



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: Learning apps for vocabulary learning.

Author: Hurtado Yáñez Ruth Belén

Tutor: Mg. Escalante Gamazo Marbella Cumandá

Ambato – Ecuador

2022

DECLARATION PAGE

I declare this undergraduate dissertation entitled " **Learning Apps for 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.



.....
Ruth Belén Hurtado Yáñez
I.D 1804368007
AUTHOR

SUPERVISOR APPROVAL

CERTIFY:

I, Lcda.Mg. Marbella Cumandá Escalante Gamazo, holder of the I.D No 1802917250, in my capacity as supervisor of the Research dissertation on the topic: “LEARNING APPS FOR VOCABULARY LEARNING” investigated by Miss Ruth Belen Hurtado Yanez with I.D No 1804368007, 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.

.....
SUPERVISOR
Lcda. Marbella Cumandá Escalante Gamazo Mg
C.I. 1802917250

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

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "**Learning Apps for vocabulary Learning**" which is held by Ruth Belen Hurtado Yanez undergraduate student from Carrera de Idiomas, academic period March 2022 - July 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.

Ambato, *July 16, 2022.*

REVISION COMMISSION

Mg. Manuel Xavier Sulca Guale
REVISER

Mg. Edgar Encalada Trujillo
REVISER

COPYRIGHT REUSE

I, *Ruth Belen Hurtado Yanez* with I.D. No. *180436800-7*, confer the rights of this undergraduate dissertation "*Learning Apps for Vocabulary Learning*", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



.....
Ruth Belén Hurtado Yáñez
I.D. 1804368007
AUTHOR

DEDICATION

TO:

God for giving me the strength and the necessary tools to continue fighting day by day for my dreams and for guiding me on the right path.

My parents for all the effort they have made during this time and for giving me the opportunity to achieve my dreams.

To my brothers who have always been an emotional support, without them this path would have been more difficult.

My boyfriend for giving me his unconditional support so that I can achieve this goal, although we have had difficult times, he has always been giving me his affection and love

Belen.

ACKNOWLEDGEMENTS

First of all, I want to thank God for giving me life and the strength to move forward. Secondly, a thank you to my parents who made an effort every day so that I could fulfill my dreams. In addition, I want to thank all the teachers of Carrera de pedagogia de los idiomas nacionales y extranjeros with whom I had the opportunity to share throughout my academic stage. Especially, to my friends Cris, Sarita, Denise, Karlita and Pame who made this stage the most special and fun.

Belén.

TABLE OF CONTENTS

DECLARATION PAGE.....	ii
SUPERVISOR APPROVAL.....	iii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN	iv
COPYRIGHT REUSE.....	v
DEDICATION.....	vi
AKNOWLEDGEMENTS	vii
INDEX OF TABLES.....	xi
INDEX OF FIGURES	xi
RESUMEN	xii
ABSTRACT.....	xiii
CHAPTER 1	1
1.1 Research background.....	1
THEORETICAL FRAMEWORK.....	5
1.2.1 Independent Variable	5
1.2.2 Dependent Variable	9
1.2 OBJECTIVES	13
FULLFILMENT OF OBJECTIVES	14
1.3.1 General Objective	14
1.3.2 Specific Objective.....	14

CHAPTER II.....	15
METHODOLOGY	15
2.1 Resources.....	15
2.2 Basic Methods of research.....	15
2.3 Research Modality	15
2.4 Level or type of research	17
2.5 Population and Sample	17
2.6 Techniques and instruments	18
Hypothesis	18
2.7.1 Alternative hypothesis	18
2.7.2 Null hypothesis	19
2.8 Variable identification	19
CHAPTER III	20
RESULTS AND DISCUSSION.....	20
3.1 Analysis and Discussion of the results	20
3.2 Pre-Test Results	20
3.3 Post-Test Results	22
3.4 Comparative Results Pre-Test and Post-Test	23
3.5 Verification of Hypothesis.....	25
3.5.4 Test Statistics.....	26

3.6 Discussion of results.....	27
CHAPTER IV	29
CONCLUSIONS AND RECOMMENDATIONS	29
4.1 Conclusions	29
4.2 Recommendations.....	30
BIBLIOGRAPHIC REFERENCE.....	31
ANNEXES.....	33

INDEX OF TABLES

Table 1 Population	18
Table 2 Pre-test results.....	20
Table 3 Post-test results	22
Table 4 Comparative Results Pre-test and Post-test.....	23
Table 5 Test of Normality.....	25
Table 6 Wilcoxon signed ranks test.....	26
Table 7 Test Statistics.....	26

INDEX OF FIGURES

Figure 1 Pre Test Results	21
Figure 2 Post-Test Results	22
Figure 3 Pre-test and Post-test Average and difference.....	24

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

RESUMEN

TITULO: “Aplicaciones de aprendizaje para aprender vocabulario”

AUTOR: Ruth Belén Hurtado Yánez

TUTOR: Mg. Marbella Escalante Gamazo

Aplicaciones de aprendizaje para aprender vocabulario

El objetivo principal de esta investigación fue verificar y analizar el uso de aplicaciones de aprendizaje para el aprendizaje de vocabulario en estudiantes de quinto grado de la Unidad Educativa "Juan León Mera La Salle". Esta investigación tuvo un enfoque mixto considerando que la investigación se realizó de forma cualitativa y cuantitativa. Además, fue cuasi-experimental porque se utilizó pre-test y post-test. Además, se utilizó una prueba de inglés A1 Starters, esta prueba sirvió como pre-test y post-test y se aplicó a 27 participantes, 14 masculinos y 13 femeninos. Esta prueba constaba de 3 partes, cada parte evaluaba el vocabulario de los participantes con actividades como Poner un tick (✓) o una cruz (X), Escribir una palabra y Elegir una palabra. Además, durante el tratamiento se crearon varias actividades en diferentes aplicaciones como Quizlet, Goconqr, Educaplay y Visual vocabulario, actividades para la adquisición de nuevo vocabulario y de esta manera determinar si las aplicaciones utilizadas ayudaron con la adquisición de nuevo vocabulario. Finalmente, la prueba de rangos de Wilcoxon y la prueba de normalidad de Shapiro proporcionaron evidencia estadística para la verificación de la hipótesis. Por tanto, se demuestra que el uso de apps de aprendizaje facilita la adquisición de nuevo vocabulario en inglés, debido a que se analizaron las puntuaciones obtenidas en el pre-test y post-test.

Palabras clave: aplicaciones de aprendizaje, aprendizaje de vocabulario en inglés, tecnología, actividades online

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

ABSTRACT

TITLE: “Learning apps for vocabulary learning”

AUTHOR: Ruth Belén Hurtado Yáñez

TUTOR: Mg. Marbella Escalante Gamazo

Learning apps for vocabulary learning

The main objective of this research was to verify and analyze the use of Learning apps for vocabulary learning in fifth grade students of Unidad Educativa "Juan Leon Mera La Salle". This research had a mixed approach considering that the research was carried out qualitatively and quantitatively. In addition, it was quasi-experimental because pre-test and post-test were used. Moreover, an English test A1 Starters was used, this test served as pre-test and post-test and was applied to 27 participants, 14 males and 13 females. This test consisted of 3 parts, each part evaluated the vocabulary of the participants with different activities which were evaluated with a band of 5 points each. In addition, during the treatment, several activities were created in different apps such as Quizlet, Goconqr, Educaplay and Visual vocabulary activities for the acquisition of new vocabulary and in this way determine if the apps used helped with the acquisition of new vocabulary. Additionally, the Shapiro normality test and the Wilcoxon rank test were used, which provided statistical evidence for the verification of the hypothesis. Finally, the average of the students improved in vocabulary from 7.04 to 14.44, resulting in a difference of 7.44 points. Therefore, it is shown that the use of learning apps facilitates the acquisition of new vocabulary in English, thanks to the fact that the scores obtained in the pre-test and post-test were analyzed.

Keywords: Learning apps, English vocabulary learning, technology, online activities

CHAPTER 1

1.1 Research background

This research has been developed with the use of various documents such as academic papers, theses, articles, among others. Information from previous research has been included in this section, which establishes a relationship between learning applications and vocabulary learning. The research collects studies on the learning of new vocabulary in English of children between 8 and 9 years old. This research will be carried out with the purpose of including learning apps to verify if the apps are suitable for learning a new language.

The acquisition of vocabulary in English is a challenge for students who study and want to dominate this second language. Teachers have to take into account that there are a large number of apps for educational purposes, this means that these apps support the learning of new vocabulary for English students. Deng and Training (2019) cited that vocabulary learning is an essential part of acquiring a second language as words are the building blocks of a language. Following with that, vocabulary learning is very important because without vocabulary, nothing can be transmitted. Many teachers use different ways to develop vocabulary, which have been of great help for students who are learning the English language. Knowing that, learning apps are new ways to learn vocabulary.

In recent times, several researchers have developed applications to improve the learning of English vocabulary. Chen et al. (2019) carried out an experiment which consisted of the use of apps to see if the students improved the vocabulary level, in the case study, an English vocabulary learning application was applied that consisted of using the Visual vocabulary app to teach English words dynamically to improve learning performance. A total of 46 students of fifth grade were recruited from two classes in an elementary school of Taoyuan

City, Taiwan, to participate in the experiment. The two classes were randomly assigned to the experimental or control groups, which used, respectively, mobile apps to learn English vocabulary for a period of two weeks. The results indicated that the experimental group exhibited significantly better learning performance than the group that did not use the apps.

These results lead to the conclusion that teachers should include this strategy as part of the students' learning, because students learn without fear of making mistakes in the organization, content and vocabulary of the English language.

This research is very productive for the research because the dependent and independent variable work with each other to show the results obtained after the investigation **of apps for vocabulary learning**. Therefore, the author promotes the application of different apps for meaningful learning, in which students can use this technique without fear of making mistakes and in a dynamic way.

A research conducted by Steel (2012), learning apps for language learning showed that students use apps to support what they are learning in the classroom. The students appreciate mobile apps for their usability, accessibility, ease of downloading, and the service of multiple purposes. Survey result shows that students found mobile apps most beneficial for learning vocabulary. The most common apps used were dictionaries, translators, flashcards, and vocabulary games. A survey by Watanabe (2012) showed 45% of the respondents studying English at an Australian university using mobile phones to access dictionary websites and apps.

This study mentioned the use of apps to facilitate vocabulary learning in students who study

English, the students concluded that these **apps** helped them develop and improve their skills in the English language. Eventually, the use of applications gives students the opportunity and the desire to learn.

Santosa et al. (2020), in the research *Developing English vocabulary with learning materials for primary school students* mentioned that vocabulary is one of the most important skills when learning English. Students must master this part before learning complex structures of the language. This study aimed to develop a system based on apps to develop vocabulary learning in English. For this research, 3 main stages were taken into account: Design, Development and Evaluation, the results showed that students need more time and more tools for vocabulary learning. For this reason, an application was made for smartphones which helped students to practice vocabulary with quizzes and games. For this research, 4 fifth and sixth grade students were recruited who had to use the application to try to improve their understanding of new words. This application was tested and evaluated by 5 English teachers who mentioned that these apps are significant for learning vocabulary in young students.

This study shows that the **acquisition of students' vocabulary** is an essential factor for linguistic development, this refers to the fact that the development of language and vocabulary occur at the same time, giving the student the possibility of improving linguistic ability with the help of some **apps** that are useful in the educational field.

Chen and Huang (2019) made an investigation called “Effects of a mobile game based English vocabulary learning app on learners’ perceptions and learning performance” applied a mixed methodology with qualitative and quantitative approaches to evaluate the effects of new mobile apps for learning English vocabulary. During a 4-week experiment, 20 students were randomly assigned to the experimental group who used apps to improve vocabulary.

and the second group who had to learn vocabulary using another type of material. Analytical results show that performance in vocabulary acquisition and retention by the experimental group was significantly higher than that of the control group. Moreover, questionnaire results confirm that mobile apps were more effective and satisfying for English vocabulary learning.

This research is essential in establishing the use of **apps for vocabulary learning**. The results presented were significantly positive and showed that the use of apps help students to learn in a different way, learning apps for vocabulary learning is a promising scheme for acquisition of new knowledge.

Another research titled “**Vocabulary Learning APP Influence Chinese EFL Learners' Vocabulary Achievement, Motivation, and Self-Confidence**” which was conducted by Li (2021) used an experimental group in which students learned vocabulary through apps and games while the other group received conventional learning in which students learned using paper cards. Each group consisted of 35 students. The experiment was carried out to assess how the implementation of app based and game-based vocabulary learning influences students' vocabulary learning achievement, motivation, and self-confidence. In addition, regression analysis was used to examine the influence of motivation and self-confidence on vocabulary achievement. The results showed that the game-based vocabulary learning app benefited students in vocabulary achievement, motivation, and self-confidence.

This previous study emphasizes the **learning of vocabulary** based on **apps** and games to improve learning results, these applications have had a great impact in some educational institutions because an advance has been observed in students who have used different apps for the improvement of vocabulary and language skills.

Finally, Guaqueta and Castro (2018), in their research “**The Use of Language Learning Apps** as a Didactic Tool for EFL Vocabulary Building” that was developed in a classroom in a rural context mentioned that twenty students were assigned for a period of 6 months, the instruments used were a diagnostic test and a final test. In addition, 8 lessons and 8 evaluations were presented using vocabulary learning applications such as Quizlet and Educaplay. Furthermore, a mixed approach was used to collect and analyze qualitative and quantitative data. In the end, it was possible to provide evidence of how technology and classroom practices can be combined to effectively foster the construction of vocabulary. Within this research, the use of learning apps is looked at from a different perspective, not only to develop vocabulary skills, but also to develop students' motivation. Learning apps help improve students' vocabulary in order to establish a fluid conversation.

To sum up, all research mentioned above supports the use of **learning apps for vocabulary learning**. There were several studies that focused on different apps for the development of students' vocabulary. One of the main research fields was educational units and fifth and sixth grade students grade, positive results and conclusions can be evidenced about the use of learning apps for vocabulary learning, after this the students felt more secure when practicing the English language.

THEORETICAL FRAMEWORK

1.2.1 Independent Variable

ICT TOOLS

ICT tools contribute to high quality lessons since they have potential to increase students' motivation, connect students to many information sources. Using ICT in the classroom is a new method of teaching technique which provides more interaction makes student's learning more effectively. Hilkemeijer (2003) mentioned that teachers need specific professional

development opportunities in order to increase their ability to use ICT for formative learning assessments, individualized instruction, accessing online resources, and for fostering student interaction and collaboration. Both teachers and students can make use of ICT tools to improve the teaching-learning process since these tools would benefit students to learn vocabulary.

WEB 3.0

Web 3.0 is the next stage of the web evolution that would make the internet more intelligent or process information with near-human-like intelligence through the power of AI systems that could run smart programs to assist users. A great benefit of web 3.0 is that students have the ease of accessing apps to learn vocabulary and many other skills. According to Delaney (2012), the web is in the midst of an evolutionary cycle that's likely to spark profound changes in education. This website has come to revolutionize the educational field since teachers and students will benefit from this to access many pages which will be of great help for learning new vocabulary.

Vocabulary Apps

Apps have become the best allies of students and teachers since these apps facilitate and provide interactive and fun learning. There are many apps that can help expand children's vocabulary since having a good vocabulary can help to have more confidence when speaking and participating in the classroom. According to Tyson (2017), effective vocabulary instruction across grade levels and content areas is key in increasing student learning and achievement. A strong vocabulary is essential for student success. Therefore, teachers must make every effort to help their vocabulary learning inside and outside of the classroom,

luckily for teachers and students, educational technology is making it even easier to build vocabulary. For example: Quizlet,educaplay and others.

The motivation in students to learn vocabulary of a new or foreign language is a bit complicated and for this many teachers have chosen to use online tools to improve certain difficulties that students have. Platzer (2020) mentioned that Quizlet is a very useful tool that helps to acquire vocabulary online, quizlet has 7 self-learning modes such as Match, Learn, Test, Write, Spell, Gravity and Flashcard, all the activities contribute to increase new words in students.

There are other tools that motivate students to learn in a didactic way. Sison (2020) said that Educaplay is an educational, interactive and attractive tool for students and teachers because this tool increases students' interest in learning English vocabulary and helps teachers to create attractive material for the class. This tool, in addition to stimulating the students' confidence when learning, activates the interaction between students and teachers.

Learning Apps

There are online platforms that work for free to be able to use them completely, in which students can create activities, games to practice vocabulary. In addition, they are open to the public and allow us to create and edit activities in a simple way, this tool is motivating for the student since they can learn differently and change the routine in the classroom, making things easier for children to understand. Books are often found to be tiring and boring for children while replacing them with colorful pages and moving animations can make learning fun to the core. Type of tool has become an opportunity to renew the class and the way of working since this makes the class develop with fluidity and dynamism and in times of confinement it is possible to work online with what digital competence is of great help. Deng

et al. (2015) confirms that with the use of learning apps students and teachers have the opportunity to support vocabulary learning, online tools have good potential to improve second language acquisition.

Characteristics of learning apps

Integration

Learning apps must have a development that helps an educational environment for a successful learning experience: virtual classrooms, forums, etc. The apps are developed that include solutions for good learning, as well as that facilitate access for students and parents. Khaddage et al. (2011), apps integration is capable of merging within the online learning and the traditional learning, an important part within the overall flexible learning environment at schools.

Tracking and reporting

Callahan (2005), the registration and tracking of a student's progress is essential to correct the shortcomings that students present immediately. The learning apps must register all kinds of information to present it in exhaustive reports that would otherwise cost many hours of effort to the teaching staff.

Memorization

Memorization applications use all modern memorization techniques. The main feature of apps for memorization is visual presentation of the material. For example, Brains cape uses flash cards, long known to be effective for memorization. Teachers in physical classrooms often use flash cards to get students to remember words, historical events, or terms. Brains cape moved this idea online and became one of the most effective memorization apps. There

is a big problem in the acquisition of vocabulary because many times the vocabulary is limited when learning English. Teachers and students often forget the importance of memorizing words. Fortunately, today the interest in learning new words has been growing. Chen (2005) mentioned that Visual vocabulary can promote the learning of English vocabulary using flashcards with attractive images that draw the attention of students, visual vocabulary is a conventional and collaborative resource in the classroom.

1.2.2 Dependent Variable

Second Language Learning

The learning of a second foreign language is a very interesting point among different researchers because it has been growing in recent years, the learning of a second language happens frequently in children, young people and adults. Children find it easier but it is understood that anyone can learn a second language at any age using practice. (Cook, 2016).

Students today have new options for learning a second language, this is through interactive activities carried out in different apps. Researchers must consider any factor for the acquisition of a language in which teachers and students are involved, many factors must be taken into account and decide which is the best method to acquire a second language. For example: the motivation of the student and the practice of a second language. Another research by Littlewood et al. (1984) affirmed that it is important that parents and caregivers are able to present a strong language model. If the person cannot use the language correctly, she should not teach it.

English language learning

Several researchers have come to the theory that students learn English quickly surrounded by native people or living in foreign countries. Chapelle (2003) says that thanks to technology

students have the opportunity to communicate with people from different parts of the world, the idea is that students have access to chats and meetings so that they can expand their vocabulary and have good language learning.

Language Skills

The skills and development of children's language are unique to observe, some researchers found several cases of varying language abilities in the age range of 8-9 years' old who have significant differences in the ability to speak in the school environment and outside the school environment. Effective teachers understand the importance of building strong language skills. They know a student uses language skills to grow important literacy skills, like reading and writing. According to Husain (2015), language is essentially a skill. It is not a content-based subjects which aim is to impart information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well. Language skills are used to communicate with one another. Language skills in education, when students learn a language, there are four skills that they need for complete communication. When students learn a native language, they usually learn to listen first, then to speak, then to read, and finally to write.

Four Skills

- 1. Listening:** When people are learning a new language they first hear it spoken.
- 2. Speaking:** Eventually, they try to repeat what they hear.
- 3. Reading:** Later, they see the spoken language depicted symbolically in print.
- 4. Writing:** Finally, they reproduce these symbols on paper.

Students use language skills in school to read, write and communicate their thoughts with one another.

Vocabulary Learning

Vocabulary learning is the process of acquiring building blocks in second language acquisition. The impact of vocabulary on proficiency in second language performance has become an object of considerable interest among researchers, teachers, and materials developers. Vocabulary learning goals help in deciding the kind of language to be learned and taught as it is very difficult to know all the words in a new language as even native students do not know all the words. According to Schmitt (1997), determination strategies are used when students discover the meaning of a new word without using the experience of another person. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material. That means students find the meaning of the words on their own. Vocabulary learning is the basis of the language learning process English as a second language.

Vocabulary learning strategies need to be used in order for vocabulary learning to take place effectively. The **use of vocabulary learning strategies** facilitates **vocabulary learning** and increases student achievement. Each student uses a different strategy in line with their own needs.

Schmitt (2008) mentioned that to facilitate adequate vocabulary learning, four vocabulary learning partners (students, teachers, materials writers, and researchers) need to contribute to the learning process. Students must commit to experiencing learning programs to attain the necessary vocabulary knowledge. Vocabulary learning is central to language acquisition,

whether the language is first, second, or foreign. The objective is to establish vocabulary learning methods for students.

Gu (2008), vocabulary learning strategies are learners' conscious efforts in managing their own learning of vocabulary. Learners use metacognitive and cognitive vocabulary strategies to make their learning more effective and more efficient in order to increase their vocabulary size and depth as well as to learn to use the target words and multiword units automatically and appropriately. The choice, use, and effectiveness of vocabulary learning strategies are affected by a configuration of person-, task-, and context-related factors. Research revealing the variety of vocabulary strategies has been useful for expanding the repertoire of strategies taught and learned in class and practiced by learners to expand their vocabulary in a variety of contexts.

Strategies to learn Vocabulary

Quizlet as interactive learning strategy

There are several strategies that teachers can use when teaching, these strategies must be adequate to create a good educational environment and encourage students to continue learning. Wright (2016) carried out a small-scale study which consisted of making flashcards online with quizlet using computers or phones for students to learn new words, this study was carried out for a short time. The results showed that the time load was not enough but that quizlet has the potential to help students improve their English with a more effective strategy.

Visual Apps strategy

Vocabulary is a main part of the learning process of a new language. According to **Yulianti, (2021)**, visual vocabulary application is one of the interactive media that can offer benefits to students when learning as it makes the learning process more stimulating and interesting.

Paying attention to word formation

Richgels (2004) says when students pay attention to the teachings of the teachers, they obtain a better understanding in the acquisition of a new language. Paying attention to word formation is an important vocabulary learning strategy that helps learners with meaning retention.

1.2 OBJECTIVES

1.2.1 General Objective

- To analyze the use of learning apps for English vocabulary learning.

1.2.2. Specific Objectives

- To evaluate the vocabulary knowledge of the students before and after the application of learning apps.
- To apply learning apps and determine the benefits of using the applications to improve vocabulary learning.

FULLFILMENT OF OBJECTIVES

1.3.1 General Objective

The objective of analyzing the use of learning applications such as quizlet, visual vocabulary, educaplay and others for learning English vocabulary was possible thanks to the help of a group of fifth grade students from the La Salle Educational Unit who received a treatment with different interactive online activities within the classroom to improve their vocabulary skills.

1.3.2 Specific Objective

- The objective of evaluating vocabulary knowledge of the students before and after the application of learning apps was fulfilled thanks to a pre-test that was applied to fifth grade students where it was shown that the majority of students had very low knowledge of vocabulary and after that a post-test that showed the progress that the students had thanks to the use of learning apps.
- The objective of applying learning applications and determining the benefits of using applications to improve vocabulary learning was possible thanks to the use of quizlet, educaplay, visual vocabulary and others, several activities were created through these online apps so that students can learn in an interesting and dynamic way.
- The objective of Evaluate the influence of learning apps on the acquisition of vocabulary was fulfilled thanks to a statistical analysis using the Shapiro test, this test calculated and yielded a positive result in the development of new vocabulary.

CHAPTER II

METHODOLOGY

2.1 Resources

The resources that were used for the development of the research include institutional and technological resources that were taken into account by the researcher to the research has an effective and successful advance development. The human resources used was fifth grade from Unidad Educativa "Juan León Mera La Salle" who were the population in the project, this include the researcher and the research tutor; while Institutional resources were the class and the material that was used during the class. Finally, the technological resources were computers, internet and different applications that were used for the acquisition of vocabulary.

2.2 Basic Methods of research

2.2.1 Research approach

This research had a mixed approach, because it had a qualitative and quantitative approach. Pathak et al. (2013), qualitative research focuses on understanding a research as a humanistic or idealistic approach. Though quantitative approach is more reliable method as it is based upon numeric and methods that can be made objectively and propagated by other researchers. In addition, this allowed the analysis of statistical data to test the hypothesis, this was verified through tests that were applied to third grade students.

2.3 Research Modality

2.3.1 Field

This research was a field investigation because the researcher was involved in the study of the participants performing various tasks such as creating flash cards or completion exercises and interacting with them. Zinn (1979) mentioned that sometimes the researcher has certain

empirical and methodological advantages in conducting field research, but also face unique problems in simultaneously addressing ethical and methodological. The researcher participated with the 5th of Unidad Educativa "Juan Leon Mera La Salle" during some classes, in which activities were taught using some apps for the development of the acquisition of new vocabulary in the students.

2.3.2 Bibliographic

This research was bibliographic because all the information obtained for the research was based on books, papers, thesis, articles, etc. This was of great importance in the investigation because it provided the necessary information throughout its development. Reed and Baxter (1979) mentioned that reading, understanding and reviewing prior work on your research topic are critical step in the research process. The work that was done previously helped the investigation to describe what was known and what was unknown.

2.3.3 Experimental research

This research was quasi-experimental, because the researcher used a pre-test and a post-test, which were applied to the experimental group before and after the treatment to evaluate the progress of the students in the vocabulary part. Nadler (1979) said that in experimental research the motivational effects of feedback on behavior in task groups are reviewed, it is considered that this depends on several factors, including the nature of the feedback information, the task/process approach and the evaluative content), including level of attraction to the group, motivation, and acceptance of group problems.

Additionally, for the creation of the pre-test and post-test, a certified test from the Cambridge website called "Pre-A1 Starters" was adapted. For this reason, the test that was previously

validated consisted of 3 exercises based on the evaluation of vocabulary in English, which were applied to the students of 5th of Educational Unit "Juan Leon Mera La Salle".

2.4 Level or type of research

This study was exploratory because it explored the environment and the problems of fifth grade students when learning new vocabulary. According to Swedberg (2020), exploratory research consists of an attempt to discover something new and interesting, by working your way through a research topic. It is the soul of good research without the ambition to say something new, research would come to a standstill.

In addition, this study used a descriptive research because it was possible to observe and describe the main difficulty that students have when learning new vocabulary. Siedlecki (2020) mentioned that the main objective of descriptive research is describe individual events or conditions by studying them as they are naturally. In this type of research, no variable can be manipulated, only described.

Finally, this investigation used correlational research to evaluate two variables that were used throughout the investigation and helped to formulate the established hypotheses.

2.5 Population and Sample

The population of this research was 22 students from 5th of Unidad Educativa Juan Leon Mera "La Salle". of which 9 were men and 13 were women, who had an average age between 8 and 9 years old. In addition, there was the collaboration of the English teacher for the application of the apps for the acquisition of vocabulary.

Table 1 Population

Population	Number of students	Percentage
Male	14	45%
Female	13	55%
Total	27	100%

Note: These data were taken from students of Unidad Educativa “La Salle” by Hurtado (2022).

2.6 Techniques and instruments

To develop the research, the following material resources were used: books, computer and some papers. Technology was important for this investigation it was used: internet, bibliography, online articles, thesis, and papers. Finally, with the help and approval of the respective authorities, academic tutors, teachers and students of the institution the investigation will take place. All research was paid by the researcher according to the resources used.

Furthermore, the treatment was applied due to the use of learning apps for vocabulary learning that were previously chosen, which aimed to help the students and the teacher in the development of each lesson. In addition, apps such as: Quizlet, Word Wall, Educaplay, etc. were used. All these apps were used with fifth grade students for the acquisition of new vocabulary.

In addition, for the quantitative part, the numerical information that was collected through the application of the pretest and posttest at the beginning and at the end of the treatment based on the use of learning apps for vocabulary learning for the acquisition of new vocabulary was used. analyzes of the results of the tests and finally this allowed to develop the respective analysis.

Hypothesis

2.7.1 Alternative hypothesis

Learning apps does influence the English vocabulary learning of students of 5th of Unidad Educativa “Juan León Mera La Salle”

2.7.2 Null hypothesis

Learning apps does not influence the English vocabulary learning of students of 5th of Unidad Educativa “Juan León Mera La Salle”

2.8 Variable identification

Learning apps (Independent Variable)

Vocabulary Learning (Dependent Variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and Discussion of the results

This chapter shows the analysis of the data collected through a pre-test and a post-test. This information was collected from 27 students of fifth grade from Unidad Educativa “Juan León Mera La Salle”. Those who participated in the use of learning apps to determine if they influence the learning of English vocabulary. The tests provided were taken from Cambridge Pre A1 Starters English Sample Exam. The test consisted of 3 parts. Part 1 requires students to put a check mark if the sentence is correct or a cross if it is incorrect. In part 2, the participant must form, according to the animal in the image with the letters in front. Finally, part 3 requires writing the corresponding word in the blanks. The rubric that was used allows giving a maximum weighting of 5 points and a minimum of 1 point, for each part. The student can obtain a maximum mark of 15 points in the Test.

The average result of each part is demonstrated in detail, through the use of tables and figures which facilitated the analysis and its interpretation. For verifying the hypothesis, the statistical program SPSS was used, where a normality test Shapiro-Wilk was developed between the pre and post-test in order to determine if the results are scattered. And a Wilcoxon rank test was also used to determine if the level of significance allows rejecting or accepting the hypothesis.

3.2 Pre-Test Results

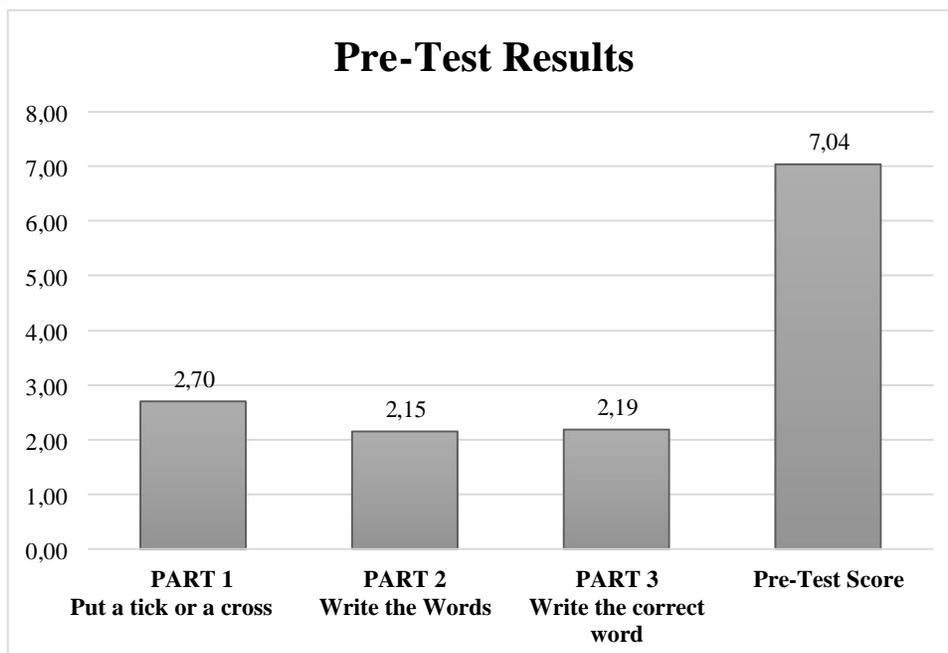
Table 2

Pre-Test Results

	PART 1 Put a tick or a cross	PART 2 Write the words	PART 3 Write the correct word	Pre-Test Score
Average	2,70	2,15	2,19	7,04

Note: Pre-test addressed to students of Unidad Educativa Juan Leon Mera “ La Salle”.

Figure 1



Note: Pre-test addressed to students of Unidad Educativa Juan Leon Mera “La Salle”.

Analysis and Interpretation

A pre-test, based on Cambridge Pre A1 Starters English Sample Exam and English Pedagogical Module 1, was applied in order to determine the level of vocabulary. This test was applied to 27 5th grade students from Unidad Educativa “Juan León Mera La Salle”. The supplied test consists of 3 parts. Part 1 requires students to put a check mark if the sentence is correct or a cross if it is incorrect. In part 2, the participant must form, according to the animal in the image with the letters in front. And finally part 3 requires you to write the corresponding word in the blanks. The rubric that was used allows giving a maximum weighting of 5 points and a minimum of 1 point, for each part. The student can obtain a maximum mark of 15 points in the Test.

The table shows the average result of the 3 parts of the pre-test. It is observed that part 1 obtained a mean range of 2.70 out of 5 points. In part 2 the average was 2.15 out of 5 points. and finally part 3 obtained an average range of 2.19 out of 5 points. This results in a general average of 7.04 out of 15 points in the pre-test, a value that is less than half of the maximum grade. The students had difficulties when identifying objects with their respective names,

completing words and filling in blanks. At this point it follows that there is a lack of vocabulary of the students and it is necessary to develop and improve it.

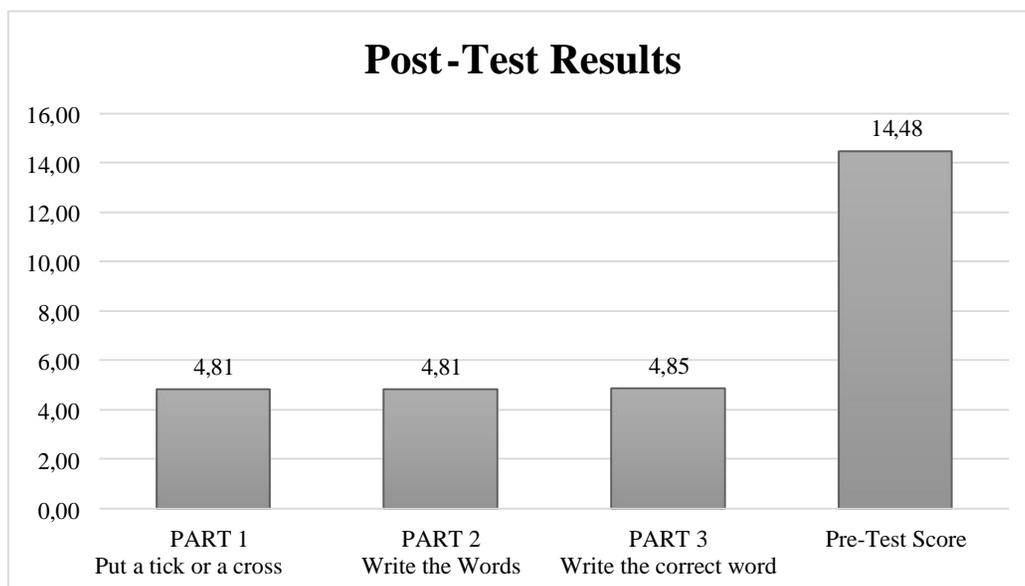
3.3 Post-Test Results

Table 3 Post-Test Results

	PART 1 Put a tick or a cross	PART 2 Write the words	PART 3 Write the correct word	Pre-Test Score
Average	4,81	4,81	4,85	14,48

Note: Post-test addressed to students of Unidad Educativa Juan Leon Mera “La Salle”.

Figure 2



Note: Post-test addressed to students of Unidad Educativa Juan Leon Mera “La Salle”.

Analysis and Interpretation

After using the learning applications in the students, a new test was applied, the same one based on Cambridge Pre A1 Starters English Sample Exam and English Pedagogical Module 1. In order to determine if the use of these applications influenced the vocabulary development. The same test was applied to 27 5th grade students from Unidad Educativa

“Juan León Mera La Salle”. This test consists of the same 3 parts as the initial test. Part 1 requires students to put a check mark if the sentence is correct or a cross if it is incorrect. In part 2, the participant must form, according to the animal in the image with the letters in front. And finally part 3 requires you to write the corresponding word in the blanks. The rubric that was used allows giving a maximum weighting of 5 points and a minimum of 1 point, for each part. The student can obtain a maximum mark of 15 points in the Test.

The average result of the 3 parts of the Post-test is shown by the following table. Here it can be seen that part 1 reached an average range of 4.81 out of 5 points. While part 2, his average went up to 4.81 out of 5 points. and finally part 3 obtained an average range of 4.85 out of 5 points. This caused the general average to increase to 14.48 out of 15 points in the post-test.

This value is close to reaching the maximum rating. Therefore, it is inferred that the use of learning applications positively influenced the development of vocabulary and also contributed to student learning.

3.4 Comparative Results Pre-Test and Post-Test

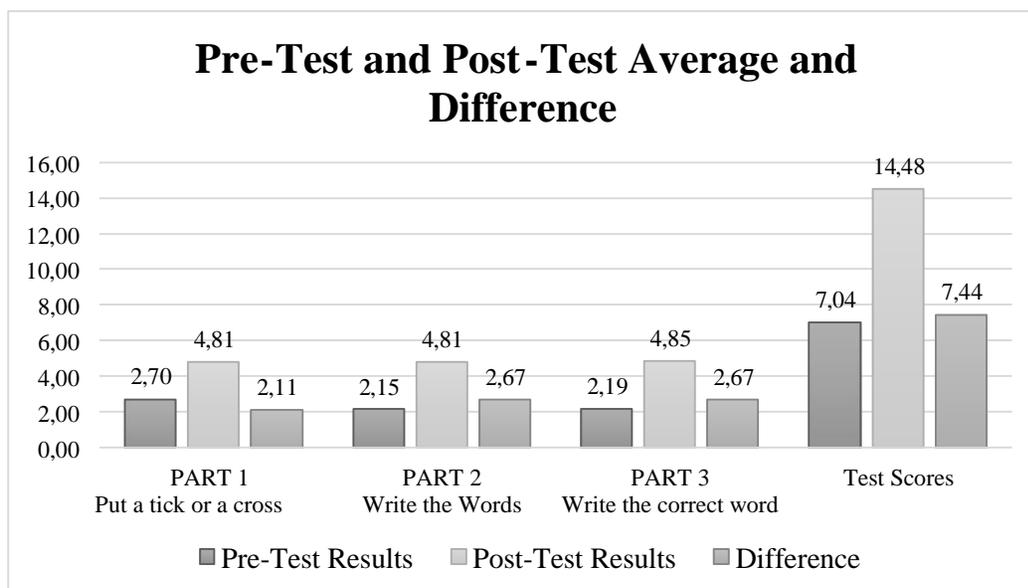
Table 4

Comparative Results Pre-Test and Post Test

Criteria	Pre-Test Results	Post-Test Results	Difference
PART 1 Put a tick or a cross	2,70	4,81	2,11
PART 2 Write the Words	2,15	4,81	2,67
PART 3 Write the correct Word	2,19	4,85	2,67
Test Scores	7,04	14,48	7,44

Note:Pre-test and Post-test comparative results addressed to students of Unidad Educativa Juan Leon Mera “La Salle”.

Figure 3



Note:Pre-test and Post-test difference addressed to students of Unidad Educativa Juan Leon Mera “La Salle”.

Analysis and Interpretation

After analyzing the results of the pre-test and the post-test, it is necessary to make a comparison between the two tests, to demonstrate the increase in scores that existed after the use of the learning applications. In the table it can be seen that in part 1 of the pre-test a mean range of 2.70, this value increased to 4.81 over 5 points in the post-test, which means that there was an increase of 2.13 points. Part 2 in the pre-test showed an average of 2.15, while this value increased to 4.81 over 5 points in the post-test, with an increase of 2.67 points. And finally part 3 in the initial test obtained a mean range of 2.19, this value grew to 4.85 over 5 points, with an increase of 2.67 points.

At this point it is inferred that the use of learning applications positively influenced the development of vocabulary and also contributed to student learning. This result shows that the students improved their writing ability, their ability in the comprehension part and finally the students acquired new knowledge in the vocabulary acquisition part. Therefore, it is recommended for educational use in institutions, since it allows students to significantly improve their vocabulary in the English language.

3.5 Verification of Hypothesis

3.5.1 Hypothesis Statement

Null Hypothesis

Learning apps does not influence the English vocabulary learning of students of 5th of Unidad Educativa “Juan Leon Mera La Salle”

Alternative Hypothesis

Learning apps does influence the English vocabulary learning of students of 5th of Unidad Educativa “Juan Leon Mera La Salle”

3.5.2 Test of Normality

Table 5 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Stadístic	gl	Sig.	Stadístic	gl	Sig.
Pre_Test	,219	27	,002	,911	27	,024
Post_Test	,333	27	,000	,718	27	,000

a. Lilliefors Significance Correction

Note: Shapiro Wilk Normality test values

The research was carried out with a selected sample of 27 participants. For the analysis of the normality test, Shapiro Wilk was considered, this statistic works with a sample of less than 30. The table shows the level of significance, where the pre-test has a value of 0.24, On the other hand side, the post-test shows a value of 0.000. At this point the normality test shows that the results are scattered. And it is necessary that a Wilcoxon test be applied between two related samples.

3.5.3 Wilcoxon signed Ranks test

Table 6

Wilcoxon signed ranks test

		N	Mean Rank	Sum of Ranks
Post_Test	- Negative Ranks	0 ^a	,00	,00
Pre_Test	Positive Ranks	27 ^b	14,00	378,00
	Ties	0 ^c		
	Total	27		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

Note: Wilcoxon signed ranks test values.

3.5.4 Test Statistics

Table 7

Table 7 Test Statistics

Test Statistics^a

		Post_Test - Pre_Test
Z		-4,573 ^b
Sig. asintót. Tailed)	(2-	,000

a. Wilcoxon signed ranks test.

b. Based on Negative Rank.

Note: Test sadistic values with asymptotic significance.

Analysis and Interpretation

The first table shows a Wilcoxon range test, the test shows the ranges, product of subtracting the values between the post-test and pre-test. In this part it is evident that there is no negative range (a), which means that no student obtained a lower grade than the score achieved in the pre-test. On the other hand, the positive range (b) is shown with a value of 27, which means that 100% of the students obtained a higher score in the post-test. And finally there is no tie (c). The middle range shows two values, the first of 0.000 and the other of 14.00. And the sum of these ranges shows two values, 0.00 and 378.00.

The following table shows the statistical test, which is related to the research hypothesis. In this part, a Z value of -4.573 and a significance value of 0.000 are evidenced, which is less than the value of 0.05. Therefore, at this point it can be inferred that the null hypothesis is rejected and the alternative hypothesis is given way, learning apps do influence the learning of vocabulary in English of the 5th grade students of Unidad Educativa "Juan León Mera La Salle".

3.6 Discussion of results

Some authors agree that the use of learning apps is a didactic tool for the implementation and acquisition of new vocabulary in English.

The appearance of learning apps has promoted the development of vocabulary in English thanks to the technology that has been evolving day by day. In addition, it was stated that there has not been enough research on the use of apps for vocabulary learning, especially in fiscal educational units. Deng (2015) made a study and this study used in-depth interviews and surveys as did a study in which he used several applications for the acquisition of new vocabulary in English. Particularly, the acceptance of students and the qualities of each application which help students improve their knowledge of vocabulary were analyzed. This study used activities interactive between students and teachers in which 33 students were randomly selected and they were the ones who experienced the use of different applications to improve their vocabulary skills during a specific period. At the end of the experiment it was concluded that almost all students who used these learning apps significantly improved their English vocabulary skills.

According to Guaqueta (2018), many students download apps almost every day on a computer or on a cell phone. For this reason, several educators begin to design apps for educational purposes, so that students use them in their daily lives and in this way also encourage interaction between students. and teachers. Teachers over time have understood that the learning environment has changed and that they should motivate students to use learning apps for the acquisition of vocabulary of a new language and not prohibit the use of apps.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the investigation was carried out, it was possible to verify different effective studies with the use of learning apps, which showed positive results in the teaching-learning process of vocabulary in English. Therefore, it was evidenced that all the applications used during the treatment helped to create different activities in such a way that the use of these apps allowed the students to learn effectively.

During the research process, the knowledge of the students was evaluated with a pre-test which showed a low level of vocabulary as a result. Moreover, different activities created with learning apps such as Quizlet, Educaplay, Visual vocabulary and others were presented, helping students to learn in a dynamic and effective way. After that, the students were reevaluated with a post-test which showed that the students improved the level of English vocabulary.

It was possible to determine that learning apps provided many benefits to the students at the time of the acquisition of new vocabulary in English, all the applications allowed to create activities with visual accompaniment such as images, videos and sounds. In addition, with the learning apps the students were able to practice the 4 skills that are necessary at the moment to learn a new language. Finally, all the apps presented were interactive and the students learned in a dynamic way.

To conclude, activities were implemented in the classroom using learning apps to improve English vocabulary learning. These applications improve and facilitate student's participation creating a good educational environment and collaborative work, where all students can participate and share knowledge. In addition, students can be attracted by the graphic content that the apps offer to memorize and learn new words in English.

4.2 Recommendations

This This research project suggests that teachers implement learning apps to improve vocabulary learning. Teachers can create various activities from videos, images, flash cards and sounds and in this way present quality educational material and add interactivity within the classroom so that students feel inspired, increase their participation in classes, practice entertaining way and feel motivated when learning new words in English.

Teachers must take into account that the activities must be used according to the age and level of English of the students and take into account the time that the student needs to complete the complete test. In addition, certified tests must be used, which must be validated by experts in order to obtain the results needed to assess students.

Teachers must know how to select the appropriate learning apps for the teaching-learning process and apply them at strategic points in the class and not in all activities to prevent the class from becoming a distraction and not being educational, taking into account that the main goal is to benefit and not harm the students.

Finally, this research recommends the teacher to use the learning applications previously exposed in the research to motivate and encourage the use of technological tools and meet the objectives of each class. It is also recommended to the teacher be a guide and train students in the proper use of learning apps.

BIBLIOGRAPHY

- Aji, S. M. N., fani Prastikawati, E., & Yulianti, F. (2021, October). The Secondary Students' Perception on Visual Vocabulary Apps in English Vocabulary Learning.
<https://goo.su/azQAG>
- Bruening, P., Robbins, D. S., & Schulte, D. W. (2015). Impact of Vocabulary. com.
<https://goo.su/qaghE>
- Chapelle, C. (2003). English language learning and technology.
<https://goo.su/njmC>
- Chen, C. M., Chen, L. C., & Yang, S. M. (2019). An English vocabulary learning app with selfregulated learning mechanism to improve learning performance and motivation. *Computer Assisted Language Learning*, 32(3), 237-260.
<https://doi.org/10.1080/09588221.2018.1485708>
- Chen, C. M., Liu, H., & Huang, H. B. (2019). Effects of a mobile game-based English vocabulary learning app on learners' perceptions and learning performance: A case study of Taiwanese EFL learners. *ReCALL*, 31(2), 170-188.
<https://doi.org/10.1017/S0958344018000228>
- Chen, R. W., & Chan, K. K. (2019). Using augmented reality flashcards to learn vocabulary in early childhood education. *Journal of Educational Computing Research*, 57(7), 1812-1831.
<https://doi.org/10.1177/0735633119854028>
- Cook, V. (2016). *Second language learning and language teaching*. Routledge.
<https://doi.org/10.4324/9781315883113>
- Deng, Q., & Trainin, G. (2015). Learning vocabulary with apps: From theory to practice.
<https://digitalcommons.unl.edu/nebeducator/29/>
- Gu, Y. (2012). Vocabulary learning strategies. *The encyclopedia of applied linguistics*, 1-7.
<https://doi.org/10.1002/9781405198431.wbeal1329.pub2>
- Guaqueta, C. A., & Castro-Garces, A. Y. (2018). The use of language learning apps as a didactic tool for EFL vocabulary building. *English Language Teaching*, 11(2), 61-71.
<http://www.ccsenet.org/journal/index.php/elt>
- Li, R. (2021). Does game-based vocabulary learning APP influence Chinese EFL learners' vocabulary achievement, motivation, and self-confidence?. *Sage Open*, 11(1), 21582440211003092.

- <https://doi.org/10.1177/21582440211003092>
- Littlewood, W., & William, L. (1984). *Foreign and second language learning: Language acquisition research and its implications for the classroom*. Cambridge University Press.
<https://goo.su/YSJfw>
- Mindog, E. (2016). Apps and EFL: A case study on the use of smartphone apps to learn English by four Japanese university students. *Jalt Call Journal*, 12(1), 3-22
<http://journal.jaltcall.org>
- Platzer, H. (2020). The Role of Quizlet in Vocabulary Acquisition. *Electronic Journal of Foreign Language Teaching*, 17(2).
<https://e-flt.nus.edu.sg/wp-content/uploads/2021/01/platzer.pdf>
- Santosa, M. H., Pratama, I. P. S., & Putra, I. N. A. J. (2020). Developing android-based English vocabulary learning materials for primary school students. *JEELS (Journal of English Education and Linguistics Studies)*, 7(1), 161-185.
<https://doi.org/10.30762/jeels.v7i1.1467>
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language teaching research*, 12(3), 329-363.
<https://doi.org/10.1177/1362168808089921>
- Sison, K. J. S. (2021, December). EDUCAPLAY AS TEACHING MEDIA IN VIRTUAL CLASSES. In *Bogor English Student And Teacher (BEST) Conference (Vol. 3, pp. 1-6)*.
<https://goo.su/iuPWLA>
- Wright, B. A. (2016). Transforming vocabulary learning with Quizlet. *Transformation in language education*. Tokyo: JALT, 436-440.
<https://goo.su/o4x4byH>
- Yongqi G., & Jeremias R. (12 de 1998). *Vocabulary Learning Strategies and Language Learning: A journal of research in Language Studies*.
<https://goo.su/rMAov3>

ANNEXES

ANNEX 1 PRE-TEST



Teacher: Hurtado Belen School year: September 2021- June 2022 Class: 5th grade		Topic: Pre- test Number of students: 27 Time: 30 minutes Date: 18/05/2022	
Objective <ul style="list-style-type: none"> To evaluate students' knowledge about vocabulary. 		Lesson objectives Students will be able to: <ul style="list-style-type: none"> Complete the activities presented in the pre-test 	
PROCEDURE			
Teacher's activities	Students' activities	Materials	Time
<ul style="list-style-type: none"> Teacher introduces herself and explains the development of the project Teacher organizes students to take the Pre-test. 	<ul style="list-style-type: none"> Students pay attention to the introductions of the teacher Students ask any question about the pre-test 		5 minutes.
<ul style="list-style-type: none"> Teacher gives the students the question and answer sheet for the pre-test. 	<ul style="list-style-type: none"> Students receive pre-test worksheets 	<ul style="list-style-type: none"> Worksheets 	5 minutes.
<ul style="list-style-type: none"> Teacher starts and control the activity 	<ul style="list-style-type: none"> Students try to answer all the questions of the pre-test 	<ul style="list-style-type: none"> Pre-test worksheets 	20 minutes
Assessment: Informal Assessment : Students participation.			

UNIDAD EDUCATIVA “LA SALLE

PRE – TEST

Candidate name: **Date:**

Introduction: This test is based on Cambridge Pre A1 Starters English Sample Exam and English Pedagogical Module 1 for fifth year of high school from “Ministerio de Educacion”
Objective: To evaluate the students’ Vocabulary.

Instructions:

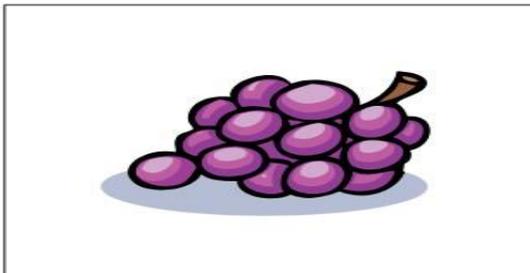
- Read the instructions for each part of the test carefully.
- Answer all the questions in Vocabulary Parts 1,2,3 and 4.
- Write your answers on the answer sheet.
- At the end of the test, send just the answer sheet to your teacher.

Vocabulary

PART 1

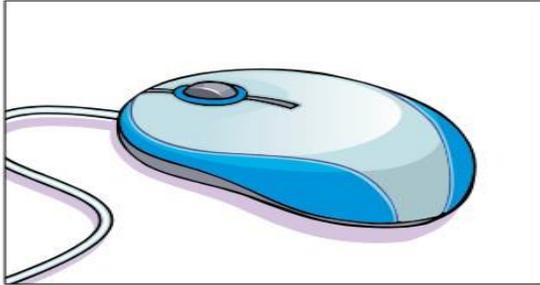
Questions 1 – 5 : Look and read. Put a tick (✓) or a cross (✗) in the box.
There are two examples.

Example:



These are grapes.





This is a house.



Questions

1



This is a helicopter.



2



This is a clock.



3



These are shells.

4



This is a sock.

5.



These are chairs.

PART 2

Questions 1-5: Look at the pictures. Look at the letters. Write the words. **Example**



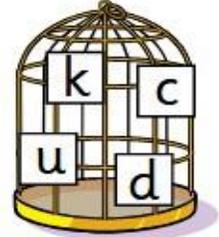
s n a k e



Questions

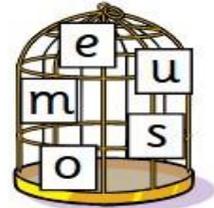
1





2





3





4



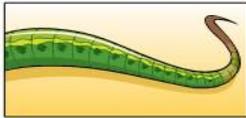


5



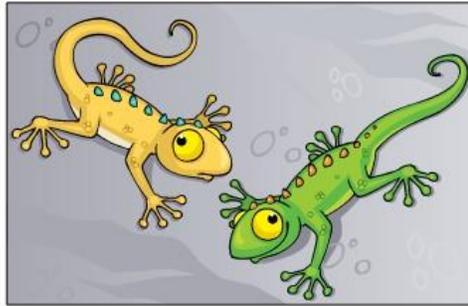
PART 3

Questions 1 – 5: Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Example			
			
animals	tail	balloon	trees
			
legs	spiders	teacher	sand

(Barria) Barria, C. (s.f.). <https://www.bbc.com/mundo/noticias-56683894>.

LIZARDS



Lots of lizards are very small *animals* but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body.

Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... . Lizards love sleeping in the sun!

UNIDAD EDUCATIVA “LA SALLE” PRE – TEST ANSWER SHEET

Candidate name: **Date:**

Introduction: This test is based on Cambridge Pre A1 Starters English Sample Exam and English Pedagogical Module 1 for fifth year of high school from “Ministerio de Educacion”

Objective: To evaluate the students’ Vocabulary.

Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions in Vocabulary Parts 1,2 and 3.
- Write your answers on the answer sheet.
- At the end of the test, give just the answer sheet to your teacher.

VOCABULARY PART 1

1	
2	
3	
4	
5	

VOCABULARY PART 2

6	
7	
8	
9	
10	

VOCABULARY PART 3

11	
12	
13	
14	
15	
TOTAL POINTS	FINAL SCORE
/15	

UNIDAD EDUCATIVA “LA SALLE

PRE – TEST ANSWERS

Candidate name: **Date:**

Introduction: This test is based on Cambridge Pre A1 Starters English Sample Exam and English Pedagogical Module 1 for fifth year of high school from “Ministerio de Educacion”

Objective: To evaluate the students’ Vocabulary.

Instructions:

- Read the instructions for each part of the test carefully.
- Answer all the questions in Vocabulary Parts 1,2,3 and 4.
- Write your answers on the answer sheet.
- At the end of the test, send just the answer sheet to your teacher.

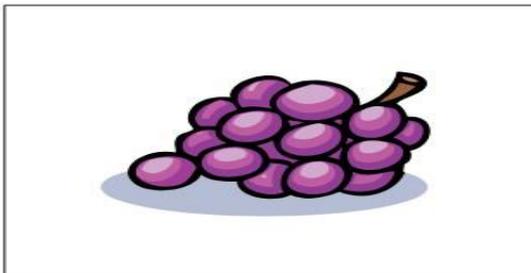
Vocabulary

PART 1

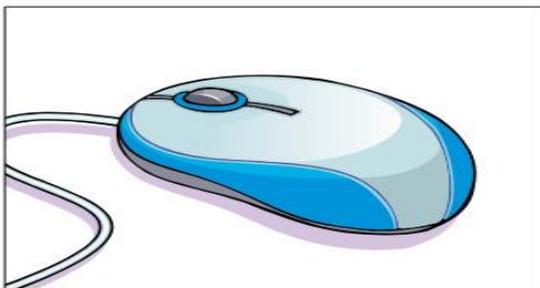
Questions 1 – 5 : Look and read. Put a tick (✓) or a cross (✗) in the box.

There are two examples.

Example:



These are grapes.



This is a house.



Questions

1



This is a helicopter.



2



This is a clock.



3



These are shells.



4



This is a sock.



5.



These are chairs.



PART 2

Questions 1-5: Look at the pictures. Look at the letters. Write the words. Example



s n a k e

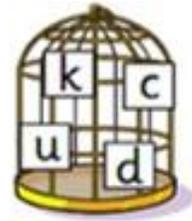


Questions

1



DUCK



2



MOUSE



3



HIPPO



4



MONKEY



5



CHICKEN



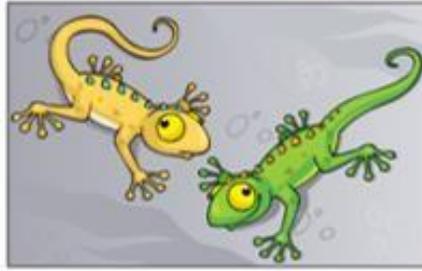
PART 3

Questions 1 – 5: Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Example			
			
animals	tail	balloon	trees
			
legs	spiders	teacher	sand

(Barria) Barria, C. (s.f.). <https://www.bbc.com/mundo/noticias-56683894>.

LIZARDS



Lots of lizards are very small **animals** but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... **spiders** and some like eating fruit.

A lizard can run on its four (2)..... **legs** and it has a long (3)..... **Tail** at the end of its body.

Many lizards live in (4)..... **sand** but, at the beach, you can find some lizards on the (5)..... **trees** Lizards love sleeping in the sun!

UNIDAD EDUCATIVA LA SALLE LESSON PLAN 1	
Teacher: Hurtado Belen School year: September 2021- June 2022 Class: 5th grade	Topic: Favorite class Number of students: 27 Time: 30 minutes Date: 18/05/2022
Objective <ul style="list-style-type: none"> To teach students to identify different locations of the school. 	Lesson objectives Students will be able to: <ul style="list-style-type: none"> Ask questions about different locations of the school. Identify different locations of the school.
Materials: Computer, projector, Quizlet app .	
PROCEDURE	
Warm Up <ul style="list-style-type: none"> Teacher greets the students and introduces the topic of the class Teacher present a video about subjects https://www.youtube.com/watch?v=AnZpeX_8mVk Teacher asks the students a specific question. <i>What's your favorite class?</i> Students must be ready to answer 	TIME 10 minutes
ACTIVITY <ul style="list-style-type: none"> The teacher presents My Favorite Subject activity using the Quizlet app. https://quizlet.com/706614172/learn 	10 minutes.
CLOSING ACTIVITY <ul style="list-style-type: none"> The teacher divides the students into pairs, each student must talk about his favorite subject with his partner. At the end, the teacher will choose a few students who must come to the front of the class and talk about their partner's favorite subject. 	10 minutes.
ASSESSMENT: Performance assessment	

Definición 🗣️

Place where you can find many books



Selecciona el término correcto

1 LIBRARY

2 SCIENCE ROOM

3 ART ROOM

4 LUNCHROOM

Definición 🗣️

Place where you can eat your favorite food



Selecciona el término correcto

1 SCIENCE ROOM

2 ART ROOM

3 LUNCHROOM

4 MUSIC ROOM

← → ↻ <https://quizlet.com/706614172/learn> ☆ 🔒 ☰

Aprender ▾ Different locations within the school Opciones ✕

Definición 🗣️

Place where you can do experiments 

Selecciona el término correcto

1 LUNCHROOM 2 SCIENCE ROOM

3 MUSIC ROOM 4 ART ROOM

Quizlet Inicio Soluciones de libros de texto Tu biblioteca ▾ Crear ▾ Prueba gratuita 🔍 Unidades de estudi... 🧑

< Regresar

✍ Escribir

RESTANTE 7

INCORRECTO 1

CORRECTO 0

Opciones

Place where you can draw and paint No conocido



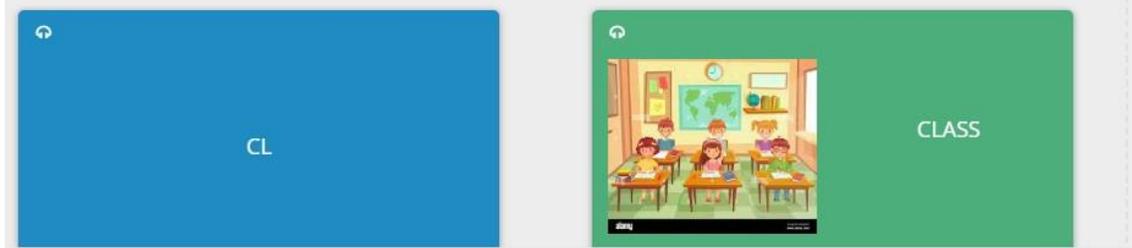
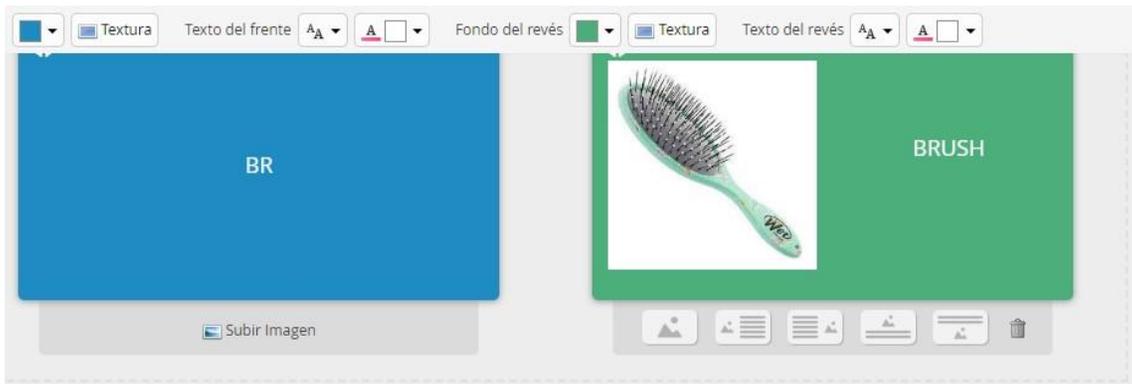
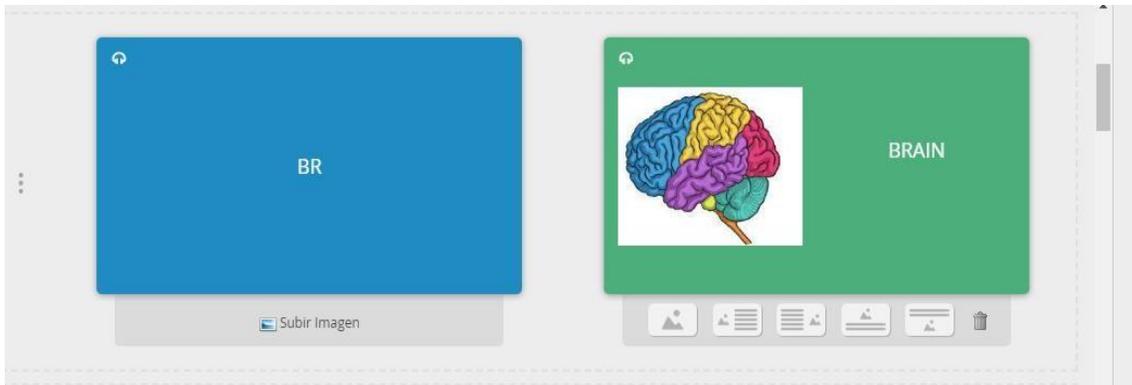
Responsta

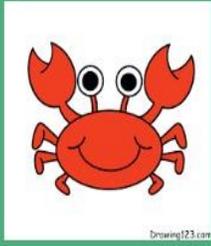
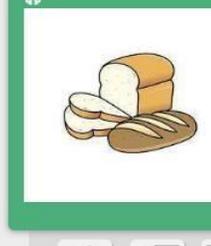
ESCRIBIR LA RESPUESTA



|

UNIDAD EDUCATIVA LA SALLE LESSON PLAN 2	
Teacher: Hurtado Belen School year: September 2021- June 2022 Class: 5th grade	Topic: Phonics Number of students: 27 Time: 35 minutes.
Objective <ul style="list-style-type: none"> To teach students to identify and use different phonics to understand new words. 	Lesson objectives Students will be able to: <ul style="list-style-type: none"> Ask questions about different phonics. Identify different phonics and create words.
Materials: Computer, projector, Quizlet app .	
PROCEDURE	
Warm Up <ul style="list-style-type: none"> Teacher greets the students and introduces the topic of the class Teacher present a video about phonics https://www.youtube.com/watch?v=htaobnZEKYY Teacher asks the students a specific question. <i>Do you know some phonics examples?</i> Students must be ready to answer 	TIME 10 minutes
ACTIVITY <ul style="list-style-type: none"> The teacher presents new vocabulary using goconqr app https://www.goconqr.com/es-MX/flashcard/37114190/phonics Students practice new vocabulary using goconqr app 	10 minutes.
CLOSING ACTIVITY <ul style="list-style-type: none"> The teacher tells the students to think of words that have the phoneme Br, Fr, B, A Students raise their hands to say the words they thought of. 	10 minutes.
ASSESSMENT: Performance assessment	



<p>CR</p>	 <p>CRAB</p>
<p>FL</p>	 <p>FLOWERS</p>
<p>BR</p>	 <p>BREAD</p>



1

UNIDAD EDUCATIVA LA SALLE LESSON PLAN 2	
Teacher: Hurtado Belen School year: September 2021- June 2022 Class: 5th grade	Topic: Musical Instruments Number of students: 27 Time: 30 minutes.
Objective <ul style="list-style-type: none"> To teach students to identify different sounds to learn vocabulary about of musical instruments. 	Lesson objectives Students will be able to: <ul style="list-style-type: none"> Ask questions about musical instruments. Identify different names of musical instruments ...
Materials: Computer, projector, Educaplay app .	
PROCEDURE	
Warm Up <ul style="list-style-type: none"> Teacher greets the students and introduces the topic of the class Teacher present a video about musical instruments. https://www.youtube.com/watch?v=6GgzAc5Ezsk Teacher asks the students a specific question. <i>How many musical instruments do you know?</i> Students must be ready to answer 	TIME 10 minutes
ACTIVITY <ul style="list-style-type: none"> The teacher presents new vocabulary using Educaplay app https://es.educaplay.com/recursos-educativos/12570610-musical_instruments.html Students practice new vocabulary using Educaplay app 	10 minutes.
CLOSING ACTIVITY <ul style="list-style-type: none"> Teacher chooses 3 students who must come to the front of the class and mimic so that the other students guess the name of the instrument. Students must go to do their mime according to their turn so that there is no disorder in the class. 	10 minutes.
ASSESSMENT: Performance assessment	

e

MUSICAL INSTRUMENTS
Froggy Jumps

Belen Hurtado

Comenzar

education Assignment

VIDAS 5

MUSICAL INSTRUMENTS

PUNTOS 0.000

1 / 6

What is the name of this instrument?



A

B

C

A VIOLIN

DRUMS

A PIANO

18 00:00:02



Game interface for a quiz. It shows a question: 'What is the name of this instrument?' with a small image of a cat playing a piano. Three options are presented on lily pads: 'A VIOLIN', 'DRUMS', and 'A PIANO'. The options are labeled with letters A, B, and C respectively. The correct answer is 'DRUMS'. The interface also shows 'VIDAS 5', 'PUNTOS 0.000', '1 / 6', a timer '18 00:00:02', and a frog character at the bottom.

VIDAS 4 MUSICAL INSTRUMENTS PUNTOS 0.000

2 / 6 TO WHICH GROUP DO THE SOUNDS BELONG? 0:03 / 0:42

A NATURAL SOUNDS

B MUSICAL INSTRUMENTS

C ANIMAL SOUNDS

17 00:00:21

VIDAS 4 MUSICAL INSTRUMENTS PUNTOS 16.666

3 / 6 NAME OF THIS INSTRUMENT 

A A VIOLIN

B A TRIANGLE

C A GUITAR

6 00:00:39

VIDAS 4 MUSICAL INSTRUMENTS PUNTOS 33.332

4 / 6 GUESS WHICH INSTRUMENT I AM 0:15 / 0:16

A A GUITAR B A VIOLIN C A XYLOPHONE

3 00:00:58

VIDAS 4 MUSICAL INSTRUMENTS PUNTOS 49.998

5 / 6 LISTEN TO THE SOUND AND GUESS THE NAME OF THE INSTRUMENT 0:17 / 0:22

A A TRIANGLE B CYMBALS C A GUITAR

1 00:01:18

VIDAS 3 MUSICAL INSTRUMENTS PUNTOS 49.998

6 / 6 GUESS THE NAME OF THE INSTRUMENT 0:11 / 0:14

A A HARMONICA

B A HAND BELL

C DRUMS

7 00:01:32

Document Information

Analyzed document	HURTADO BELEN LEARNING APPS FOR VOCABULARY LEARNING 1.pdf (D142256180)
Submitted	7/21/2022 2:59:00 AM
Submitted by	
Submitter email	rhurtado8007@uta.edu.ec
Similarity	10%
Analysis address	cristinadjordanb.uta@analysis.arkund.com

Mg. Marbella Escalante
TUTOR TRABAJO TITULACIÓN



Firmado electrónicamente por:
**MARBELLA CUMANDA
ESCALANTE GAMAZO**

