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Licenciado/a en Pedagogía del Idioma Inglés.**

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Theme: Word Wall and vocabulary learning

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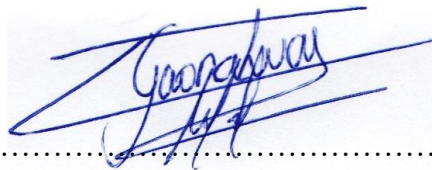
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Comments expressed in this report are the author’s responsibility

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## **DEDICATION**

**TO:**

To my beloved parents, sister and niece for always being my support and for being the ones who have motivated me to continue and never give up, they are the ones who have encouraged me to fulfill my dreams and goals.

Lucia.

## **ACKNOWLEDGEMENTS**

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

Lucia.

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## **Abstract**

The following study aimed to describe how the Word wall app helps the English language vocabulary learning A1 Starter English students from Centro de Idiomas at Universidad Tecnica de Ambato. The study had a quantitative and quasi-experimental approach. The subjects of the study were twenty-six, to whom two tests were pre- test and post-test, focused on vocabulary taken and adapted from the Cambridge standardized tests Key English Test (KET). The analyzed group was divided into two groups, a control group with 13 students and an experimental group with 13 students. To analyze the vocabulary level of the learners, a vocabulary pre-test was administered to both groups. Then, the experimental group received six interventions that permitted them to learn and understand new vocabulary content from Word wall app, developing interactive activities as readings, and also allowed them to recognize new words and their pronunciation, these activities were the ones that allowed them to learn in a better way. At the end, both groups performed a vocabulary post-test to compare whether there was an improvement or not in their vocabulary learning. The results obtained from the vocabulary tests were analyzed using the Wilcoxon statistical test. Additionally, through the analysis, it was concluded that this website is helpful and supportive for vocabulary learning to interactive activities.

**Keywords:** English language, Word wall app, vocabulary learning, reading.

## **INTRODUCTION**

### **PROBLEM STATEMENT**

#### **Contextualization of the problem**

English education is an essential human virtue and a necessity of society through which students gain knowledge, social conduct, strength, and self-respect (Bhardwaj, 2016). English is a phenomenon of globalization that helps students in three international mobility aspects: international tourism, it provides knowledge of countries, and the publication of books that are used in the tourism industry. English facilitates student mobility because the majority of the students studying are from the USA, UK, Australia, or Canada, places where English is either the native or the second language. Also, migrant workers, the majority of people get a job in highly developed countries. For this reason, learning English opens job opportunities and increases individuals' employability (Coleman, 2010).

In Ecuador, in recent years various subjects have been introduced into the curriculum of the schools to further develop more students' knowledge one of them being the English language. Additionally, at university English is the language mandatory to graduate. According to the Organic Law of Intercultural Education Art 111 Bilingual educational institutions, one of the requirements is an international certification at level B2 according to the Common European Framework (LOEI, 2011). Regarding the evolution of English language teaching in Ecuador, during the period from 2011-2020 English was a complementary subject, and for that reason, the Ministry of Education needed teachers with English as a Foreign Language (EFL) knowledge. The primary school curriculum added three hours per week for EFL classes. On the other hand, private and national universities designed a Pedagogy of National and Foreign Languages (PINE), but, since English is a requirement to graduate, all students, including those who study at other institutes, need to learn. (Villafuerte & Mosquera, 2020).

English as a second language has many advantages: to get to know other cultures, interact with a greater variety of people and get a good job or simply graduate. The problem is that students in Ambato do not understand vocabulary, because there is a lack of learning of vocabulary. Rohmatillah (2014) mentioned that there are various difficulties when learning English for example the pronunciation of words. Students

instinctively pronounce words in their mother tongue for example the word *beautiful* they say /beautiful/ but the correct pronunciation is /'bju:tɪfəl/. There are also difficulties associated with writing and spelling, they hear the word and write it according to the sound they hear for example the word *play* they write *plai*. Finally, they can't utilize grammar correctly. One common mistake is between the words *make* and *do*. Surmanov (2020) believed that students confuse the words based on context because students know the meaning of the words but according to the context the meaning changes. Also, when they encounter phrasal verbs or expressions, in other words, collocations in their readings it is difficult for students because they need more superior knowledge of the English language.

Recently, this problem has increased and for both teachers and parents, this situation is worrying because some students do pass the level or maintain the level but they do not have the vocabulary necessary for the next level. If the problem continues students can neither achieve their goals get a good job nor graduate. It is important to know that the process of teaching a foreign language depends on the teachers because they apply strategies, methodologies, and approaches that help students develop comprehension, construction and response in a variety of situations (Flood, 2003). Today, technological advances have generated several platforms in which students can learn the necessary vocabulary to develop skills. To reduce this problem and to ensure that students have a better knowledge of vocabulary to develop skills, the Word wall app was utilized to develop vocabulary in the learning process.

### **Critical Analysis**

Critical analysis in this study investigates the relationship between causes and effects to counteract a deficient knowledge of the Word wall application and inadequate vocabulary. This is based on the breakdown of each cause and effect of the research problem. This critical analysis is constructed in the problem tree analysis. (Annex 1)

There are many causes and effects of the deficient knowledge of the Word wall application and inadequate vocabulary levels. For instance, the lack of training for teachers on the use of Information and Communication Technology (ICT) tools affects the teaching process. Today although students use technology, they do not do so to facilitate their learning process. The role of ICT is applied in different educational fields,

and using tools such as web-based learning, it provides opportunities to create and design interactive activities which makes learning more flexible (Alkamel & Chouthaiwale, 2018). The effect of not making use of this technology leads to difficulty in interacting with others. Students cannot speak fluently because they have not acquired adequate vocabulary to be able to express ideas. When students speak it is not natural and, in some cases, it is difficult to understand what they say. Meg (2009) considered that students are afraid to speak English because they are shy and worried about making errors.

Many teachers use the translation method to help students understand the meaning of vocabulary. Mart (2013) explains that students are not given enough opportunity to focus on the target language and believes that translation is not effective in an EFL environment. The effect of difficulty in understanding readings stems from an insufficient knowledge of vocabulary which makes the comprehension of the main idea of the reading difficult. For that reason, the research project includes evaluations of reading. Students need a profound knowledge of word meanings to determine a writer's purpose, intent, and point of view (Davis 1944).

The final effect is the lack of interest in students learning vocabulary. This could be caused by the teachers not taking advantage of extrinsic motivations. Lei (2010) pointed out that the learning process is often a social activity. But the lack of extrinsic motivation from teachers to students when teaching vocabulary influences the students' lack of interest to learn vocabulary. Through time and analysis, it has been discovered that when students do not understand the language it causes: reduced attention, they feel bored, and as a result they do not work which induces other students to be distracted (Ali, 2017).

### **Prognosis**

Teachers are the principal factor in teaching English because they apply strategies, methodologies and approaches that help students develop comprehension, construction skills, and the ability to respond in a variety of situations (Flood, 2003). Today, technological advances have generated several platforms in which students can learn the necessary vocabulary to develop skills. Teachers from private and public universities need to use technological applications to help students in the vocabulary learning process. If the problem continues students can neither achieve their goals nor get a good job nor graduate. This could lead to the disappearance of the language as a subject in schools, with the consequence that students cannot travel to another country, no continue with a higher level or graduate.

## **Problem formulation**

Why is it important to analyze the influence of the Word wall tool on the efficacy of learning vocabulary in the A1 students at Centro de Idiomas of Universidad Tecnica de Ambato?

## **Research Questions**

- Why is it important to diagnose the level of knowledge of vocabulary?
- Why analyze the activities that Word wall app on vocabulary learning?
- Why is it important to determine the effectiveness of the Word wall on vocabulary?

## **Delimitation of the Research object**

The research project investigates the relationship between the use of Word wall app and the rate of learning vocabulary. This research focuses on the educational field of English Foreign Language (EFL) in a country where English is a second language. The area of the research is Language Learning and Social and Educational Behavior. The aspect was Vocabulary learning acquisition throughout the period from April to September 2022. The current work was of Centro de Idiomas at Universidad Tecnica de Ambato with students of A1 level.

## **Justification**

This research is **important** because English vocabulary has been an enormous challenge for learners because it requires managing a large range of vocabulary effectively to master a target language. Mirioglu (2020) supported that “vocabulary has become popular in the field of language learning since it provides the basis of communicative competence, comprehension, writing and reading skills”. Also, students use technology all the time and facilitates reading comprehension. Students can find free platforms or apps that help them practice in a fun way and students can use in at any time.

The current project is **relevant** because teachers can implement interactive online tools as a result, the majority of students during the classes are bored and demotivated, the lack of interest is notable, and the learners do not participate in the classroom, and do not produce the language due to the poor vocabulary.

The research project is **original** because it was the first time applied to A1 starter English students at Universidad Tecnica de Ambato. Who was involved in the learning process, and they used the Word wall app.

The project was an academic **impact**, because the classroom was more active since students had the necessary vocabulary to participate. Due to a more didactic method of teaching, rather than a traditional approach, the knowledge learn was retained in a long-term fashion.

## CHAPTER I

### 1. THEORETICAL FRAMEWORK

#### 1.1 Research background

Recently, research has been done regarding the use of the Word wall app to improve the acquisition of vocabulary. There were some academic studies, journals, magazines, articles, and books that helped in this research. The academic searches used were Google scholar, Scielo, and articles published in Calameo. This research analyzed the efficacy of the Word Wall tool in the process of learning vocabulary and demonstrated that it helped students both to build up their vocabulary and develop their ability to communicate effectively and accurately.

The first research called “Using Word Wall Activities in Early Childhood” by Wilker et al. (2008) explained that the Word wall was an app that helps the acquisition of vocabulary with an emphasis on student engagement. The research worked with pre-kindergarten students in three different elementary schools. The process lasted for sixteen weeks; each interview was 10 minutes. This work used a qualitative method and pre-experimental modality. The data analysis method was an inferential analysis based on regression, because the project showed the relationship between Word wall and early childhood learning. The data analysis examined the data of Woodcock Reading Mastery Test (1998). In conclusion, using Word wall activities was beneficial because it highly engaged the students. Students had a greater enthusiasm and increased motivation in the learning process. The researchers mentioned that the teachers need to learn to use the Word wall app prior to giving the class, and use more ICT because the study demonstrated that teachers do not know how to use Word wall activities.

The research by Anindyajati and Choiri (2017), with the topic “The effectiveness of using Word wall media to increase science-based vocabulary of students with hearing impairment”. The study aimed to explain the importance of using Word wall media as a solution to counteract the lack of vocabulary found in students with hearing impairments. This research works with a group of third grade students in the period 2015-2016 working with eight students as a sample. It was designed under a quantitative method. The project used SPSS version 23 to analyze data. The data analysis method was prescriptive. The



project analyzed the deficiency of vocabulary and as a solution used the Word wall app. The project used a descriptive statistic based on the range of the scores of pre-test and post-test. The data value showed that Word wall increased the tested science-based vocabulary of students between before and after treatment, because Word wall media optimizes the visualization ability and increases students' attention.

Another investigation was developed by Utari et al. (2020), with the topic "Teaching vocabulary using Word wall media". The search analyzed the advantages that the Word wall app provides in the vocabulary learning process. This study was developed on students in seventh grade during the academic period 2018-2019. The researchers used quantitative and qualitative methods and pre-experimental modality. The researcher worked with one group pre-test and post-test. The data was collected through the following methods: observation, interview and a survey. The data analysis method was diagnostic based on the problem deficiency of vocabulary. The project used regression because it shows the relationship between teaching vocabulary and Word wall media. The data was analyzed through mathematical formulas and normality calculation. It was concluded that data was normal distribution. In summary, the results were positive because the level of the students improved in post-test. The average grade in the pre-test was 51.25% where the highest score was 85 whilst the post-test average was 70.53% and the highest score 95. The researchers suggested that teachers should use different strategies in teaching such as Word wall media to motivate the students.

The last significant study was conducted by Ramos (2022), entitled "Visual vocabulary app and vocabulary learning". The research aimed to analyze the impact of visual vocabulary app on the learning vocabulary process. This study was developed in the city of Cevallos and was applied to 19 tenth grade EGH students from the Unidad Educativa "Madre Gertrudis". The study was conducted for three weeks utilizing zoom meetings in conjunction with other face to face sessions. The investigator used quantitative and qualitative methods; the data was collected through a survey in Google forms, the analysis was expressed in graphs and tables. The data analysis method was inferential analysis which showed the correlation between the use of a visual vocabulary app and vocabulary learning. The results obtained displayed better scores in the post-test, because students demonstrated knowledge of new vocabulary, correct pronunciation and vocabulary appropriately used in context. The author recommends using other types of

technological tools and using reliable materials in order to assure that students do not lose interest in learning.

The author has taken these investigations because they talk about the two variables of my research project. In addition, the papers were ordered chronologically to know how the use of the application evolved in the vocabulary. Finally, one of the points that most details all the applications that have been worked on with children and the results were positive.

## **1.2 Philosophical Foundation**

Jean Piaget was a philosopher who developed constructivism (Lui, 2010). Piaget explained that the basis of learning was discovery, that humans create knowledge through the interaction of their experiences and ideas. On the other hand, John Dewey considered that education depends on action. Dewey pointed out the importance of developing a student's knowledge through experience (Munari, 1994). For that reason, this research study follows the cognitive constructivism paradigm, where the students construct their knowledge using Word wall media in the vocabulary learning process.

The current study is based on cognitive constructivism because it is a principal factor in the learning process at higher level education. Kumar (2009) explained that humans do not understand and automatically use the given information, they construct their own knowledge through experiences, they produce mental images in their head and then explore, where students make errors but then search for a solution. In contrast, Kalina et al. (2009) believed that the principal point is to construct knowledge through a personal process. Students' learning process begins with the sensorimotor stage, then follows symbolic function, where students distinguish pictures or symbols for different objects and the final stage is intuitive thought where students ask questions about everything. Amineh (2015) proposed that constructivism is an important application in the learning process, because learners participate actively with their construction of knowledge.

## **1.3 Fundamental Categories**

The current research report reviews the relation between the Word wall app and vocabulary learning, it is based on various papers and surveys, the correlation of variables was analyzed. Independent variable key categories were: Information technology as

teaching strategy, technology tools and the Word wall app. Whilst dependent variable key categories were: English Language Learning, English language components and Vocabulary (Annex 2). According to Herrera (2010), key categories are important to identify in order to analyze the correlation of the study variables.

## **1.4 Variables**

### **1.4.1 Independent variables**

#### **Information technology as a teaching strategy**

Munari et al. (2011) mentioned that Information technology is a strategy to help transfer and finding information through the use of computer and telecommunication tools. This includes organizing, storing, publishing and using information of the sound, pictures, graphic, text or numbers. It helps in the learning process and increases students' motivation. Today, information technology helps facilitate student education, because students can find information at any time, providing new opportunities, increasing productivity and competition. In contrast, Raja and Nagasubramani (2018) found that information technology is essential in the education field. It is included in the curriculum, helping students to understand and retain concepts in a better way. However, there are some factors which inhibit the influence of technology in education, primarily the lack of resources such as good internet, or devices, lack of time, lack of expertise and lack of support.

Teachers choose and use teaching strategies to engage students which help to develop skills (Cash, 2017). Teachers use strategies according to the topic, unit, level, needs or classroom resources. Senthamarai (2018) pointed out that Interactive strategies involves both facilitator and learners, engages students in their learning, gives participants hands-on experience and captures students' attention. Strategies are organized under two elements; teachers can adapt in order to address students' learning styles and needs and it is inclusive of all students.

## **Technology tools**

Currently, technology has an important role in the social, economic and education fields. Nowadays, children grow up accustomed to the use of technology especially in the scholarly field. Traditionally education was through interpersonal channels, which involved face-to-face communication between the teacher and two or more students (Rogers, 1986). A recent investigation by Ratheeswari (2018) mentioned technology in education is effective, because students are in the era of development, they are always in contact with the technology and it is a way of motivating students in the learning of English as a foreign language. Juniu (2006) believed the objectives and goals of technology is to facilitate the students' exploration through technological tools like "World Wide Web", where students can improve their knowledge through lectures, drills and practice exercises, tutorials or organizing patterns of information.

Technology has been responsible for an improvement in the efficacy of teaching, using different tools according to needs, level and age of the learners (Ratheeswari, 2018). Through the use of technology students can access information that they need and they can also find apps to perfect their previous knowledge. Students and teachers have more opportunities to develop the class in a constructive way. However, Arkorful and Abaidoo (2015) pointed out that technology has disadvantages in institutions of higher education including: difficulty to control or regulate activities such as cheating, it can lead to congestion or heavy use of some websites – which it then becomes necessary to pay for, inadequate selection skills and inappropriate use of copy and paste. Other disadvantages could be that the use of technology is difficult to implement in the lesson plan, there is not a lot of time to use the Internet during lessons, it can be a source of distraction for students, diminish students' face-to-face relationships and in some cases, technology may replace the teacher (Shatri, 2020).

However, technology also has advantages. According to Bamiah, et al. (2018), technology facilitates the methods of teaching, learning and assessment, inside or outside of the classroom. Technology enhances the learning experience, students and teachers can assess at any time, improves quality education or predictive teaching and assessment strategy. Additionally, Kaur (2019) said the advantages of technology are increased productivity, accessibility and it is environmentally friendly. Finally, Li (2005) believed

students learn in an active process, the learning is collaborative, students can publish their works and can search more information.

The most frequently utilized tools in the learning process are Edmodo, Socrative, ClassDojo, Kahoot, Quizlet and Word wall. English education uses these apps because at the present time students or teachers use mobile devices to connect to diversity of information or for communication. As Keegan (2002) argued mobile learning is the future of learning. Ally (2009) considered the devices used are computer, phone, smart phones, table PCs, laptops, and personal media players. Using tools in the learning process helps develop the four skills: reading, writing, speaking and listening, enhances students' motivation and facilitates the learning process.

- Edmodo is a way to improve communication and work. This site is free and the download and installation are easy. According to Cao (2019), teachers can use Edmodo to publish English learning tasks, correct homework, conduct online tests or send class notes.
- Teachers use Socrative to put questions to students as any device can answer, this application is also free. The application has a quick question option, for example multiple choice or closed and true/false questions. It also includes the functions to create a quiz, space race, and exit ticket (Pryke, 2020).
- ClassDojo is an interactive app which the teacher can use as a motivation, teachers can use it to create a class. Both teachers and parents can enter this app, in order to see what the activities are. With this app teachers have the additional option that they can give points to students if they complete their homework punctually, pay attention in class or participate in class, according to the teacher's guidelines. (Maclean & Muilenburg, 2013).
- Kahoot is a platform which the teacher uses to review student's knowledge (Wang and Tahir, 2020). A project developed by Wang et al. (2011) showed the platform is based on Game Student Response System (GSRS), additionally this app increases student motivation, engagement and entertainment.
- Quizlet is a user tool for teachers and students with over 100 million user-created quizzes (Quizlet, 2016). This app facilitates the study of vocabulary through: word list, flashcards, speller, learn, test, scatter game and gravity game (Dizon, 2016).

## Word wall app

Word wall is another useful app to develop vocabulary in an interactive way (Eyraud et al, 2000). Since most of the templates are available in both an interactive and a printable version the Word wall app can be used to create both interactive and printable activities. Interactive activities can be played on any web-enabled device, for example a computer, tablet, phone or interactive whiteboard. They can be played individually by students, or be teacher-led with students taking turns at the front of the class. Printable activities can be printed out directly or downloaded as a PDF file (Word wall, 2020). They can be used either as a companion to the interactive activities or as stand-alone activities. Through the use of Word wall media students can improve their vocabulary knowledge, ability to explain, spelling of words and capacity to connect one word with words that they knew formerly (Dhaifi et al, 2020).

Word wall app is easy to use, it is available on the web using the follow link: <https://wordwall.net/>. Teachers enter with a Gmail account (Graphic 1) and can find different options: the cover page of the app is Home, which features some information about the app, especially how to use it. Additionally, one can adapt the template, edit any activity, themes and options, and encounter students' assignments, sharing with teachers or embedding on a website. Teachers or students can find different activities created by other teachers; one can also encounter activities according to the desired topic (Graphic 2). Another part of the website is titled *My Activities*, in this part one can find activities created for teachers. If the teacher sets an activity as an assignment, they can see the progress of their students in *My Results*. Finally, in *Create Activity* one can find different activities that the teacher can use, for example: quiz, match up, random wheel, open the box, group sort, random cards, matching pair, missing word and so on. In total there are 36 activities that teacher can use (Graphic 3).

According to Aninyajati (2017), Word wall is a platform to create interactive and printable activities. These can be used as games during classes or also assigned as homework for students. It has a variety of very entertaining and innovative templates that allow you to monitor learning effectively. Word Wall is an excellent app to make the students' progress visible, allowing them to monitor the acquisition of knowledge and learning objectives (Nissa, 2021). Advantages of Word wall include: entertaining templates which are varied and very easy to create, it allows the evaluation of different

abilities, it is easy to create assignments for students. In addition, Word wall does not require a username or password to carry out the activities and results of student performance are available immediately. On the other hand, the disadvantage of the tool is that it only has five activities in its free version (Shiddiq, 2021).

Turohmah (2020) mentioned some tips for monitoring learning are:

- Select the learning objective you need to assess and choose the template that allows you to collect evidence of achievement of the objective.
- Some templates that serve to obtain evidence of learning are:
  - ✓ Questionnaire
  - ✓ True or false
  - ✓ Categorize (paid version)
  - ✓ Sort by group
  - ✓ missing word
  - ✓ match the correspondences
- Analyze the information on the results that the platform shows once the students have completed the activity, identifying aspects achieved and to be achieved.

### **Word wall learning strategies**

Woei et al. (2021), in his investigation mentioned that the Word wall app is one of the optional ICT games that teachers can use in the teaching and learning process. Through the use of pictures, sounds, animations, short videos and games the Word wall app helps to maintain students' motivation. Anindyajati and Choiri (2017) believe that Word wall is an alternative in the learning process. The app involved visual word recognition strategy that helps in the learning process. Frost and Bentin (1987) pointed out there were two types of visual word recognition: abstract representation of the orthography and phonemic information by graphemic structure. Teachers can use Word wall to show students how to write words (orthography) for this they can use the Hangman game or the Anagram game. On the other hand, to analyze phonemic information the teacher can use Flashcard games, because this game shows the phonemic of the words.

Word wall uses a visual strategy. Frankel (2012) mentioned visually have different sections: form and structure, process and time, compare and contrast and interactive

graphics. Word wall tool have these characteristics that help in students' motivation. Sipayung (2019), Word wall requires colors, imagination, interactive graphics to create an activity since teachers can choose the vocabulary topic and choose the best activity that provide word wall. Harmer (2008) introduced Word wall as a teaching and learning tool that facilitates the learning process. It helps to create interesting, comprehensive and dynamic lessons. Word wall is primarily a visual media, but it also includes sounds, pictures, games and graphics. Students know the words' actual meaning through pictures or sounds. Anindyajati and Chori (2017) believed that Word wall is a visual medium where students remember the relationship between one word and others which increases science-based vocabulary. Callella (2001), another function of Word wall is help students to remind vocabulary through relationship between pictures or videos. Kasim (2012) thought Word wall increase vocabulary of nouns and verbs.

#### **1.4.2 Dependent variable**

##### **English Language Learning**

English as a second language is also called English Foreign language or English Additional language (Dewaele, 2013). This term is used for countries that the mother tongue is not English Language learning requires responsibility on the part of the student, parents, teachers and community, because it is a holistic process where everyone plays an important role. The language learning starts at home, and for students it is reinforced at school (Flood, 2003).

Nowadays, schools provide an environment where students can develop knowledge, skills and both personal and academic goals. At school language improvement is the responsibility of the teachers, they apply strategies, methodologies, and approaches that help students develop comprehension, composition and formulation of responses in a variety of situations (Flood, 2003). In order to facilitate the learning process, it is necessary to know which materials help to develop English language learning. Different authors debate about what is the best process and material to acquire a foreign language (Tomlinson, 2008).



## English Language Components

According to Maldonado (as cited in Richard, 1999) language is a systematic process of human communication that consists in structure of sounds and writing representations. Another author pointed out that language is a system that consists of sound coding, writing or graphics, symbols, spoken signs and gestures, but all the authors mentioned that it is a systematic process and English language has five essential components: Morphology, phonology, syntax, semantics and pragmatics.

- Morphology was attributed by Johann Wolfgang who was a poet, novelist, playwright and philosopher. The term come from Greek: morph: shapes, form, in others words morphology is the study of forms. In linguistics it is a mental system that studies the internal structure (Aronoff et al, 2011). After several investigations on the internal structure of words, morphemes are known primarily as morphology. It is the internal structure and how they are formed. Morph is used to refer to the phonological realization of morpheme. For example, the morpheme *-ed* has various morphs [t], [p], [d] (Aronoff et al, 2011).
- Phonology is the study of patterns of sounds in a specific language. The main point is appreciating in phonology that sounds have symbols, they are cognitive abstractions, but are not physical sounds. In each country the sound is different for example in Spanish the word *computador*, the sound of the letters is the same as the word but in English the word *computer* is different /kəm'pjʊ·tər/ (Lass, 1984).
- Semantics is the study of the meaning of words. Some words have different meaning depending on the context. Semantics is interesting, necessary and important because students can create essays, letters or short stories (Riemer, 2010). It is more clearly recognized in a sentence, for example
  1. Those vultures mean there's a dead animal up ahead.
  2. His high temperature may mean he has a virus.
  3. The red flag means it's dangerous to swim.
  4. Those stripes on his uniform mean that he is a sergeant.

These sentences use the word the *mean* where the word have different uses. The first sentence is an inference based on cause and effect, because ‘those vultures’ is the cause and effect is ‘there a dead animal up ahead’. The second, knowledge about symbols used in public signs. The third replicates human habits with signs. Finally, the fourth sentence is based on creation or interpretation of symbols, in other words signification (Saeed, 2011).

- Syntax is the study of the sentence structure, in other words the combination of the knowledge of morphology, phonology and semantics. Matthews (1981) believed syntax is the meaning connections for example ‘It tastes nice’ in this example there is the meaning connections because the sentence follow a structure S+V+C and is not ‘nice tastes it’.

## **Vocabulary**

Vocabulary development refers to the knowledge of stored information about the meanings of words necessary for communication. For that reason, it is related to semantic. Vocabulary development is important because it is one of the three elements of language. If a student does not know the meaning of the word, there is no way to check if the word fits, or to understand the significance of the sentence. Vocabulary development is also a primary determinant of reading comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text (Bai, 2018).

## **Word formation**

A foreign language has a variety of words and it is impossible to know the all words there are in the English language, native speakers do not know all the vocabulary, for that reason some kinds of vocabulary are tokens, types, lemmas and word families. Tokens is the way to count the words in a sentence when to words work together, for example “It is not easy to say it correctly” in the sentence there are eight words however there are two the same word “it”. Words counted in this way are called tokens. Each sentence is made up of different words or types of words. Lemmas consist of a headword that reduces forms, for example plural, third person singular present tense, past tense, past

participle, -ing, comparative, superlative and possessive. Finally, word families are a group of words with the same letters or the same sound for example, words with affixes -ly, -ness, un-. (Nation, 2022).

(POS) Part of Speech in English, German, Spanish or Chinese is different. It's important because the words of a language use to create sentences, or create emails, letters or essays. Also, it helps in the speaking or reading comprehension. Some English part of speech are: Noun - words to refer to people, objects or animals. Verb - words to refer to actions. Preposition, group of words used before a noun. Pronoun, words that can replace nouns. Finally, adjectives describe persons, things or animals (Brown, 2020).

Asviah (2017) pointed out strategies of vocabulary learning in EFL students are divided in two main groups: discovery - which involves determination and social or consolidating - which involves social, memory cognitive and metacognitive. Determination strategy Schmitt (1997) is when students find the meaning of the word using contextual clues, their own knowledge or reference material. Meanwhile with social strategies students find the meaning by asking someone who knows, for example, teachers or friends. Consolidating there are different strategies through the use of synonyms or antonyms, personal experience or using vocabulary notebook (Alqahtani, 2015). The use of vocabulary notebooks according to Walters and Bozkurt (2009) mentioned there are some benefits to use it, because enhance vocabulary study, keep teachers informed about learners' progress and the most important benefit is improve the use of dictionaries and guess based on the context.

The actual situation of the world leads to change the strategies of teaching vocabulary, using technological strategies such multimedia vocabulary, verbal and visual representational information, static pictures, video annotations and M-learning (Kilickay & Krajka, 2010). Trough mobile learning, students use electronic devices, and have social interactions however M-learning shows a barrier in order to use in schools. No all student has a device to use, however the challenge to use M-learning are: students have a more direct learning and is more customized to the preferences and need of each student (Crompton,2013).

## **Vocabulary in skills**

Vocabulary has an important role in writing, speaking, listening and reading skills (Graham, 2006). Through vocabulary students can develop perfect writings, because writing is an important tool to learn a foreign language according to Hebert (2010) mentioned students can maintain personal links with family, friends, collages. Also, people use writing to tell stories, share information or share personal experiences. Students when speaking need to have a lot vocabulary to understand or communicate something. Sadiku (2015). Speaking is one of the most important to have a effective oral communication. In ESL classroom to asses listening skill is important in order to develop the listening competence. Finally reading, a bidirectional relationship between vocabulary and comprehension has been demonstrated. The literature has consigned that vocabulary is one of the main predictors of reading comprehension (Beck, 1892). The words that appear more frequently in a set of texts would be easier to understand than others whose use is less frequent. This definition of terms is used in readability formulas that seek to establish the degree of difficulty of the texts in a more quantitative way. Reading is a wonderful tool for learning English. It favors the expansion of vocabulary, reinforces spelling and grammar, helps to learn the correct pronunciation of sounds (Lui & Zhang, 2018).

### **1.5 Objectives**

#### **1.5.1 GENERAL OBJECTIVE**

- To describe the influence of Word wall tool on the vocabulary learning.

#### **1.5.2 SPECIFIC OBJECTIVES**

- To diagnose the level of knowledge of vocabulary.
- To define the Word wall app activities for vocabulary learning.
- To determine the effectiveness of Word wall app on vocabulary learning.

## CHAPTER II. METHODOLOGY

### 2.1 Resources

#### 2.1.1 Population and sample

The participants of this project were students in A1 Starter level of Centro de Idiomas at Universidad Tecnica de Ambato during the academic period April- September 2022. The students were 16 males and 20 females. The age of the students ranges from 18 to 20 years old. The population were divided into two groups: 18 students were the experimental group meanwhile 18 students were the control group. The sampling method that was carried out was a simple random sample. The project used the list of students and technology (Sortea2 app) to generate random numbers and chose the 18 experimental students' group.

**Table 1: Population**

<b>POPULATION</b>	<b>Experimental group</b>	<b>Total</b>	<b>Percentage</b>
<b>MALE</b>	16	16	44%
<b>FEMALE</b>	20	20	56%
<b>TOTAL</b>			<b>100%</b>

**Source:** Direct search

**Prepared by:** Gaona, L.

#### 2.1.2 Technique and Instruments

The project was carried out under quantitative approach, for that reason data was collected by two structured questionnaire pre-test (Annex 3) and post-test (Annex 4). Skypala (2011) mentioned structured questionnaire contains a set of standardized questions, the questions were the follow parameters: validity and reliability.

#### 2.1.3 Data collection procedure

Firstly, students were informed that they should fill out a pre-test in order to know the initial knowledge of vocabulary. Before students take the test, general instructions were given: read the instructions for each part of the paper carefully, answer all the

questions. Write the answers on the question paper, there are two parts to the test, all the questions carry one mark and there are eleven questions. Then, students had twenty minutes to develop the test. Word wall was applied during two weeks. Each interview was for thirty minutes. Before using Word wall, students knew how to use the app and afterwards students undertook a post-test in order to verify the final level of vocabulary. The treatment lasted two weeks and each intervention was around thirty minutes (Annex 7). Each question evaluated vocabulary based on organization list for KET the criteria was words sets, exemplification, affixes, compound words and comprehension. It was detailed in the rubric (Annex 8). Word wall app was applied in ten lesson to improve learners' vocabulary learning.

Furthermore, Key English Test (KET) from Cambridge Assessment English (Annex 9) was applied as the pre-test based on vocabulary. The objective of the pre-test was analyzing the level of vocabulary knowledge before the application of Word wall app. The test was two part made from part 3 and 4. There are eleven questions. The type of questions was multiple-choice. The test assessed the following step: first question was based on word sets and second question was based on unsuitable topics. On the other hand, Key English Test (KET) from Cambridge Assessment English (Annex 10) was applied as the post-test based on vocabulary. The objective of the post-test was to analyze the effectiveness of Word wall app as a strategy of vocabulary learning. The test has two parts made from 5 and 6. The test assessed the follow steps: first question was based on word sets and the second question was based on exemplification, students had to look up the word according to the meaning.

## **2.2 Methods**

### **2.2.1 Research approach**

The present work was designed under quantitative research approach. Considering that quantitative approach is able to adapt to the characteristics and needs of the research it was the most fitting manner to approach this project. Quantitative research is a structured method of collecting and analyzing information that is obtained through various sources (Gorman, 2013). This process is carried out with the use of statistical and mathematical tools in order to quantify the research problem. As a consequence, conclusions are obtained that can be expressed mathematically (Asmus, 2017).

The elements of the investigation are clear, defined and limited. The results obtained are numerical, descriptive and, in some cases, predictive and the quantitative method is characterized, above all, because it requires numerical variables to be able to express the research problem. This means that the data analyzed must always be quantifiable, that is, expressible in a quantity (Garratt, 2012).

### **2.2.2 Quasi –experimental Research design**

This research project sought to identify the influence of the Word wall tool on the learning of vocabulary, for that reason an experimental research method was employed. Experimental research has a long tradition in the education sector. It refers to how participants are allocated to the different groups in an experiment. Types of design include repeated measures, independent groups, and matched pair designs (Ross & Morrison, 2013). Experimental design is the most precise form. It relies on statistical analysis to prove or disprove a hypothesis. Experimental design can establish a cause and effect and there are three factors that must be considered: control and experimental group, variable, and the distribution (Ledyard, 2020).

The participants of the study were random. The project was worked with the half of the class as an experimental and half of the class as a control. The data was collected through pre- test in order to get information about the vocabulary knowledge, and a Post-test was applied at the end of the treatment.

It was essential to take specific sections of vocabulary based on Key English Test (KET). These questions were found from Cambridge website. Pre-test and Post-test were taken by students from A1 Starter level of Centro de Idiomas at Universidad Tecnica de Ambato.

### **2.2.3 Research Modality**

#### **Bibliographic documentation**

According to Reed and Baxter (2016) bibliographic research is based on information provided by published materials such as academic articles, journals, textbooks, monographs, handbooks, professional directories, conference papers, dissertations and theses, government documents or research reports that can be found in

institutions such as colleges, university library or virtual library. In order to support the study of Word wall and vocabulary learning bibliographic research was utilized. On the other hand, Lahti et al. (2019), mentioned the purpose of bibliographic research is present a summary of the readings. The elaboration goes through three phases: research documentary, reading and summarizing the information to prepare to write (Leonidou, 2011).

#### **2.2.4 Level or type of research**

##### **Exploratory**

The research level of this study was exploratory. According to Zukauskas et al. (2018), it consists in discovering something new, by working through a research topic. This type of research is ideal for the study, because the study did not have an in-depth study as there was no enough prior research related to the Word wall tool and English vocabulary learning.

#### **2.3 Hypothesis**

##### **Alternative hypothesis**

Word wall app influences in the English language vocabulary learning of A1 Starter level of Centro de Idiomas at Universidad Tecnica de Ambato.

##### **Null hypothesis**

Word wall app does not influence in the English language vocabulary learning of A1 Starter level of Centro de Idiomas at Universidad Tecnica de Ambato.

#### **2.4 Variable identification**

Word wall app (Independent variable)

Vocabulary learning (Dependent variable)



## **CHAPTER III. ANALYSIS AND DISCUSSION OF RESULTS**

### **3.1 Analysis Method**

Chapter III is responsible for analyzing the results obtained in the two different study groups, an experimental group and a control group, after applying a pre-test and a Post-test. The test was applied to 26 A1 Starter level English students from Centro de Idiomas at Universidad Tecnica de Ambato. Data was collected from 13 students who made up the experimental group, with the aim of describing the influence of the Word Wall app on vocabulary learning.

The applied test consists of 2 parts, where 5 markers were evaluated, the first evaluated marker was Words set, the second Exemplification, the third marker focused on evaluating Affixes, the fourth evaluated Compound Words, and finally the last marker was Comprehension. Each marker has a maximum weight of 5 and a minimum of 0 points. Allowing the student to obtain a maximum score of 5 points, in each evaluated part. Likewise, the same test was applied to the control group, which was made up of the remaining 13 students, however, this group did not participate in any treatment to improve vocabulary in the English language. Therefore, the analysis of the data of the groups is carried out to verify if there are differences.

Finally, for the analysis of the results of the two groups, a series of tables and graphs were developed, which showed the results in detail, to facilitate the understanding readings. On the other hand, the verification was extended through a normality test, applied in the IBM SPSS software, where it was prolonged that the results were scattered. And finally, the Wilcoxon rank test was applied to determine if the research hypothesis is accepted or rejected.

## Results of application of the pre-test and Post-test

### Results of Experimental Group Pre-Test

Table 1

VOCABULARY ENGLISH RUBRIC									
CRITERIA	5	4	3	2	1	0	Percentage	Average/5	
Words set	8%	23%	15%	15%	8%	31%	100%	2,15	
Exemplification	15%	15%	15%	38%	0%	15%	100%	2,62	
Affixes	8%	15%	15%	15%	23%	23%	100%	2,00	
Compound Words	8%	8%	23%	15%	15%	31%	100%	1,85	
Comprehension	8%	0%	23%	23%	23%	23%	100%	1,77	
<b>Pre-test score</b>									<b>2,08</b>

Produced by: Gaona, L (2022)

### Analysis and Interpretation

Table 1 shows the results collected from the experimental group through the pre-test was observed, for this the researcher focused on evaluating 5 markers, (a) Words set, (b) Exemplification, (c) Affixes, (d) Compound Words, (e) Compression. To evaluate each marker, it was considered through a scale of 0 to 5 points, 5 represents the highest rating and 0 the lowest. The tables show that certain students obtained low scores, so it is deduced that there is a problem in their vocabulary learning.

In the Words set part, according to the scale used, 4 students obtained the scale of "0", which represents 31% of 13 students, belonging to the experimental group and finally, 1 student reached the maximum scale of "5", which represents 8%. In the marker that refers to the Exemplification, the following results were obtained, 2 students acquired the scale "0", which represents 15% of 13 students and finally, 2 students acquired the maximum scale "5" representing the remaining 15% of the total.

The reference part to Affixes, the results according to the scale used, 3 students obtained the scale of "0", which represents 23% of 13 students and finally, 1 student reaches the maximum scale of "5", which represents 8%. In the fourth marker that comprises Compound Words, the results were as follows, 4 students obtained the lowest scale "0", which represents 31% of 13 students, and finally, 1 student obtained the

maximum scale "5" representing the remaining 8% of the total. Finally, in the part that includes Comprehension, 3 students obtained the scale of "0", finally, 1 student reaches the maximum scale "5", which represents the remaining 8% of the total.

In conclusion, the table shows that the average range of the experimental group was 2.08 out of 5 points. Therefore, the range is below half of the maximum rating. The results showed a low level in the development of vocabulary in the English language by the students, so it is recommended that this skill be developed and improved.

### Results of Experimental Group Post-Test

Table 2

Vocabulary English Rubric								
Criteria	5	4	3	2	1	0	Percentage	Average/5
Words set	8%	38%	31%	15%	0%	8%	100%	3,15
Exemplification	8%	23%	31%	31%	0%	8%	100%	2,85
Affixes	23%	31%	23%	0%	15%	8%	100%	3,23
Compound Words	8%	38%	23%	23%	0%	8%	100%	3,08
Comprehension	31%	23%	23%	8%	8%	8%	100%	3,38
<b>TOTAL</b>								<b>3,14</b>

Produced by: Gaona, L (2022)

### Analysis and Interpretation

Table 2 shows the results of Post-Test, where he focused on evaluating the 5 markers that were missed in the initial test, (a) Set of words, (b) Exemplification, (c) Affixes, (d) Compound words, (e) Comprehension. To evaluate each marker, it will be desired through a scale of 0 to 5 points, 5 represents the highest rating and 0 the lowest. In the tables it is evident that certain students obtained low, so it is deduced that there is a problem in their vocabulary learning.

After applying the treatment, the results in the Words set part are as follows, according to the scale used, 1 student obtained the scale of "0", which represents 8% of 13 students, finally, 1 student reached the maximum scale of "5", which represents 8%.

In the marker that refers to the Exemplification, the following results were obtained, 1 student obtained the scale "0", which represents 8% of 13 students, finally, 1 student reached the maximum scale "5" representing the remaining 8% of the total. The marker referring to Affixes, the results according to the scale used, 1 student obtained the scale of "0", which represents 8% of 13 students, finally 3 students reached the maximum scale of "5", which represents 23%.

In the fourth marker that comprises Compound Words, the results were as follows, 1 student obtained the lowest scale "0", which represents 8% of 13 students and 1 student obtained the maximum scale "5" representing the remaining 8% of the total. Finally, in the part that includes Comprehension, 1 student obtained the scale of "0 and 4 students reached the maximum scale "5", which represents the remaining 31% of the total.

In conclusion, the table shows that the average range of the experimental group, after applying the treatment, increased to 3.14 over 5 points. Consequently, the rank increased above half of the maximum rating. And the results expressed show that the application of the Word Wall had a significant impact on the development and improvement of vocabulary in the English language in students, so the use of this tool is recommended for use in learning.

### **Comparative Results Experimental Group Pre-Test and Post-Test**

**Table 3**

<b>Criteria</b>	<b>Average Initial</b>	<b>Percentage</b>	<b>Average Final</b>	<b>Percentage</b>
Words set	2,15	21%	3,15	20%
Exemplification	2,62	25%	2,85	18%
Affixes	2,00	19%	3,23	21%
Compound Words	1,85	18%	3,08	20%
Comprehension	1,77	17%	3,38	22%
<b>Test Scores</b>	<b>2,08</b>	<b>100%</b>	<b>3,14</b>	<b>100%</b>

Produced by: Gaona, L (2022)

## Analysis and Interpretation

Table 3 shows the comparative analysis of the pre- and post-test results. And it is observed that the use of Word Wall contributed to the development of vocabulary in English students of the A1 Starter level of Centro de Idiomas at Universidad Tecnica de Ambato. The table shows an increase in the scores of the participants. In the first marker referring to the Words set, it is observed that the initial mean range was 2.15, after applying the treatment the range increased to 3.15, over 5 points. In the second Exemplification marker, the average at the beginning was 2.62, while in the post-test the average increased to 2.85. In the third Affixes marker, it is observed that the initial average range was 2.00, this value increased in the Post-Test to 3.23, over 5 points. In the penultimate Composed Words marker, the initial value is 1.85, and the final value is 3.08 out of 5 points. And finally, the Comprehension score, the value in the pre-test was 1.77, which increased in the post-test to 3.38, over 5 points.

## Results of Control Group Pre-Test

Table 4

VOCABULARY ENGLISH RUBRIC								
CRITERIA	5	4	3	2	1	0	Percentage	Average/5
Words set	8%	0%	15%	38%	31%	8%	100%	1,92
Exemplification	31%	8%	23%	15%	23%	0%	100%	3,08
Affixes	8%	23%	31%	15%	15%	8%	100%	2,69
Compound Words	15%	0%	23%	38%	15%	8%	100%	2,38
Comprehension	8%	15%	8%	15%	54%	0%	100%	2,08
<b>Pre-test score</b>								<b>2,43</b>

Produced by: Gaona, L (2022)

## Analysis and Interpretation

Table 4 shows the results collected from the control group through the pre-test, for this the researcher focused on evaluating 5 markers, (a) Set of words, (b) Exemplification, (c) Affixes, (d) Compound Words, (e) Comprehension. To evaluate each marker, it will be desired through a scale of 0 to 5 points, 5 represents the highest rating and 0, the lowest. In the tables it is evident that certain students obtained low, so it is deduced that there is a problem in their vocabulary learning.

In the Words set part, according to the scale used, 1 student obtained the scale of "0", which represents 8% of 13 students and one student reached the maximum scale of "5", which represents 8%. In the second marker of reference to Exemplification, the following results were obtained, no student reached the "0" scale and finally, 4 students acquired the maximum scale "5" representing the remaining 31% of the total. Marker three, corresponding to Affixes, the results according to the scale used were 1 student obtained the scale of "0", which represents 8% of 13 students and 1 student reaches the maximum scale of "5", which represents 8%.

The fourth marker that comprises Compound Words, the results were as follows, 1 student obtained the lowest scale "0", which represents 8% of a total of 13 students and finally, 2 students reached the maximum scale "5" representing the remaining 15% of the total. Finally, in the part that includes Comprehension, no student obtained the "0" scale and 1 student reached the maximum scale "5", which represents the remaining 8% of the total.

In conclusion, it is observed that the average range that the control group obtained is 2.43 out of 5 points. Therefore, the results expressed show a low level in the development of vocabulary in the English language by students, so it is recommended that this ability be developed and improved.

### Results of Control Group Post-Test

Table 5

Vocabulary English Rubric	FREQUENCY				
	Words set	Exemplification	Affixes	Compound Words	Comprehension
5	1	5	0	3	6
4	7	2	5	4	5
3	3	6	7	3	1
2	2	0	1	3	1
1	0	0	0	0	0
0	0	0	0	0	0

Produced by: Gaona, L (2022)

### Analysis and Interpretation

Table 5 shows the results collected from the control group through the pre-test. Since this group did not undergo any treatment, the results changed markedly. The researcher focused on evaluating 5 markers, (a) Words set, (b) Exemplification, (c) Affixes, (d) Compound Words, (e) Compression. To evaluate each marker, it was considered through a scale of 0 to 5 points, 5 represents the highest rating and 0, the lowest. The tables show that certain students obtained low scores, so it is deduced that there is a problem in their vocabulary learning.

The results in the control group, the first marker of Words set, according to the scale used, no student obtained the scale of "0" and 1 student reached the maximum scale of "5", which represents 8%. In the second marker referring to the Exemplification, the results had a change, no student reached the scale "0" and 5 students obtained the maximum scale "5" representing the remaining 38% of the total.

Marker three, corresponding to Affixes, the results according to the scale used were. No student obtained the scale of "0" and no student reached the maximum scale of "5", which represents 0%. The fourth marker that includes Compound Words, the results were as follows, no student obtained the scale "0" and "1" and 3 students reached the maximum scale "5" representing the remaining 23% of the total, in this part the average range was 3.54 out of 5 points. Finally, in the part that includes Comprehension, no student obtained the scale of "0" and 6 students reached the maximum scale "5", which represents the remaining 46% of the total.

In conclusion, it is observed that after applying the Post-Test, the average range that the control group obtained is 3.71 out of 5 points. At this point it is observed that the average increase in A1 Starter English students from Centro de Idiomas at Universidad Tecnica de Ambato.

## Comparative Results Control Group Pre-Test and Post-Test

Table 6

Criteria	Average Initial	Percentage	Average Final	Percentage
Words set	1,92	16%	3,54	19%
Exemplification	3,08	25%	3,92	21%
Affixes	2,69	22%	3,31	18%
Compound Words	2,38	20%	3,54	19%
Comprehension	2,08	17%	4,23	23%

<b>Test Scores</b>	<b>2,43</b>	<b>100%</b>	<b>3,71</b>	<b>100%</b>
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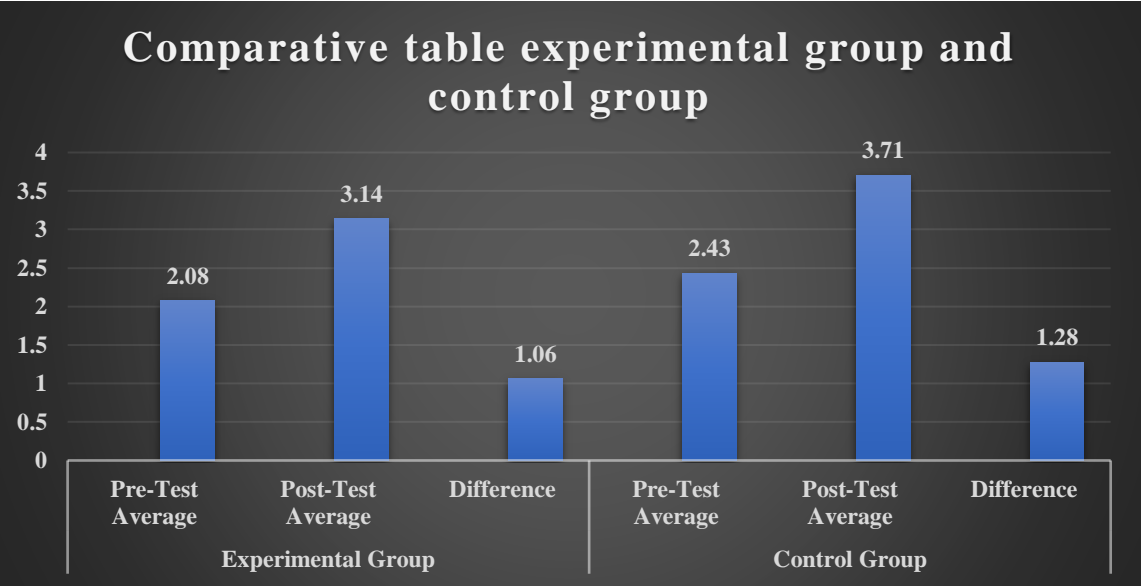
Produced by: Gaona, L (2022)

**Analysis and Interpretation**

Table 6 shows the comparative analysis of the Pre- and Post-test results of the students in the control group. The table shows an increase in the scores of the participants. In the first reference marker to Words set, it is observed that the initial average range was 1.92, and after applying the Post-Test it was 3.54, out of 5 points. In the second Exemplification marker, the average at the beginning was 3.08, while in the post-test the average increased to 3.92. In the third Affixes marker, it is observed that the initial average range was 2.69, this value increased in the Post-Test to 3.31, over 5 points. In the penultimate Composed Words marker, the initial value is 2.38, and the final value is 3.54 out of 5 points. Finally the Comprehension marker, the value in the pre-test was 2.08, which increased in the post-test to 4.23, out of 5 points.

**Comparative table experimental group and control group**

Figure 1



Produced by: Gaona, L (2022)



## **Analysis and Interpretation**

A comparative graph was developed between the results of the Pre and Post-Test, between the experimental group and the control group. The graph shows that the experimental group, the general average value of the pre-test was 2.08, after the researcher applied the treatment the results increased, the final average value was 3.14, over 5 points. There is a difference of 1.06 points between each test. On the other hand, in the experimental group the results were that the general average range of the pre-test was 2.43, and after applying the Post-test it was 3.71, out of 5 points. There is a difference of 1.28 points between each test. At this point the group had a noticeable change in results.

## **3.3 Discussion**

The results obtained in the statistical analysis by the researcher, showed that the use of the Word Wall app, since it allows the user to create content and interactive activities in an attractive and simple way, this tool contributed significantly to improve the level of vocabulary in A1 Starter English students from Centro de Idiomas at Universidad Tecnica de Ambato. Certain authors agree with the benefits that this tool provides to improve the Reading ability in students.

According to (Agüera, 2022), he mentions that the Word Wall app allows to quickly create a series of resources to help in teaching, the app designs activities such as questionnaires, crossword puzzles, word completion exercises, and word games, which establishes that the tool helps in learning.

(Vilches, 2020), in its publication, establishes that the Word Wall tool allows creating and designing content for learning according to what is required to be taught and adapted to students. (Gutierrez, 2020), agrees in his video that the use of the tool is the easiest way to create your own teaching resources, based on the subject and content that the teacher or user needs to develop to apply in learning.

(Poaquiza Paucar, 2022) in his research to obtain the degree in Pedagogy of national languages and extracted from Universidad Tecnica de Ambato, he applied the use of the Word Wall tool in the learning of the subject of Language and literature, I conclude that this app is widely used by the teacher, because it allows the development of interactive activities, which promote and increase motivation in learning the subject. The app

allowed students to acquire skills and improve the vocabulary of the language, which contributed significantly to teaching.

Finally, the research concluded that the Word Wall app is a very dynamic, fun and easy-to-use teaching tool, which allows improving learning by increasing motivation, interest and performance in students, so after studying the opinions of several authors about the app, agrees with the information presented by these authors. The ease and scope of the technology that the country has, allows any person, teacher, researcher to develop and design content in this app, for its subsequent application in teaching.

### Verification of Hypotheses

#### Hypothesis Statement

##### Null Hypothesis (Ho)

Word wall app does not influence in A1 Starter English students from Centro de Idiomas at Universidad Tecnica de Ambato

##### Alternative Hypothesis (H1)

Word wall app influence in English language vocabulary learning of A1 Starter level of Centro de Idiomas at Universidad Tecnica de Ambato

#### Test of Normality

		Kolmogórov-Smirnov			Shapiro-Wilk		
		Stadístic	Gl	Sig.	Stadístic	gl	Sig.
Experimental Group	Pre-test	,143	13	,200*	,955	13	,680
	Post-test	,176	13	,200*	,884	13	,081
Control Group	Pre_Test	,264	13	,014	,897	13	,120
	Post_Test	,136	13	,200*	,964	13	,811

a. Lilliefors Significance Correction

Produced by: Gaona, L (2022)

#### Analysis and Interpretation

The continuation of the project requires the verification of the hypothesis, for which it was applied by means of the elaboration of a normality test carried out through the statistical program IBM SPSS. For which the two study groups were considered, both the experimental group and the control group. In the table, the Shapiro Wilk test

was considered, since this test works with a study sample of less than 30 participants. Then it can be seen that, in the experimental group, the pre-test has a significance level of 0.680, while in the Post-Test the value is 0.81. On the other hand, the values in the control group are as follows: in the pre-test the significance level is 0.120, and the Post-Test significance level is 0.811. After analyzing the table, it was concluded that the results are scattered. Therefore, the Wilcoxon two-related samples nonparametric test must be applied.

### Wilcoxon Signed Rank Test

Table 2

#### Wilcoxon Signed Rank Test

			N	Mean Rank	Sum of Ranks
Experimental Group	Post-test – Pre-Test	Negative Ranks	1 <sup>a</sup>	1,50	1,50 64,50
		Positive Ranks	10 <sup>b</sup>	6,45	
		Ties	2 <sup>c</sup>		
		Total	13		
Control Group	Post_Test - Pre_Test	Negative Ranks	1 <sup>d</sup>	1,50	1,50 76,50
		Positive Ranks	11 <sup>e</sup>	6,95	
		Ties	1 <sup>f</sup>		
		Total	13		

a. Post-test < Pre-Test

b. Post-test > Pre-Test

c. Post-test = Pre-Test

d. Post\_Test < Pre\_Test

e. Post\_Test > Pre\_Test

f. Post\_Test = Pre\_Test

Produced by: Gaona, L (2022)

#### Analysis and Interpretation

The following Wilcoxon test is the result of the difference of the values between the Post-Test and Pre-Test. The table shows the experimental group and the control group. Where, there are three ranges, a negative range, a positive range and a tie range. Therefore, it is observed that in the experimental group there is a negative range (a). While the positive range (b) has a value of 10. This means that this is the number of students who increased their scores in the Post-Test. And it is observed 2 ties (c), that is to say that 2 students maintained the same score in the two tests. The middle range

shows two values, the first of 1.50 and the other of 6.45. And the sum of these ranges shows two values, 1.50 and 64.50.

On the other hand, it is observed that, in the control group, there is a negative range (a). While the positive range (b) has a value of 11. This means that this is the number of students who increased their scores in the Post-Test. And 1 tie is observed (c). The middle range shows two values, the first of 1.50 and the other of 6.95. And the sum of these ranges shows two values, 1.50 and 76.50.

Then it can be seen that, in the experimental group, the pre-test has a significance level of 0.680, while in the Post-Test the value is 0.81. On the other hand, the values in the control group are as follows: in the pre-test the significance level is 0.120, and the Post-Test significance level is 0.811. After analyzing the table, it was concluded that the results are scattered. Therefore, the Wilcoxon two-related samples nonparametric test must be applied.

## Test statistics

Table 3

### Test statistics

	Experimental Group	Control Group
	Post-test – Pre-Test	Post_Test - Pre_Test
Z	-2,805 <sup>b</sup>	-2,946 <sup>b</sup>
Sig. asintót. (2- Tailed)	,005	,003

a. Wilcoxon signed ranks test.

b. Based on Negative Rank.

Produced by: Gaona, L (2022)

## Analysis and Interpretation

Finally, after applying the Wilcoxon range test, it is observed that a statistical test is also developed, to analyze and accept the hypothesis, it was carried out considering the experimental group, who participated in the treatment to improve and develop the vocabulary of the language. English Therefore, it is evident that in the experimental group the Z value is -2.805 and the level of significance is 0.005, this value is less than 0.05. Finally, it is concluded that the null hypothesis is rejected and

the alternative hypothesis is accepted, therefore, the Word Wall application did influence the learning of A1 Starter English students from Centro de Idiomas at Universidad Tecnica de Ambato.

## **CHAPTER IV- CONCLUSIONS AND RECOMMENDATIONS**

### **4.1 CONCLUSIONS**

- The level of knowledge of vocabulary in A1 Starter English students from Centro de Idiomas was low. After to checking the Pre-test, there was a difference between control and experimental group, because control group had 2.43 over 5, on the other hand experimental group had 2.08 over 5. This deficiency of the pre-test score was for the second part, because students had to complete the reading using the alternatives. Students had difficulty to understand the reading. Control and experimental group had 17% in the last mark “Comprehension”.
- Word wall app have different activities on vocabulary learning exactly thirty-six activities as: quiz, match up, random wheel, open the box, group sort, random cards, matching pair, missing word and so on. Teachers can use printable or interactive activities. They can play individually by students, or be teacher-led with students taking turns in front of the class. The activities used was: hangman, word search and order the word. To select the activities was through the level and the topic.
- Word wall app improved the English vocabulary learning with the experimental group. It was based in the post test resulting in an improvement from 2.08 to 3.71, on the other hand, the control group improve from 2.43 to 3.14. The difference was not significant, because the difference was evident of 0.003. In addition, this app included visual word recognition that help in students’ reading comprehension and motivation. Students improve in comprehension, control group 22% and experimental group 23%.
- Word wall app is an interesting app, because help in student’s motivation, they felt enthusiasm to work. At the same time students practice spelling and they

recognize the meaning of the word. There are some activities that they can use like: multiple choice activities, match up or missing word.

## **4.2 RECOMMENDATIONS**

- Vocabulary learning is the base of the English language, so it is recommended students improve their English knowledge through interactive activities such as: categories, where students can categorize vocabulary like food, furniture, verbs, clothing and so on. Letter scramble is another interactive activity that students can find and write words. Also, Bingo a traditional game that helps in the vocabulary learning. Students can practice exercises such to fill in blank, recognize and write the word, complete sentences, texts or other activities through conversations to improve their vocabulary level.
- It is recommended teachers work with applications to develop vocabulary learning, because they allow retention of words or phrases. Apps have interactive games with pictures that help to students to explore new vocabulary and the memorization of the words.
- Teacher should use Word wall app, because it is an interactive app to engage student's attention. It helps students to remind vocabulary through relationship between pictures or videos. They can be played individually by students, or be teacher-led with students taking turns in front of the class. Word wall app has 36 activities that teacher can use, if the students don not have a device teacher can print them in a PDF.
- It is recommended teacher used Word wall app as a warm -up. Teacher should use more activities like reading comprehension to improve vocabulary learning, students can improve vocabulary by context, and develop reading, speaking, listening skills.

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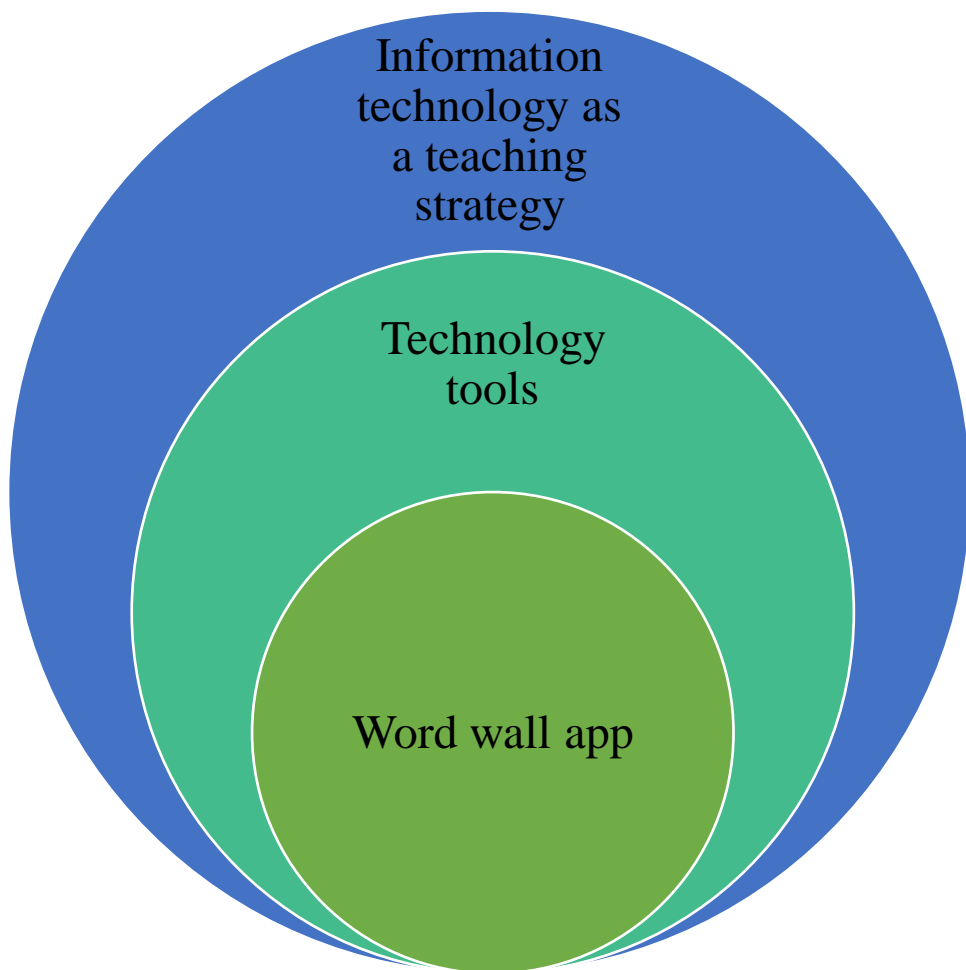
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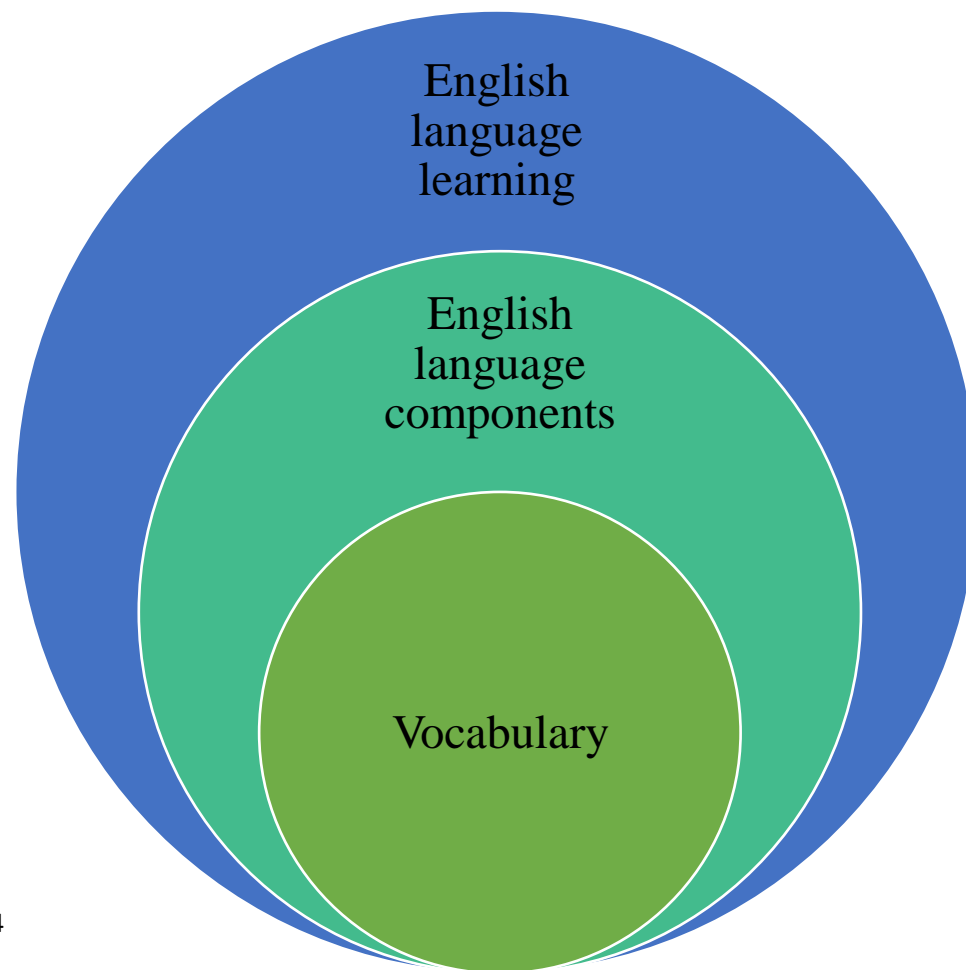


**MATERIALS**  
ANNEX 2

**INDEPENDENT VARIABLE**



**DEPENDENT VARIABLE**



Annex 3



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
***PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS,***  
***MENCIÓN INGLÉS***

**PRE- TEST**

**Candidate name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Class:** A1 Starter

**Time:** 20 MINUTES

**Introduction:** This test is based on Key English Test (KET) English sample paper, part 3 and 4.

**Objective:** To analyze the level vocabulary knowledge before the application of Word wall tool.

**Instructions to students:**

Read the instructions for each part of the paper carefully.

Answer all the all the questions. Write your answers on the question paper.

**Information for students**

There are two parts to the test.


All the questions carry one mark.

There are 11 questions.

## PART 1

### Questions 1-5

For each question, choose the correct answer.

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

#### 1 What is Alice Watson's job now?

- A dancer
- B teacher
- C dress-maker

#### 2 Demi had her first ballet lessons

- A at a very young age.
- B at the National Ballet Company.
- C from her mother.

#### 3 Jack helped his wife and daughter by

- A moving to a larger house.
- B letting them use the living room for dancing.
- C making a place for them to practice in.

#### 4 What was the best thing about the *Swan Lake* show for Demi?

- A It was her first show with the company.
- B All her family were there.



C She was wearing a new dress.

**5 Hannah says that Demi**

A will be a star one day.

B is her favorite granddaughter.

C dances better than Alice did.

**PART 2**

**Questions 6-11**

**For each question, choose the correct answer.**

**William Perkin**

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was he (6) ..... of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (7) ..... To make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (8) ..... to make the colour purple. At that (9) ..... it was very expensive to make clothes in different colours. William knew he could make a business out his new colour. Helped by his father and brother, William (10) ..... his own factory to make the colour. It sold well, and soon purple clothes (11) .....very popular in England and the rest of the world.

6 A class

B subject

C course

7 A thinking

B trying

C deciding

8 A way

B path

C plan

9 A day

B Time

C hour

10 A brought

B turned

C opened

11 A began

B arrived

C became



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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS,**  
**MENCIÓN INGLÉS**

**PRE- TEST/ANSWER SHEET**

**Candidate name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Class:** A1 Beginner

**Time:** 20 MINUTES

**Introduction:** This test is based on Key English Test (KET) English sample paper.

**Objective:** To analyze the level vocabulary knowledge before the application of Word wall tool.

PART 1			
QUESTIONS	ANSWERS		
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

PART 2			
QUESTIONS	ANSWERS		
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	C



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***MENCIÓN INGLÉS***

**KEY**

<b>PART 1</b>			
<b>QUESTIONS</b>	<b>ANSWERS</b>		
<b>1</b>	A	B	C
<b>2</b>	A	B	C
<b>3</b>	A	B	C
<b>4</b>	A	B	C
<b>5</b>	A	B	C

<b>PART 2</b>			
<b>QUESTIONS</b>	<b>ANSWERS</b>		
<b>6</b>	A	B	C
<b>7</b>	A	B	C
<b>8</b>	A	B	C
<b>9</b>	A	B	C
<b>10</b>	A	B	C
<b>11</b>	A	B	C



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***PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS,***  
***MENCIÓN INGLÉS***

**POST- TEST**

**Candidate name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Class:** A1 Starter

**Time:** 20 MINUTES

**Introduction:** This test is based on Key English Test (KET) English sample paper, part 5 and 6.

**Objective:** To analyze the effectiveness of Word wall app as a strategy of vocabulary learning.

**Instructions to students:**

Read the instructions for each part of the paper carefully.

Answer all the all the questions. Write your answers on the question paper.

**Information for students**

There are two parts to the test.

All the questions carry one mark.

There are 13 questions.


**PART 1**

**Questions 1-8**

Read the article about the city of Bath.

Choose the best word (A, B or C) for each space.

For questions 1-8 mark A, B, C on your answer sheet.

<p><b>BATH</b></p> <p>People <b>(0)</b> come to Bath since Roman times. The city gets <b>(28)</b> name from the baths that the Romans built here over two thousand years <b>(29)</b>.</p> <p>The water in them comes from the hills outside the town. In the 18th century, <b>(30)</b> the water <b>(31)</b> they believed it was good for them. Modern tourists can try it for 50p a glass, but bathing is not possible <b>(32)</b> more!</p>	 <p>Once a year, artists and musicians from <b>(33)</b> the world come to play at the Bath Festival. Many writers have written <b>(34)</b> are thirty great houses in the Royal Crescent. Number 16 is a hotel. <b>(35)</b> of the rooms is called after a famous visitor to the city.</p>
--	--

<b>Example:</b>			<i>Answer</i>
<b>0</b> A have	B did	C has	<b>A</b>

- |                     |             |              |
|---------------------|-------------|--------------|
| <b>28</b> A his     | B its       | C their      |
| <b>29</b> A after   | B yet       | C ago        |
| <b>30</b> A travel  | B travelled | C travelling |
| <b>31</b> A because | B that      | C so         |
| <b>32</b> A any     | B some      | C no         |
| <b>33</b> A over    | B through   | C around     |
| <b>34</b> A That    | B Here      | C There      |
| <b>35</b> A Each    | B All       | C Every      |

- |   |         |
|---|---------|
| <b>37</b> The quickest way to travel from Europe to America is in this.         | a _____ |
| <b>38</b> You can catch a train or a bus from here.                             | s _____ |
| <b>39</b> If your suitcase is very heavy, you can travel to your hotel in this. | t ____  |
| <b>40</b> Traffic goes very fast along this road and you must not stop here.    | m _____ |



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**MENCIÓN INGLÉS**

**POST- TEST/ANSWER SHEET**

**Candidate name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Class:** A1 Beginner

**Time:** 20 MINUTES

**Introduction:** This test is based on Key English Test (KET) English sample paper.

**Objective:** To analyze the effectiveness of Word wall app as a strategy of vocabulary learning.

<b>PART 1</b>			
<b>QUESTIONS</b>	<b>ANSWERS</b>		
<b>1</b>	A	B	C
<b>2</b>	A	B	C
<b>3</b>	A	B	C
<b>4</b>	A	B	C
<b>5</b>	A	B	C
<b>6</b>	A	B	C
<b>7</b>	A	B	C
<b>8</b>	A	B	C

<b>PART 2</b>	
<b>QUESTIONS</b>	<b>ANSWERS</b>
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	
<b>13</b>	



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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS,**  
**MENCIÓN INGLÉS**

**KEY**

<b>PART 1</b>			
<b>QUESTIONS</b>	<b>ANSWERS</b>		
<b>1</b>	A	B	C
<b>2</b>	A	B	C
<b>3</b>	A	B	C
<b>4</b>	A	B	C
<b>5</b>	A	B	C
<b>6</b>	A	B	C
<b>7</b>	A	B	C
<b>8</b>	A	B	C

<b>PART 2</b>	
<b>QUESTIONS</b>	<b>ANSWERS</b>
<b>9</b>	position
<b>10</b>	aeroplane
<b>11</b>	station
<b>12</b>	taxi
<b>13</b>	motorway

**Part 3**

**Questions 14 – 18**  
For each question, choose the correct answer.

**A family of dancers**


The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her', says Alice, 'because she never let me'. Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



6
Turn over ▶

**14** What is Alice Watson's job now?

**A** dancer  
**B** teacher  
**C** dress-maker

**15** Demi had her first ballet lessons

**A** at a very young age.  
**B** at the National Ballet Company.  
**C** from her mother.

**16** Jack helped his wife and daughter by

**A** moving to a larger house.  
**B** letting them use the living room for dancing.  
**C** making a place for them to practise in.

**17** What was the best thing about the *Swan Lake* show for Demi?

**A** It was her first show with the company.  
**B** All her family were there.  
**C** She was wearing a new dress.

**18** Hannah says that Demi

**A** will be a star one day.  
**B** is her favourite granddaughter.  
**C** dances better than Alice did.

7
Turn over ▶



Part 4

Questions 19 – 24

For each question, choose the correct answer.

**William Perkin**

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) ..... of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) ..... to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) ..... to make the colour purple. At that (22) ..... it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) ..... his own factory to make the colour. It sold well, and soon purple clothes (24) ..... very popular in England and the rest of the world.

- 19 A class B subject C course
- 20 A thinking B trying C deciding
- 21 A way B path C plain
- 22 A day B time C hour
- 23 A brought B turned C opened
- 24 A began B arrived C became

Part 5

Questions 25 – 30

For each question, write the correct answer. Write one word for each gap.

Example: 0 \_\_\_\_\_ you

From:	Maria
To:	John

I hope (0) ..... are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25) ..... lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) ..... the evening in the centre (27) ..... the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) ..... on a boat trip or (29) ..... tennis.

I'll show you my photos (30) ..... I get back.

See you soon,

Maria


**Part 5**

**Questions 28–35**

Read the article about the city of Bath.

Choose the best word (A, B or C) for each space.

For questions 28–35 mark A, B or C on your answer sheet.

<h2 style="margin: 0;">BATH</h2> <p>People <b>(0)</b> come to Bath since Roman times. The city gets <b>(28)</b> name from the baths that the Romans built here over two thousand years <b>(29)</b>. The water in them comes from the hills outside the town. In the 18th century, water <b>(31)</b> they believed it was good for them. Modern tourists can try it for 50p a glass, but bathing is not possible <b>(32)</b> more!</p>	 <p>Once a year, artists and musicians from <b>(33)</b> the world come to play at the Bath Festival. Many writers have written <b>(34)</b> are thirty great houses in the Royal Crescent. Number 16 is a hotel. <b>(35)</b> of the rooms is called after a famous visitor to the city.</p>
---	--

<b>Example:</b>	<i>Answer</i>		
<b>0</b> A have      B did      C has	<b>A</b>		
<b>28</b> A his      B its      C their			
<b>29</b> A after      B yet      C ago			
<b>30</b> A travel      B travelled      C travelling			
<b>31</b> A because      B that      C so			
<b>32</b> A any      B some      C no			
<b>33</b> A over      B through      C around			
<b>34</b> A That      B Here      C There			
<b>35</b> A Each      B All      C Every			

## Part 6

### Questions 36–40

Read the descriptions of some travel words.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36–40 write the words on your answer sheet.

**Example:**

*Answer*

**0** You take your car here if it needs repairing.

**g a r a g e**

---

**36** This is where you stand when you are waiting for a train.

p \_ \_ \_ \_ \_

**37** The quickest way to travel from Europe to America is in this.

a \_ \_ \_ \_ \_

**38** You can catch a train or a bus from here.

s \_ \_ \_ \_

**39** If your suitcase is very heavy, you can travel to your hotel in this.

t \_ \_ \_

**40** Traffic goes very fast along this road and you must not stop here.

m \_ \_ \_ \_ \_



Annex 7

### VOCABULARY RUBRIC- PRE-TEST

Candidate name: \_\_\_\_\_

Date: \_\_\_\_\_

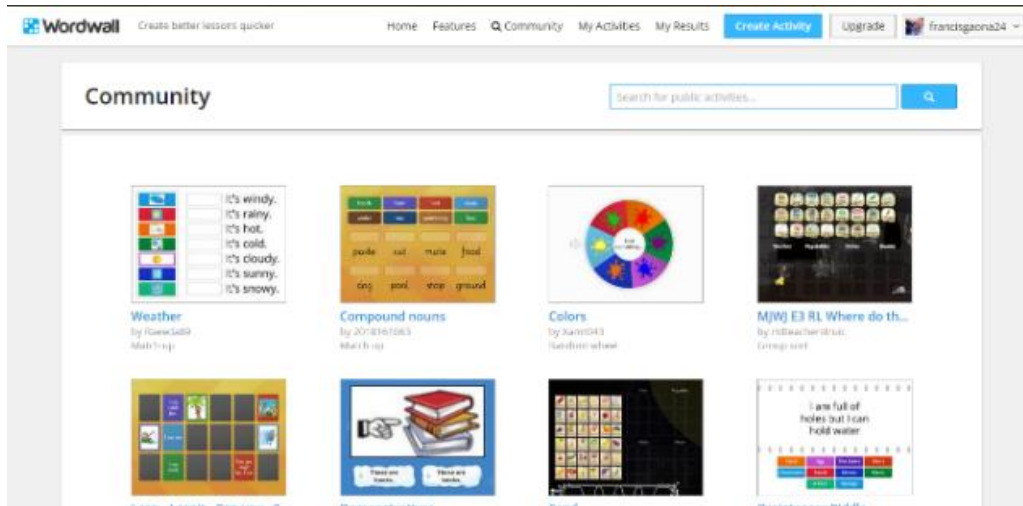
Class: A1 Beginner

**Objective:** To analyze through indicators critically student vocabulary learning.

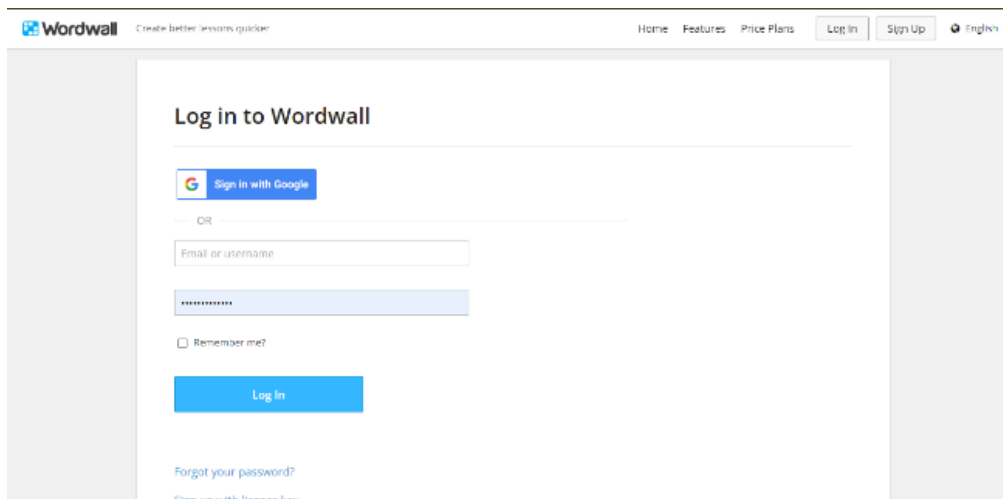
Criteria	Words set	Exemplification	Affixes	Compound words	Comprehension
5	Students identify more than 10 words set as nationalities and countries, school subjects, ordinal numbers.	Student matched all of the meaning with the correct word, about travel and transports.	Student correctly identify all the words based on affix with the morphology <i>er-</i> , <i>ly-</i> , <i>ing-</i> about describing people.	Student complete all of the sentences accurately used the compound words as: coursebook, school children, shopping, shop assistant, tour guide	Shows general understanding. So, student can quickly answer all of the questions based on the reading: retelling story about family dancers and William bibliography and description of Bath city.
4	<i>Performance shares features of Bands 3 and 5.</i>				
3	Students identify 5 or 6 words set as nationalities and countries, school subjects, ordinal numbers.	Student show difficulty to match all of the meaning with the correct word, about travel and transports.	Student correctly identify some words based on affix with the morphology <i>er-</i> , <i>ly-</i> , <i>ing-</i> about describing people.	Student complete some sentences accurately used compound words as: coursebook, school children, shopping, shop assistant, tour guide	Shows difficulty to comprehend general information and difficulty to understand some words of topic. So, the student can answer some questions based on the reading: retelling story about family dancers and William bibliography and description of Bath city.
<i>Performance shares features of Bands 1 and 3.</i>					

1	Students identify 2 or 3 words set as nationalities and countries, school subjects, ordinal numbers.	Student unable to matched all of the meaning with the correct word, about travel and transports.	Student do not correctly identify words based on the affix with the morphology <i>er-</i> , <i>ly-</i> , <i>ing-</i> about describing people.	Student do not complete sentences accurately used compound words as: coursebook, school children, shopping, shop assistant, tour guide	Shows unable to comprehend general information and do not understand words based on the topic. So, student unable to answer the questions: retelling story about family dancers and William bibliography and description of Bath city.
0 <i>Performance below Band 1.</i>					

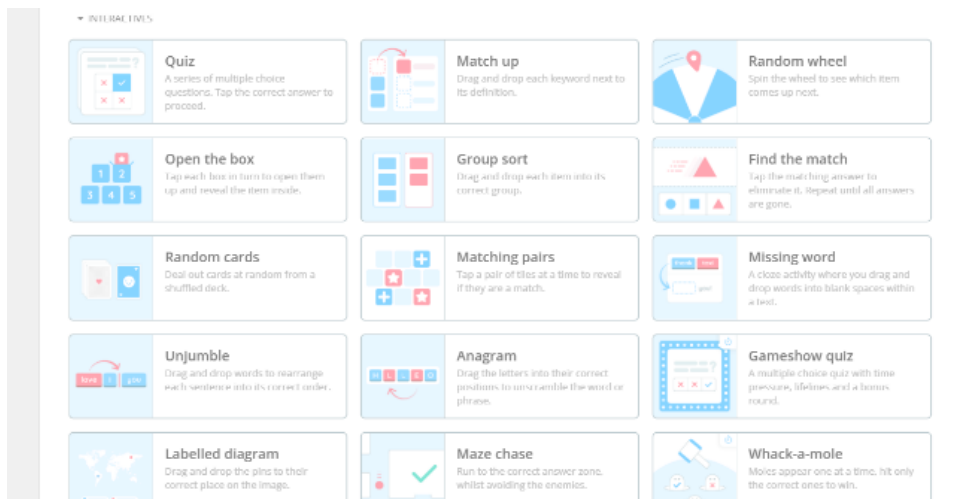
Graphic 1



Graphic 2



Graphic 3

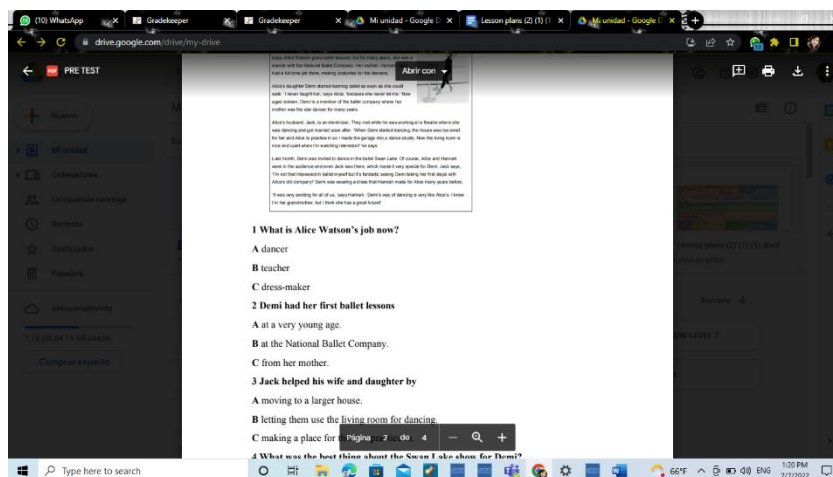


<b>Centro de Idiomas</b>			<b>Subject:</b> English Language
<b>Topic:</b> PRE-TEST	<b>Date:</b> 07/06/2022		<b>Teacher name:</b> Gaona Lucia
<b>Level:</b> A1 Starter	<b>Age:</b> 18 to 25 years old	<b>Time:</b> 25 minutes	<b>No. Students:</b> 29
<b>Aims:</b> Students will develop pre-test			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Students answer all of the questions.</li> </ul>			
<b>Materials:</b> Laptop or smartphones, Pre-Test			
<b>Anticipated Problem:</b> <ul style="list-style-type: none"> <li>Absent students</li> </ul>			
<b>Time</b>	<b>Teach activity</b>	<b>Student activity</b>	<b>Success indicators</b>
5 minutes	Teacher shows a test and explains what they need to do.	Students ask questions about the test.	Students understand what they need to do in the test.
20 minutes	Teacher sends a test (Annex 1).	Students develop the test.	Students complete the test.

## ANNEXES

### Annex 1: PRE-TEST

<https://drive.google.com/file/d/1fzMQ30qZGtBMkQY72Ijswmo22-bhPljL/view?usp=sharing>



<b>Centro de Idiomas</b>	<b>Subject:</b> English Language
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<b>Topic: HELLO!</b>	<b>Date: 13/07/2022</b>	<b>Teacher name:</b> Gaona Lucia	
<b>Level:</b> A1 Starter	<b>Age: 18-25 years old</b>	<b>Time: 20 minutes</b>	<b>No. Students: 29</b>
<b>Organization vocabulary:</b> <ul style="list-style-type: none"> <li>Word sets</li> </ul>			
<b>Aims:</b> Students will be able to identify and spell the nationalities.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Students identify the nationality of the country.</li> <li>Students practice the spell of nationalities.</li> </ul>			
<b>Materials:</b> Laptop or smartphones, Word wall app, pencil, notebook, worksheets			
<b>Anticipated Problem:</b> <ul style="list-style-type: none"> <li>Students have problems with the internet connection.</li> <li>Students do not have a device.</li> </ul>			
Time	Teach activity	Student activity	Success indicators
5 minutes	*Teacher presents a Word wall app and explains how to use it. Teacher shows an activity (anagram) and explains what they need to do (Annex 2).	*Students ask questions about the app.  *Students participate to answer what is the nationality of the country.	Students' participation.  Students' Word wall practice.
15 minutes	*Teacher gives students a worksheet.	*Students understand the reading and ask the questions.	

Source: Field research  
Author: Gaona, L (2022)

### Annex 1:

- <https://wordwall.net/resource/11013858/countries-and-nationalities>



### Annex 2: Reading Comprehension



Name : \_\_\_\_\_ Date : \_\_/\_\_/\_\_

## Reading



**B.** Complete the sentences according to the text.

1. In Fred's opinion the car is German. It isn't \_\_\_\_\_  
\_\_\_\_\_
2. So the car is from \_\_\_\_\_  
\_\_\_\_\_
3. Nicole's neighbours are \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.
4. Nicole is from \_\_\_\_\_  
\_\_\_\_\_
5. Fred is from UK. He's \_\_\_\_\_  
\_\_\_\_\_

**A.** Read the text.

Just taking...!

Fred: Wow! What a fantastic car!  
Nicole: Is it Italian?  
Fred: No, it isn't. It's German. That car is from Germany.  
Nicole: Look those are my neighbours. What are they doing here?  
They are Juan and Amparo. They're from Spain. They are Spanish.  
Fred: But the flag in the car is green and red!...  
Nicole: Their parents are Portuguese.  
Fred: Oh! And you. What nationality are you?  
Nicole: I'm French.  
Fred: So, you are from France.  
Nicole: Where are you from, Fred?  
Fred: Guess!  
Nicole:  
You're from the United States of America.  
Fred: No, I'm not. I'm from The United Kingdom. I am British.  
Nicole: Well, well...another British tourist!

**C.** Answer the questions about the text.

1. Is the car Italian?  
\_\_\_\_\_
2. Who are Nicole's neighbours?  
\_\_\_\_\_
3. Where are they from?  
\_\_\_\_\_
4. Are they Scottish?  
\_\_\_\_\_
5. Are their parents Portuguese?  
\_\_\_\_\_
6. And about Nicole. Is Nicole Portuguese?  
\_\_\_\_\_
7. Where is she from?  
\_\_\_\_\_



Topic: All about me

Date: 14/07/2022


Teacher name: Gaona Lucia

<b>Level:</b> A1 Starter	<b>Age:</b> 18-25 years old	<b>Time:</b> 20 minutes	<b>No. Students:</b> 29
<b>Organization vocabulary:</b> <ul style="list-style-type: none"> <li>Word sets</li> </ul>			
<b>Aims:</b> Students will be able to identify school subjects.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Students analyze school subjects.</li> <li>Students practice school subjects.</li> </ul>			
<b>Materials:</b> Laptop or smartphones, Word wall app, pencil, notebook, worksheets			
<b>Anticipated Problem:</b> <ul style="list-style-type: none"> <li>Students have problems with the internet connection.</li> <li>Students do not have a device.</li> </ul>			
Time	Teach activity	Student activity	Success indicators
5 minutes	*Teacher shows another activity (anagram) and explains what they need to do (Annex 4). Student who finishes as soon as possible is a winner.	*Students use their smartphones or laptops to develop the activity. *Students show their time.	Students' participation. Students' Word wall practice.
15 minutes	*Teacher gives to students about reading comprehension (Annex 5).	*Students search school subjects based on the pictures.	

Source: Field research  
Author: Gaona, L (2022)

**Annex 1:** <https://wordwall.net/resource/24172338/school-subjects>

1:38 ✓ 0



You  
can study  
events from  
the past

t	r	i	y	H	s	o
---	---	---	---	---	---	---

☰ ◀ 1 of 8 ▶ 🔊 🔊

**Annex 2:**

**Read about Harry.**



Hi! My name is Harry and I'm Australian. I'm twelve years old and I live in Melbourne. I study in Melbourne High School.



I really like going to school because I'm interested in learning new things.

My school starts at a quarter to eight. It's very early, so I always get up at seven o'clock.

Lessons finish at one o'clock, so I never have lessons in the afternoon. On Mondays and Wednesdays, I have lunch in the school canteen because I have basketball practice, but on the other days I have lunch at home.

I enjoy History and Geography, but my favourite subject is English. French is the most difficult subject for me, so my grades are really bad, but I like it.

When I get home I usually play computer games. My mother is always telling me to do my homework! I only do my homework before dinner. It's great that I don't have homework every day. I have dinner at 8 o'clock and then I chat with my friends online.

1. Harry is:

- a) 11
- b) 12

4. He has lunch at home on:

- a) Mondays, Tuesdays and Fridays
- b) Tuesdays, Thursdays and Fridays

2. Harry \_\_\_\_\_ going to school.

- a) doesn't like
- b) loves

5. Harry is not good at:

- a) English
- b) French

3. Harry starts school at:

- a) 7:45
- b) 8:15

6. Harry does his homework:

- a) after playing computer games
- b) before playing computer games



<b>Topic: All about me</b>	<b>Date:</b> 18/07/2022		<b>Teacher name:</b> Gaona Lucia
<b>Level:</b> A1 Starter	<b>Age:</b> 18-25 years old	<b>Time:</b> 20 minutes	<b>No. Students:</b> 29
<b>Organization vocabulary:</b> <ul style="list-style-type: none"> <li>• Word sets</li> </ul>			
<b>Aims:</b> Students will be able to identify ordinal numbers.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students analyze ordinal numbers.</li> <li>• Students practice ordinal numbers.</li> </ul>			
<b>Materials:</b> Laptop or smartphones, Word wall app, pencil, notebook, worksheets			
<b>Anticipated Problem:</b> <ul style="list-style-type: none"> <li>• Students have problems with the internet connection.</li> <li>• Students do not have a device.</li> </ul>			
<b>Time</b>	<b>Teach activity</b>	<b>Student activity</b>	<b>Success indicators</b>
10 minutes	*Teacher shows an activity (word search) and explains what they need to do (Annex 4). Student who finishes as soon as possible is a winner.	*Students use their smartphones or laptops to develop the activity. *Students show their time.	Students' participation.  Students' Word wall practice.
15 minutes	<b>Production</b>  *Teacher gives to students a worksheet about ordinal numbers (Annex 6).	*Students match the ordinal number with the correct name.	Students identify ordinal numbers.

**Source:** Field research  
**Author:** Gaona, L (2022)

**Annex 1:** <https://wordwall.net/resource/29980143>



**Annex 2:**

**Read and then answer the questions:**

Hello, my name is Emmy and I live with my family in this big building. We live on the nineteenth floor. Uncle Tom and his wife Sarah live on the same floor with my family. Sadly, they haven't got any girl I can play with. He's got only two boys.

My grandma and grandpa live on the first floor. I visit them a lot and sometimes I have dinner with them. Uncle John and his family live here too. They live on the ninth floor. Aunt Linda and her family live on the eleventh floor. Oh, and my aunt Rose lives with my grandma and grandpa. We all live as a big happy family.

12



1- On which floor does Emmy live?

\_\_\_\_\_

2- Who does she live with?

\_\_\_\_\_

3- How many children does uncle Tom have?

\_\_\_\_\_

4- On which floor does uncle Tom's family live?

\_\_\_\_\_

5- On which floor does grandma and grandpa live?

\_\_\_\_\_

6- Whose family lives on the eleventh floor?

\_\_\_\_\_

<b>Topic: TRAVEL!</b>	<b>Date:</b> 19/07/2022		<b>Teacher name:</b> Gaona Lucia
<b>Level:</b> A1 Starter	<b>Age:</b> 18-25 years old	<b>Time:</b> 20 minutes	<b>No. Students:</b> 29
<b>Organization vocabulary:</b> <ul style="list-style-type: none"> <li>Exemplification</li> </ul>			
<b>Aims:</b> Students will be able to identify travel and transports.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Students analyze the meaning of the words based on transports.</li> <li>Students practice in the Word wall app.</li> </ul>			
<b>Materials:</b> Laptop or smartphones, Word wall app, pencil, notebook, worksheets			
<b>Anticipated Problem:</b> <ul style="list-style-type: none"> <li>Students have problems with the internet connection.</li> <li>Students do not have a device.</li> </ul>			
Time	Teach activity	Student activity	Success indicators
5 minutes	*Teacher shows an activity (hangman) and explains what they need to do (Annex 1).	*Students use their smartphones or laptops to develop the activity. *Students show their time.	Students' participation.  Students' Word wall practice.
15 minutes	*Teacher gives to students a reading comprehension about transports (Annex 2).	*Students match the ordinal number with the correct name.	Students identify transports..

Source: Field research  
Author: Gaona, L (2022)

## ANNEXES

**Annex 1:** <https://wordwall.net/resource/12173142>



**Annex 2:**

### The early history of flying machines

Orville and Wilbur Wright **(0)** ..... a bicycle shop in the USA. They repaired bikes but **(28)** ..... two brothers also built the first flying machine with an engine inside! They called it 'Wright Flyer'. **(29)** ..... 17th December, 1903, Orville Wright climbed into 'Flyer' and started the engine. Flyer only **(30)** ..... 37 metres, but it was the first time a machine that was heavier than air carried a man up into the sky.



The news **(31)** ..... very exciting and soon many other people started trying **(32)** ..... build flying machines too. In 1909, a man, **(33)** ..... name was Louis Blériot, flew an aeroplane across the sea from France to England for the first time. **(34)** ..... took 37 minutes. A famous newspaper paid Blériot £1,000 for the story of **(35)** ..... wonderful success.

- |    |         |         |         |
|----|---------|---------|---------|
| 28 | A this  | B some  | C these |
| 29 | A At    | B On    | C In    |
| 30 | A went  | B going | C goes  |
| 31 | A were  | B been  | C was   |
| 32 | A by    | B to    | C for   |
| 33 | A whose | B which | C who   |
| 34 | A There | B It    | C Each  |
| 35 | A he    | B him   | C his   |

**Topic:**  
**Holiday!**

**Date:** 20/07/2022

**Teacher name:**  
Gaona Lucia

<b>Level:</b> A1 Starter	<b>Age:</b> 18-25 years old	<b>Time:</b> 20 minutes	<b>No. Students:</b> 29
<b>Organization vocabulary:</b> <ul style="list-style-type: none"> <li>Affixes –er,</li> </ul>			
<b>Aims:</b> Students will be able to identify prefixes.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Students analyze suffix end -er.</li> <li>Students practice in the Word wall app.</li> </ul>			
<b>Materials:</b> Laptop or smartphones, Word wall app, pencil, notebook, worksheets			
<b>Anticipated Problem:</b> <ul style="list-style-type: none"> <li>Students have problems with the internet connection.</li> <li>Students do not have a device.</li> </ul>			
<b>Time</b>	<b>Teach activity</b>	<b>Student activity</b>	<b>Success indicators</b>
5 minutes	*Teacher shows another activity (group sort) and explains what they need to do (Annex 5). Student who finishes as soon as possible is a winner.	*Students use their smartphones or laptops to develop the activity. *Students show their time.	Students' participation.  Students' Word wall practice.
15 minutes	*Teacher gives students a reading comprehension holiday (Annex 6).	*Students match the suffix -er with the correct meaning.	Students identify the suffix -er.

Source: Field research  
Author: Gaona, L (2022)

**Annex 1:** <https://wordwall.net/resource/7919390/suffix-er>

0:13

hunter	jumper	darker
quicker	blinker	bolder
tracker	longer	mixer
smaller	wisher	driver
faster	smarter	
richer	banker	
teacher	thicker	

Comparison -er

taller

Change a verb to a noun -er

writer

Submit Answers

**Annex 2: Reading**



### My trip to Canada by Tessa Watts (14)

I had a great time on my adventure trip to Canada. I went with two teachers and all my classmates. I missed my family at first but by the end of the holiday, I didn't want to go home!

On my favourite day, we went on a really long walk in the mountains. We had to carry all our things in bags on our backs which was hard work but we never got bored because we all chatted the whole time. We had a rock climbing lesson just before our picnic lunch and later that afternoon we arrived at a lake where we camped for the night. Three of the others tried to fish, without success! I helped build the fire instead. The teachers and two of the older students made supper, then we sat in our blankets around the fire and sang songs and made wishes in the dark.



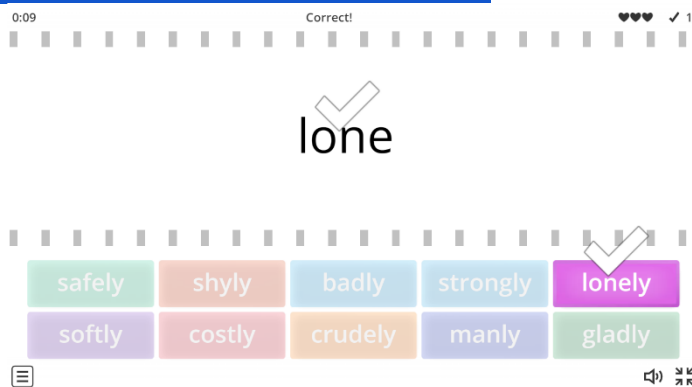
We decided not to sleep inside the tents, but outdoors because we wanted to look at the stars. Some of the boys made 'bear' noises trying to make us afraid, but we were still laughing at midnight because we were having so much fun. I'll never forget that day.

- 21 Tessa felt happy on the first day because she was with her family.  
A Right      B Wrong      C Doesn't say
- 22 It snowed on Tessa's favourite day in the mountains.  
A Right      B Wrong      C Doesn't say
- 23 Tessa talked a lot with other people on the walk.  
A Right      B Wrong      C Doesn't say
- 24 After their picnic lunch, the group had a lesson in rock climbing.  
A Right      B Wrong      C Doesn't say
- 25 Some of the other students caught three fish in the lake.  
A Right      B Wrong      C Doesn't say
- 26 The group slept outside so they could look up at the sky.  
A Right      B Wrong      C Doesn't say
- 27 The boys were very good at making bear noises!  
A Right      B Wrong      C Doesn't say

<b>Topic: Holiday</b>	<b>Date: 21/07/2022</b>		<b>Teacher name:</b> Gaona Lucia
<b>Level:</b> A1 Starter	<b>Age:</b> 18-25 years old	<b>Time:</b> 20 minutes	<b>No. Students:</b> 29
<b>Organization vocabulary:</b> <ul style="list-style-type: none"> <li>Affixes -ly,</li> </ul>			
<b>Aims:</b> Students will be able to identify prefixes.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Students analyze suffix end -ly.</li> <li>Students practice in the Word wall app.</li> </ul>			
<b>Materials:</b> Laptop or smartphones, Word wall app, pencil, notebook, worksheets			
<b>Anticipated Problem:</b> <ul style="list-style-type: none"> <li>Students have problems with the internet connection.</li> <li>Students do not have a device.</li> </ul>			
Time	Teach activity	Student activity	Success indicators
5 minutes	*Teacher shows another activity (find the match) and explains what they need to do (Annex 1). Student who finishes as soon as possible is a winner.	*Students use their smartphones or laptops to develop the activity. *Students show their time.	Students' participation.  Students' Word wall practice.
10 minutes	*Teacher gives to students a worksheet : reading comprehension (Annex 2).	*Students read and choose the correct answer.	Students read and comprehend.

Source: Field research  
Author: Gaona, L (2022)

**Annex 1:** <https://wordwall.net/resource/1888788>



**Annex 6: WORKSHEET**

### Kites

People first (0) ..... kites in China about 2,800 years (28) ..... but now we see kites in all parts of the world.

(29) ..... is a famous kite competition called the Yokaichi Giant Kite Festival (30) ..... May in Japan. Teams from the area (31) ..... enormous kites that are usually about 12 metres square! The kites are so big, the teams bring the kites in pieces and then build them (32) ..... they are going to fly.

(33) ..... enter the competition, kites must show a picture of a plant or an animal and a special message. (34) ..... of these amazing kites stay in the air for more than two hours. The winning kite (35) ..... to fly well, but also look very beautiful. You can find out more about this festival on the internet.



### Example:

0 A fly B flies C flew

28 A since B yet C ago

29 A That B It C There

30 A any B each C all

31 A bring B brings C bringing

32 A how B where C what

33 A To B By C For

34 A Some B Another C Much

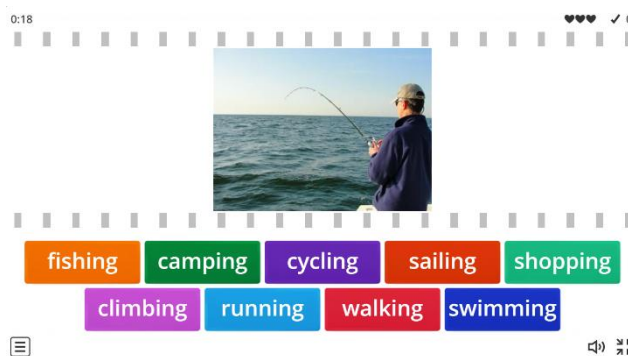
35 A have B has C having

<b>Topic: Holiday</b>	<b>Date: 11/07/2022</b>		<b>Teacher name:</b> Gaona Lucia
<b>Level:</b> A1 Starter	<b>Age:</b> 18-25 years old	<b>Time:</b> 40 minutes	<b>No. Students:</b> 29
<b>Organization vocabulary:</b> <ul style="list-style-type: none"> <li>Affixes -ing,</li> </ul>			
<b>Aims:</b> Students will be able to identify prefixes.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>Students analyze suffix end -ing.</li> <li>Students practice in the Word wall app.</li> </ul>			
<b>Materials:</b> Laptop or smartphones, Word wall app, pencil, notebook, worksheets			
<b>Anticipated Problem:</b> <ul style="list-style-type: none"> <li>Students have problems with the internet connection.</li> <li>Students do not have a device.</li> </ul>			
<b>Time</b>	<b>Teach activity</b>	<b>Student activity</b>	<b>Success indicators</b>
5 minutes	*Teacher shows another activity (find the match) and explains what they need to do (Annex 1). Student who finishes as soon as possible is a winner.	*Students use their smartphones or laptops to develop the activity. *Students show their time.	Students' participation.  Students' Word wall practice.
15 minutes	<b>Production</b>  *Teacher gives to students a worksheet (Annex 6).	*Students read and choose the correct answer.	Students read and comprehend.

Source: Field research

Author: Gaona, L (2022)

**Annex 1:** <https://wordwall.net/resource/8423185>



**Annex 6: WORKSHEET**

**Something strange falls from the sky**

Mikayla Shears was riding her horse across the fields at the farm where she and her parents live in Australia last November, when she saw something very strange on the ground. 'At first I was afraid to touch it!' she said. 'I thought something may jump out of it!' It was a 22 kilo ball made of lots of different metal parts.

Mikayla called her dad and he came in a truck and drove it back to the farmhouse. People don't drive hundreds of miles across the desert area to leave a metal ball in the middle of a

field. 'It dropped from above!' he said. 'I was sure of that!'

Mikayla's father emailed a photo of the ball to the Planet Museum. He was told that the ball was possibly part of a rocket. Two days earlier a rocket was used to fly an American satellite into space to study the sun.

Most of it fell into the sea after the satellite was safely in space, but maybe this part didn't.

'I know a lot about cows and sheep,' Mikayla said, 'but I don't know anything about rockets. I want to find out more about them now. Perhaps I'll be an astronaut one day!'



Example:

- 21 Mikayla saw something that looked very unusual in the field.  
A Right    B Wrong    C Doesn't say
- 22 When Mikayla touched the ball, another piece of it dropped off.  
A Right    B Wrong    C Doesn't say
- 23 Mikayla drove back to collect the metal ball in her father's truck.  
A Right    B Wrong    C Doesn't say
- 24 Mikayla's dad was certain that the ball fell from the sky.  
A Right    B Wrong    C Doesn't say
- 25 An American from the Planet Museum emailed Mikayla.  
A Right    B Wrong    C Doesn't say
- 26 We know that the metal ball came from another planet in space.  
A Right    B Wrong    C Doesn't say
- 27 Mikayla is thinking about being an astronaut in the future!  
A Right    B Wrong    C Doesn't say

<b>Centro de Idiomas</b>			<b>Subject:</b> English Language
<b>Topic:</b> POST-TEST	<b>Date:</b> 20/07/2022		<b>Teacher name:</b> Gaona Lucia
<b>Level:</b> A1 Starter	<b>Age:</b> 18 to 25 years old	<b>Time:</b> 25 minutes	<b>No. Students:</b> 29
<b>Aims:</b> Students will develop pos-test			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students answer all of the questions.</li> </ul>			
<b>Materials:</b> Laptop or smartphones			
<b>Anticipated Problem:</b> <ul style="list-style-type: none"> <li>• Students have problems with the internet connection.</li> <li>• Students do not have a device.</li> </ul>			
<b>Time</b>	<b>Teach activity</b>	<b>Student activity</b>	<b>Success indicators</b>

5 minutes	Teacher shows a test and explains what they need to do.	Students ask questions about the test.	Students understand what they need to do in the test.
20 minutes	Teacher sends a test (Annex 1).	Students develop the test.	Students complete the test.

## ANNEXES

### Annex 1: POST TEST

<https://forms.gle/T49F17HJHAQZjFos5>

**POST-TEST**

Acceder a Google para guardar el progreso. Más información

\*Obligatorio

Part 1 Questions 28-35

Read the article about the city of Bath.  
Choose the best word (A, B or C) for each space

### BATH

People **(28)** come to Bath since Roman times. The city gets **(29)** name from the baths that the Romans built here over two thousand years **(30)**.

The water in them comes from the hills outside the town. In the 18th century, people **(31)** to Bath to drink the water. **(32)** They believed it was



Once a year, artists and musicians from **(33)** the world come to play at the Bath Festival. Many writers have written about Bath and its fine buildings. **(34)** are these great houses in the