annex 2)
10 min	• Students will create some sentence using the vocabulary previously learned and basing on the definitions that the app has for each word.	• Students reinforce their knowledge about vocabulary previously learned about emotions	Memrise app Worksheet 1 (Annex 3)
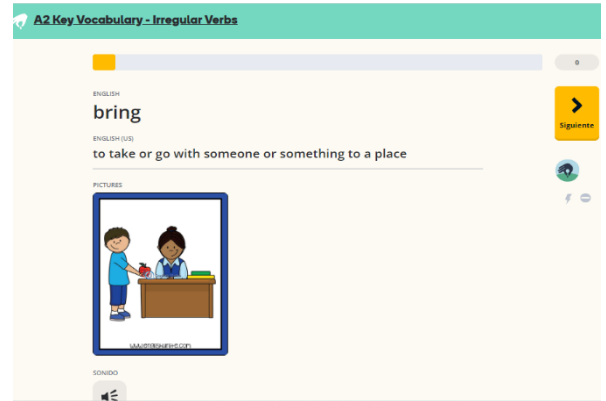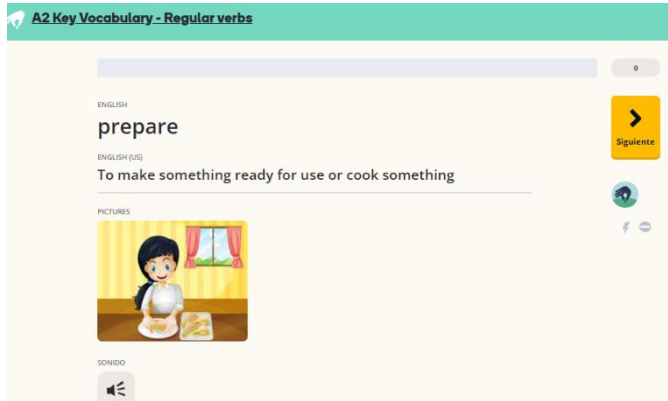
Annex 2:

Annex 3:

Worksheet 4:Filling the gaps

Name:_____

Date:_____

Directions:

- *Read the sentences and fill in the blanks with the correct conjugations of the verb in the box. Use simple past in sentences.*

prepare	belong	celebrate	throw	hold
train	climb	lose	lend	feed

1. Tom _____ his students for the Math test.

2. While he was sick, he _____ a lot of weight.

3. The rabbits need to be _____ and watered.

4. Jess _____ as a ballet dancer on the downtown.

5. She _____ the coin carefully between finger and thumb.

6. He _____ his birthday with a banquet

7. The house _____ to my grandfather.

8. She very kindly _____ me her bicycle.

9. They _____ the mountain in 28 days, a remarkable feat.

10. Logan wears a white scarf around his _____.

LESSON PLAN 5

Topic:
- Level 8: Jobs and occupations
- Level 9: Clothes and accessories

Time: 40 minutes	Number of students: 35	Course: 10th EGB	Date: June 24th, 2022
Memrise app: Vocabulary platform		**Vocabulary:** Jobs and occupations Clothes and accessories.	

Main aim:
- To identify and use the different vocabulary words in the interactive activities

Assessment:

| Timing	Teacher's activities	Students' activities	Aids and materials
10 min	• Teacher ask students to search level 6 and 7 about emotions about regular and irregular verb asynchronously.	• Ss listen the correct pronunciation and read the definition given carefully the words based on the second level of the app. • The whole class practice in Memrise app.	Memrise app
15 min	The teacher assigned the levels 8 and 9 on the platform.	• Students practice vocabulary about a specific topic through app activities. • Students ask if they have any doubt about the app level.	Memrise app Level 8 and 9 (Annex 2)
10 in	• Students will do a crossword puzzle based on the definitions that the app has for each word.	• Students reinforce their knowledge about vocabulary previously learned about emotions	Memrise app Worksheet 1 (Annex 3)

Annex 2:

Annex 3:

Worksheet 5: Crossword puzzle

Name:_____

Date:_____

Directions:

- *Review the definitions of levels 8 and 9 on the A2 Key Vocabulary course on the Memrise app before you start writing.*
- *Read each clue and complete the crossword bellow using the jobs and clothes vocabulary.*
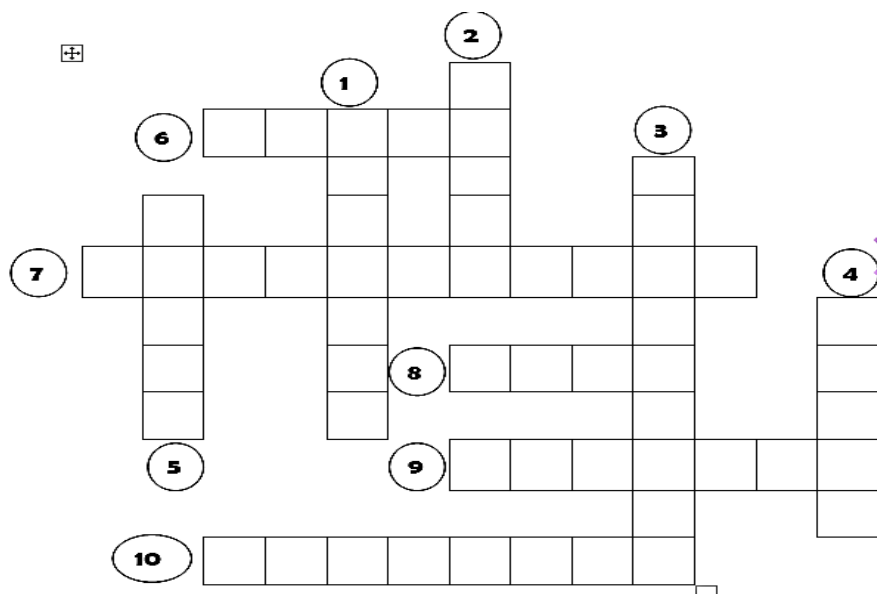
ACROSS

6. A small container for money

7. A man who works in business

8. the person who is in charge of an organization

9. The person manages a team of employees

10. A piece of jewelry worn around the neck

DOWN

1. A coat that protects the wearer against rain

2. A piece of plastic to make jewelry

3. Someone who is in the same class as you in school

4. A cloth worn around the neck

5. A person who is in charge of a trial in a court

LESSON PLAN 6			

Topic:
- Post-test
- Level 10:Travel and transport

Time: 40 minutes	**Number of students:** 35	**Course: 10th EGB**	**Date:** June 29th, 2022
Memrise app: Vocabulary platform		**Vocabulary:** Travel and transport	

Main aim:
- To identify and use the different vocabulary words in the interactive activities

Assessment:

Timing	Teacher's activities	Students' activities	Aids and materials
5 min	• Teacher ask students to search level 10 about emotions about regular and irregular verb asynchronously.	• Ss listen the correct pronunciation and read the definition given carefully the words based on the second level of the app. • The whole class practice in Memrise app.	Memrise app
10 min	The teacher assigned the tenth level on the platform.	• Students practice vocabulary about a specific topic through Memrise app. • Students ask if they have any doubt about the app level.	Memrise app Level 10 (Annex 2)
20 min	The teacher explains the instructions to take the test.	• Students will take the post-test vocabulary multiple-choice test	Memrise app Post-test (Annex 3)

Annex 2:

Annex 3:

Post.test link:

UNIDAD EDUCATIVA "HISPANO AMERICA"
EDUCACION GENERAL BASICA
POST-TEST

Candidate name: _____ *Date:* _____

Class: Tenth Grade "C" *Hour:* 15 minutes

Introduction: *This test is adapted from the* annexes of the paper "The effect of English vocabulary application on the students' vocabulary mastery at the eighth grade MTS HIFZHIL QUR'AN MEDAN" using the A2 Vocabulary List of Cambridge Assessment English .

Objective: *To evaluate the students' vocabulary knowledge before the application of Memrise application.*

Choose the best answer for each question

1. Today is Lina's birthday, we must .... it
   a) win
   b) lose
   c) jump
   d) celebrate

2. I try to ...... all the new words.
   a) remember
   b) forget
   c) think
   d) throw

3. Ani, please.... me a bottle of water to the gym. I didn't have cash here.
   a) bring
   b) help

4. This exercise was too .... for me. I got the lowest score.
   a) difficult
   b) easy

Annex 3: Pre-test

UNIDAD EDUCATIVA "HISPANO AMERICA"
EDUCACION GENERAL BASICA
PRE-TEST

Candidate name: _____ **Date:** _____

Class: *Tenth Grade "A"* **Hour:** *15 minutes*

Introduction: *This test is adapted from the* annexes of the paper "The effect of English vocabulary application on the students' vocabulary mastery at the eighth grade MTS HIFZHIL QUR'AN MEDAN" using the A2 Vocabulary List of Cambridge Assessment English .

Objective: *To evaluate the students' vocabulary knowledge before the application of Memrise application.*
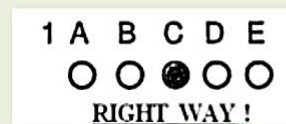
Instructions for the evaluation:

- Read each question carefully before answering it.
- If you have any doubt, raise your hand and ask the teacher
- Write your answer on the answer sheet
- Each question is worth 1 point.
- The correct option must be marked like in the example below:

INCORRECT

CORRECT

a) Mark only one answer, opposite case will be considered incorrect.
b) Don't cheat

Choose the best answer for each question

1. Lina … the match in Olympic Games. She is so sad.

   a) won
   b) lost
   c) jumped
   d) celebrated

2. I went to dentist yesterday because my….. were in pain

   a) hands
   b) fingers
   c) teeth
   d) ears

3.
A: Can you help me?
B: Yes, of course. What can I do fr you?
A: Please… this bag to my room
B: Yes, Sir.

   a) bring
   b) help
   c) give
   d) has

4. This exercise was too ….. for me. I got score 100.

   a) difficult
   b) easy
   c) expensive
   d) high

5. Diana's teddy is broken. Diana is very …… now.

   a) confuse
   b) sad
   c) happy
   d) charm

6. The teachers have to ….. the students in the school

   a) teach
   b) play
   c) make
   d) work

7. Luna is celebrating her birthday. Now Luna feels ……

   a) angry
   b) dusty
   c) easy
   d) happy

8. Addy's shoes are so fit in her ……. She looks gorgeous.

   a) finger
   b) lip
   c) hand
   d) feet

9. The clown is so …… . He makes all kids laugh and happy.

   a) funny
   b) quiet
   c) noisy
   d) disgusting

10. I am so hungry. So, I …… a meal

   a) prepare
   b) walk
   c) kick
   d) wear

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11. Rina wants to ...... the red dress for Amanda's party

a) wrap
b) go
c) wear
d) give

12. The carpet is .... I want to clean it.

a) large
b) shiny
c) dirty
d) soft

13. Dika always studies well, so he is a ..... boy

a) smart
b) careful
c) friendly
d) polite

14. We can find a parrot in the .....

a) forest
b) sea
c) ground
d) mountain

15. Katherine didn't study hard. He didn't ..... the exam

a) study
b) give
c) pass
d) break

16. The gardener ..... the grass every Monday and Thursday

a) cuts
b) plans
c) trains
d) comes

17. I can't hear anything because my ____ are hurting me.

a) eyes
b) ears
c) nose
d) mouth

18. Sugar is ..... , but honey is sweeter than sugar

a) salty
b) small
c) sweet
d) smooth

19. Kathy is a ..... teacher. She teaches Math in our class. All students love her.

a) kind
b) ugly
c) angry
d) lucky

20. I can't see any ____ . Do you have any other fruit in your fridge?

a) cat
b) strawberry
c) onion
d) juice

PRE-TEST   ANSWER SHEET

QUESTION	OPTION OF ANSWERS			
	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

PRE-TEST ANSWER KEY

QUESTION	OPTION OF ANSWERS			
	A	B	C	D
1		●		
2			●	
3	●			
4		●		
5		●		
6	●			
7				●
8				●
9	●			
10	●			
11			●	
12			●	
13	●			
14	●			
15			●	
16	●			
17		●		
18			●	
19	●			
20		●		

Annex 4:Post-test

UNIDAD EDUCATIVA "HISPANO AMERICA"

EDUCACION GENERAL BASICA

POST-TEST

Candidate name: _____   *Date:* _____

Class: Tenth Grade "A"   *Hour:* 15 minutes

Introduction: This test is adapted from the annexes of the paper "The effect of English vocabulary application on the students' vocabulary mastery at the eighth grade MTS HIFZHIL QUR'AN MEDAN" using the A2 Vocabulary List of Cambridge Assessment English .

Objective: To evaluate the students' vocabulary knowledge before the application of Memrise application.

Instructions for the evaluation:

- Read each question carefully before answering it.
- If you have any doubt, raise your hand and ask the teacher
- Write your answer on the answer sheet
- Each question is worth 1 point.
- The correct option must be marked like in the example below:

INCORRECT

CORRECT

1 A B C D E
O O ⊗ O O
1 A B C D E
O O ⊄O.O

1 A B C D E
O O ● O O
RIGHT WAY !

a) Mark only one answer, opposite case will be considered incorrect.
b) Don't cheat

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Choose the best answer for each question

1. Today is Lina's birthday, we must ……… it a) win b) lose c) jump d) celebrate	2. I try to …… all the new words. a) remember b) forget c) think d) throw
3. Ani, please…. me a bottle of water to the gym. I didn't have cash here. a) bring b) help c) give d) buy	4. This exercise was too …. for me. I got the lowest score. a) difficult b) easy c) expensive **d) high**
5. Diana gets new doll from her father. Diana is very …… now. a) confuse b) sad c) happy d) charm	6. You should put garbage in the trash …. a) bottle b) can c) mug **d) bowl**
7. I always do homework with my …… a) mom b) bag c) classmate **d) doll**	8. Addy's ring is small, and it only fits on her little ….. a) finger b) lip c) hand **d) feet**
9. The night party was so…. The neighborhoods complain about the loud music. a) funny b) quiet c) noisy d) pleasant	10. Rick practices the dialogue with a …… a) teacher b) nurse c) librarian **d) classmate**
11. The manager gives …… his staff to sell out goods a) instructions b) commands c) wear d) problems	12. Excuse me, may I ……., Sir? a) go out b) sit c) play d) ask

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13. There are many books on this .....

a) floor
b) bed
c) shelf
d) chair

14. Do you ..... your teeth every day?

a) Brush
b) colour
c) draw
d) cash

15. I should go to .... to buy medicine

a) cinema
b) bakery
c) drugstore
d) factory

16. I must send this letter. So, I must go to......

a) store
b) market
c) post office
d) office

17. You should stop when the ... turns red on the street.

a) light
b) lamp
c) flashlight
d) traffic light

18. We often go to the ...... to buy snacks

a) grocery store
b) bedroom
c) bathroom
d) classroom

19. Josh is an .... boss. He always shouts at his workers.

a) kind
b) ugly
c) lucky
d) angry

20. Teacher ask me to write in a ....

a) notebook
b) table
c) paper
d) postcard

POST-TEST ANSWER SHEET

QUESTION	OPTION OF ANSWERS			
	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

POST-TEST ANSWER KEY

QUESTION	OPTION OF ANSWERS			
	A	B	C	D
1				●
2	●			
3				●
4	●			
5			●	
6		●		
7			●	
8	●			
9	●			
10				●
11	●			
12	●			
13			●	
14	●			
15			●	
16			●	
17				●
18	●			
19				●
20	●			

Annex 5: Perception Survey

PERCEPTION SURVEY

Name: _____   **Date:** _____

- ❖ **The objective of this survey is to identify students' perceptions about Memrise app for vocabulary learning.**

Choose to what extend do you agree or disagree with these statements?

1. **Memrise app was easy to use.**

   ( ) Strongly Agree

   ( ) Agree

   ( ) Neither Disagree nor Agree

   ( )Disagree

   ( ) Strongly Disagree

2. **Memrise was a joyful experience to learn vocabulary.**

   ( ) Strongly Agree
   ( ) Agree
   ( ) Neither Disagree nor Agree
   ( )Disagree
   ( ) Strongly Disagree

3. **Memrise helped you learn new English vocabulary.**

   ( ) Strongly Agree
   ( ) Agree
   ( ) Neither Disagree nor Agree
   ( )Disagree
   ( ) Strongly Disagree

4. **Memrise app was more interesting than traditional methods for teaching vocabulary**

   ( ) Strongly Agree
   ( ) Agree
   ( ) Neither Disagree nor Agree
   ( )Disagree
   ( ) Strongly Disagree

5. **How often did you use Memrise app to learn vocabulary?**

   ( ) Daily
   ( ) At least once a week
   ( )Twice a week
   ( ) Never

Annex 6: Survey validation through Cronbach's Alpha

- $k = Items\ number$
- $\sum v_i = Item\ variance$
- $vt = Total\ variance$
- $\propto = Cronbach's\ Alpha$

$$a = \frac{k}{k-1}\left(1 - \frac{\sum v_i}{vt}\right)$$

$$a = \frac{5}{5-1}\left(1 - \frac{3.28}{10.86}\right)$$

$$a = \frac{5}{4}\left(\frac{1 \times 10.86}{10.86} - \frac{3.28}{10.86}\right)$$

$$a = \frac{5}{4}\left(\frac{10.86 - 3.28}{10.86}\right)$$

$$a = \frac{5}{4}\left(\frac{7.58}{10.86}\right)$$

$$a = \frac{37.9}{43.44}$$

$$a = 0.8724$$

Annex 7: Urkund analysis

Document Information

Analyzed document	URKUND_THESIS_CAHUANA.pdf (D142407079)
Submitted	7/25/2022 5:47:00 PM
Submitted by	Calero Ximena
Submitter email	xcalero@uta.edu.ec
Similarity	8%
Analysis address	xcalero.uta@analysis.urkund.com

Sources included in the report

W URL: http://eprints.peradaban.ac.id/id/eprint/712
Fetched: 7/25/2022 5:48:00 PM

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Document BUSUU APP AND VOCABULARY LEARNING.docx (D125291072)
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Document VILLACIS_FERNANDO_DISSERTATION.pdf (D127113376)
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Document Chapters urkund CISNEROS EVELYN.docx (D142054886)
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