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"INTERACTIVE WORKSHEETS AND VOCABULARY LEARNING"

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DEDICATION

TO:

This research work is mainly dedicated to God for being the supreme being who guided me and gave me the strength and ability to continue day by day in each of my learning processes, for having allowed me to complete my university degree, and for allowing me to know people of great value who have marked my path and have taught me that the world can change if we work together and for the same goal. And how not to dedicate this important work to my family since thanks to the economic and moral support this investigation would not have been possible.

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Melida Beatriz Tusa M.

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ABSTRACT

The purpose of this research is to determine the effectiveness of using interactive worksheets to improve vocabulary learning in English because to learn a language it is necessary to start learning words/vocabulary. The experimental method was used. The population studied were the students of the first semester of the National and Foreign Languages Pedagogy Career. This population was divided into two experimental and control groups. The investigation lasted four weeks in which fifteen interventions were carried out. After the four weeks of intervention, quantitative data were collected and analyzed using the "SPSS" program (Statistical Package for the Social Sciences) to compare the means and means of the tests. The results were demonstrated that the interactive worksheets contribute significantly to the learning of the students of the first semester. The daily use of the interactive worksheets allowed the students to enrich their vocabulary in topics of nouns and verbs that were applied in the activities, additionally these sheets, by containing entertaining activities with drawings and videos, motivated the students to practice writing, the pronunciation of the language, the same that when repeating them several times allowed them to memorize them and use them in sentences. I captivate the students to arouse curiosity to learn the language and put it into practice, in this way the students benefited in the development of vocabulary learning which will facilitate communication in a real context.

Key Words: Technology, interactive worksheets, web pages, vocabulary, words.

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TÍTULO: HOJAS DE TRABAJO INTERACTIVAS Y APRENDIZAJE DE VOCABULARIO

AUTOR/A: Tusa Masabalin Melida Beatriz

TUTOR: Lic. Cristina del Rocío Jordán Buenaño, Mg.

RESUMEN

El propósito de esta investigación es determinar la efectividad del uso de hojas de trabajo interactivas para mejorar el aprendizaje de vocabulario en inglés porque para aprender un idioma es necesario comenzar a aprender palabras/vocabulario. Se utilizó el método experimental. La población estudiada fueron los estudiantes del primer semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. Esta población se dividió en dos grupos experimental y de contro. La investigación duró cuatro semanas en la que se realizó quince intervenciones. Después de las cuatro semanas de intervención, los datos cuantitativos fueron recolectados y analizados utilizando el programa "SPSS" (Statistical Package for the Social Sciences) para comparar el promedio y las medias de las pruebas. Los resultados fueron demostraron que las hojas de trabajos interactivos contribuyen significativamente al aprendizaje de los estudiantes del primer semestre. El uso diario de las hojas de trabajo interactivo permitió a los estudiantes enriquecer su vocabulario en temas de sustantivos y verbos que fueron aplicados en las actividades, adicionalmente estas hojas al contener actividades entretenidas con dibujos y videos, motivó a los estudiantes a practicar la escritura, la pronunciación el idioma, misma que al repetirlas varias veces permitió que lo memorizarlas y usaran en frases. Cautivo a los estudiantes a despertar curiosidad por aprender el idioma y ponerla en práctica, de esta manera los estudiantes se beneficiaron en el desarrollo del aprendizaje de vocabulario lo que facilitará la comunicación en un contexto real.

Palabras claves: Tecnología, fichas interactivas, páginas web, vocabulario, palabras

CHAPTER I
THEORETICAL FRAMEWORK

1.1 Research Background

This study focuses on understanding the vocabulary learning process using interactive worksheets. The information was based on books, theses, and academic sites that have been able to support the analysis of the Dependent and Independent categories. Considering that vocabulary learning is a limited skill, it is important to study new strategies and teaching methods that facilitate language learning for students during the educational period. Finally, the following previous research supports the development of this work.

First, the research investigated by Afzal (2019) aimed to investigate the problems that students face in learning English vocabulary and to recommend strategies so that they can minimize those problems. This study had a quantitative approach, the population was 100 male university students enrolled in the BA program. The results of this study reflected that a high percentage of PSAU English learners acknowledged dealing with vocabulary learning problems when answering the items on the listed questionnaire. For this reason, some strategies have been recommended to reduce problems and improve students' vocabulary knowledge.

The research carried out by Lei et al. (2022) had a purpose to examine the impact of students' attitudes on vocabulary learning and the self-regulation capacity of MALL programmers. This study was of quantitative design. The method was convenience sampling. The population was 175 EFL students at a private English institute in Kurdistan, Iran. The results obtained concluded that the MALL helps brighten up the classroom, indicating that the use of cell phones can be considered an educational device since it facilitates the learning of English vocabulary in student-student and student-teacher interaction.

The research investigated by Sivagnanam and Yunus (2019) had a goal to find out how students use social media to improve their vocabulary and what challenges social media presented as a vocabulary learning tool. The research method was

qualitative with a descriptive design. The population was 53 children from a school in Batu Kikir, Negeri Sembilan. As a result of this research, the use of social networks provides opportunities for vocabulary learning through technological strategies. It also mentioned that the use of social networks facilitated the learning of vocabulary through online activities, practice games, and web pages as autonomous learning in ESL students in Primary.

The research carried out by Pariapaza and Kana (2021) had as purposed to demonstrate how the use of Liveworksheets contributes to the development of skills in oral and written comprehension and oral and written expression of learning English. The research had a quantitative-explanatory approach with a quasi-experimental design with two groups: a control group and an experimental group. The population was 73 fifth and sixth-grade students from the Aire Libre de Arequipa school. The research showed that the Liveworksheets app is effective for learning English since it facilitates the development of skills: oral and written comprehension, and oral and written expression in the English language. In addition, it mentioned that the Liveworksheets application reinforces learning performance at an academic level.

The research studied by Wahyuni and Ariadi (2022) had as goal to use interactive digital worksheets as a mediator to support formal digital learning and as providing digital technology in improving students' understanding and attitude. The study population was 167 high school students, in Buleleng Regency, in the province of Bali. The results revealed that formal digital learning was partially measured by students' attitudes toward the digital world. It also pointed out that learning comprehension was improved with the innovation of the use of task-based interactive worksheets that provided effective and satisfying learning.

These previous researches reflect current research on interactive worksheets and vocabulary learning. They are considered important antecedents because they support the present investigation to be carried out. As Arias (2012) states: "The background reflects the advances and the current state of knowledge in a given area and serves as a model or example for future research" (p. 106).

1.2 Theorical framework

1.2.1 Independent variables: Interactive Worksheets

Information and Communication Technology (ICT)

Alkamel and Chouthaiwale (2018) mentioned that the term “Information and Communication Technologies” (ICT) refers to the technology that facilitates the process of creating, storing, transmitting, and sharing information electronically. However, some technologies such as telephony (both fixed and mobile), radio, television, software, computer hardware, and email, among others, are part of ICT. Ashiq and Habib (2020) contributed that Information technology provides a variety of methods to enhance teaching and learning and is widely trusted as a source of information for anyone, anywhere, anytime.

Information and communication technologies (ICT) have become in a very short time one of the basic structures of modern society. Many countries consider ICT understanding, and understanding of basic skills and concepts to be part of education along with reading, writing, and numeracy. Das (2018) establish that Education is a key area affected by ICT innovation. From the provision of online content services to platforms for organizing learning experiences to learning management and assessment, the development of ICT has brought many changes. Students, teachers, educational administrators, and all stakeholders in education benefit from the integration of ICT into education.

More (2016) defined ICT tools for education, it is divided into two: On the one hand, the development of appropriate computer programs: Is those that allow students to learn promptly, contributing to the development of their language skills. On the other hand, the contribution of the teacher: Who is a guide, which indicates the use of language and technical tools. Today, universities offer online degree programs and distance education is already becoming more common, and many schools and universities have begun to use audio-visual methods to convey information.

Computer Assisted Language leaning (CALL)

Ashiq and Habib (2020) emphasized that CALL is about the use of computers in language teaching and learning. Computers represent students' language skills in reading, listening, writing, and pronunciation in English as a foreign language. In attion, the advantage of using Call with students are: they will have a flexible learning habit where they can develop their level of learning according to their learning pace, they will be able to maintain an adequate speed according to the needs of the student, they will have access anywhere and they can make use of it. (Esra & Sevilen, 2021)

Chen et al. (2021) determined that CALL as “learners learning a language in any context, through computer technologies” (p. 151). This means that the use of technology through computers during the learning process plays a very important role in the educational field since CALL has made it easier to improve the quality of understanding and command of the English language because it has made it easier for students to access to information in an easy way, whose purpose is to help students practice, learn and store their knowledge while manipulating computers during language learning.

Mobile-Assisted Language Learning (MALL)

Mobile technology has had a great impact on the implementation of language learning techniques and methods Cakmak (2019) stated: “learning is mobile in three ways: space, areas of life and time. Learning can occur at work, at home or during leisure time” (p. 31). MALL has shown a positive pedagogical impact on student's academic performance, as well as on elements such as attitude, motivation, and language proficiency. The use of applications, social networks, and educational platforms in learning that is based on games, are formal pedagogical practices that, spoken from an educational context, need to be properly guided by a teacher (Stockwell, 2022).

Mobile-assisted language learning (MALL) is attracting increasing interest from the academic community. Lei et al. (2022) stablished that Mobile applications have many opportunities to engage students in collaborative activities that allow them to develop language skills in terms of vocabulary and grammar. Students use MALL

because it agrees students to relate to grammar, vocabulary, aptitude tests, famous magazines, etc., which helps to emphasize language practice in an interactive way. Esra and Sevilen (2021) Mall has shown that technologies such as electronic pocket dictionaries, personal digital assistants (PDAs), mobile-phones, and MP3 players provide a variety of new language learning experiences.

Interactive worksheets

Over time, worksheets have made an impressive evolution in education, and the arrival of technology has made it easy to create interactive material that students can access anywhere, anytime. Aller (2019) argued that the interactive worksheets arise because in ancient times the teacher prepared his didactic material online, that is, by cutting, pasting, and photocopying texts, but with the coming of the digital world, he developed online language courses through LMS platforms, (Learning Management System) immersive in learning languages that facilitate contact with the real language through podcasting; YouTube, and applications that welcomed Augmented Reality and Virtual Reality as educational resources.

Franco and García (2019) noted that the use of interactive worksheets in the classroom allows for capturing the attention of students by maintaining concentration on images, words, and colorful drawings to obtain a better teaching-learning process of a language. Interactive materials during the vocabulary learning process play a great role since they are innovative material that allows progress in educational performance, being the key to improving motivation in the classroom while maintaining teacher-student interaction.

Feature of effectives Worksheets

Lailatu et al. (2018) affirmed that the student worksheet is one of the didactic materials that can be applied to increase thinking skills, ask, and answer questions, create relationships, and measure the improvement in the educational achievements of the participants. The worksheets need to be simple and fit for purpose, so you need to consider the age, level of knowledge, and ability of the students to develop this type of resource, but also a good presentation will attract attention (Blanchett et al. ,2011).

Considering that following:

- The worksheets are appropriate for children and teenagers improving their level and the capacity of the students.
- Have images available to use only for a particular target, and without cluttering up the worksheet.
- They include words in a way that encourages students to explore and learn on their own.
- They should have the easiest assignment first because it is motivating to have success.

Importance of Worksheets

Worksheets or workbooks are a powerful way to evaluate learning skills. The worksheets, which are usually submitted for completion during the practice section of a course, can provide a useful background for learners to work through a series of exercises that practice and reinforce the skills taught in the class (Blanchett et al., 2011). Hence, worksheets encourage students' involvement in the class content with their attractive and creative visual designs. As a result, participants are stimulated to play an active role in the learning process.

According to Bicer (2016), worksheets support students' education in many aspects, as well as enabling continuous training. Learners need to be properly supervised, their individual prospects identified, and meaningful communication built up with them while planning activities associated with the inclusive learning focus. Likewise, they help students to individualize the learning process and to manage it. In addition, it is necessary to emphasize that the subjects that present a greater degree of complexity should be included, focusing on the topics that require more attention and using them as the main reference for the development of a worksheet.

Platforms for creating interactive worksheets:

First, Hammand (2021) mentioned Quick Worksheets. It is an interactive program that allows you to create worksheets, it contains 27 different layouts, which are divided into categories: vocabulary comprehension, grammar, and general purpose. This spreadsheet program has an interface like Google Forms which makes

it a good choice for non-technical people, such worksheets are automatically graded and you can then view the results.

Second, Hammand (2021) and Kel (2022) named My Worksheet Maker. It makes it easy to create worksheets with ready-made templates. It also has a library of nearly 70,000 printable worksheets created by the community. These worksheets allow you to search the library by grade, subject, and type. These worksheets contain activities such as Multiple-choice, matching, Fill in the Blank, Open Response, handwriting, Word Scramble, bingo cards, and flashcards.

Third, Hammand (2021) explained TopWorksheets Maker. This web page contains thousands of interactive worksheets created by the community, it allows you to use them online or download them. The teacher will be able to use them online through a personalized link, which will be delivered to their students, who in turn, after submitting their answers, will be able to review the results of the evaluation. The TopWorksheets system works automatically, making reviewing and grading easy so the teacher does not have to manually grade assignments.

Fourth, Hammand (2021) and Kel (2022) established Wizer.me app. Wizer's goal is to help teachers create unforgettable worksheets that save time and make learning fun for students. It also allows you to automatically check and grade, but you can still view responses and provide personal feedback.

Fifth, Hammand (2021) and Kel (2022) mentioned Canva. It is an online design tool that lets you create just about anything, including beautiful, professionally designed worksheets as a good starting point, which you can customize, share, and print. Plus, you can use a blank canvas and create them from scratch, In addition, Canva includes thousands of design elements and features that help you create engaging and interactive worksheets.

In sixt place, Hammand (2021) and Kel (2022) established Design Hill. It is a tool with multiple creative graphic designs to create templates on different themes. You can customize these templates or create new worksheets by adding photos, elements, icons, and text. Design Hill is best suited for elementary school teachers who need to create simple and beautiful worksheets. In conclusion, for Hammad these sites

allow you to create beautiful, interactive worksheets so students can enjoy learning. Besides worksheets, there are many other ways to make learning an enjoyable experience for students.

Finally, Hammand (2021) named Liveworksheets. It is another interactive worksheet generator that uses the latest technologies to help students learn better. Liveworksheets allows you to convert traditional PDF worksheets into interactive, self-correcting worksheets (Gayol, n.d.). In addition, it is an application that you can access through the website, which allows teachers to create interactive worksheets for their students, creating the opportunity for independent study. "Liveworksheet.com" is a worksheet that can turn printed worksheets in the form of doc, .pdf and jpg into interactive worksheets that you can systematically proofread (Puspitasari, 2021).

Nasution (2020) contributed that this application allows you to create worksheets in which teachers can add videos, audio, or different types of questions so that students work on the topics in a more interactive way. In addition, homework can be assigned to students through Google Classroom or another learning management system.

Learning strategies with the use of interactive worksheets:

It is necessary that teachers when designing activities and materials to teach vocabulary, consider the environment and students and their learning styles. It is essential that the vocabulary learning strategy is directly focused on teaching vocabulary according to the level of learning. Watkins et al. (2007) noted that “there are many ways to teach new words and phrases and teachers need to learn a variety of techniques because some methods will work better with certain classes” (p. 34).

Scrivener (1998) and McCarten (2007) argued three different strategies:

The first strategy is to give students a list of short words with pictures and their meanings for students to assimilate the words in a real environment. The second strategy implies the assimilation of things, that is, asking questions like "How do you say?" And what does it mean?" and provide phrases such as "It's a kind of" and "It's like a" for them to answer. In this way, Meliana et al. (2018) estabilised that students

will be able to paraphrase the word, discover what it means and relate it to their own context. The third strategy is the repetition of words, through this strategy the students are exposed to practice the correct pronunciation, and repeating several times allows their minds to begin to learn the word. Finally, the authors commented that as a teacher it is necessary to send different tasks focused on vocabulary to facilitate learning in students.

1.2.2 Dependent variables: Vocabulary learning

English language

The word "English" comes from a derivative of English, which was the language of a Germanic tribe that settled in England around the 5th century. This language is the mother tongue of nations such as Great Britain, Australia, Canada, the United States, New Zealand, and many other countries. In addition, English has also been adopted in other multilingual countries such as the Philips, India, and Singapore, which have adopted English as a second language. English is the official language that people use to communicate with each other around the world. Since English is the mother tongue of native speakers in North America, they naturally have no problem traveling or communicating with people from other countries (Richard, 2019).

Gavin (2019), English as a foreign language is an Anglo-Saxon language that many countries have chosen to include in their studies to ensure that their students have better opportunities to work, study and do business with other countries than they speak the same language. Nowadays, schools provide an environment where students can develop knowledge, skills, and both personal and academic goals. Sánchez et al. (2019) established that is Ecuador, English is a compulsory subject, but Basic General Education and Baccalaureate General Education have not been able to learn and speak the language competently. The school has teachers responsible for language improvement, they apply strategies, methods, and approaches that help students develop understanding, composition, and formulation of answers in different situations**.**

Language

A language is a communication system that allows the exchange of verbal or non-verbal messages between two or more people. Chomsky indicated that Language is a structured system of communication, consisting of grammar and vocabulary. It is the primary means by which people convey meaning through words and writing, and it can also be conveyed through sign language. Language is the source of life and human strength; it is what makes us human. As you learn a language, you will be able to recognize difficult words, structures, and grammar to communicate effectively with others (Lin, 1999).

Bloomfield (1983) considered that the structure of language as the main objective of linguistic research. Furthermore, the author established that the structure of all languages can be determined through the analytical use of small units that combine sound and meaning, which we call morphemes. After this, it shows how to identify smaller units as phonemes and larger ones such as words, phrases, and sentences. The Bloomfield structure, in the school of taxonomy; this theory examines and classifies the components of language based on their surface relationships.

Linguistics is the science that studies of human language. This implies studying its origins, evolution, foundations, and structure with the aim of understanding languages. Ferdinand de Saussure determined: “A language is a system in which all the elements fit together, and which the value of any one element depends on the simultaneous coexistence of all the others”. Linguistics has several branches such as phonology, syntax, phonetics, semantics, and lexicography, among others (Al Umman, 2015).

Vocabulary

Abduramanova (2020) stated that the vocabulary of a language is like the bricks of a tall building. The researcher supports her assertions with writers such as Rudyard Kipling contributed that words are mankind's most powerful medicine. Vocabulary is essential for grammar, reception (listening and reading), and production (speaking and writing). Wilkins (1972) who argued: “. . . While without grammar one can express very little, without vocabulary nothing can be transmitted”. In different

languages, even without the grammar, with some useful words and expressions, one can communicate. As students develop greater fluency and expression in English, the acquisition of productive vocabulary is important to further develop their communication skills.

That is why, regardless of the language whether it is a foreign or second language, the study of vocabulary is considered the core of learning, we must have a good vocabulary to have clear, effective communication. Vocabulary learning is a word of a language, including individual elements and phrases or fragments of multiple words that group together a meaning just like individual words. According to Clouston (2018), English vocabulary is essential for learning and teaching the English language since without sufficient knowledge of vocabulary people cannot understand others or express their ideas. Students often instinctively recognize the importance of English vocabulary for language learning.

Vocabulary learning

Alharbi (2019) ratified that Learning English vocabulary helps students understand and communicate with others. Although we could not say that learning vocabulary leads us to communicate properly, learning is vital to master, and becoming fluent in Vocabulary opens doors to new worlds and makes learning fun and rewarding. No matter how good your grammar is, if you do not know what words to use with it, you will not be able to advance in your level of the language. Despite what it may seem, increasing our vocabulary is not complicated. It is not necessary to even memorize the words that we learn: by understanding them and trying to introduce them in a conversation that we have during the day, they will stick in our heads.

Strategies that can be applied in learning vocabulary.

Brown (2007) established that "Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information" (p. 119). This means that strategies are specific methods or plans for approaching a task and achieving an objective. Furthermore, the teaching-learning strategies are instruments that the teacher uses to contribute to the implementation and development of student

competencies. against the base in a didactic sequence that includes beginning, development, and closing.

Many researchers have focused on how successful or good language learners try to learn and tried to identify what strategies worked for them to find which strategies are effective for language learning (Ellis, 1994). The Strategies are divided into Presentation Strategies, Practice Strategies, Vocabulary Assessment Strategies, and Strategic Preparation Strategies.

However, Páez (2017) mentioned that research one only focuses on the process of presentation, practice, and study preparation because the research focuses on explaining how vocabulary is taught-learned, not how it is evaluated. Evaluation strategies are not part of the objective raised, they will be described as general information only and may be included in a possible detailed study involving this type of system.

1. Presentation Strategies

They present the oral and written form, and the meaning of the target vocabulary that is introduced for the first time. This process is carried out in the sessions of planned classes and the specific vocabulary is selected according to the topic. For this reason, Thornbury (2000) noted that "By presentation, we mean those pre-planned lesson stages in which learners are taught pre-selected vocabulary items. Of course, incidental vocabulary teaching can occur at other times of the lesson, as when a text or discussion throws up unfamiliar vocabulary" (p. 75).

That is important to note two things. Meaning and form must be shown to be relevant because they are effective and meaningful to students. The message also needs to fit the context so that it can process its meaning. On the other hand, the number of adjectives depends on other factors such as: the student's level, word proficiency, vocabulary difficulty, whether they are being taught creatively (writing and speaking) or just learning. (Listen and read). In addition, many strategies are used for the presentation, so teachers must select the ones that are appropriate. These are divided into three subgroups: visual strategies, Practice Strategies, Vocabulary Assessment Strategies and, Strategic Preparation Strategies.

a) Visual strategies: They present or illustrate the meaning and form of words in an attractive, significant, and motivating way, facilitating the teaching-learning of vocabulary. Additionally, this type of strategy contributes to the retention of the new lexicon by relating it to the oral or written form. They often lend themselves to hands-on activities that it involves student interaction (Gairns & Redman, 1986). Some of these strategies are:
    - Images
    - Flashcards
    - Demonstration
    - Provoke ideas (elicitation)
    - Use of real objects (realia)
    - Videos
b) Verbal strategies: Explain and clarify the meaning of words dresses These types of strategies can be used in conjunction with visual strategies so that the way they complement each other. Some of these strategies are:
    - Translation
    - definition,
    - explanation and description,
    - Presentation of a situation or context,
    - Exemplification,
    - Synonym, and antonym.
c) Auditory strategies. Present and highlight the shape of words. Thornbury (2002) suggested: “highlighting the spoken form of a word is very important in terms of ensuring that it is properly stored. This, in turn, means drawing students' attention to the way the word sounds” (p.84). Additionally, the spoken form of the words is also important to ensure proper storage. Ur (1991) argues: "The learner has to know which word sounds (its pronunciation) and how it looks (it's the spelling) (…). In teaching, we must ensure that both aspects are accurately presented and learned” (p. 60). For this reason, it is important that students know the pronunciation of the words and how they are written. Some of these strategies are:
    - Oral repetition (drilling)
    - Listen to the audio.

- Phonetic transcription

2. Practice strategies.

To encourage the use of new vocabulary in different situations and activities. In the end, introducing vocabulary is only part of the process. For this reason, we need assignments that give students the opportunity to memorize new vocabulary and apply it in different situations. There is a diversity of tasks and activities that teachers can apply in class with the aim of helping students to retain the new vocabulary in long-term memory and consolidate learning.

a) Selection activities: There are tasks in which students must decide or discriminate within a series of words. Furthermore, some of these activities require more cognitive work than others. Therefore, Thornbury (2002) affirmed that there are many kinds of tasks that teachers can set leaners in order to help move words into long-term memory. Some of these tasks will require more brain work than others. These will be more cognitively demanding (p. 93). Some of these strategies are:
    - Identify word in a text.
    - Select word between a set of words.
    - Relate the words and then match them with an image, etc.
    - Order words according to categories
b) Production activities. An activity describes a procedure in which students work towards a goal and use the language to communicate. Harmer (2007) explained that in the communicative approach, the activities involve students in real communication. Playful games, discussions, dialogues, prepared talks, quizzes, simulations, and role-playing are the most common types of activities. The main objective of the application of activities is the consolidation of learning and at the same time the development of basic language skills: listening, reading, writing, and speaking. Likewise, any other area of language such as grammar and vocabulary (Ur, 1991).

Thus, each lesson requires initial preparation and a clear communicative purpose. Another thing to keep in mind when creating events is the order of what to do first

and what to do next. They should be clearly and logically explained and repeated as necessary. Some of these strategies are described below:

- Complete sentences and texts
- Create sentences and texts
- brainstorming
- Written and oral repetition
- Questionnaires

3. Vocabulary assessment strategies.

The evaluation is a formative, integral and continuous process that seeks to identify the level of achievement and the difficulties of the students to propose ideas for improvement. Menéndez et al. (2019) affirmed that the purposes for evaluating vocabulary can be several, for example, the most common is to know if students have learned the words that were taught. Schmitt (2000) argues: “There are several purposes for giving a vocabulary test. Perhaps the most common is to find out if students have learned the words that were taught, or that they were expected to learn” (p. 164).

As Thornbury (2002) contributed that the objectives may be different, but as a teacher, you must focus on your student's learning and using the language to use words in the correct context. On the one hand, the evaluation is an opportunity to work with the teachers to provide feedback to the students, offering them suggestions to improve their behavior in the classroom. Furthermore, it encourages students to review and evaluate the words they have learned and can be considered a form of translation.

4. Strategic preparation strategies.

The purpose is to teach strategies to students to help them achieve their autonomy in learning. Within this perspective, Thornbury (2002) argues: "The teacher can play an important role in motivating students to take vocabulary seriously and in giving them ideas on how to learn" (p.144). This author highlights the role of the teacher since he is the one who motivates and provides strategies and ideas on how to learn the new vocabulary. In the same way, Harmer (2007) argued that the theory of learning methods must be included in the design of the course since it must guide students toward what they need to be successful in their studies. It is important to think

about their needs and the skills they will develop. Then discuss the appropriate methods for your learning style.

- Use of the dictionary
- Deducing the meaning from the context
- Vocabulary annotation (on cards, in the notebook, etc.)

The method that considering to make the Lesson plan

Task-based language teaching Method.

It has been argued that the development of meaningful tasks is central to the teaching-learning process because the tasks presented can be problems or situations that students must linguistically solve. Willis and Willis (2007) argued that based teaching (TBT) the most effective way to teach language is to involve learners in actual language use in the classroom. This is done by designing assignments, discussions, problems, games, etc. that require learners to use the language themselves. (p. 9).

As mentioned earlier, the most effective way to teach language is to provide real-life situations in which the language is used, and this is achieved through assignments, games, dialogues, discussions, etc. A series of challenges related to others. Harmer (2007) established that when using this method, there are three phases to consider:

- Before the task (pre-task):
  Teachers introduce topics and gather students' background knowledge through questions, vocabulary reviews, brainstorming, and more. Emphasizes vocabulary that helps students understand and develop tasks. This phase describes the procedure and gives an example.
- During task (task cycle):
  It is to develop the task itself, either individually, in pairs, or in small groups, under the supervision of a teacher. Tasks present situations in which students use language to express themselves. They also work on plans to present their work, compare responses, conduct interviews, and give verbal or written reports.

- Language Analysis (Language Focus):

  It focuses on encouraging analysis and reflection on the part of students about what and how they learned while working on assignments. It is also time to give feedback. This means teachers can help correct students' own mistakes related to speech features that need more work, such as: Vocabulary usage, syntactic elements, pronunciation, etc. Given the above, it should be noted that there are many methods and approaches to teaching L2, each with its characteristics and principles. This does not mean that you can choose only one to teach English, it can be combined to make teaching more effective, with the aim of contributing, to and promoting the use of the language to communicate in real situations.

1.3 Objectives

General objective:

To determine the effectiveness of using interactive worksheets to improve vocabulary learning in students of the Pedagogía de los Idiomas Nacionales y Extranjeros training program at the Universidad Técnica de Ambato.

Specific objective

1. To diagnose students' English language vocabulary level
2. To define the strategies that can be applied with the interactive worksheets in learning vocabulary.
3. To demonstrate how the use of interactive worksheets contributes to the development of vocabulary learning.

Description of the achievement of the objectives

- For the fulfillment of the first objective, a field visit was made to the first-semester students at Universidad Tecnica de Ambato, a small talk was held with the students and some of them did not understand the meaning of some words. It was proposed to diagnose the vocabulary level of the English language of the students. For this reason, a Cambridge pre-test was considered the content of verbs and nouns to verify the average language level of the students to know their

knowledge. Once the results were obtained, it was verified that the vocabulary level of the students was indeed low.

- To fulfill the second objective, the concepts of interactive worksheets were first investigated, the learning strategies that can be applied with interactive worksheets, as well as interactive web pages in which these interactive worksheets can be made to develop them and thus create activities to apply it in this treatment since the students of this generation are more disposed to the use of technological tools in their educational process. This research lasted four weeks with 15 interventions that were worked on using the "Liveworksheets" and "wizer.me" pages, according to the TBL method with strategies, these activities were focused on reinforcing vocabulary inside and outside the classroom.

- For the fulfillment of the third objective, a post-test was carried out in both groups to compare and demonstrate that differences were found between both groups. In this way, it was demonstrated how the use of interactive contributed to the development of vocabulary learning. At this point the researcher was able to determine that the use of interactive worksheets in vocabulary learning was effective when checking the results between both groups, it was observed that the experimental group had an evident advance compared to the control group did not improve in the grade post-test**.**

CHAPTER II
METHODOLOGY

This chapter describes all the resources that were used in the research, such as materials, methods, modality, the type of research, the design, the population in which the research was conducted, the instrument, procedure, and finally the hypotheses were described.

2.1 Materials

Tomlinson (2016) emphasized that Materials are "anything which can be used facilitate the learning of a language, including course books, videos, graded readers, flashcards, games, websites and mobile phone interactions" (p. 143). The materials applied to carry out in the develop interactive worksheets to and vocabulary learning were laptops, smartphones, the internet, computers, and websites. The web platform is like "wizer.me", and "Liveworksheets" were used to elaborate interactive activities.

2.2 Methods

Research approach

This study deals with a qualitative and quantitative approach that tries to develop a better understanding of the measurement results through the collection and analysis of data from pre-tests, post-tests, and the application of Interactive worksheets. Marzano et al. (2015) stated: "The objective of the qualitative method of research in education is to learn about everyday events in real situations, which include different inductive and interpretive procedures, which are built into the search for research" (p. 0409). On the other hand, the qualitative study due to the systematic process that determines the relationship between the measured variable and the explanation of the phenomenon bases the collection of statistical data to analyze the impact of mobile applications on students (Mohajan, 2020).

2.3 Modality

Bibliographic Research

In this work, bibliographical research was applied. Rogers (2006) defined that a bibliographic research needs to be supported by research that provides essential information such as books, scientific articles, and websites, which support the

information presented. That is why, the information obtained from the two variables interactive cards and vocabulary learning was supported through scientific articles, books, and web pages that helped determine the influence of interactive worksheets in learning with the theories of other authors.

2.4 Level or type of research

Exploratory research

The research was an exploratory investigation, because the phenomenon has been little studied but novel since students often complain that learning is difficult, it is intended to analyze whether the problem is the materials or the teacher to focus to escribe it. Makri and Neely (2021) mentioned that exploratory research focuses on developing a fresh viewpoint on the phenomenon and establishing a link between the research variables. By gathering data and analyzing the variables from various angles, this study emphasizes its main finding, which is the growth of learners' English vocabulary, in the hopes of advancing its understanding.

2.5 Research design

Experimental

The design study was a pure experimental design. According to Arora (2011) established that the researcher selects two population groups instead of one: a control group and an experimental group. For this reason, the design of this research was a combination of designs, that is, the combination of the control group (does not receive the intervention) and the experimental group (does receive the intervention). In this way, it was possible to determine which group of participants had an improvement, the one that received treatment or the one that did not receive treatment. For this reason, the population was divided into 2 groups. The pre-test and the post-test were applied to both groups to measure the impact of the independent variable (Interactive worksheets) on the dependent variable (vocabulary learning) after the interventions with a group, a study of the difference between both groups.

2.6 Population and sample

The participants in this project were 37 students corresponding to the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros training program during the academic semester (October 2022 - March 2023) at Universidad Tecnica de Ambato.

This sample consisted of 11 men and 26 women whose age range was between 17-20 years old. The population was divided into two groups: 19 students for the experimental group and 18 students for the control group. The sampling method was simply random, for which the first list of students was selected to form the experimental group.

Table 1

Population

Population	Experimental group	Control group students	Total	Percentage
Male	6	5	11	40%
Female	13	13	26	60%
TOTAL	**19**	**18**	**37**	**100%**

Note: List of Experimental and Control group students.

2.7 Instruments

The assessment instruments were Pretest and Posttest, taken from the Cambridge English Qualifications KET (Key English Test) standardized exam. This test was chosen because it is A2 level and is in accordance with the Common European Framework for Languages (CEFR) established by the educational system. The pre-test was used to determine the vocabulary knowledge level of the first-semester students before applying the interactive worksheets. The post-test was applied, after the treatment to verify if the use of the interactive sheets was effective in the vocabulary learning of the students. The test contains 20 questions on verbs and nouns, taken from the Cambridge KET test for level (A2).

2.8 Procedure

The treatment was carried out in 15 sessions of 30 minutes four times a week. In the first, the pre-test was applied to identify the vocabulary domain of students of English as a foreign language. The first was a face-to-face session where the students took the pre-test, It was mentioned that the following sessions will be asynchronous tasks, in order to promote the autonomous work of the students through interactive worksheets to check the understanding of the meaning of the words by the students. For these sessions, the "Liveworksheet" and "wizer.me" applications were used to

perform the tasks, to follow up on these tasks, the WhatsApp group created by the researcher was used, and at the end of the treatment, the virtual post-test was applied.

Applications

Pretest

In the first intervention, the researcher applied the pre-test, first the researcher introduced herself to the students and gave them instructions to fill out the pre-test exam, after applying the pre-test exam, he divided the class into two groups, half of the group was called the experimental group, and the other half was called the control group. In addition, the researcher created a WhatsApp group to send the video before each lesson, the objective of this group was to avoid possible difficult as well as give students more time to understand the topic of discussion.

Interventions

To work with the interventions in the experimental group, a lesson plan was made. In the first paragraph a brief introduction about the methodology used was detailed, in the second paragraph the characteristics of this methodology are described, and finally in the following paragraphs the application of this methodology during the class is detailed.

To apply the interventions in vocabulary learning, the lesson plan based on the Task-Based Learning methodology was used. A better definition on Task-Base Learning by Nuan (2011) as following "a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning, and in which the intention is to convey meaning rather than manipulating form." (p.4).

In session two the researcher explained the uses of Liveworksheet. At the beginning of the class, researcher showed a video on regular verbs, and, then sent a link to the website with practice activities. The objective of this session was to recognize the structure of regular verbs and formulate sentences. At the end the class, the students sent their work to the WhatsApp group. Finally, the students were able to formulate sentences about the activities they did last week.

Session three focused on learning irregular verbs with their meanings. The researcher showed a video with the list of irregular verbs. He then sent her a practice link with the website link. At the end the class, the students sent their work to the WhatsApp group. Finally, the students were able to learn the conjugations and additionally they were able to formulate sentences about the activities carried out over the weekend.

Session four focused on recognizing the conjugation of regular and irregular verbs through a text. Using the text: “A good weekend”, students practice reading. The researcher sent a link from the Liveworksheets website containing activities with the same reading. At the end the class, the students sent their work to the WhatsApp group. Finally, the students were able to describe a past event.

Session five aimed to recognize the conjugation of regular and irregular verbs through music. First, the researcher had the students listen to music: "Summer Night" to practice recognizing regular and irregular verbs, then sent a link to the Liveworksheets website containing activities. At the end the class, the students sent their work to the WhatsApp group. Finally, the students were able to understand the meaning of words by listening to music.

Session six aimed on identifying nouns by listening to and watching cartoons. The researcher showed a video with the title: “Schoolhouse Rock -What is a Noun” for students to recognize nouns. Then, she sent a link of the wizer.me website that contains the same cartoon video with interactive exercise to recognize and write nouns. At the end the class, the students sent their work to the WhatsApp group. Finally, the students were able to recognize food vocabularies.

Session seven focused on identifying the names of countable and uncountable nouns. First, the researcher showed “food cards names” with countable and uncountable nouns, then sent a link of wizer.me with interactive exercises of filling stations, joining lines to recognize and learn about countable and uncountable nouns, thus practicing writing and memorization skills. At the end the class, the students sent their work to the WhatsApp group. Finally, the students were able to talk about ask for a food order.

Session eight designed on recognizing the past verb in a text taken from KET Reading Part 4.2. To motivate the class, the researcher showed a musical video with the title: “JORDY-Past tense” for students to remember the verbs in past tense. Then, she sent a link of Liveworksheets website that contains a text to complete the exercise. At the end the class, the students sent their work to the WhatsApp group. Finally, the students were able to talk about the news.

Session nine focused on learning moving without transport vocabulary. First, the researcher showed “Moving without transport” cards, then sent a link of Liveworksheets with interactive exercises. At the end, the students were able to recognize and write sentences using the vocabulary of movement without transportation.

Session ten aimed on learning vocabulary of places and things in the hotel. The researcher showed “places and things in the hotel” names, then sent a link of Liveworksheets with interactive exercises to reinforce memorization. At the end the class, the students sent their work to the WhatsApp group. Finally, the students were able to formulate sentences and talk about places in the hotel.

Session eleven focused on learn countryside vocabulary. The researcher shows the “In the countryside” picture, and explains their names. Then, she sent a link of Liveworksheets with interactive exercises to complete interactive exercise. At the end the class, the students sent their work to the WhatsApp group. Finally, the students were able to ask for information.

Session twelve aimed on learning the weather vocabulary. First, the researcher shows the “Weather” with their names. Then, she sent a link of Liveworksheets with interactive exercises to reinforce memorization. At the end the class, the students sent their work to the WhatsApp group. Finally, the students were able to report on a natural event.

Session thirteen designed on learning animals’ vocabulary in English. First, the researcher showed the “animals’ vocabulary” cards with their names. Then, she sent a link of Liveworksheets with interactive exercises to complete black boxes, matching questions with lines, and make sentences with the vocabulary learned, so reinforce

writing skill and memorization. At the end the class, the students sent their work to the WhatsApp group. Finally, the students we be able to descriptions and comparison natural event.

Session fourteen focused on learning the UK Culture vocabulary. First, the researcher shows the “UK Culture vocabulary” cards with their names. Then, she sent a link of Liveworksheets with interactive exercises. At the end of this session, the students were able to share experiences and accomplishments and discuss traditions.

Post-Test

Session fifteen, at the end of the treatment with the experimental group, the researcher applied the post-test on Google platform to the two groups: experimental and control group to verify whether there were changes in the grades according to the pre-test results, as well as to see if using the interactive worksheets worked to get better grades compared to the control group. The post-test was the same for both groups and students had 20 minutes to complete it**.**

Hypothesis

Null Hypothesis (H0):

Interactive worksheets do not improve English vocabulary learning.

Alternative hypothesis(H1):

Interactive worksheets improve English vocabulary learning.

CHAPTER III

RESULTS AND DISCUSSION

This chapter presents the results obtained after the application of interactive worksheets and the learning of vocabulary, the data is presented in tables, and to facilitate understanding below is the analysis and interpretations.

The scores of the groups were analyzed: Experimental and control, to compare the results of both groups and determine the effectiveness of the use of interactive worksheets to improve vocabulary learning in English. The pre-test and post-test assessment was the same for both groups and they had 20 minutes to complete it. Finally, data from both groups were collected to check the differences. Furthermore, to obtain exact results, the IBM SPSS (Statistical Package for the Social Sciences) software was used on the relationship between the control group and the experimental group. A normality test was developed, in which Shapiro-Wilk was considered, since the study sample is less than 50. In addition, the Hypothesis test summary was performed that indicates the ranks of the Wilcoxon to verify whether the hypothesis will be accepted or rejected. Finally, the Paired Sample correlations test was performed with a comparison of the pre- and post-test scores of the experimental and control groups.

3.1 Analysis and discussion of the results.

Table 2

Experimental group pretest score.

Graded over	Average	Frequency
more than 7	9,0	1
	8,0	1
	7,5	4
	7,0	1
mess than 7	5,0	3
	4,5	2
	4,0	3
	3,5	3
	1,5	1
Mean	5,7	
TOTAL		19

Note: Result obtained from the 19 students before treatment.

Analysis and interpretation

Table 2 shows the pre-test score of the nineteen students in the first half of the list which, it was observed that one student obtained 9/10, one student obtained 8/10, four students obtained 7,5 /10, one student obtained 7/10, three students obtained 5/10 two students obtained 4,5/10, three students obtained 4/10, three students scored 3,5/10 and finally one student scored 1,5/10.

This shows that the vocabulary of the students when starting the application is not good and if they present this case, they had problems communicating. Between the two categories of verb and noun, it stands out that verbs followed by nouns obtain the highest score in all categories. This pre-test mentioned that there are 7 students with a score greater than 7/10 but there are twelve people who have low grades. This means that it is necessary that students should study vocabulary with a fast and effective learning method so that later they do not have problems communicating with society

Table 3

Experimental group post-test score.

Graded over	Average	Frequency
more than 7	10,0	1
	9,5	2
	9,0	2
	8,5	2
	9,0	2
	8,5	2
	8,0	3
	7,5	2
	7,0	4
mess than 7	6,5	2
	6,0	1
Mean	7,9	
TOTAL		19

Note: Result obtained from the 19 students after treatment.

Analysis and interpretation

Table 3 shows the results of the posttest in which it is detected that one student obtained 10/10, two students obtained 8,5/10, three students obtained 8/10, two students obtained 7,5/10, four students obtained 7/10, two students obtained 6,5/10 and finally one student obtained 6/10.

According to this table, it is shown that the use of interactive worksheets in learning vocabulary contributed to the fact that most of the students improved their scores in each category, as well as in verbs and nouns. In addition, it was observed that the mean of all students is 7,9/10 considering that of the 12 students, 9 students increased their scores and only 3 students did not have a noticeable improvement. At the end of this treatment, it was highlighted that the TBL methodology facilitated the vocabulary learning of the first-semester students by adding tasks that are based on topics according to the A2 level. According to the Cambridge (KET) and Common European Framework of References (CEFR) contents, there is not much difference in the contents for this level that is why, the topics taught contributed to the increase of vocabulary in the students. During the application of the treatment, a notorious change was observed in the attitude of the students, when they understood the language, due to the interactive pictures with sound, music, and video activities carried out. In this way, the curiosity that wanted to learn the language was aroused. Even the use of interactive worksheets facilitated the student to allow enriching new words so that they develop in their learning environment.

Table 4

Experimental group Pretest & posttest score.

Results	Pre-test	Post-test	Difference
Average/10	5,7	7,9	2.2

Note: Results obtained from the comparison of results between the two tests.

Analysis and interpretation

Table 4 shows the comparison of results between the pretest and the posttest applied to the experimental group. The average in the pre-test at the beginning of the treatment was 5,7/10, but at the end of the treatment 7,9/10 was obtained in the post-test result. The results between both tests was 2,2.

According to these results, it is shown that Task-Based Learning, like the teaching-learning methodology, promotes interaction and oral communication, and provides the student with a natural context for the use of the language. The use of this TBL method with the use of interactive worksheets as teaching material provides the opportunity for the student to build their own knowledge of it. As the author Jerome Bruner mentions in his contribution to the constructivist study, that the student acquires knowledge for himself through discovery learning. This indicates that the contribution of the interactive worksheet in vocabulary learning helped to make the treatment successful.

Table 5

Control group pre-test score.

Graded over	Average	Frequency
more than 7	9,0	1
	8,5	3
	7,5	4
	7,0	3
mess than 7	6,5	1
	5,5	1
	4,5	2
	4,0	1
	3,5	1
Mean	7,0	
TOTAL		18

Note: Result obtained from the 18 students before treatment.

Analysis and interpretation

Table 5 shows the results of the pretest-test of the eighteen students in the control group. Only one student obtained 9/10, three students obtained 8,5/10, one student obtained 8/10, three students obtained 7,5/10, three students obtained 7/10, one student scored 6,5/10, one student got 5,5/10, two students got 4,5/10, one student got 4/10, and finally one got 3,5.

This table shows that the student's vocabulary was not good. Although twelve students exceeded the minimum proficiency, which is 7/10, it does not mean that this

group has a better level of English. However, it can be noted that the untreated group is unlikely to improve their post-test scores.

Table 6

Control group posttest score.

Graded over	Average	Frequency
more than 7	9,0	2
	8,5	2
	8,0	2
	7,5	3
	7,0	2
mess than 7	6,5	3
	5,5	1
	4,5	2
Mean	7,1	
TOTAL		18

Note: Result obtained from the 18 students after treatment.

Analysis and interpretation

Table 6 shows the results of the post-test of the students in the control group. It can be observed that two students obtained 9/10, two students obtained 8, 5 /10, two students obtained 8/10, three students obtained 7,5/10, one student obtained 7/10, three students scored 6,5/10, one student scored 5,5/10, one student scored 5 /10, and finally, two students obtained 4,5/10.

These post-test results of the students show that in each category respectively, the performances were poor because they did not improve their average and some even lowered their performance. This means that this control group, by not having treatment, did not develop effective vocabulary learning, because, after the week before and after the test, no grade change was seen.

Table 7

Control group Pretest & posttest score.

Result	**Pre-test**	**Post-test**	**Difference**
Average /**10**	7,0	7,1	0,1

Note: Results obtained from the comparison of results between the two tests.

Analysis and interpretation

Table 7 shows the comparison of results between the pretest and the posttest applied to the experimental group. The average in the pre-test at the beginning of the treatment was 7,0/10, but at the end of the treatment 7,1/10 was obtained in the post-test result. The results between both tests was 0,1.

Although four students lowered their grades, the majority maintained their average, but six students improved their average slightly. It can be seen that there was no clear improvement between the two tests since only a few students scored better on the previous test compared to the previous test. This means that the students had a not so significant advance. It was examined that few students improved their initial average, but they did not improve their pretest scores compared to the posttest. This shows that without proper treatment students cannot enrich their vocabulary.

3.2 Verification of hypotheses

Hypothesis Statement

Hypothesis

Null Hypothesis (H0):

Interactive worksheets do not improve English vocabulary learning.

Alternative hypothesis(H1):

Interactive worksheets improve English vocabulary learning.

Table 8

Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
PRETEST1	,922	18	,139
POSTTEST1	,940	18	,285
PRETEST2	,898	18	,053
POSTTEST2	,900	18	,057

Note: Results of the comparison between the two tests of the Experimental and Control group

Analysis

Table 8 shows the results of the normality test between the pre-test and the post-test of the experimental and control groups. The significance for the experimental group in the pre-test is 0,139. And the significance for the post-test is 0,285, likewise, the significance for the control group in the pre-test is 0, 0533, and the significance of the post-test is 0,057. After analyzing the table, it was concluded that the results are scattered. According to the test results, non-parametric statistics should be applied whenever the distribution of the results is less than 0, 05.

Table 9

Wilcoxon Signed Rank Test

		N	**Mean Rank**	**Sum of Ranks**
EXPERIMENTAL GROUP	Negative Ranks	0[a]	,00	,00
Posttest 1 – Pre-test 1	Positive Ranks	19[b]	10,00	190,00
	Ties	0[c]		
	Total	19		
CONTROL GROUP	Negative Ranks	2[d]	4,00	8,00
Posttest 2 – Pre-test 2	Positive Ranks	8[e]	5,88	47,00
	Ties	8[f]		
	Total	18		

Note: Wilcoxon signed rank test values

Analysis

Table 9 showed the Wilcoxon test is the result of the difference in the values between the Post-Test and Pre-Test in the experimental and control group. There are three ranges, a negative range(a), a positive range (b), and a tie range(c). Therefore, it

is observed that in the experimental group, there is no negative range (a). The positive rank (b) has a value of 19. This means that this is the number of students who increased their Post-Test scores. and the table shows that there are no ties (c), that is, that no student maintained the same score on the two tests. Additionally, one of the middle ranges is 0,00 while the other is 10,00. Besides, the sum of ranks has two different results 00,00 and 190.00. The data would be essential to determine the hypothesis approved by the software.

On the other hand, it is observed that, in the control group, results from there is a negative range (a) has a value of 2. While the positive range (b) has a value of 8. This means that this is the number of students who increased their scores in the post-Test. And 8 tie is observed (c). The middle range shows two values, the first of 4,00 and the other of 5,88. And the sum of these ranges shows two values, 8,50 and 47,50.

Table 10

Test Statistics

Test Statistics[a]		
	POSTTEST1 - PRETEST1	POSTTEST2 - PRETEST2
Z	-3,831[b]	-2,066[b]
Asymp. Sig. (2-tailed)	,000	,039
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

Note: test statistics values with Asymptotic Significance

Analysis

Table 10 showed that the test 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 -3.831 and the level of significance is 0,000, this value is less than 0.05. Finally, it is concluded that the alternative hypothesis was accepted because the analysis showed that the null hypothesis is rejected and the alternative hypothesis is accepted, which means that "interactive worksheets improve vocabulary learning in the first semester" students at Universidad Tecnica de Ambato".

3.3 Discussion

Esra and Sevilen (2021), Learning outcomes are effective when working online with a wide variety of platforms, keeping independent study and interactive, allowing students to be motivated to learn a language. The results demonstrated in this research was that interactive worksheets for vocabulary learning, materials, are useful resources for teaching specific topics, since there are currently a large number of materials that can be adapted to teach a subject in class. They provide a variety of didactic activities combined with text, images, etc. that can be applied as treatments in the classes.

Das (2018) mentioned that Internet was a facilitator of activities for teachers, the tasks transmitted and corrected by email make it easier for the student to practice many times to improve their grades. That is why, in this investigation the researcher used the web pages of Liveworksheets and wizer.me, because these types of web pages provide a large number of interactive sheets which students can use, as well as being free and qualifying instantly. They keep students entertained, facilitating the learning of vocabulary and memorizing new ones so that they can use it in the real context.

Páez (2017) contributed that design of worksheets based on vocabulary strategies encouraged students not only to learn new words but also to understand the strategies that led them to write, that is, in this way they practice writing. The sample of this research mentions that the learning strategy developed in the interactive worksheets contributes to the practice of the writing skill since these interactive sheets contain activities to complete, write paragraphs, fill in the blanks with a word, etc. This can be verified, with the use of Liverworksheets and wizer.me applied in this research, it is also added that the interactive sheets are important to find the expression of the words and to develop the pronunciation. Additionally, this may include teaching methods, content areas, teacher expectations, and language skills for teachers teaching students with different backgrounds.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Finally, the findings reached throughout the process of applying the interactive worksheets that favored the learning of vocabulary and the autonomy of the students, some conclusions are drawn that are shown in this study.

- The level of English vocabulary knowledge of first-semester students of the Universidad Técnica de Ambato was diagnosed through the Pretest (Cambridge KET). It was possible to analyze that the vocabulary of the students was low, which means that they had difficulty understanding long texts and conversations, so it was important to use interactive worksheets to strengthen the learning of words in an authentic and fun way.

- The strategies used to learn vocabulary using interactive worksheets contributed to the development of students' language skills. Through memorization exercises such as memorization games and repetition of words, they facilitated the comprehension of the vocabulary of the English language. Strategies such as word union, gap filling, and word pairing, facilitated the students to develop the learning process, according to the language level and age. All these strategies contributed to my study giving successful results with outstanding scores when learning vocabulary.

- The use of interactive worksheets contributes to the development of vocabulary learning because they facilitate the acquisition of knowledge in a practical way. Through this research, it was possible to observe the difference in performance between students who used and those who did not use these interactive worksheets. In the results obtained from the post-test, it was possible to demonstrate a notable improvement in the grades of those students who used these worksheets. These interactive worksheets, being virtual pages that contain exercises with drawings, sounds, colors, etc., provide advantages for students to better acquire knowledge.

4.2 Recommendations

At the end of the application, the integration of the interactive worksheets had a result on the vocabulary learning of the students, which is why it is recommended that:

- Teachers should consider applying standardized tests based on students' levels to determine vocabulary range based on the Common European Framework for Languages (CEFR) because these tests are reliable and accurate. Even, regarding the evaluation of the student's performance, the institutions could apply a specific test to measure the sub-skills of the students, such as pronunciation, grammar, and vocabulary each academic semester. This information collected will help reinforce the teacher's planning and the weaknesses of the students through specialized activities, because the test must have different purposes, such as placement, admission, or responsibility.

- To applicate the use of interactive worksheets to motivate students to be fond of learning the language, using strategies such as word union, gap filling, and word matching, students will be able to develop language skills: Speaking, reading, writing, listening, and speaking. Through exercises, it will facilitate the memorization and comprehension of the vocabulary of the English language.

- To implement the interactive worksheets as practical learning material within class planning, to generate the desired learning processes: autonomous learning, discovery learning, learning construction, content-based learning, and cooperative learning. Therefore, the interactive worksheets can be used in tasks, since they propose that learning maintains a work sequence that they establish, the type of tasks that they suggest: variety, clarity, and adequacy to encourage students to understand the languages.

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ANNEXES

Annex 1. *Approval*

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIDAD DE INTEGRACIÓN CURRICULAR
Av. Los Chasquis y Río Guaylabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334
Ambato-Ecuador

Ambato 30 de septiembre 2022
FCHE-UIC-818-2022 Acuer.

Doctor Mg.
Víctor Hernández Del Salto
PRESIDENTE
CONSEJO DIRECTIVO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Unidad de Integración Curricular de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros modalidad presencial de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 de septiembre, visto oficio sin número de 26 de agosto 2022 suscrito por **TUSA MASABALIN MELIDA BEATRIZ** estudiante, Acuerda:

SUGERIR A CONSEJO DIRECTIVO

APRUEBE LA MODALIDAD DE TITULACIÓN **TRABAJO DE INTEGRACIÓN CURRICULAR** (PROYECTO DE INVESTIGACIÓN) LA SEÑORITA **TUSA MASABALIN MELIDA BEATRIZ**, ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON EL TEMA PRELIMINAR "**INTERACTIVE WORKSHEETS AND VOCABULARY LEARNING**" Y SE DESIGNE COMO TUTOR SUGERIDO A LA **MG. CRISTINA JORDÁN**, DEL PERÍODO ACADÉMICO **OCTUBRE 2022– MARZO 2023**.

Atentamente,

MARCELO WILFRIDO NUNEZ ESPINOZA

DR. MG. MARCELO NÚÑEZ ESPINOZA
Presidente

CRISTINA DEL ROCIO JORDAN BUENAÑO

anexo: lo indicado (1 hoja)

Annex 2. *Institutional approval*

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 17 de Octubre del 2022

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

Lic. Sarah Jacqueline Iza Pazmiño Mg. en mi calidad de Coordinadora de la Carrera Idiomas-PINE de la Universidad Técnica de Ambato de me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Interactive Worksheets And Vocabulary Learning" propuesto por la Srta estudiante Tusa Masabalin Melida Beatriz portadora de la Cédula de Ciudadanía, 180530894-5 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación, de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lic. Sarah Jacqueline Iza Pazmiño Mg.
COORDINACIÓN CARRERA IDIOMAS-PINE
UNIVERSIDAD TECNICA DE AMBATO

Annex 3. *Pre-Test & Posttest*

	UNIVERSIDAD TECNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS DE LA EDUCACION Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros	
	Topic: Interactive worksheet and Vocabulary learning	**Introduction:** This test is based on Key English Test (KET) English sample paper vocabulary part.
	Level: 1st semester	**Times:** 20 min

INFORME DATA

PRE-TEST -POSTTEST

Objective: To diagnose students' English vocabulary level before applying the interactive worksheet tool.

Instructions for the test:

- Please read all the questions carefully.
- To paint the letter of the correct answer.

GOOD LUCK!

QUESTIONS

1. If you do not know how to _____ a word, look it up in your dictionary.
A. spell C. learn
B. understand D. mean

2. Joe _____ his bicycle to work every day.
A. drives C. gets
B. goes D. rides

3. Can you _____ Spanish?
A. tell C. say
B. talk D. speak

4. We must _____ the football match on TV this evening.
A. look C. watch
B. see D. listen

5. Could you _____ in this form for me, please?
A. make C. fill
B. note D. wrote

6. At the end of the course all the students must _____ an exam.
A. stand C. run
B. sit D. walk

7. All the children at that school must _____ a uniform.
A. use C. carry
B. wear D. put

8. Can I help you _____ your homework?
A. work C. turn
B. do D. make

9. **Mark _____ a lot of great photos on his holiday**.
A. took B. did

C. put D. had

10. Are you ready to _____ your meal now, sir?

A. ask for C. demand

B. order D. explain

11. Your hair is dirty. You must _____ it tonight.

A. wash C. clean

B. tidy D. brush

12. Come to my desk and _____ me your book, please.

A. get C. bring

B. take D. carry

13. How much do these tomatoes _____?

A. price C. charge

B. cost D. pay

14. I am _____ I am late my car broke down.

A. sorry C. bad

B. wrong D. unhappy

15. I am very tired. I am going to go to _____.

A. bath C. chair

B. shower D. bed

16. I stopped gardening when the rain started. I did not want to get _____.

A. warm C. wet

B. windy D. dry

17. It is cold outside today you should take a _____ with you.

A. sock C. scarf

B. belt D. glove

18. Could you tell me the _____ to Piccadilly Circus, please?

A. way C. street

B. road D. path

19. **There are 24 hours in a _____**

A. day C. night

B. week D. year

20. **My sister earns 200 _____ a week.**

A. cash C. notes

B. dollars D. money

	UNIVERSIDAD TECNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS DE LA EDUCACION Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros	
	Topic: Interactive worksheets and Vocabulary learning.	**Introduction:** This tes based on Key English (KET) English sample vocabulary part.
	Level: 1st semester	**Times:** 20 min

INFORME DATA

Student's name: _____ Date: _____

PRE-TEST -POSTTEST

Objective: To diagnose students' English vocabulary level before applying the interactive worksheet tool.

Instructions for the test:

- Please read all the questions carefully.
- To paint the letter of the correct answer.
- Remember that you have 20 minutes to answer the entire test

GOOD LUCK!

CORRECT ANSWER SHEET

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

Annex 4. *Lesson Plan*

LESSON PLAN 1.			
Teacher's name: Melida Tusa		**Date:**	
Topic: Introduction & pretest		**Age:** 17-20 years old.	
Subject: English Language		**No. of students**: 39 students	
Level: First semester "A"		**Time:** 30 min.	
Aim: Introduction & pretest			
Objective(s): To explain the research topic and the process to be developed. To diagnose the vocabulary of the students through the application of the pre-test.			
Anticipation problems: • Absent			
PROCEDURES			
Time	**Teach activities**	**Students' activities**	**Materials**
PRE-TASK 5 min	***** The teacher introduces herself and explains the research topic and the process of developing it.	***** Students pay attention to the teacher.	Laptop Pencil
TASK 20 min	*The teacher gives the pre-test sheet to each student and explains how the pre-test is composed. (Annex 1) *The teacher tells them that they have 20 minutes to finish answering it.	***** Ss participate in the teacher's activity. *****Ss answer the pre-test.	Pens Pretest evaluation Marker
POST TASK 5 min	The teacher divides the class into 2 groups: The first group is called the experimental and the other control group. The first group will work with interactive worksheets (online sheets), and the other half with traditional class resources. The teacher takes the student list and chooses the first 19 students on the list.	***** Ss agree and give their phone numbers to work virtually. (Annex 2)	Printed sheet with student names

Sources: Field research
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 1)

https://utaedu-my.sharepoint.com/:b:/g/personal/mtusa8945_uta_edu_ec/Efx1Swhxo-pJnpec1XHmc_oBOOnv2VZhfg45TnhqOxOZ2A?e=8St8Hd

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS DE LA EDUCACION
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Topic: Interactive worksheet and Vocabulary learning

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

Level: 1st semester

Times: 20 min

INFORME DATA

PRE-TEST -POSTTEST

Objective: To diagnose students' English vocabulary level before applying the interactive worksheet tool.

Instructions for the test:

- Please read all the questions carefully.
- To paint the letter of the correct answer.

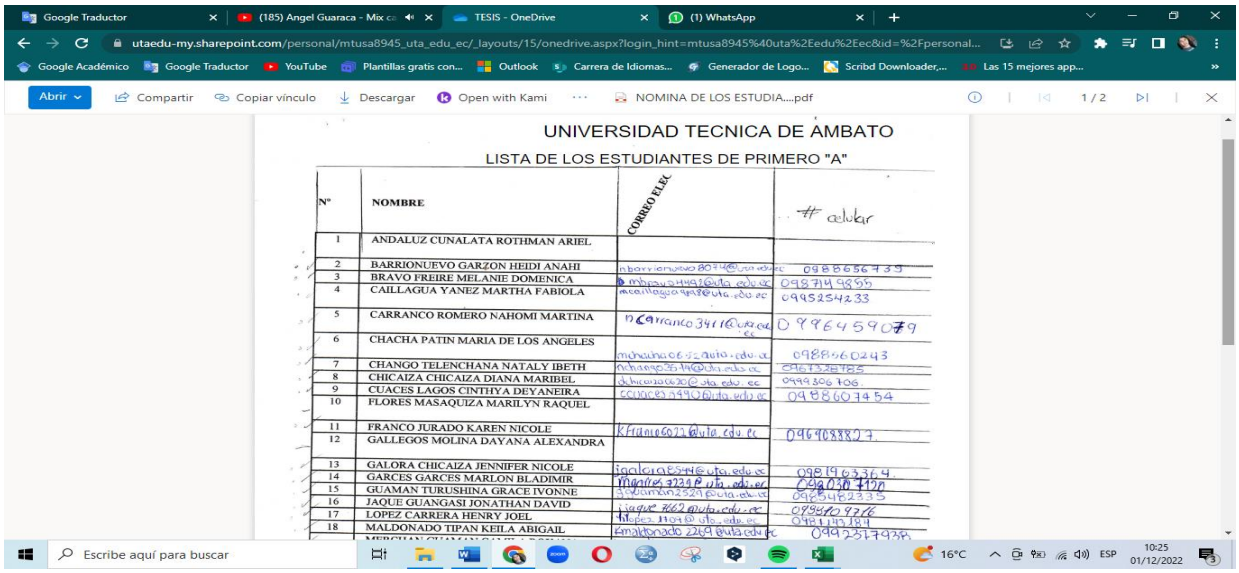
GOOD LUCK!

QUESTIONS

1. **If you do not know how to _____ a word, look it up in your dictionary.**
   A. spell C. learn
   B. understand D. mean
2. **Joe _____ his bicycle to work every day.**
   A. drives C. gets
   B. goes D. rides

Annexes 2(Lesson plan 1)

https://utaedu-my.sharepoint.com/personal/mtusa8945_uta_edu_ec/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmtusa8945%5Futa%5Fedu%5Fec%2FDocuments%2FTESIS%2FNOMINA%20DE%20LOS%20ESTUDIANTES%20PRIMERO%20A%2Epdf&parent=%2Fpersonal%2Fmtusa8945%5Futa%5Fedu%5Fec%2FDocuments%2FTESIS



UNIVERSIDAD TECNICA DE AMBATO

LISTA DE LOS ESTUDIANTES DE PRIMERO "A"

N°	NOMBRE	CORREO ELEC	# celular
1	ANDALUZ CUNALATA ROTHMAN ARIEL		
2	BARRIONUEVO GARZON HEIDI ANAHI		0988656439
3	BRAVO FREIRE MELANIE DOMENICA		0987149899
4	CAILLAGUA YANEZ MARTHA FABIOLA		0995254233
5	CARRANCO ROMERO NAHOMI MARTINA		0996459079
6	CHACHA PATIN MARIA DE LOS ANGELES		0988960243
7	CHANGO TELENCHANA NATALY IBETH		0961325185
8	CHICAIZA CHICAIZA DIANA MARIBEL		0999306706
9	CUACES LAGOS CINTHYA DEYANEIRA		0988607454
10	FLORES MASAQUIZA MARILYN RAQUEL		
11	FRANCO JURADO KAREN NICOLE		0969088827
12	GALLEGOS MOLINA DAYANA ALEXANDRA		
13	GALORA CHICAIZA JENNIFER NICOLE		0981963364
14	GARCES GARCES MARLON BLADIMIR		0980307170
15	GUAMAN TURUSHINA GRACE IVONNE		0963462335
16	JAQUE GUANGASI JONATHAN DAVID		0959409278
17	LOPEZ CARRERA HENRY JOEL		0981192184
18	MALDONADO TIPAN KEILA ABIGAIL		0992517935

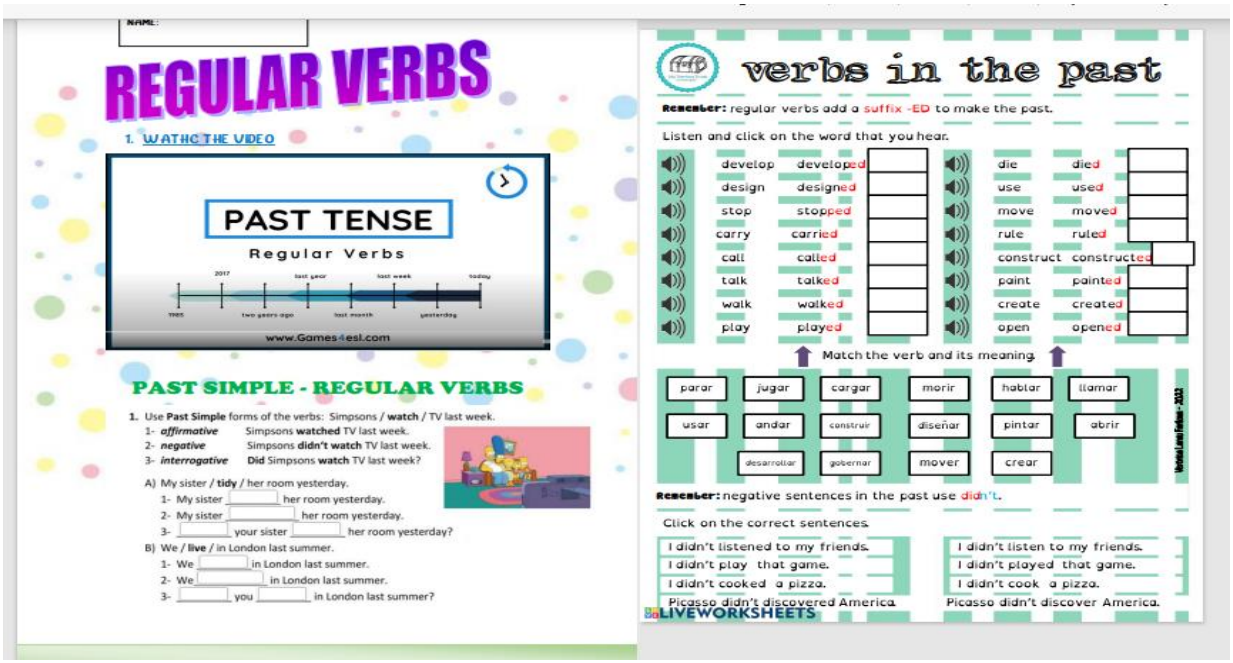
INTERVENTION 2

LESSON PLAN N. 2			
Teacher's name: Melida Tusa		**Date:**	
Topic: What have you yesterday?		**Age:** 17-20 years old.	
Subject: English Language		**No. of students**: 39 students	
Level: First semester "A"		**Time:** 30 min.	
Aim: Students will learn how to talk about a person's experiences.			
Objective(s): Students will be able to: • Recognize the structure of regular verbs. • Make positive and negative sentences in past tense.			
Anticipation problems: • Students have problems with the Internet connection. • Students do not have a device.			
PROCEDURES			
Time	**Teach activities**	**Students' activities**	**Material**
PRE-TASK 5 min **TASK** 15 min **POST TASK** 10 min	***** The teacher greets the students and then practices the pronunciation of regular verbs *Teacher gives Ss instructions on how to use the liveworksheets application * The teacher sends a link (liveworksheets app), where the Ss are going to do the regular verb activity. (Annex 1) *The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.	* Students pay attention to the teacher's activity. *Ss ask questions about how to use the liveworksheets app and clear up their doubts * Ss enter the link provided by the teacher, watch the video, and practice writing with exercises on the structure of the regular verbs. *At the end of the task, Ss send the capture of their work. (Annex 2)	Laptops or smartphones Liveworksheets app WhatsApp group Internet

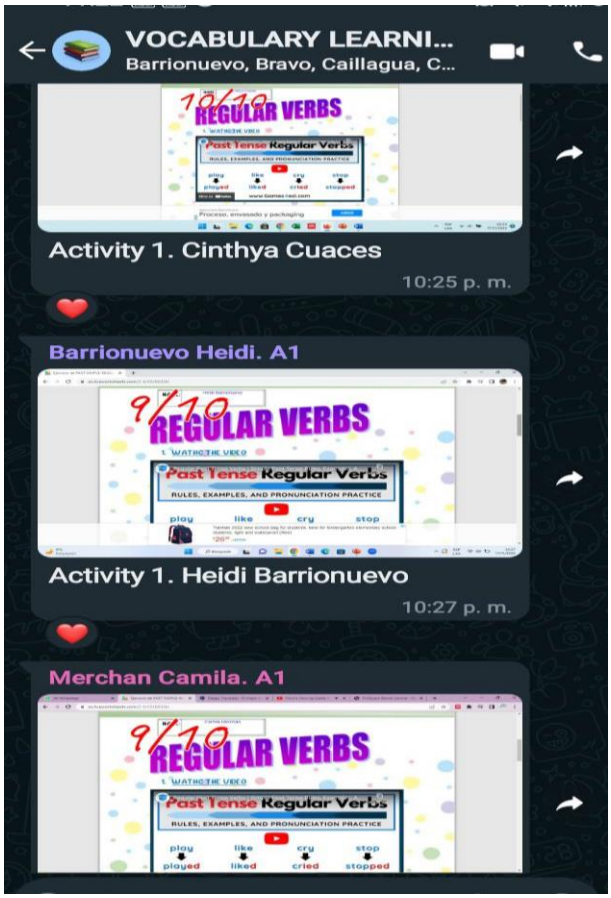
Sources: Field research
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 2). https://es.liveworksheets.com/2-ts1326632ki



Annex 2 (Lesson plan 2).



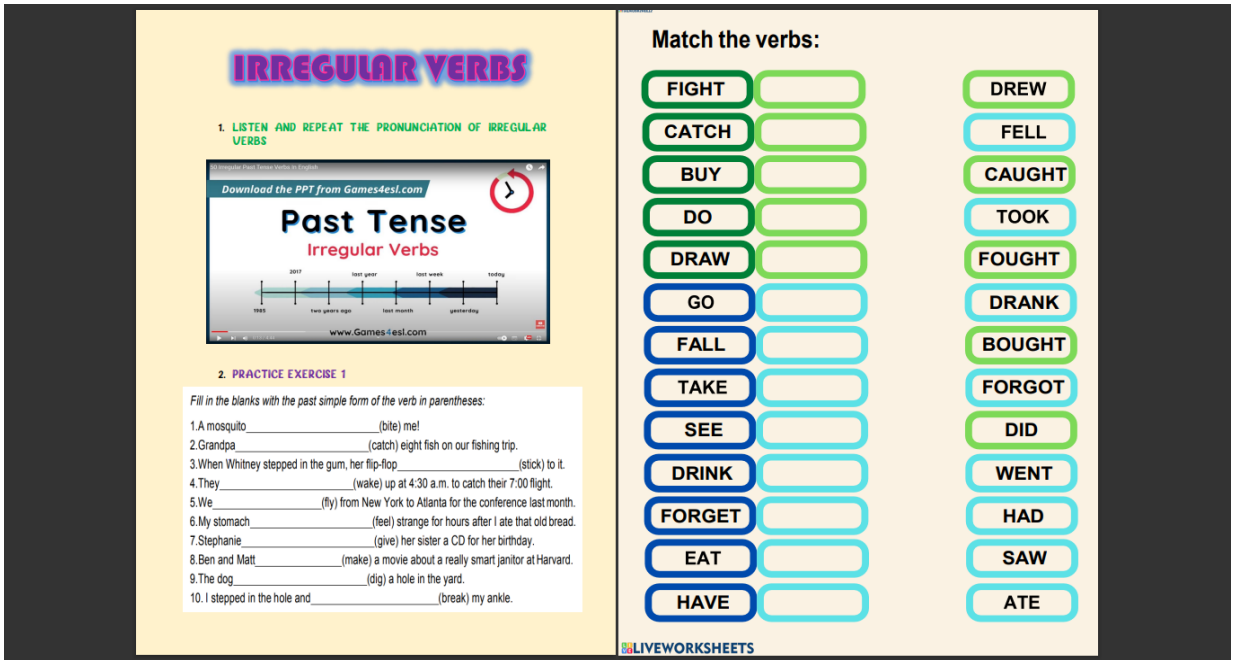
INTERVENTION 3

<table>
<tr><th colspan="4">LESSON PLAN N. 3</th></tr>
<tr><td colspan="2">Teacher's name: Melida Tusa</td><td colspan="2">Date:</td></tr>
<tr><td colspan="2">Topic: What have you last week?</td><td colspan="2">Age: 17-20 years old.</td></tr>
<tr><td colspan="2">Subject: English Language</td><td colspan="2">No. of students: 39 students</td></tr>
<tr><td colspan="2">Level: First semester "A"</td><td colspan="2">Time: 30 min.</td></tr>
<tr><td colspan="4">Aim: Students will learn how to talk about a person's experiences.</td></tr>
<tr><td colspan="4">Objective(s): Students will be able to:
• Identify irregular verbs
• Practice conjugations of irregular verbs in the past tense.</td></tr>
<tr><td colspan="4">Anticipation problems:
• Students have problems with the Internet connection.
• Students do not have a device.</td></tr>
<tr><th colspan="4">PROCEDURES</th></tr>
<tr><th>Time</th><th>Teach activities</th><th>Students' activities</th><th>Materials</th></tr>
<tr><td>PRE-TASK
5 min</td><td>*The teacher greets the students and shows the irregular verbs with their means.</td><td>* Students pay attention to the teacher's explanation.</td><td>WhatsApp group</td></tr>
<tr><td>TASK
15 min</td><td>* The teacher sends a link (liveworksheets app), where the Ss are going to do the irregular verb exercises. (Annex 1.)</td><td>* Ss enter the link provided by the teacher and practice the irregular verbs' pronunciation.
* Watch the video, and practice writing with exercises on the conjugation of irregular verbs.</td><td>Laptops or smartphones
Liveworksheets app
Internet</td></tr>
<tr><td>POST TASK
10 min</td><td>*The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.</td><td>*At the end of the task, Ss send the capture of their work. (Annex 2.)</td><td></td></tr>
</table>

Sources: Field research
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 3) : https://es.liveworksheets.com/2-yt1326637yu



IRREGULAR VERBS

1. LISTEN AND REPEAT THE PRONUNCIATION OF IRREGULAR VERBS

Download the PPT from Games4esl.com

Past Tense

Irregular Verbs

www.Games4esl.com

2. PRACTICE EXERCISE 1

Fill in the blanks with the past simple form of the verb in parentheses:

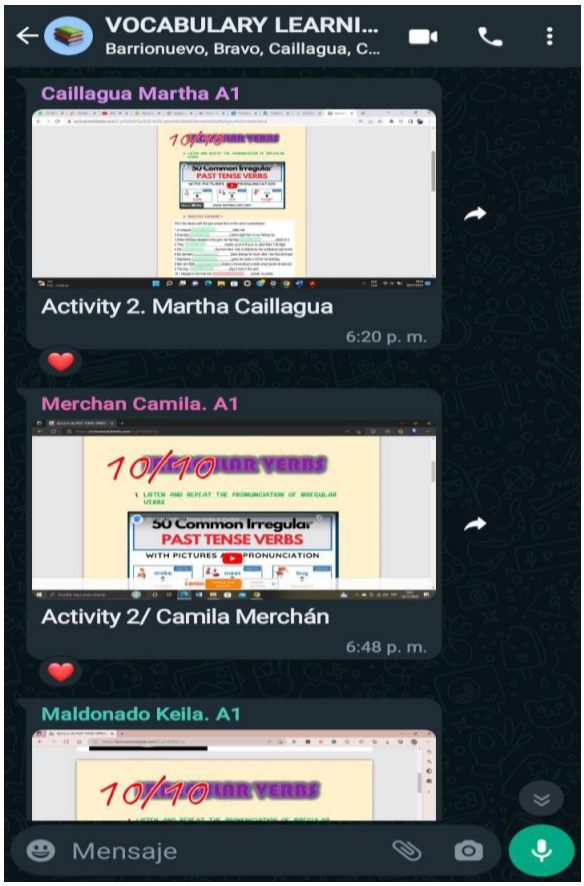
1.A mosquito_____(bite) me!
2.Grandpa_____(catch) eight fish on our fishing trip.
3.When Whitney stepped in the gum, her flip-flop_____(stick) to it.
4.They_____(wake) up at 4:30 a.m. to catch their 7:00 flight.
5.We_____(fly) from New York to Atlanta for the conference last month.
6.My stomach_____(feel) strange for hours after I ate that old bread.
7.Stephanie_____(give) her sister a CD for her birthday.
8.Ben and Matt_____(make) a movie about a really smart janitor at Harvard.
9.The dog_____(dig) a hole in the yard.
10. I stepped in the hole and_____(break) my ankle.

Match the verbs:

FIGHT		DREW
CATCH		FELL
BUY		CAUGHT
DO		TOOK
DRAW		FOUGHT
GO		DRANK
FALL		BOUGHT
TAKE		FORGOT
SEE		DID
DRINK		WENT
FORGET		HAD
EAT		SAW
HAVE		ATE

LIVEWORKSHEETS

Annexes 2(Lesson plan 3) :



INTERVENTION 4

<table>
<tr><th colspan="4">LESSON PLAN N. 4</th></tr>
<tr><td colspan="2">Teacher's name: Melida Tusa</td><td colspan="2">Date:</td></tr>
<tr><td colspan="2">Topic: My last Vacation!</td><td colspan="2">Age: 17-20 years old.</td></tr>
<tr><td colspan="2">Subject: English Language</td><td colspan="2">No. of students: 39 students</td></tr>
<tr><td colspan="2">Level: First semester "A"</td><td colspan="2">Time: 30 min.</td></tr>
<tr><td colspan="4">Aim: Students will learn how to describe my past event.</td></tr>
<tr><td colspan="4">Objective(s): Students will be able to:
• Identify regular and irregular verbs.
• Practice conjugations of regular and irregular verbs in the past tense.</td></tr>
<tr><td colspan="4">Anticipation problems:
• Students have problems with the Internet connection.
• Students do not have a device.</td></tr>
<tr><th colspan="4">PROCEDURES</th></tr>
<tr><th>Time</th><th>Teach activities</th><th>Students' activities</th><th>Materials</th></tr>
<tr><td>PRE-TASK
5 min</td><td>* The teacher greets the students and then reads a short text together with the students to practice reading.</td><td>* Students practice the pronunciation in the teacher's activity.</td><td>WhatsApp group</td></tr>
<tr><td>TASK
15 min</td><td>* The teacher sends a link (liveworksheets app), where the Ss are going to do the regular and irregular verb exercises. (Annex 1.)</td><td>* Ss enter the link provided by the teacher, read the text, identify the regular and irregular verbs in the past tense and fill in the blanks.

* Answer the questions according to the text read previously. With this activity, you will practice reading and writing.</td><td>Laptops or smartphones

Liveworksheets app

Internet</td></tr>
<tr><td>POST TASK
10 min</td><td>*The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.</td><td>*At the end of the task, Ss send the capture of their work. (Annex 2.)</td><td></td></tr>
</table>

Sources: Field research

Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 4) : https://es.liveworksheets.com/fr1390800xv

Reading comprehension exercises

A nice weekend

(Past Simple: regular and irregular verbs)

1. Put the verbs in brackets into Past Simple.

Ann and Kate _____ (have) nice weekends! On Friday evening they _____ (be) at the playground. They _____ (play) with a ball. On Saturday Kate _____ (help) her mother. The girl _____ (clean) the floor and _____ (wash) the dishes. Then she _____ (play) computer games. On Saturday evening Kate _____ (go) to the zoo with her parents. She _____ (watch) lions and monkeys there. Ann _____ (be) at the cinema on Saturday. She _____ (watch) an interesting cartoon. In the evening Ann _____ (walk) her dog in the park. On Sunday Ann and Kate _____ (be) at the beach. They _____ (swim) in the river. The girls _____ (have) a lovely time! In the evening they _____ (get) home and _____ (do) their homework. Ann and Kate _____ (go) to bed early because they _____ (have) to go to school on Monday.

2. Write if the sentence is true or false.

1. Ann and Kate didn't have nice weekends. _____
2. On Friday evening Ann and Kate played at the playground. _____
3. On Saturday Ann cleaned the floor and washed the dishes. _____
4. Kate watched tigers and elephants at the zoo. _____
5. Ann didn't swim in the river. _____
6. On Sunday evening the girls did their homework. _____

3. Find the proper sentences in the text to describe the pictures. Use Past Simple.

A) B) C) D)

A) _____
B) _____
C) _____
D) _____

4. Answer the questions.

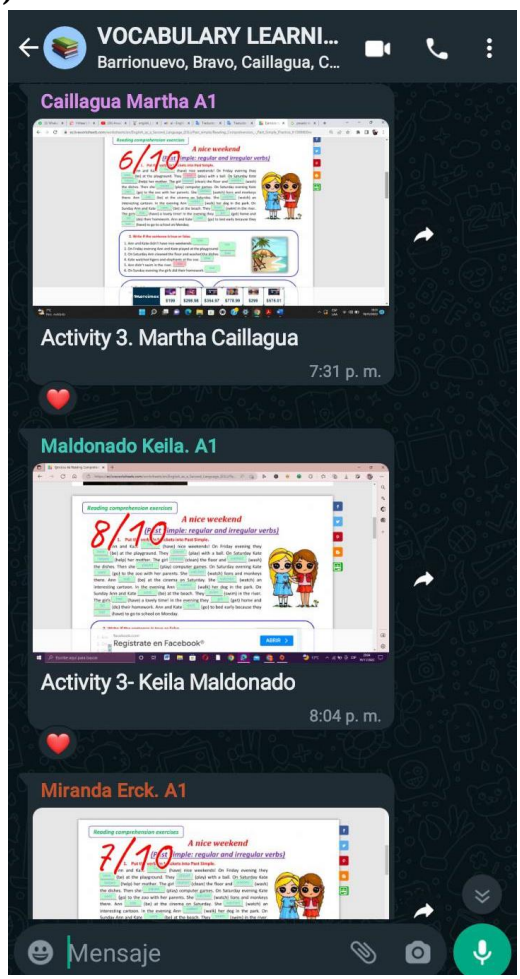
1. Where did Ann and Kate play with a ball? _____
2. How did Kate help her mother? _____
3. Where did Kate go with her parents on Saturday evening? _____
4. Where was Ann on Saturday? _____
5. Where did Ann walk her dog? _____
6. What did Kate and Ann do at the beach? _____
7. Why did the girls go to bed early? _____
8. Did Ann and Kate have a lovely time at the beach? _____

5. What did you do at your last weekend? Write about your weekend activities.

_____
_____
_____
_____

LIVEWORKSHEETS

Annexes 2 (Lesson plan 4) :



INTERVENTION 5

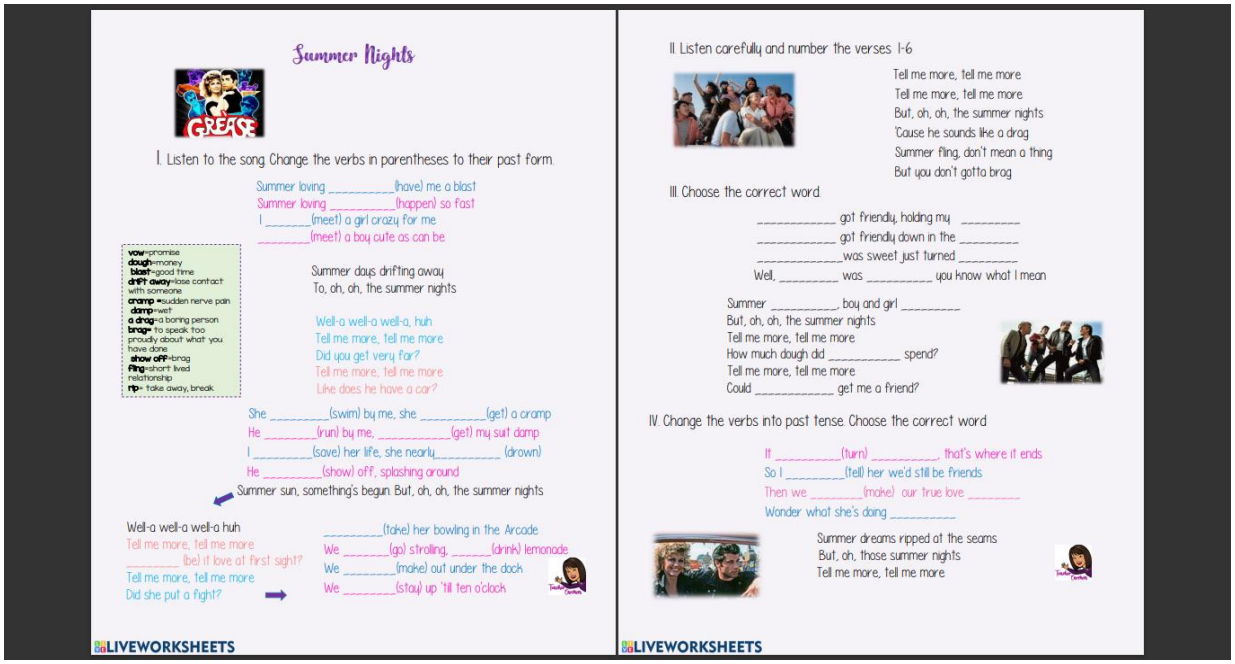
LESSON PLAN N. 5			
Teacher's name: Melida Tusa		**Date:**	
Topic: Past events!		**Age:** 17-20 years old.	
Subject: English Language		**No. of students**: 39 students	
Level: First semester "A"		**Time:** 30 min.	
Aim: Students will learn how to write a short article about my experiences			
Objective(s): Students will be able to: • Identify regular and irregular verbs listening to music. • Practice conjugations of verbs in the past tense using a piece of music			
Anticipation problems: • Students have problems with the Internet connection. • Students do not have a device.			
PROCEDURES			
Time	**Teach activities**	**Students' activities**	**Materials**
PRE-TASK 5 min **TASK** 15 min **POST TASK** 10 min	* The teacher wishes them a beautiful day and tells Ss to listen to the music and try to interpret it. * The teacher sends a link (liveworksheets app), where the Ss are going to do the irregular verb exercise. (Annex 1.) *The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.	* Ss listen to music and share their opinions in class. * Ss enter the link provided by the teacher and listen to music again. * Practice writing with regular and irregular verb conjugation exercises while listening to music. *At the end of the task, Ss send the capture of their work. (Annex 2)	WhatsApp group Laptops or smartphones Liveworksheets app Internet

Sources: Field research

Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 5) :https://es.liveworksheets.com/ry1845448av



Summer Nights

I. Listen to the song. Change the verbs in parentheses to their past form.

Summer loving _____(have) me a blast
Summer loving _____(happen) so fast
I _____(meet) a girl crazy for me
_____(meet) a boy cute as can be

vow=promise
dough=money
blast=good time
drift away=lose contact with someone
cramp =sudden nerve pain
damp =wet
a drag=a boring person
brag= to speak too proudly about what you have done
show off=brag
fling=short- lived relationship
rip= take away, break

Summer days drifting away
To, oh, oh, the summer nights

Well-a well-a well-a, huh
Tell me more, tell me more
Did you get very far?
Tell me more, tell me more
Like does he have a car?

She _____(swim) by me, she _____(get) a cramp
He _____(run) by me, _____(get) my suit damp
I _____(save) her life, she nearly_____ (drown)
He _____(show) off, splashing around
Summer sun, something's begun But, oh, oh, the summer nights

Well-a well-a well-a huh
Tell me more, tell me more
_____ (be) it love at first sight?
Tell me more, tell me more
Did she put a fight?

_____(take) her bowling in the Arcade
We _____(go) strolling, _____(drink) lemonade
We _____(make) out under the dock
We _____(stay) up 'till ten o'clock

LIVEWORKSHEETS

II. Listen carefully and number the verses 1-6

Tell me more, tell me more
Tell me more, tell me more
But, oh, oh, the summer nights
'Cause he sounds like a drag
Summer fling, don't mean a thing
But you don't gotta brag

III. Choose the correct word

_____ got friendly, holding my _____
_____ got friendly down in the _____
_____was sweet just turned _____
Well, _____ was _____ you know what I mean

Summer _____, boy and girl _____
But, oh, oh, the summer nights
Tell me more, tell me more
How much dough did _____ spend?
Tell me more, tell me more
Could _____ get me a friend?

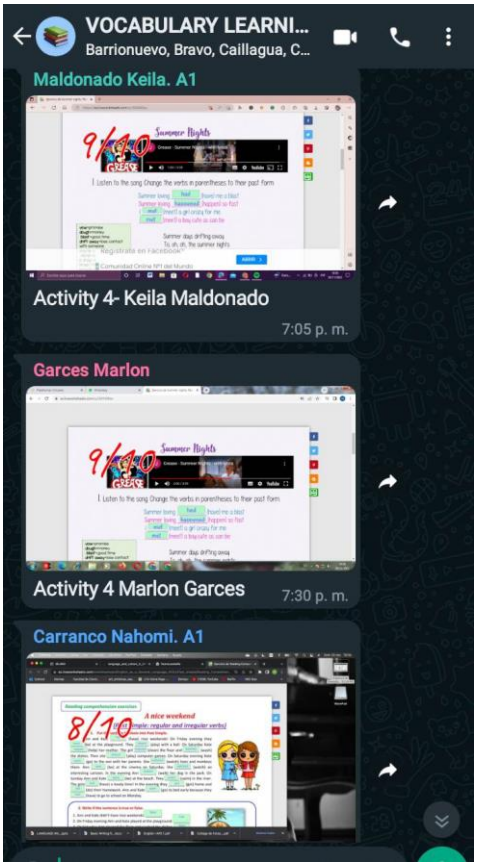
IV. Change the verbs into past tense. Choose the correct word

It _____(turn) _____, that's where it ends
So I _____(tell) her we'd still be friends
Then we _____(make) our true love _____
Wonder what she's doing _____

Summer dreams ripped at the seams
But, oh, those summer nights
Tell me more, tell me more

LIVEWORKSHEETS

Annexes 2(Lesson plan 5) :



INTERVENTION 6

<table>
<tr><th colspan="4">LESSON PLAN N. 6</th></tr>
<tr><td colspan="2">Teacher's name: Melida Tusa</td><td colspan="2">Date:</td></tr>
<tr><td colspan="2">Topic: Character and Personality Traits</td><td colspan="2">Age: 17-20 years old.</td></tr>
<tr><td colspan="2">Subject: English Language</td><td colspan="2">No. of students: 39 students</td></tr>
<tr><td colspan="2">Level: First semester "A"</td><td colspan="2">Time: 30 min.</td></tr>
<tr><td colspan="4">Aim: Students will learn how to talk about peoples characters and personality</td></tr>
<tr><td colspan="4">Objective(s): Students will be able to:
• Recognize nouns by cartoons.
• Write the names of the nouns in English.</td></tr>
<tr><td colspan="4">Anticipation problems:
• Students have problems with the Internet connection.
• Students do not have a device.</td></tr>
<tr><th colspan="4">PROCEDURES</th></tr>
<tr><th>Time</th><th>Teach activities</th><th>Students' activities</th><th>Materials</th></tr>
<tr><td>PRE-TASK
5 min

TASK
15 min

POST TASK
10 min</td><td>*The teacher welcomes the students and then they watch a video about nouns.

*Teacher gives Ss instructions on how to use the "wizer.me" application.

* The teacher sends a link (wizer.me app), where the Ss are going to do the nouns exercise. (Annex 1.)
The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.</td><td> Students pay attention to the teacher's explanation.

*Ss ask questions about how to use the "wizer.me" app and clear up their doubts

* Ss enter the link provided by the teacher, watch the video, and do exercises about nouns.

*At the end of the task, Ss send the capture of their work. (Annex 2)</td><td>WhatsApp group

Laptops or smartphones

Wizer.me app

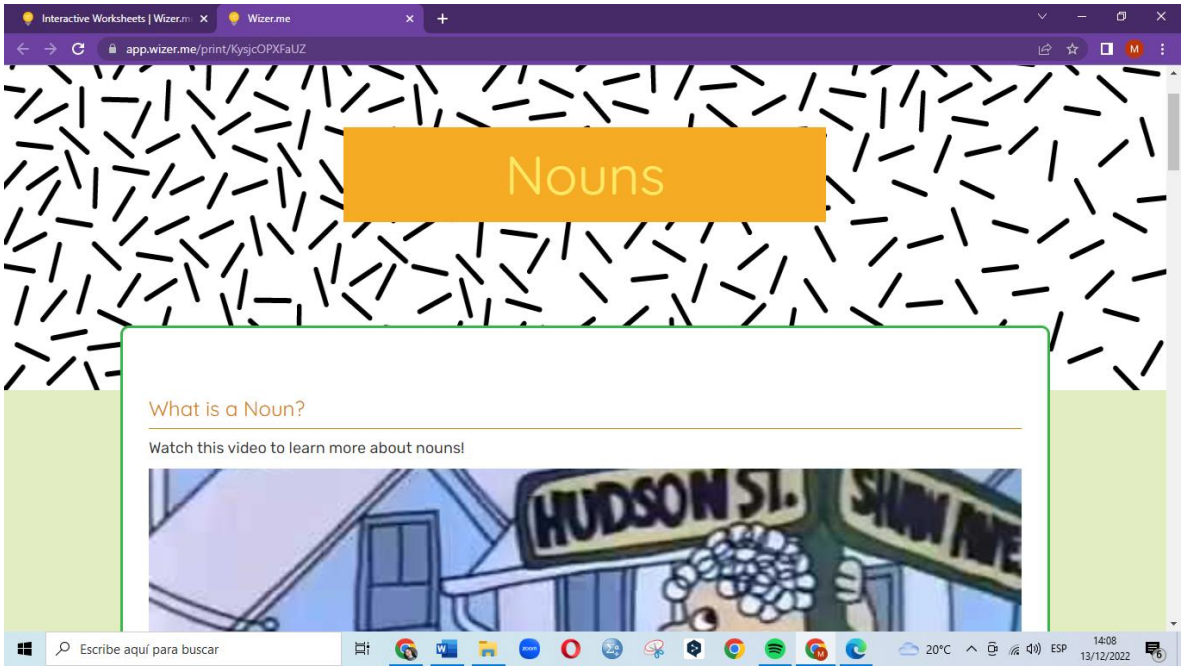
Internet</td></tr>
</table>

Sources: Field research

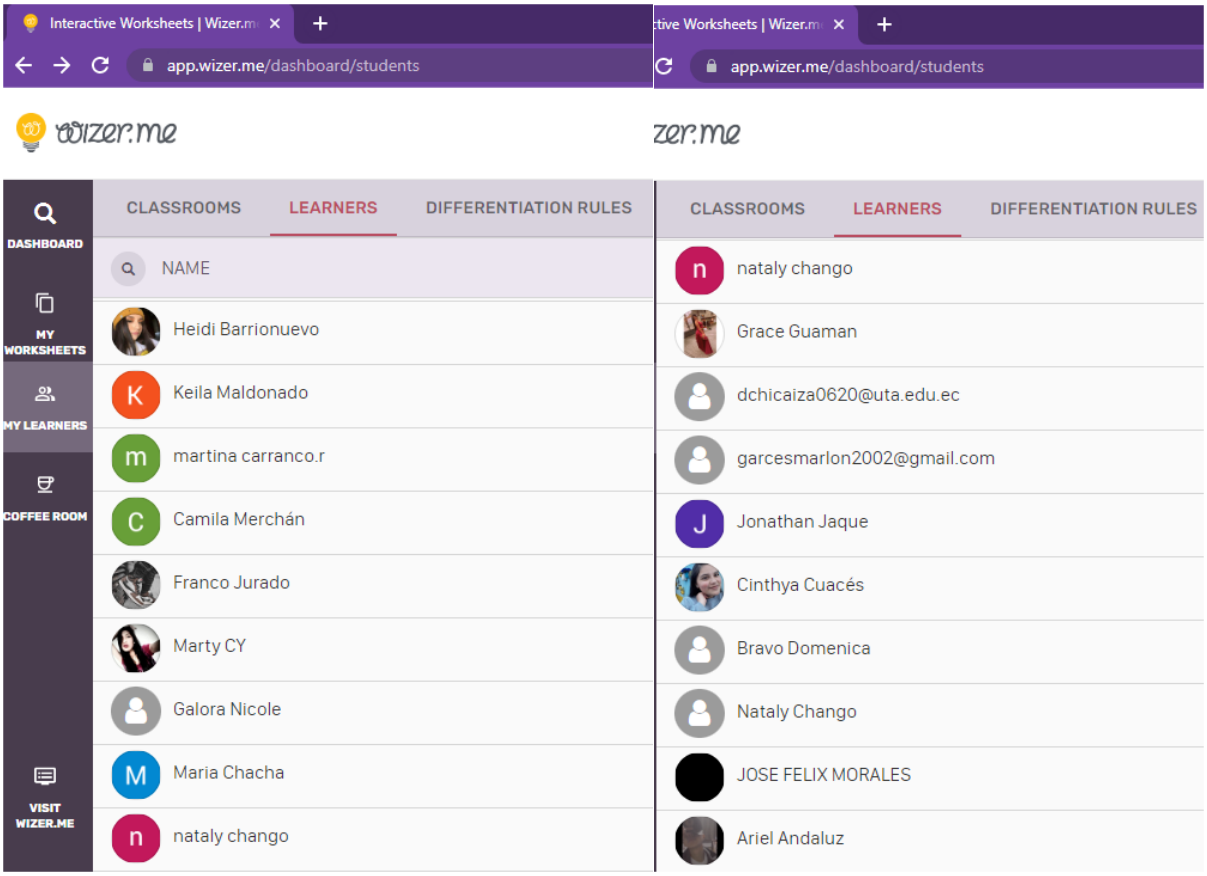
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 6) : https://app.wizer.me/learn/WJ2HH8



Annexes 2(Lesson plan 6) :



INTERVENTION 7

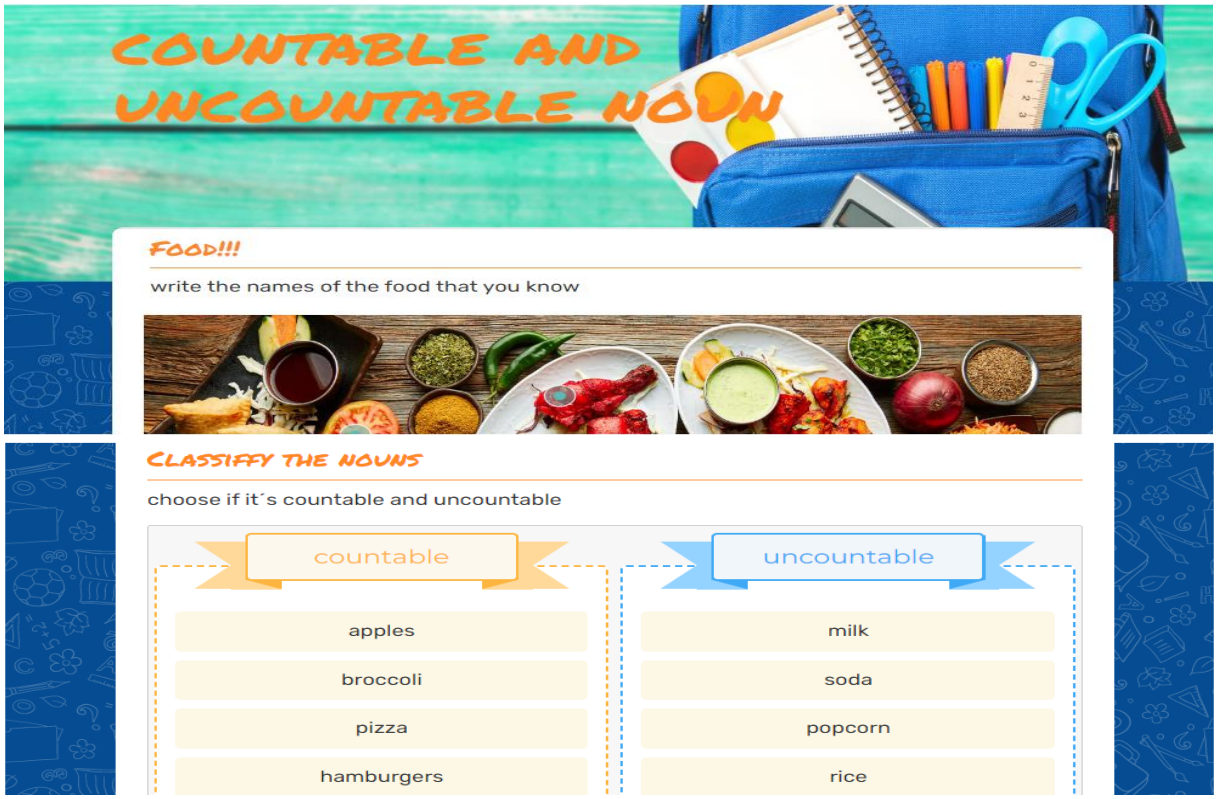
LESSON PLAN N. 7			
Teacher's name: Melida Tusa		**Date:**	
Topic: Healthy Habits		**Age:** 17-20 years old.	
Subject: English Language		**No. of students**: 39 students	
Level: First semester "A"		**Time:** 30 min.	
Aim: Students will learn how to speculate about lifestyles in the past			
Objective(s): Students will be able to: • Identify the names of countable and uncountable nouns on flashcards. • Recognize and write countable and uncountable nouns in English.			
Anticipation problems: • Students have problems with the Internet connection. • Students do not have a device.			
PROCEDURES			
Time	**Teach activities**	**Students' activities**	**Materials**
PRE-TASK 5 min	*The teacher greets the students and explains the countable and uncountable nouns.	* Students pay attention to the teacher's explanation.	WhatsApp group
TASK 15 min	* The teacher sends a link (wizer.me app), where the Ss are going to do the countable and uncountable nouns exercise. (Annex 1.)	* Ss enter the link provided by the teacher and do the exercise. * Ss practice writing in countable uncountable nouns exercises while on flashcards.	Laptops or smartphones Wizer.me app
POST TASK 10 min	´ *The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.	*At the end of the task, Ss send the capture of their work (Annex 2.)	Internet

Sources: Field research

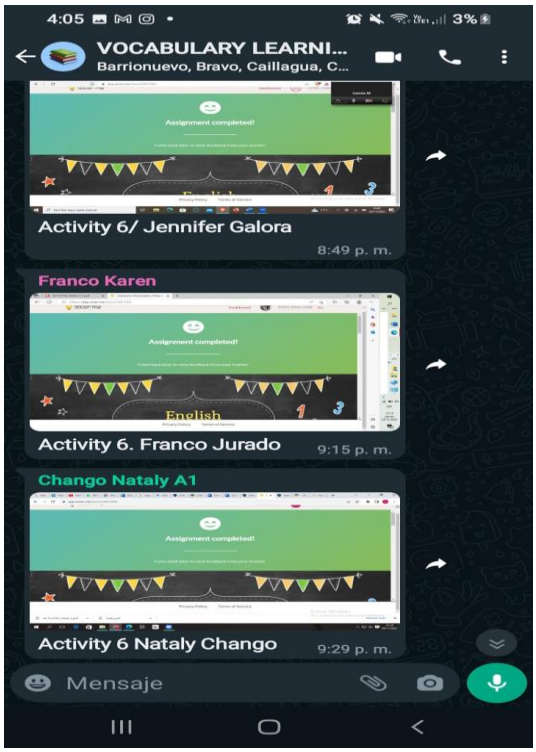
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 7) : https://app.wizer.me/learn/7JUJ8M



Annexes 2 (Lesson plan 7) :



INTERVENTION 8

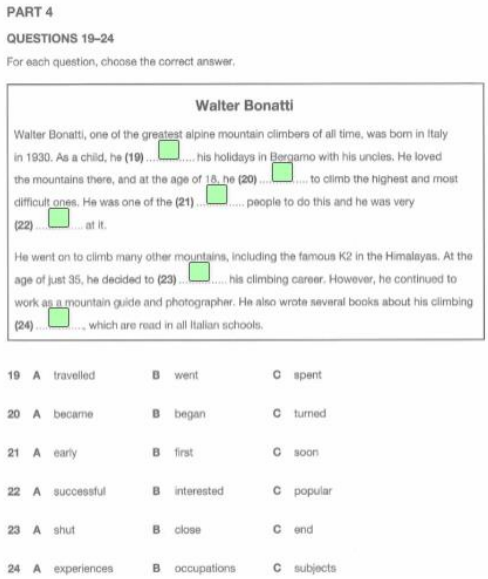
LESSON PLAN N. 8			
Teacher's name: Melida Tusa		**Date:**	
Topic: Famous people		**Age:** 17-20 years old.	
Subject: English Language		**No. of students**: 39 students	
Level: First semester "A"		**Time:** 30 min.	
Aim: Students will learn how to talk about news			
Objective(s): Students will be able to: • Identify the verb in the past tense in a text. • Write the verbs in the past tense.			
Anticipation problems: • Students have problems with the Internet connection. • Students do not have a device.			
PROCEDURES			
Time	**Teach activities**	**Students' activities**	**Materials**
PRE-TASK 5 min	*****The teacher greets the students and makes them watch a video so they can recognize past tense verbs. (Annex 1.)	* Students watch the teacher's video and give their opinions about the video.	WhatsApp group
TASK 15 min	***** The teacher sends a link (Liveworksheets app), where the Ss are going to complete a text with a blank space recognizing verbs in the past tense. (Annex 2.)	* Ss enter the link provided by the teacher and do the exercise * Fill in the blanks with the past verb exercises and then practice reading	Laptops or smartphones Liveworksheets app Internet
POST TASK 10 min	*****The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.	*At the end of the task, Ss send the capture of their work (Annex 3.)	

Sources: Field research
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 8) : https://www.youtube.com/watch?v=-fRORxW3pAc

Annexes 2(Lesson plan 8) :
https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Ket/KET_READING_PART_4.2_jl1694152cv



PART 4

QUESTIONS 19–24

For each question, choose the correct answer.

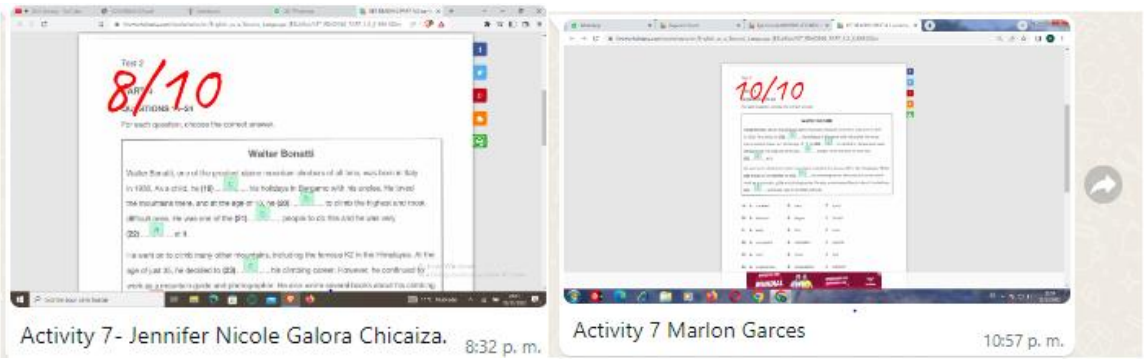
Walter Bonatti

Walter Bonatti, one of the greatest alpine mountain climbers of all time, was born in Italy in 1930. As a child, he (19) ..... his holidays in Bergamo with his uncles. He loved the mountains there, and at the age of 18, he (20) ..... to climb the highest and most difficult ones. He was one of the (21) ..... people to do this and he was very (22) ..... at it.

He went on to climb many other mountains, including the famous K2 in the Himalayas. At the age of just 35, he decided to (23) ..... his climbing career. However, he continued to work as a mountain guide and photographer. He also wrote several books about his climbing (24) ....., which are read in all Italian schools.

19	A	travelled	B	went	C spent
20	A	became	B	began	C turned
21	A	early	B	first	C soon
22	A	successful	B	interested	C popular
23	A	shut	B	close	C end
24	A	experiences	B	occupations	C subjects

Annexes 3(Lesson plan 8) :



INTERVENTION 9

<table>
<tr><th colspan="4">LESSON PLAN N. 9</th></tr>
<tr><td colspan="2">Teacher's name: Melida Tusa</td><td colspan="2">Date:</td></tr>
<tr><td colspan="2">Topic: Moving without transport</td><td colspan="2">Age: 17-20 years old.</td></tr>
<tr><td colspan="2">Subject: English Language</td><td colspan="2">No. of students: 39 students</td></tr>
<tr><td colspan="2">Level: First semester "A"</td><td colspan="2">Time: 30 min.</td></tr>
<tr><td colspan="4">Aim: Learn moving without transport vocabulary.</td></tr>
<tr><td colspan="4">Objective(s): Students will be able to:
• Identify moving without transport.
• Make sentences with moving without transport vocabulary.</td></tr>
<tr><td colspan="4">Anticipation problems:
• Students have problems with the Internet connection.
• Students do not have a device.</td></tr>
<tr><th colspan="4">PROCEDURES</th></tr>
<tr><th>Time</th><th>Teach activities</th><th>Students' activities</th><th>Materials</th></tr>
<tr><td>PRE-TASK
5 min</td><td>*The teacher greets the students and makes a dynamic game that consists of imitating actions without movements so that students can guess the names.</td><td>* Students pay attention to the teacher's activity and give their opinions to participate in the class.</td><td>WhatsApp group</td></tr>
<tr><td>TASK
15 min</td><td>* The teacher sends a link (Liveworksheet app), where the Ss are going to do the exercise of the moving actions. (Annex 1.)</td><td>* Ss enter the link provided by the teacher, and do the exercise.

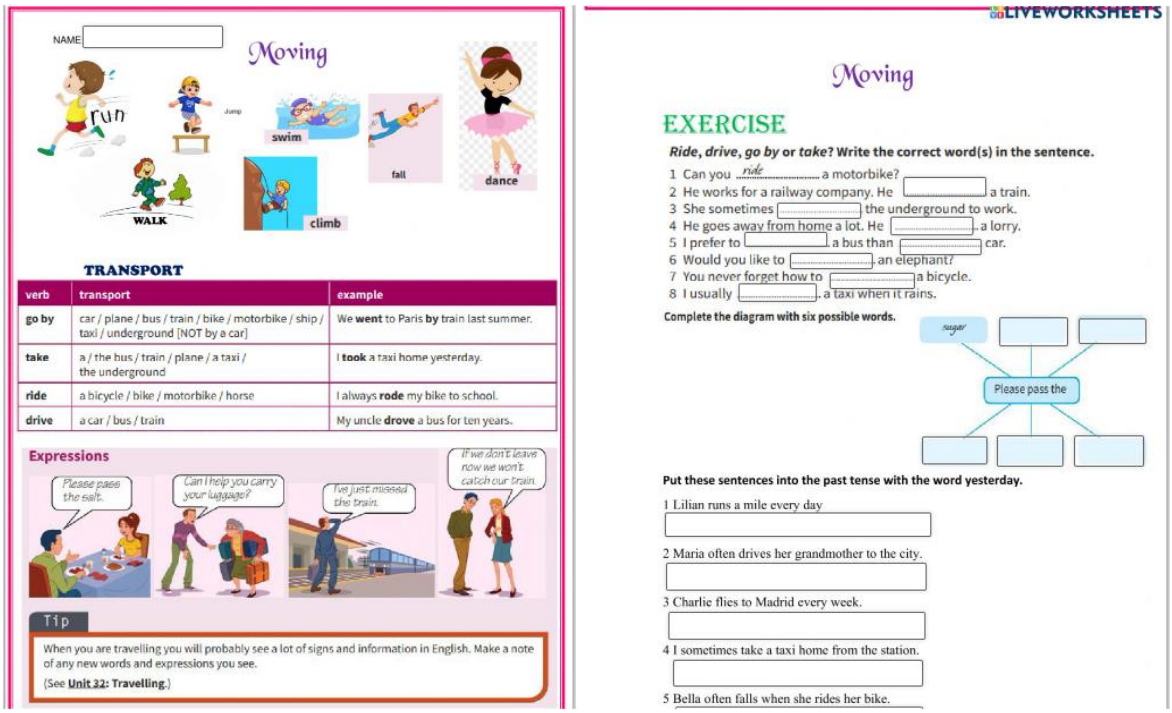
* Ss practice writing with the moving without transportation activity.</td><td>Laptops or smartphones

Liveworksheets app</td></tr>
<tr><td>POST TASK
10 min</td><td>*The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.</td><td>*At the end of the task, Ss send the capture of their work (Annex 2.)</td><td>Internet</td></tr>
</table>

Sources: Field research
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 9) : https://es.liveworksheets.com/2-yb1329496hg



NAME

Moving

run

Jump

swim

fall

dance

WALK

climb

TRANSPORT

verb	transport	example
go by	car / plane / bus / train / bike / motorbike / ship / taxi / underground [NOT by a car]	We **went** to Paris **by** train last summer.
take	a / the bus / train / plane / a taxi / the underground	I **took** a taxi home yesterday.
ride	a bicycle / bike / motorbike / horse	I always **rode** my bike to school.
drive	a car / bus / train	My uncle **drove** a bus for ten years.

Expressions

Please pass the salt.

Can I help you carry your luggage?

I've just missed the train.

If we don't leave now we won't catch our train.

Tip

When you are travelling you will probably see a lot of signs and information in English. Make a note of any new words and expressions you see.

(See **Unit 32: Travelling**.)

LIVEWORKSHEETS

Moving

EXERCISE

***Ride, drive, go by* or *take*? Write the correct word(s) in the sentence.**

1 Can you *ride* a motorbike?
2 He works for a railway company. He _____ a train.
3 She sometimes _____ the underground to work.
4 He goes away from home a lot. He _____ a lorry.
5 I prefer to _____ a bus than _____ car.
6 Would you like to _____ an elephant?
7 You never forget how to _____ a bicycle.
8 I usually _____ a taxi when it rains.

Complete the diagram with six possible words.

sugar

Please pass the

Put these sentences into the past tense with the word yesterday.

1 Lilian runs a mile every day

2 Maria often drives her grandmother to the city.

3 Charlie flies to Madrid every week.

4 I sometimes take a taxi home from the station.

5 Bella often falls when she rides her bike.

Annexes 2 (Lesson plan 9) :

Activity 9 Marlon Garces 10:57 p. m.

Activity 9. Martina Carranco 1:34 p. m.

Activity 9/ Jennifer Nicole Galora. 4:33 p. m.

Good evening teacher this is my activity today

INTERVENTION 10

<table>
<tr><th colspan="4">LESSON PLAN N. 10</th></tr>
<tr><td colspan="2">Teacher's name: Melida Tusa</td><td colspan="2">Date:</td></tr>
<tr><td colspan="2">Topic: Living like a King!</td><td colspan="2">Age: 17-20 years old.</td></tr>
<tr><td colspan="2">Subject: English Language</td><td colspan="2">No. of students: 39 students</td></tr>
<tr><td colspan="2">level: first semester "a"</td><td colspan="2">Time: 30 min.</td></tr>
<tr><td colspan="4">aim: Students will learn how to talk about places in the hotel</td></tr>
<tr><td colspan="4">Objective(s): Students will be able to:
• Identify places and things in the hotel.
• Recognize the places and things in the hotel vocabulary.</td></tr>
<tr><td colspan="4">Anticipation problems:
• Students have problems with the Internet connection.
• Students do not have a device.</td></tr>
<tr><th colspan="4">PROCEDURES</th></tr>
<tr><th>Time</th><th>Teach activities</th><th>Students' activities</th><th>Materials</th></tr>
<tr><td>PRE-TASK
5 min</td><td>* The teacher greets the students and asks them about places and things in a hotel using students' worksheets.</td><td>* Students pay attention to the teacher and actively participate.</td><td>WhatsApp group</td></tr>
<tr><td>TASK
15 min</td><td>* The teacher sends a link (Liveworksheets app), where the Ss are going to do an exercise about places and things in the hotel. (Annex 1.)</td><td>* Ss enter the link provided by the teacher and do the exercise.
* Ss must recognize and complete the exercises about places and things in the hotel.</td><td>Laptops or smartphones
Liveworksheets app
Internet</td></tr>
<tr><td>POST TASK
10 min</td><td>*The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.</td><td>*At the end of the task, Ss send the capture of their work (Annex 2.)</td><td></td></tr>
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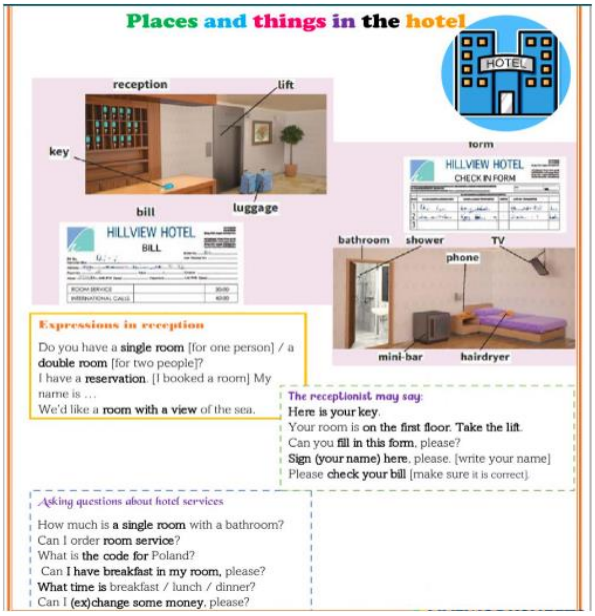
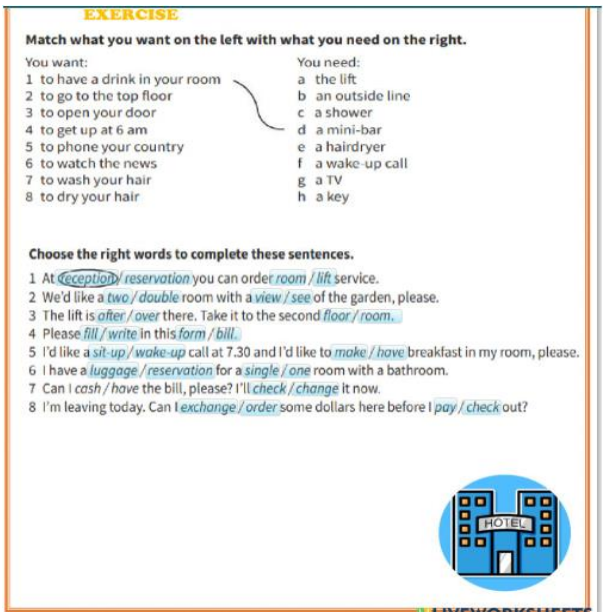
Sources: Field research
Author: Tusa, M. (2022)

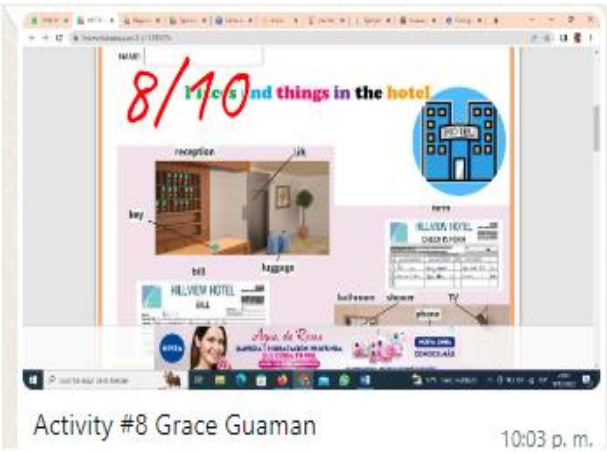
ANNEXES

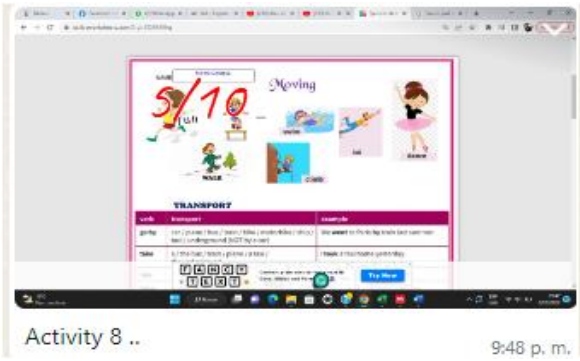
Annexes 1(Lesson plan 10) : https://es.liveworksheets.com/2-jr1329567lk

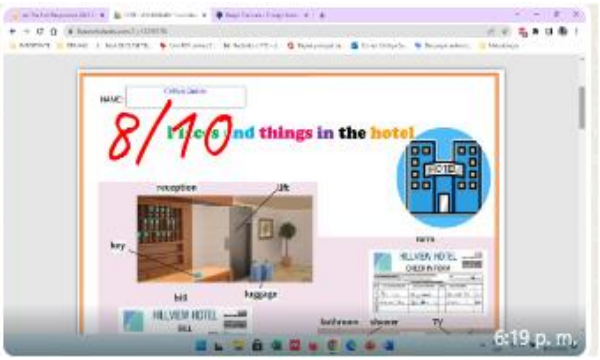




Annexes 2 (Lesson plan 10) :







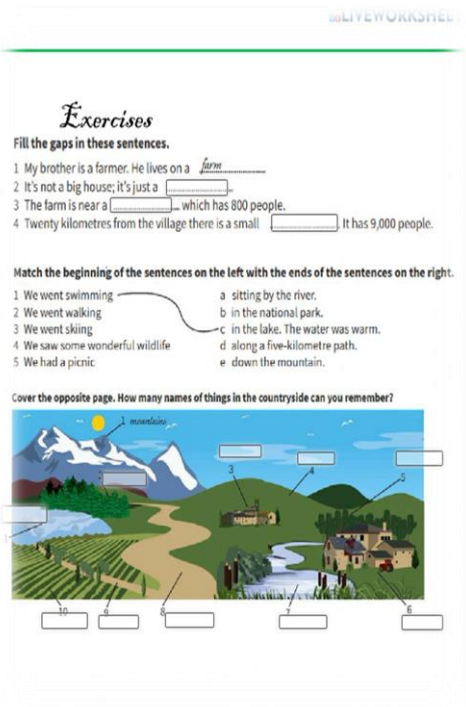
INTERVENTION 11

LESSON PLAN N. 11			
Teacher's name: Melida Tusa		**Date:**	
Topic: Holiday Destination		**Age:** 17-20 years old.	
Subject: English Language		**No. of students**: 39 students	
Level: First semester "A"		**Time:** 30 min.	
Aim: Students will learn how to ask for information.			
Objective(s): Students will be able to: • Identify countryside vocabulary. • Recognize the vocabulary of the countryside with a picture.			
Anticipation problems: • Students have problems with the Internet connection. • Students do not have a device.			
PROCEDURES			
Time	**Teach activities**	**Students' activities**	**Materials**
PRE-TASK 5 min	* The teacher greets the students and explains countryside vocabulary using students' worksheets.	* Students pay attention to the teacher's explanation.	WhatsApp group
TASK 15 min	* The teacher sends a link (Liveworksheets app), where the Ss are going to do the countryside vocabulary exercise. (Annex 1.)	* Ss enter the link provided by the teacher and do the exercise. * Ss must recognize and complete the exercises about countryside vocabulary.	Laptops or smartphones Liveworksheets app Internet
POST TASK 10 min	*The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.	*At the end of the task, Ss send the capture of their work (Annex 2.)	

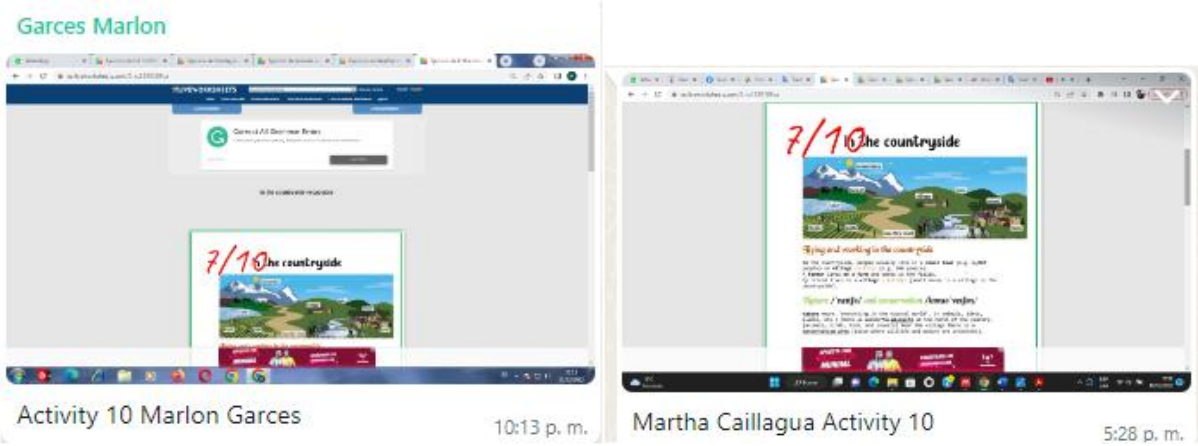
Sources: Field research
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 11) : https://es.liveworksheets.com/2-xz1330189ca



Annexes 2 (Lesson plan 11) :



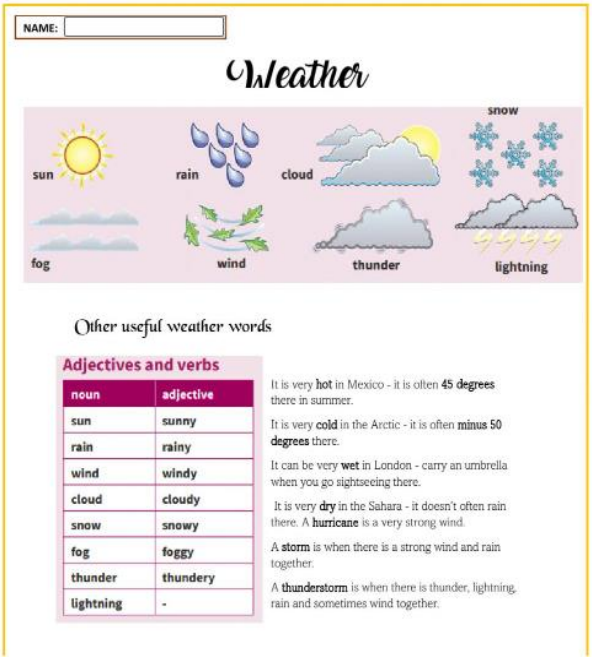
INTERVENTION 12

LESSON PLAN N. 12			
Teacher's name: Melida Tusa		**Date:**	
Topic: Disasters and Consequences!		**Age:** 17-20 years old.	
Subject: English Language		**No. of students**: 39 students	
Level: First semester "A"		**Time:** 30 min.	
Aim: Students will learn how to report on a natural event.			
Objective(s): Students will be able to: • Identify names of the weather vocabulary. • Make sentences with weather vocabulary.			
Anticipation problems: • Students have problems with the Internet connection. • Students do not have a device.			
PROCEDURES			
Time	**Teach activities**	**Students' activities**	**Materials**
PRE-TASK 5 min	* The teacher greets the students and teaches them the pronunciation of weather vocabulary using students' worksheets.	* Students pay attention to the teacher's explanation and practice pronunciation.	WhatsApp group
TASK 15 min	* The teacher sends a link (Liveworksheets app), where the Ss are going to do an exercise on the weather. (Annex 1.)	* Ss enter the link provided by the teacher and do the exercise. * Ss must recognize and make sentences using the weather vocabulary.	Laptops or smartphones Liveworksheets app Internet
POST TASK 10 min	*The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.	*At the end of the task, Ss send the capture of their work (Annex 2.)	

Sources: Field research
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 12) : https://es.liveworksheets.com/2-tr1330194bb



NAME:

Weather

sun rain cloud snow fog wind thunder lightning

Other useful weather words

Adjectives and verbs

noun	adjective
sun	sunny
rain	rainy
wind	windy
cloud	cloudy
snow	snowy
fog	foggy
thunder	thundery
lightning	-

It is very **hot** in Mexico - it is often **45 degrees** there in summer.

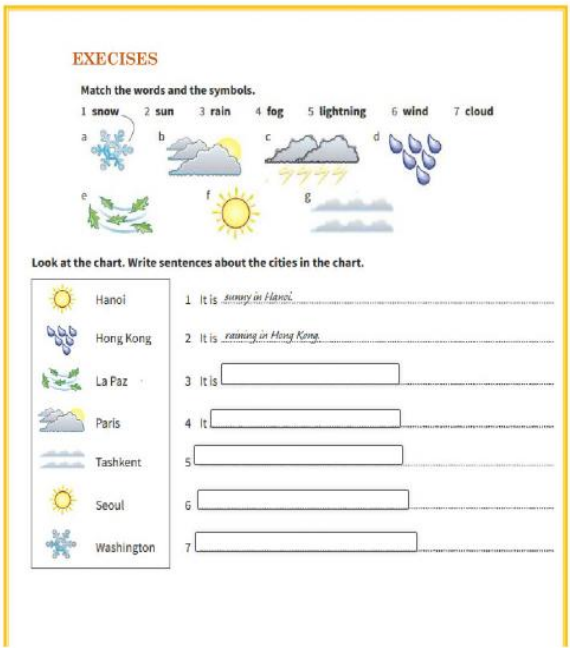
It is very **cold** in the Arctic - it is often **minus 50 degrees** there.

It can be very **wet** in London - carry an umbrella when you go sightseeing there.

It is very **dry** in the Sahara - it doesn't often rain there. A **hurricane** is a very strong wind.

A **storm** is when there is a strong wind and rain together.

A **thunderstorm** is when there is thunder, lightning, rain and sometimes wind together.



EXECISES

Match the words and the symbols.

1 snow 2 sun 3 rain 4 fog 5 lightning 6 wind 7 cloud

Look at the chart. Write sentences about the cities in the chart.

Hanoi — 1 It is *sunny in Hanoi.*

Hong Kong — 2 It is *raining in Hong Kong.*

La Paz — 3 It is

Paris — 4 It

Tashkent — 5

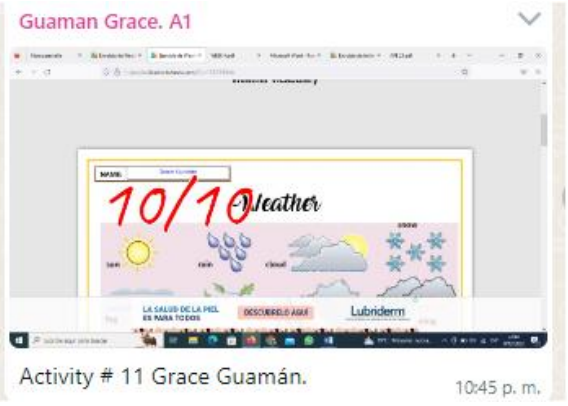
Seoul — 6

Washington — 7

Annexes 2 (Lesson plan 12) :

Miranda Erck. A1

Erick Miranda - Activity 11 10:11 p. m.



Guaman Grace. A1

Activity # 11 Grace Guamán. 10:45 p. m.

Galora Jennifer

Activity 11/ Jennifer Galora. 6:57 p. m.

Activity 11. Cinthya Cuaces 6:17 p. m.

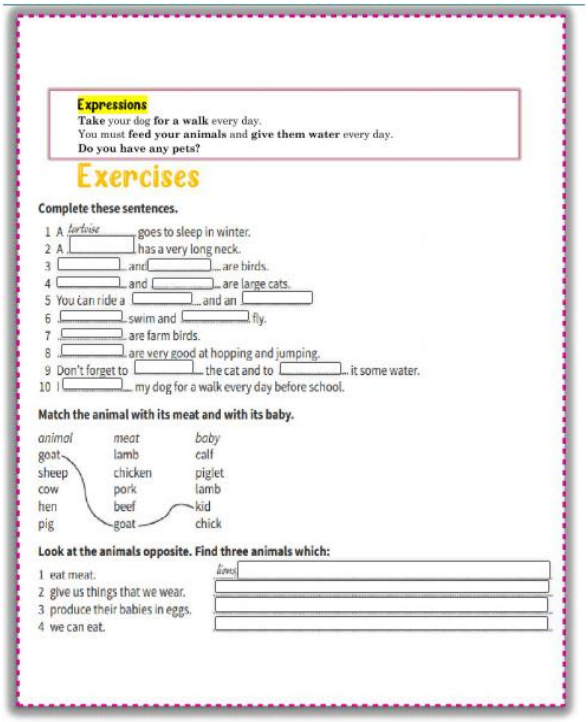
INTERVENTION 13

LESSON PLAN N. 13			
Teacher's name: Melida Tusa		**Date:**	
Topic: Healthy Environment		**Age:** 17-20 years old.	
Subject: English Language		**No. of students**: 39 students	
Level: First semester "A"		**Time:** 30 min.	
Aim: Students will learn how to give emphasis to descriptions and comparison			
Objective(s): Students will be able to: • Identify the vocabulary of the Animals. • Make sentences with Animals' vocabulary.			
Anticipation problems: • Students have problems with the Internet connection. • Students do not have a device.			
PROCEDURES			
Time	**Teach activities**	**Students' activities**	**Materials**
PRE-TASK 5 min	* The teacher greets the students and practices de animals' vocabulary pronunciation using students' worksheets.	* Students pay attention to the teacher's explanation and practice pronunciation with the teacher.	WhatsApp group Laptops or smartphones
TASK 15 min	* The teacher sends a link (Liveworksheets app), where the students will do the exercise on recognizing the names of animals in English. (Annex 1.)	* Ss enter the link provided by the teacher and do the exercise. * Ss must recognize and make sentences with animals' vocabulary	Liveworksheets app Internet
POST TASK 10 min	*The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.	*At the end of the task, Ss send the capture of their work (Annex 2.)	

Sources: Field research
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 13) : https://es.liveworksheets.com/2-za1330437ii



Annexes 2 (Lesson plan 13) :

INTERVENTION 14

LESSON PLAN N. 14			
Teacher's name: Melida Tusa		**Date:**	
Topic: Old traditions and customs		**Age:** 17-20 years old.	
Subject: English Language		**No. of students**: 39 students	
Level: First semester "A"		**Time:** 30 min.	
Aim: Students will learn how to Share experiences and accomplishments and discuss traditions.			
Objective(s): Students will be able to: • Identify UK Culture vocabulary. • Make sentences with UK Culture vocabulary.			
Anticipation problems: • Students have problems with the Internet connection. • Students do not have a device.			
PROCEDURES			
Time	**Teach activities**	**Students' activities**	**Materials**
PRE-TASK 5 min	*The teacher greets the students and shows them the special days around the world. (Annex 1.)	* Students pay attention to the teacher's explanation and participate in class.	WhatsApp group
TASK 15 min	* The teacher sends a link (Liveworksheets app), where the Ss are going to do the UK Culture exercise. (Annex 2.)	* Ss enter the link provided by the teacher and do the exercise. * Ss must recognize and complete sentences with UK Culture vocabulary.	Laptops or smartphones Wizer.me app Internet
POST TASK 10 min	*The teacher requests that at the end of the task, the students send the capture of their work to later give them feedback and clarify their doubts.	*****At the end of the task, Ss send the capture of their work (Annex 3.)	

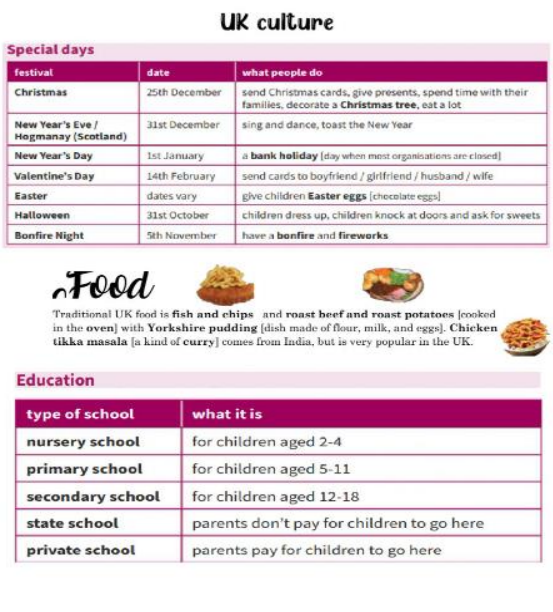
Sources: Field research
Author: Tusa, M. (2022)

ANNEXES

Annexes 1(Lesson plan 14) :

https://jamboard.google.com/d/1qVtxD30awoN6jDeXLF_4azwK6M4nF4sqF2T1g81f-Ng/edit?usp=sharing

Annexes 2(Lesson plan 14) : https://es.liveworksheets.com/2-db1330438hd



UK culture

Special days

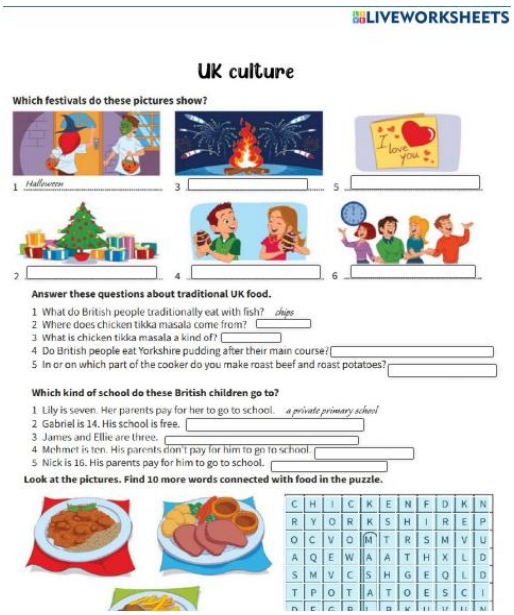
festival	date	what people do
Christmas	25th December	send Christmas cards, give presents, spend time with their families, decorate a **Christmas tree**, eat a lot
New Year's Eve / Hogmanay (Scotland)	31st December	sing and dance, toast the New Year
New Year's Day	1st January	a **bank holiday** [day when most organisations are closed]
Valentine's Day	14th February	send cards to boyfriend / girlfriend / husband / wife
Easter	dates vary	give children **Easter eggs** [chocolate eggs]
Halloween	31st October	children dress up, children knock at doors and ask for sweets
Bonfire Night	5th November	have a **bonfire** and **fireworks**

Food

Traditional UK food is **fish and chips** and **roast beef and roast potatoes** [cooked in the **oven**] with **Yorkshire pudding** [dish made of flour, milk, and eggs]. **Chicken tikka masala** [a kind of **curry**] comes from India, but is very popular in the UK.

Education

type of school	what it is
nursery school	for children aged 2-4
primary school	for children aged 5-11
secondary school	for children aged 12-18
state school	parents don't pay for children to go here
private school	parents pay for children to go here



LIVEWORKSHEETS

UK culture

Which festivals do these pictures show?

1 Halloween 3 _____ 5 _____

2 _____ 4 _____ 6 _____

Answer these questions about traditional UK food.

1 What do British people traditionally eat with fish? chips
2 Where does chicken tikka masala come from? _____
3 What is chicken tikka masala a kind of? _____
4 Do British people eat Yorkshire pudding after their main course? _____
5 In or on which part of the cooker do you make roast beef and roast potatoes? _____

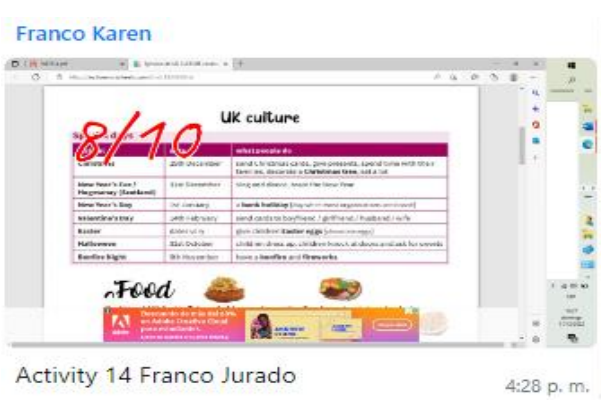
Which kind of school do these British children go to?

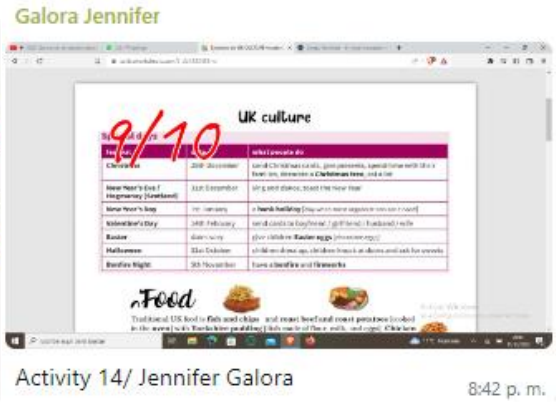
1 Lily is seven. Her parents pay for her to go to school. a private primary school
2 Gabriel is 14. His school is free. _____
3 James and Ellie are three. _____
4 Mehmet is ten. His parents don't pay for him to go to school. _____
5 Nick is 16. His parents pay for him to go to school. _____

Look at the pictures. Find 10 more words connected with food in the puzzle.

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

Annexes 3 (Lesson plan 14) :





INTERVENTION 15

<table>
<tr><th colspan="4">LESSON PLAN N. 15</th></tr>
<tr><td colspan="2">Teacher's name: Melida Tusa</td><td colspan="2">Date:</td></tr>
<tr><td colspan="2">Topic: Posttest</td><td colspan="2">Age: 17-20 years old.</td></tr>
<tr><td colspan="2">Subject: English Language</td><td colspan="2">No. of students: 39 students</td></tr>
<tr><td colspan="2">Level: First semester "A"</td><td colspan="2">Time: 30 min.</td></tr>
<tr><td colspan="4">Aim: Evaluate the vocabulary learned after treatment.</td></tr>
<tr><td colspan="4">Anticipation problems:
Students have problems with the Internet connection.
Students do not have a device.</td></tr>
<tr><th colspan="4">PROCEDURES</th></tr>
<tr><th>Time</th><th>Teach activities</th><th>Students' activities</th><th>Materials</th></tr>
<tr><td>PRE-TASK
5 min</td><td>* The teacher greets the students and gives the post-test link to the students and explains the post-test rules. (Annex 1)</td><td>* Students pay attention to the teacher.</td><td>Laptop</td></tr>
<tr><td>TASK
20 min</td><td>*The teacher tells them that they have 20 minutes to finish answering it.</td><td>* Ss participate in the teacher's activity.

*Ss answer the posttest.</td><td>Smartphone and phones

Posttest evaluation link</td></tr>
<tr><td>POST TASK
5 min</td><td>The teacher thanked the students for their collaboration and said goodbye.</td><td>*Ss were grateful for the vocabulary learned.</td><td></td></tr>
</table>

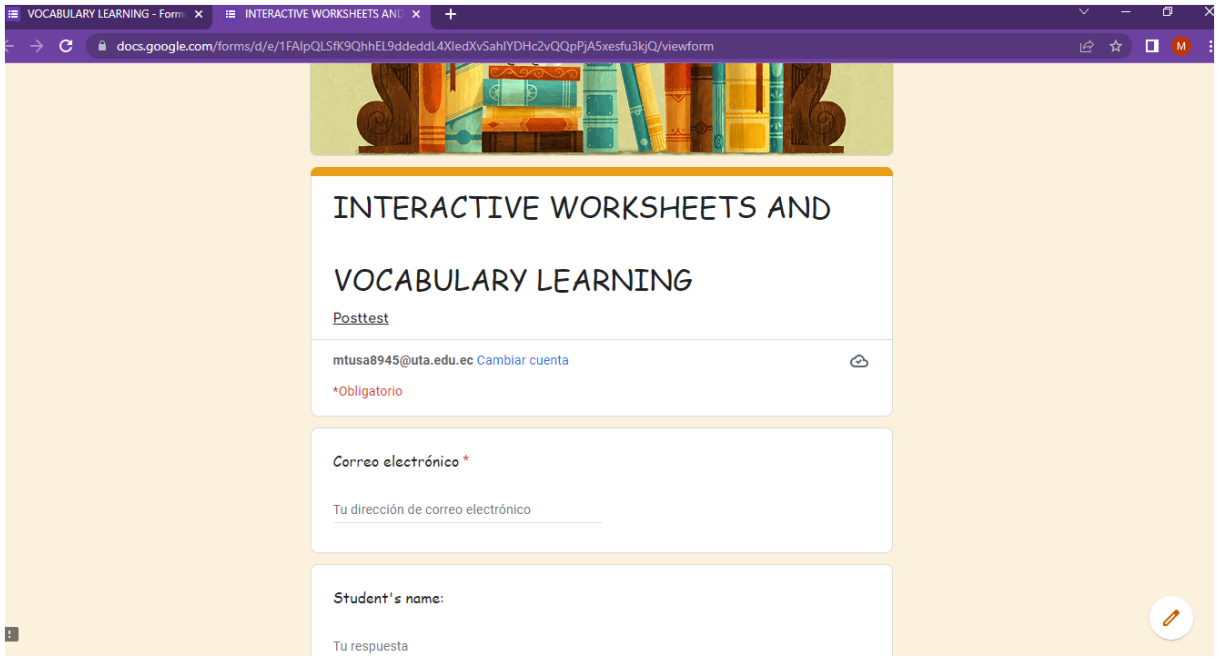
Sources: Field research

Author: Tusa, M. (2022)

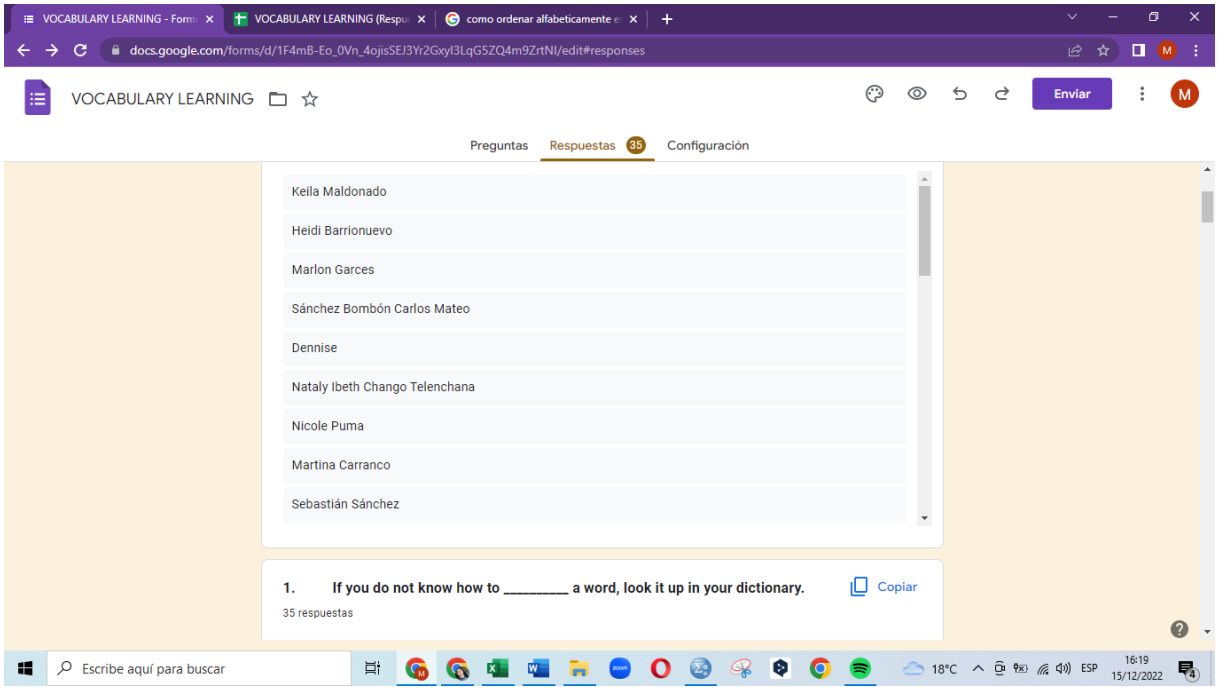
ANNEXES

Annexes 1(Lesson plan 15) :

https://docs.google.com/forms/d/e/1FAIpQLSfK9QhhEL9ddeddL4XIedXvSahIYDHc2vQQpPjA5xesfu3kjQ/viewform



Annexes 2 (Lesson plan 15) : https://docs.google.com/forms/d/1F4mB-Eo_0Vn_4ojisSEJ3Yr2GxyI3LqG5ZQ4m9ZrtNI/edit#responses



Annex 5. *Urkund Report*

Document Information

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Submitter email	mtusa8945@uta.edu.ec
Similarity	3%
Analysis address	rutheinfantep.uta@analysis.urkund.com

Sources included in the report

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SA Document BUSUU APP AND VOCABULARY LEARNING.docx (D125291072) 5
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CHAPTER I. THEORETICAL FRAMEWORK 1.1 Research Background This study focuses on understanding the vocabulary learning process using interactive worksheets. The information was based on books, theses, and academic sites that have been able to support the analysis of the Dependent and Independent categories. Considering that vocabulary learning is a limited skill, it is important to study new strategies and teaching methods that facilitate language learning for students during the educational period. Finally, the following previous research supports the development of this work. First, the research carried out by Ulloa (2020) aimed to determine the influence of mobile learning on the development of English language vocabulary. This work had a quantitative and qualitative approach with an exploratory design. The instruments used were a pretest and a posttest, in the face-to-face modality. The population was students in the second semester of the Technical University of Ambato. The results showed that the vocabulary level of the students was low when the pre-test was applied. But, after the interventions, and when applying the post-test, the vocabulary level increased significantly. In conclusion, the use of mobile applications generates productive learning development for both the teacher and the student, since being interactive and dynamic, they allow students to generate curiosity to continue learning vocabulary. Similarly, in the research conducted by Lei, et al. (2022) aimed to examine the impact of a MALL programmed learners' vocabulary learning attitudes and self-regulatory capacity. This study worked with a quantitative longitudinal design. The method was convenience sampling. The population was 175 EFL students at a private English institute in Kurdistan, Iran. The results obtained conclude that the MALL helps to cheer the classroom, indicating that the use of cell phones can be considered an educational device since it facilitates the learning of English vocabulary in student-student and student-teacher interaction. The research conducted by Sivagnanam & Yunus (2019) had the purpose is to discover how students use social media to improve their vocabulary and the potential

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