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GRADUATE DEPARTMENT

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MODALITY: RESEARCH REPORT

THEME:

Mobile-Assisted Language Learning (MALL) for vocabulary improvement in A1 Level English students at Universidad Técnica de Cotopaxi - Language Department.

Protocol prior obtaining the degree of Master in Applied Linguistics to Teaching English as a Foreign Language

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2021

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled MOBILE-ASSISTED LANGUAGE LEARNING (MALL) FOR VOCABULARY IMPROVEMENT IN A1 LEVEL ENGLISH STUDENTS AT UNIVERSIDAD TÉCNICA DE COTOPAXI - LANGUAGE DEPARTMENT investigated by Lcda. Aguaiza Iza María Fernanda, for obtaining the Master's Degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, June 8th, 2021

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COMMITTEE APPROVAL

This research dissertation: Mobile-Assisted Language Learning (MALL) for vocabulary improvement in A1 Level English students at Universidad Técnica de Cotopaxi - Language Department, has been revised, approved and authorized for printing and binding, before obtaining a Master's Degree in Applied Linguistics to Teaching English as a Foreign Language; this meets the substantive and formal requirements to hand in for the presentation and defense.

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DEDICATION

First and foremost, I would like to dedicate this work to God because I would not have made it without his love, blessing, and protection. To my parents for their unconditional love and support. To my beautiful daughter Isabella who inspires me to be the best and never to give up. And a special dedication to my beloved husband Daniel, who has been my rock along the way. Thank you because you have pushed me forward every day. I do appreciate all your dedication. I love you!

Fernanda

ACKNOWLEDGEMENT

AUTHORSHIP

I, Aguaiza Iza María Fernanda declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, July 2nd, 2021

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COMMITTEE PRESIDENT'S APPROVAL

I, Fabiola Soledad Cando Guanoluisa Mg., declare that this research dissertation: Mobile-Assisted Language Learning (MALL) for vocabulary improvement in A1 Level English Students at Universidad Técnica de Cotopaxi - Language Department, has the corrections and comments suggested by the members of the committee in the scientific session.

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UNIVERSIDAD TÉCNICA DE COTOPAXI

DIRECCIÓN DE POSGRADO

MAESTRIA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Título: APRENDIZAJE DE IDIOMAS ASISTIDO POR DISPOSITIVOS MÓVILES (MALL) PARA LA MEJORA DEL VOCABULARIO EN LOS ESTUDIANTES DEL NIVEL A1 DE INGLÉS DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI – CENTRO DE IDIOMAS.

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RESUMEN

El proyecto de investigación titulado "APRENDIZAJE DE IDIOMAS ASISTIDO POR MÓVIL (MALL) PARA LA MEJORA DEL VOCABULARIO" se basa en la aplicación del Enfoque de Aprendizaje de Idiomas Asistido por dispositivos móviles, como una herramienta para fomentar el vocabulario en inglés en estudiantes del Nivel A1 de Inglés de la Universidad Técnica de Cotopaxi - Departamento de Idiomas. Se seleccionaron dos grupos de la institución. Alumnos que presentaban bajo nivel de inglés quienes utilizaban sus dispositivos móviles en clase, pero no con fines educativos, el proyecto se enfoca en realizar una investigación sobre una de las estrategias para involucrar dispositivos móviles en clase con el fin de potenciar el vocabulario en inglés de los estudiantes. En esta investigación participaron 100 estudiantes, 50 estudiantes pertenecen al grupo de control y los otros 50 al grupo experimental. La prueba previa y posterior fueron las herramientas elegidas para evaluar el dominio del vocabulario en inglés en ambos grupos. El estudio se llevó a cabo bajo un método cuali-cuantitativo, involucrando el diseño cuasi-experimental debido a que se tomó un pre-test y un post-test. La prueba previa se realizó al comienzo de la solicitud de la propuesta y la prueba posterior se realizó al final de la solicitud de la propuesta. Para evaluar la efectividad de la propuesta se analizaron y tabularon los resultados estadísticos a partir de la prueba t-students, la cual se aplicó para demostrar que la estrategia de Aprendizaje Asistido de Idiomas a través de dispositivos móviles es útil para adquirir un dominio de vocabulario de lenguas extranjeras. Con respecto a esto, es importante implementar dispositivos móviles para satisfacer las necesidades de los estudiantes y ayudarlos a mejorar el dominio del vocabulario en inglés.

PALABRAS CLAVE: Aprendizaje de idiomas asistido por dispositivos móviles, enfoque, estrategia, educación en TIC, aprendizaje mixto.

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

Theme: MOBILE-ASSISTED LANGUAGE LEARNING (MALL) FOR VOCABULARY IMPROVEMENT IN A1 LEVEL ENGLISH STUDENTS AT UNIVERSIDAD TÉCNICA DE COTOPAXI - LANGUAGE DEPARTMENT.

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ABSTRACT

The research project titled "MOBILE-ASSISTED LANGUAGE LEARNING (MALL) FOR VOCABULARY IMPROVEMENT "is based on the application of the Mobile-Assisted Language Learning Approach, as a tool to foster English vocabulary in students from the A1 English Level at Universidad Técnica de Cotopaxi- Language Department. Two groups from the institution were selected. Students who presented poor English level who used their mobile devices in class but not for educational purposes, the project focus on making a research about one of the strategies to involve mobile devices in class in order to enhance English vocabulary in students. 100 students participated in this research, 50 students belong to the control group and the other 50 to the experimental group. The pre-test and post-test were the chosen tools to evaluate English vocabulary proficiency in both groups. The study was carried out under a quali-quantitive method, involving the quasi-experimental design because a pre-test and a post-test were taken. The pre-test was taken at the beginning and the post-test was taken at the end of the proposal application. To evaluate the effectiveness of the proposal the statistical results were analyzed and tabulated thought the t-students test, which was applied to prove that Mobile Assisted Language Learning strategy is useful in order to acquire a foreign language vocabulary proficiency. Regarding this, it is important to implement mobile devices in order to supply students' needs and help them to enhance English vocabulary proficiency.

KEYWORDS: Mobile Assisted Language Learning, approach, strategy, ICT education, blended learning.

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INTRODUCTION

Universidad Técnica de Cotopaxi has promoted a Master's program in Applying Linguistics to Teach English as a Foreign Language. One of the lines of research is based on Education and Communication for human development, and its research sub-line is grounded on pedagogical innovations. For this reason, the present research project titled "Mobile-Assisted Language Learning (MALL) for Vocabulary Improvement" is in accordance with the research line and sub-line required.

Furthermore, this research project is aligned with the Ecuadorian Constitution, which mentions in Art. 26. Education is a right of people throughout their lives. It constitutes a priority area of the 17th public policy and investment; Art.27. Education will focus on human beings and guarantee holistic development within the human rights framework, the sustainable environment and democracy. Education will be obligatory, intercultural, democratic, inclusive and diverse. In addition, "Reglamento de Regimen Académico of Consejo de Educación Superior (CES)" Art. 80 Learning a Second Language: Learning a Second Language will be a requirement for graduation in the third level carriers, according to the following levels.

a) For Technological level, at least A2 English level is required, and for Third grade level, B1 level is obligatory.
b) For postgraduate programs, the IES will define the level of mastery of second language.

Since COVID 19th pandemic appeared, it has affected people lives around the world. It has required people to be adapted so quickly to the new unprecedented era. People whose daily life was outside the house, now they have to do it online. Activities, such as education, work, and family interaction has become dependent on mobile devices (Major, 2020). The COVID 19th pandemic has created the most significant disruption of the educational system worldwide; it is the worst disaster that education has to face. It experiments a regress. It is the moment where

educators have to stand up to reinforce knowledge innovatively and creatively. In order to cover learners' and teacher expectations and facilitate the teaching and learning process, the following research project based on an innovative strategy is presented. Mobile-Assisted Language Learning to Improve vocabulary was developed.

This research project aims to incorporate Mobile - Assisted Language Learning (MALL) for Vocabulary Improvement. It provides relevant information about the effects and benefits of MALL in Vocabulary Improvement. The present research project establishes the following **problem statement** the weak use of mobile devices in the English class influence in learners' vocabulary improvement; furthermore, the teacher´s material has been analyzed. The material seems to be not useful for learners due to their English Level is inappropriate for the level that the material requires. It encourages the researcher to look for one method to reinforce vocabulary acquisition. As a result, the MALL approach was carefully chosen to overcome the problem. Based on the above references, the following **research hypothesis** was formulated: Mobile-Assisted Language Learning enhance English Vocabulary in A1 level English students at Universidad Técnica de Cotopaxi-Language Department.

For reaching the purpose, the following objectives are set **General Objective:** To incorporate Mobile - Assisted Language Learning (MALL) in vocabulary improvement in A1 Movers level English students at Universidad Técnica de Cotopaxi- Language Department. In order to reach the general objective, three **Specific Objectives were set:** To establish Mobile - Assisted Language Learning for vocabulary improvement in A1 Movers level English students at Universidad Técnica de Cotopaxi- Language Department. To determine the level of vocabulary proficiency of students at Universidad Técnica de Cotopaxi- Language Department. To identify what kind of mobile devices students use for vocabulary improvement at Universidad Técnica de Cotopaxi- Language Department. To elaborate a handbook based on Mobile - Assisted Language Learning (MALL) to enhance vocabulary at Universidad Técnica de Cotopaxi- Language Department. For accomplishing the stated objectives, the following tasks were set.

Table 1. Specific Objectives Task System.

Objective	Task
Specific Objective 1: To establish Mobile - Assisted Language Learning for vocabulary improvement in A1 level English students at Universidad Técnica de Cotopaxi - Language Department.	Review information and literature about Mobile – Assisted Language Learning (MALL) focused on English vocabulary learning.
Specific Objective 2: To determine the level of vocabulary proficiency on students at Universidad Técnica de Cotopaxi- Language Department.	Organize a pre-test (A1 YLE Movers), which was taken before applying the proposal.
Specific Objective 3: To identify what kind of mobile devices students use for vocabulary improvement at Universidad Técnica de Cotopaxi-Language Department.	Identify the kind of mobile devices that learners own by preparing a survey. (see Annex 2)
Specific Objective 4: To elaborate a handbook based on Mobile - Assisted Language Learning (MALL) to enhance vocabulary at Universidad Técnica de Cotopaxi- Language Department.	Elaborate a handbook which contains activities, lessons plan based on MALL in order to enhance learners' vocabulary.

Elaborated by: Aguaiza, F. (2020)

The research problem has gone through three stages, which are detailed in the following table.

Table 2. Research Problem Stages.

Stage	Description
Stage 1.	Traditional English techniques used by Educational Ecuadorian leaders to develop an English book have caused that, Books' contents make that the educator lecture becomes poor and learners do not have interest nor

	motivation in learning a second language.
Stage 2.	Social Learning Theory by Bandura 2006 assumes that people´s actions are strongly influenced by consequences, thus, learners can anticipate the effects that their actions provoke. Four essential factors influence the process; they are attention, retention, reproduction, and motivation. Therefore, this theory fits well with Vocabulary acquisition.
Stage 3.	To overcome the lack of vocabulary knowledge in learners, some methodological strategies have been revised; however, MALL has been selected because it is an innovative method that catches learners' attention efficiently.

Elaborated by: Aguaiza, F. (2020)

According (Neeley, 2017) the English Language is the most dominant Language around the world, 1.75 billion people speak it at a suitable level, and it is used in different educational areas. It is **important** for speakers to master the four English skills such as speaking, writing, listening, and writing; however, one of the most important parts to develop proficiency in a language (mother tongue or second language) is vocabulary acquisition. For this reason, this project research seeks an **innovative** alternative to enhance vocabulary, which is the Mobile-Assisted Language Learning approach.

In the same way, it has been evidenced that the use of technology increases, **benefits**, motivates, and promotes communication and language learning since technology has spread worldwide because of the accessibility. Concretely, Mobile Devices are currently part of our personal, professional, and educational lives;

nevertheless, some people ignore how to take advantage of them. In this case, learners have to learn how to benefit from smartphones, tablets, and so forth, due to they have potent functions such as educational apps that are free and affordable, besides those smartphones are easy to carry. Therefore, learners have the opportunity to enjoy learning a second language at their own pace.

This research study is based on a Quasi-experimental design, and the design is used to compare the experimental and the control group; 50 students from each group.

 Thus, the **MALL approach** was applied to the experimental group. It also had a quali-quantitive approach that has created the root of the proposal because the researcher used a pre-test and a post-test. The instrument used for the pre-test and post-test was an A1 YLE Movers Exam; it is a validated exam of Cambridge University Press. The above-mentioned exam is the second of three Cambridge English Qualifications designed for young learners and it was selected as instrument for this research due to students' insufficient English level proficiency that became evident during the first three weeks of classes. Also, the exam was aligned with the topics that learners were going to be target. The researcher developed a survey that was applied in order to assure students owned a mobile device. The instrument was validated by an expert (See Annex 2).

Additionally, this research was descriptive and correlational. The descriptive research performed a situational analysis of the study problem, with information collected through activities, processes, objects, and people. On the other hand, correlational research identified the relationship between the variables (cause) Mobile-Assisted Language Learning and Vocabulary Improvement (effect). This research project had a field research because it took place where the problem occurs and where all the research actors were involved.

Besides, this research work chipped in to determine that more options can help in the vocabulary acquisition and how the Handbook based in MALL influenced vocabulary acquisition in 50 A1 English students at Universidad Técnica de Cotopaxi. This research project has been successfully done, and it is recommended to use it for future research.

CHAPTER I

THEORICAL FRAMEWORK

1.1 Research Background

Davie and Hilber (2015) conducted a project called "Mobile – Assisted Language Learning (MALL). Students Attitude to Using Smartphones to Learn English Vocabulary" where the benefits and the students´ attitude were explored through the use of MALL, to enhance English vocabulary, the case study design included mixed methods; a pre-test, a post-test a questionnaire and interview to 68 learners of Mechanical and Electronic Engineering during their Professional English course. Learners admitted to own a smartphone, so a pretest was applied to them in the summer of 2014; basing on the pretest results, several vocabulary techniques were applied to students using Quizlet Web. As the experimental proposal ended, the learners took a posttest, where 76% showed vocabulary improvement. Learners also agreed that MALL is an excellent method for Vocabulary Improvement in English for specific purposes.

A recent study conducted by Dagdeler et al. (2020) show the effectiveness of using MALL in English Vocabulary Improvement in English as Foreign Language learners. A quasi-experimental design was conducted on 73 learners from two different universities to compare results. Thirty-seven of them belong to the controlled group, and 36 were in the experimental group. Two vocabulary techniques, productive and receptive vocabulary knowledge, were applied to both groups. The experimental group used an app called CAT to learn collocations, while the controlled group used flashcards to learn collocations. The results revealed that there was a considerable difference between the experimental and the controlled

group in the post–test. Indeed, the researchers concluded that MALL is an effective way to enhance vocabulary.

Another analysis was carried out by Mahdi (2017) called "The Use of Keyword Video Captioning on Vocabulary Learning through Mobile-Assisted Language Learning", where thirty-four Arab ELF university learners participated. Learners were divided randomly into two groups; due to it is an experimental study where a pre-test and a post-test were administered to the learners. Two techniques were applied to boost learners´ vocabulary; the keyword video captioned and the full-text video captioned. The pre-test analysis showed that both groups had almost the same level of vocabulary at the beginning of the proposal. YouTube videos were shared with learners in order to reach the aim.   Results indicated that applying keyword captioning in MALL methodology helped learners in Vocabulary Development.

A similarly significant feature concerning Mobile - Assisted Language learning was presented by Ahmad et al. (2015) with the research titled "Learning English Vocabulary in a Mobile-Assisted Language Learning (MALL) Environment: A sociocultural study of Migrant Women". The research focused on sociocultural factors that migrant learners have to face and how they acquired a second language. It was an experimental design where the experimental group learned vocabulary through apps in a portable device (tablet) using MALL methodology. In contrast, the control group was taught traditionally. Both groups were exposed to a Pre-MALL and a Post – MALL interview. Authors revealed that learners responded successfully to MALL lessons and tablets for Vocabulary Development because tablets have compelling learning features such as connectivity, context-sensitivity, portability, social interactivity, and individuality.

Fageeh (2013) researched "Effects of MALL Applications on Vocabulary Acquisition and Motivation", a case study developed at King Khalid University. The main aim of this study was to explore the benefits of mobile phone apps regarding Vocabulary Development and Motivation. An experimental design was applied, a pre-test and a post-test were undertaken. Fifty-eight learners participated in this study, 27 learners in the experimental group and 31 learners in the controlled

group. During the study, learners used a mobile device with vocabulary applications. The course lasted a semester, where learners used the vocabulary applications thrice a week. The case study revealed that mobile applications for Vocabulary improvement are practical and increase learners' vocabulary learning, retention, and motivation. It also reveals that peer-to-peer work is essential for learners to foster confidence and motivation while learning a language (p, 420-436).

Regarding Mobile Learning, Jaradat (2014) researched "Students' Attitudes and Perceptions towards using M–learning". The main objective was to examine learners´ attitudes and perceptions towards mobile phones and how mobile phones were used in the language learning process. It used a mixed methodology; a quali - quantitive method was applied. A questionnaire was used to collect information. Based on that information, a pre-test and a post-test were undertaken. The results showed that 76% of learners preferred to use mobile phones to improve the learning process, while 24% preferred traditional learning methods. Otherwise, 90% of learners were satisfied with the use of M-learning in the language learning process. This case study showed that learners learned more words and vocabulary using mobile – learning than traditional learning.

In Latin America, Silva (2019) proposed a research titled "Second Language Acquisition and Mobile Assisted Language Learning" where the main objective was to interview educators and learners about their perceptions and how influence MALL in second language acquisition. Additionally, it was examined if SLA educators are using their mobile devices properly in class and what is the impact of the use of technology in class. A set of questions interview, field notes and textual data were designed and obtained in order to collect the information. The Grounded Theory qualitative research method was applied to analyze the data. NVivo software was used to analyze the data. 12 Educators participate in this study. The results exposed that, the majority of educators' point of view is that students use mobile devices, smartphones above all, essentially for communicating, entertainment, and information. The study assures that the presence of these devices is relevant for the student outside the classroom, so "students can bring it naturally for class and becomes relevant because it is part of student's universe". It was

concluded that the use of mobile devices could become mandatory use for practices and knowledge acquaintance.

In Ecuador, there were not any research studies about Mobile Assisted Language Learning for vocabulary improvement. However, there were some research studies about the use of mobile devices but they do not constitute a significant contribution to the current research.

The researcher has chosen **Quizlet** unlike other applications because it is convenient for educators when creating lessons. Educators need a list of the target vocabulary (pictures if they are using their own), choose the meaning and pictures suggested by Quizlet. Then, automatically multiple learning activities are created. The links to the lesson are easy to share with the learners. Quizlet teacher account allow educators to create classes on the platform for a better control of their learners' progress and results. Additionally, educators are able to share their designed lessons and use available ones from Quizlet.

Montaner (2019) Quizlet incorporates studying modes to facilitate mastering the target vocabulary, including Flashcards, Learn, Write, Spell, and Test. It also has attractive and interactive lesson games such as: Match (a scatter game), Gravity game, and Live game. Additionally, the app has integrated sound files to guide learners' pronunciation. By this token, Quizlet has a high potential to enhance the effectiveness of the vocabulary learning process and improve the vocabulary learning.

1.2 Epistemological Foundation

1.2.1   Educational Innovation

EDUCAWEB (2017) establishes that Educational Innovation (E.I.) has a huge potential due to the internet and technology era. Both paradigms are immersed in everything, making a meaningful change in social, economic, cultural and educational contexts. Furthermore, by applying Educational innovation, learners and educators must be keen to change lessons plans, curriculums, educative process, ICT, and communicative process. To make

E. I. succeed, educators have to be active and committed. To some extent, educators have to see E.I. as an easy, valuable and efficient element. Educational Innovation tendencies are Educative Gamification, Flipped Classroom, Collaborative Learning, Project-Based Learning, Virtual Reality and Training.

Table 3. Educational Innovation Tendencies.

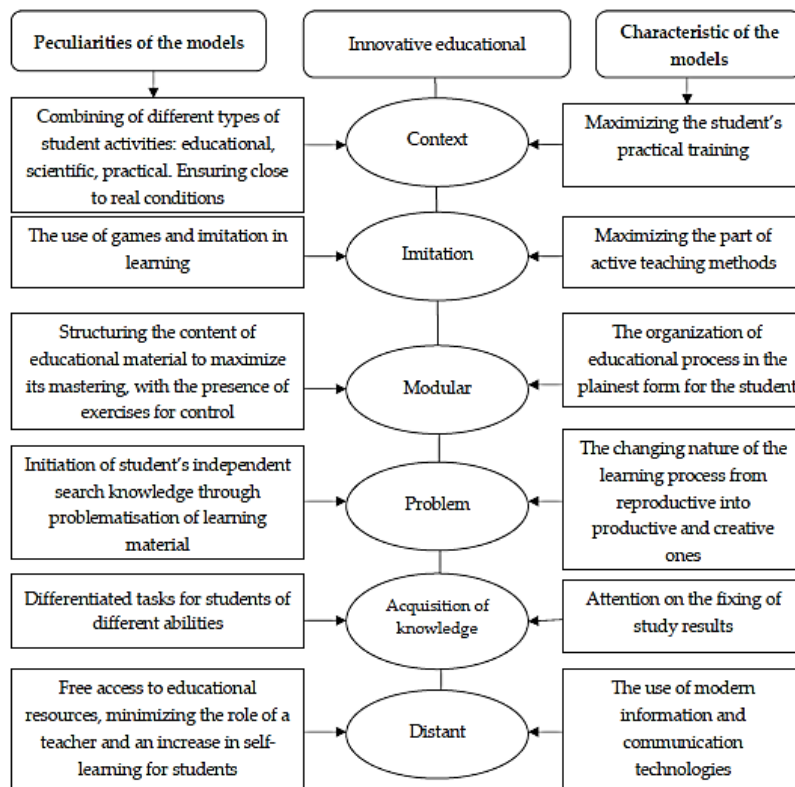| Tendencies	Concept
Educative Gamification	A new teaching method that uses video games to motivate learners in the learning process.
Flipped Classroom	It is a teaching method that transfers some activities from class to house, which means that learners become autonomous learners.
Collaborative learning	An approach encourages learners to work in groups to solve problems, complete and create products.
Project – based learning	It is a process of classroom management where the teacher interacts with the learner. So, learners develop critical thinking, and teachers become facilitators who provide students tasks that include problems to be solved.
Virtual reality	It allows implementing reasons giving a world of possibilities.
Training	It focuses on teachers training and combines traditional methodologies with more active and creative activities.

Source: EDUCAWEB 2017
Elaborated by: Aguaiza, F. (2020)

By the same token, Carrera & Hernandez (2018) states that Educational Innovation implies the application of a significant change in the teaching and learning process. According to Mykhailyshyn (2018), educational innovation is any kind of oriented activity, system, process, method of

implementation of educational activities that evoke a change from established practices; the main aim is to increase the level of expertise in a competitive environment considering globalization. As Andrushchenco (2000) mentions, "Today not only the ability to operate one´s knowledge is important, but also to be prepared to change and adapt to the new needs" (p, 8). Concisely, Education Innovation is an educational process that facilitates the improvement of skills and self- learning skills using technology.

Graphic 1. Characteristics of Innovational education.

Peculiarities of the models	Innovative educational	Characteristic of the models
Combining of different types of student activities: educational, scientific, practical. Ensuring close to real conditions	Context	Maximizing the student's practical training
The use of games and imitation in learning	Imitation	Maximizing the part of active teaching methods
Structuring the content of educational material to maximize its mastering, with the presence of exercises for control	Modular	The organization of educational process in the plainest form for the student
Initiation of student's independent search knowledge through problematisation of learning material	Problem	The changing nature of the learning process from reproductive into productive and creative ones
Differentiated tasks for students of different abilities	Acquisition of knowledge	Attention on the fixing of study results
Free access to educational resources, minimizing the role of a teacher and an increase in self-learning for students	Distant	The use of modern information and communication technologies

Source: Innovation in Education and Educational Innovation in Conditions of Modern Higher Education Institution (2018)

Murillo (2017) claims that Innovational Education involves a set of aspects that influence the teaching-learning process; those aspects are technology, didactic, pedagogy, processes, and people. However, the author considers that every kind of innovation can affect the educational access, the plans implementation, educative praxis, and the user experience, wherein most instances are the students. There are three types of innovational education

1. Disruptive Innovation: it involves the educative context that provokes a drastic change in an educational method, technique, or teaching and learning process; **2. Revolutionary Innovation:** it shows the application of a new paradigm that focuses on education and the teaching process; 3**. Incremental Innovation:** it improves an existential structure.

To conclude, innovational education facilitates learners´ and educators´ skills and sub-skills through technology and new educational tendencies. It engages learners with the new learning process and become learners productive. It involves challenging methods and strategies to sustenance the achievement of all the learners.

1.2.2 ICT in Education

According to Cano (2020), Information Communication Technology (ICT) in education has pivoted in a hilarious manner since technology has evolved and it is connected to the internet and social networks. The author also states that ICT is an important tool for education. Moreover, the use of the internet has spread around the world, 85% of the population are internet users and it has increased by 600% since 2016. Smartphones and Tablets have been considered as best sellers in the last years, since they are portable, have internet access, owns useful apps and both have the function to make any task anywhere at any time Pereira (2019) affirms that the use of the internet with mobile technology facilitates learning; this learning is called Mobile Learning.

Ratheeswari (2018) conceived the idea that ITC denotes technologies that offer access to information through communication. Hence, communication technology includes the internet, wireless networks, cellphones, and other mobile devices; following this, the teaching and learning experience become innovative. In addition, UNESCO has defined that "ICT is a scientific, technological and engineering discipline and management technique used in handling information its application and association with social, cultural, and economic matters".
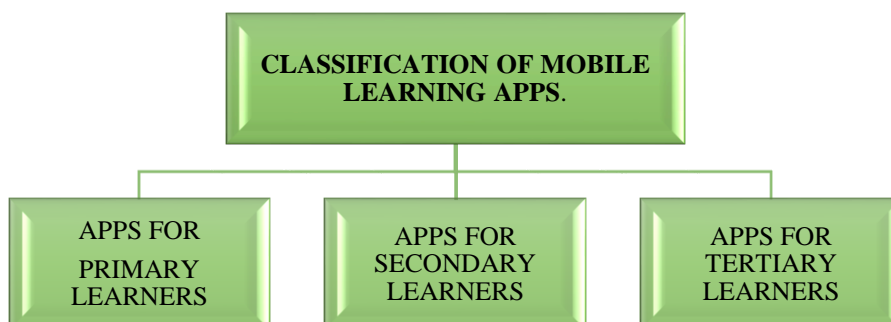
1.2.3 Mobile Learning

As the word mobile means "mobility" or the ability to move from one place to another freely, mobile learning can be defined as the mobility of personal, portable, and wireless devices. Moreover, it refers to the easy access to the use of mobile technology in any area of study. Mobile learning or M-learning owns their handheld mobile devices such as mobile phones, smartphones, PDAs, Netbooks, Tablets, and e-books which helps people interact on the internet to chat and exchange information with any people around the world (Gangaiamaran, 2017). According to Guo (2013), "Mobile learning increases the mobility of learners with portable and personal mobile devices", which help to personalize education and help learners to learn at their own pace and place; in this way, education becomes meaningful.

Kacetl & Klimova (2019) stated that mobile learning ad become a present-day feature in education. It is mentioned that is a great opportunity to enhance and motivate the learning process and it has to be supported especially because of the benefits it brings for language learning.

> "The enhancement of the learner's cognitive capacity, the learner's motivation to study in both formal and informal settings, the learner's autonomy and confidence, as well as the fact that it promotes personalized learning and helps low-achieving students to reach their study goals" (p.7).

Classification of Mobile Learning Apps

Graphic 2. Mobile Learning Apps.

Source: Review on Use of Mobile Apps for Language Learning (2017).

In this research project, the Apps for Tertiary levels are reviewed as follows.

Graphic 3. Apps for Tertiary Level Learners.

LOGO	NAME OF THE APP	SYSTEM	SKILL	PAID/ UNPAID
	Sounds Right	iOS, iPad	Enhances the articulation and pronunciation of vowels and diphthongs.	Free
	WordBook XL – English Dictionary & Thesaurus for iPad	iPhone and iPad	Enhances the vocabulary acquisition.	Paid
	Speech Tutor	iPhone, iPad, and iPod touch.	It helps the learner in pronouncing specific letters and phonemes.	Paid
	English Podcast for Learners	Android	Nurture speaking, listening skills through audio.	Free
	Voxy	iOS and Android.	It connects learners with native English speakers to learn English and also through games.	Free
	English Listening and Speaking	iOS and Android.	By conversational stories and transcripts, along with word chain games it helps the learners to identify and assess pronunciation.	Free
	Exam Vocabulary Builder	iPhone, iPad, and iPod	Vocabulary Acquisition through illustrative sentences which helps Learners to understand how each word is used in context	Free
	Learn English with busuu.com!	iPad, iPhone.	Vocabulary Acquisition, Grammar Learning	Free
	Sentence Builder for iPad	iOS, iPad.	Helps the learners to frame sentences without a grammatical error.	Paid
	Learn English, Speak English - Conversation Course with Free Video Lessons - Speaking Pal	Phone, iPad, and iPod touch.	Helps the learner to speak in English with a video character.	Free
	Applied to any kind of learning.	Phone, iPad, and iPod Touch Android	In languages, it helps the learner to study vocabulary, words through rote memorization.	Free

Source: Review on Use of Mobile Apps for Language Learning (2017).

A recent journal (Hunaiyyan et al.; 2018) promotes the idea that Mobile learning is a new learning method that focuses on the use of mobile devices in order to change the existing learning strategies into a flexible approach where learners manage their learning experiences freely. Moreover, it is mentioned that learning material facilitates access to learning material anytime and anywhere due to mobile gadgets. In addition, mobile learning is seen as a mobile technology used for educational purposes

Similarly, Cacmak (2019) evokes mobile learning as the use of mobile technology to enhance the learning process; however, the learning process can occur inside and outside of the fixed settings. Hence mobile learning generates different styles of educational delivery, it means that education becomes personalized, learner-centered, situated, collaborative, ubiquitous, and lifelong learning. Overriding, learners experience construction, organization, and reconstruction of new knowledge with mobile learning. There are no limits for individual and independent learning. Therefore, learners develop a sense of individuality, community, and ubiquitousness in learning. To some extent, mobile learning helps the learner to develop freedom and independence.

Naismith (2004, as cited Cacmak 2019) proposes the following six types of learning related to M- Learning.

Table 4. Types of Learning related to Mobile Learning.

Types of Learning	Characteristics
Behaviorist	Learning responses to a stimulus requires immediate feedback.
Constructivist	Learning is based on constructing new ideas and concepts.
Situated	Learning is based on authentic context; learners acquire the language through natural objects or places.
Collaborative	Learning is based on social interaction because it helps learners to develop understanding.

Informal/lifelong	Learning is situated outside of formal learning; learners experience new places and objects.
Support/ coordination	Learners are provided with informal learning opportunities, which may be intentional or incidental.

Source: Mobile Learning and Mobile Assisted Language Learning in Focus (2019).
Elaborated by: Aguaiza, F. (2020)

Alhjari (2016) states that Mobile learning is a learning method which is portable and flexible that increase interactivity and focuses on the ability, capacity, talent and aptitude to obtain or provide educational content that has to be informative and instructive on personal pocket devices such as: mobile phones and smart phones. Furthermore, it is said that mobile learning environments bring considerable benefits to build and support creativity, collaborative and communicative learning. At this point, it is necessary to mention six Mobile learning challenges:

Table 5. Mobile Learning Challenges

M-Learning Challenges	
Management and institutional	• Managing the change within the institution. • Managing process, activities and components. • Managing the change focusing on behaviors and attitudes. So that, learners go towards the new era with confidence.
Integration to pedagogy	• Educational content and technology have to be integrated. • Traditional material is adapted to new technologies.
Design	• Instructional design: the development of educational apps. The design of e-learning courses. • Interface design: It is transparent to the user. It is important for successful application • Screen design: design of graphics and the visual display must be clear in order to have a good user interaction with the app.
Technical	• Leading with technical difficulties can disrupt mobile learning technologies in education.
Evaluation	• Evaluation strategies must be applied, so evaluation could be easy and quick.
Cultural and social	• There are some social limitations to afford a mobile devise; otherwise, there are some resistance to change because it increases the work for the instructors.

Source: Prospects and Challenges of Mobile Learning Implementation (2016)
Elaborated by: Aguaiza, F. (2020)

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1.2.4 Mobile-Assisted Language Learning (MALL)

The Mobile-Assisted Language Learning approach first appears in 2006 by Chinnery. As a result of mobile technologies appearance, Mobile Assisted Language Learning (MALL) has become a standard approach since it depends on the necessity to acquire a foreign language. MALL is considered a subcategory of both Mobile Learning and Computer-Assisted Language Learning. It is shown in the shadow size in the figure below where the three concepts relation are appreciated Stockwell.

Graphic 4. The relationship between CALL, MALL, and M-learning.
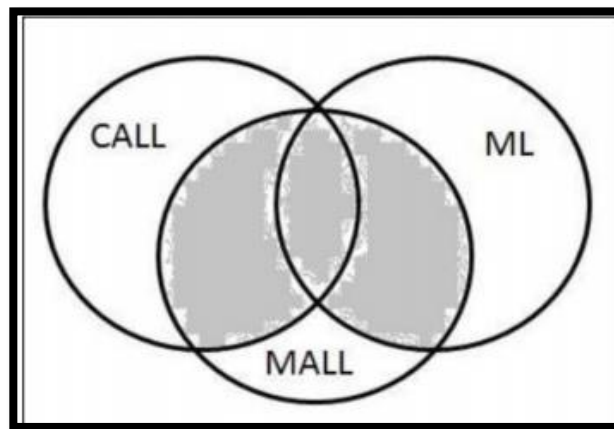
Source: The International Research Foundation for ELE (Stockwell, 2013).

Tunc (2017) emphasizes that Mobile – Assisted Language Learning (MALL) is the descendant of Computer–Assisted Language learning; it is a new phase in second and foreign language acquisition. It has been considered as a language learning approach that is improved through the use of handheld mobile devices as well as communication and social media technology. Lyon (2016) promotes the idea that as glasses increase the capacity to see, mobile devices can detect, analyze, and recollect things better to fill up the knowledge gaps and enhance the ability to communicate. Wherefore, MALL offers a huge range of learning possibilities that expand outside the limitations of the traditional learning process.

By the same token, Yedla (2013) affirms that MALL means learning with the support of handheld technology like phones, tablets, laptops, among other devices. Additionally, MALL diminishes the time and it is extremely faster to learn the English language since the development of mobile wireless technology has broken the frontiers for the learning and teaching process. To conclude, MALL is an approach, which helps learners the opportunity to acquire the language fast and easy due to the use of technology and mobile devices.

The introduction of mobile devices has influenced many people's lives, and its rapid development has allowed that Mobile-Assisted Language Learning (MALL) become an innovative approach to learning languages. Weng & Chen (2015) state that mobile devices and especially applications (Apps) are great potential in order to improve language learning and teaching process effectiveness (p.1). In accordance with Weng & Chen (2015), "mobile empowerment has been proven to feature 4As in mobility: anytime, anywhere, anyway and achievement" (p.2). Using the 4As as stated above, learners have mobility in time, location, and technology, which is a successful way of helping students achieve their goals.

Turc (2019) argues that PDA (Personal Digital Assistant) gave birth to MALL due to PDAs were popular in the 90s. In addition, they were processors of smartphones; both were tools used in business and any other career; in the 90s, the world saw the emergence of new technology, which was handy and portable, for example, MP3 players, e-books, e-dictionaries, PDAs, iPad so forth. One significant advantage of using a portable device is that learners enhance independence, autonomy, and self-regulation. As learners are exposed to the new technology, they are encouraged to create and share multimodal texts and communicate with any person worldwide; they can create and analyze their learning at their own pace.

Graphic 5. MALL Devices.

Source: Semantic Scholar (2015)

Strategies using Mobile - Assisted Language Learning.

According to Mendoza (2019) there are three strategies in order to MALL succeed.

Data Access Activity:

One of the essential parts of the MALL is that educators have to give students support, and educators have to help the learner overcome access problems when learners are learning a language. To solve this issue, it is helpful to use real-world tasks. Educators have to ensure that all learners have mobile devices and have internet access to develop all activities such as find, share, download, record information, and the like. That thing scaffolds learners' motivation and ability to use the language Lewis & Reinders, (2010 as cited in Mendoza 2019).

Call in Practice Activity:

According to Derakhshan et al. (2015), learners' attitude has to be analyzed when learners perform face-to-face and electronic discussions. A study conducted by Sullivan displayed that those learners who used electronic devices to do the activity showed more interest and remarkable participation in contrast with face-to-face learners who were less active.

Communicative Approach:

According to Littlewood (2007 as cited in Mendoza 2019), communicative activities are divided into two the first one is functional communication which is based on activities created by learners in order to improve their language learning. The second one is the social interaction that is based on activities that main purpose is to choose the best task for a particular situation. Consequently, the educator's role in this approach is to be a guide, facilitator, advisor, and observer. So, learners do a big strive because they are responsible for their learning process.

MALL activities on different mobile devices

Graphic 6. Examples of learning systems or interfaces that can be used on mobile devices

DEVICE	ACTIVITY	MEDIUM	TYPE OF WORK	ROUTE
Mobile phone	SMS Administration SMS vocabulary SMS quiz Email Video clips Coaching Media board	Text Text Text Text Text Video Spoken material Text/graphics/ spoken material	Individual and collaborative	Tutor–learner Learner–tutor
Mobile phone and interactive TV	Informal language learning through SMS/WAP/iTV	iTV Text	Individual	iTV–learner
Handheld computer	Grammar drills Synchronous chat Reading poems Listening to poems	Text Text Text Listening material	Individual and collaborative	Web–learner Tutor–learner Learner–tutor Web–learner
MP3 player	Listening to songs Listening to podcasts Listening to native speakers of English Listening to feedback on work Recording work	Listening material Listening material Listening material Spoken material	Individual and collaborative	Web–learner Learner–web-learner
Any	User-created content	Audio/video/text/ graphics/voice		

Source: Mobile- Assisted Language Learning (2014). Andrzejewska (2014).

Jenkins et al. (2002, as cited by Hashim, 2017) state that there are five important attributes that make MALL successful.

- Portability: Mobile devices allow mobility due to their small size and weight.
- Social Interactivity: Mobile devices help learners to have exemplary interaction, exchange data, and collaborate between learners.
- Context Sensitivity: Mobile Devices provides actual data, location, and time updates due to real-time navigation.
- Connectivity: Mobile devices can be connected or share network due to wireless.
- Individually: Mobile devices allow real interaction among people, and platform activities can be customized for individual learners.

Kumar (2019) lists Mobile Apps, which are used in the MALL. The current trend of mobile software applications that are download free from stores such as the App Store, Google play store, windows phone store, Blackberry app. They are designed to run on iPhone, Tablets, or any other mobile devices; several apps have been fully-fledged in the English language and are specially to learn English vocabulary.

Table 6. Apps for Preliminary learners.

APPS	CHARACTERISTICS
BUSUU	The App offers more than 12 languages learning courses. It uses games and activities. When finish the game the learner own berries. Berries motivates learning process. It can work online and offline. The app is free.
DUOLINGO	It is considered the best app for learning a language. Learner use 30 minutes to enhance language. The app has levels. It is tailored to help users to review and check vocabulary effectively. It is a free app.

MIND SNACKS	It is a paid app It works in IOS It uses games to learn.
SUPER WHY	It is a paid vocabulary app. It is used for IPhone, Ipad, Ipod Touch. It is used to practice alphabet, words, spelling, writing, and reading.
SPEECH WITH MILO	This app is paid It is used for IPhone, IPad, IPod Touch. It enhances speaking skills.

Source: International Journal of English Language (2019).

Quizlet is a mobile and web-based application which has a user - friendly interface. The application is free and has easy access. It is also available for Android and iOS and it can be used online and offline allowing users to use it anytime and anywhere. Quizlet has study sets which are introduced to learners through various learning modes which includes digital flashcards, games, collaborative tasks and tests helping learners to master the target vocabulary. According to Sanosi (2018), the effect of Quizlet on vocabulary acquisition through the application of digital flashcards allow learners to share resources and interact in ways unthinkable with paper resources.

The flashcard sets are easily free for all Quizlet users to create, dependent vocabulary to learn. Learners can also contribute to sets created by educators or make their own vocabulary sets for learning. The sets consist of lexical items and definitions or the description where they have to be match with the corresponding picture or sound. The game-like tools comprise two main categories: Study and Play. In Study, there are five modes entailing Learn, Flashcards, Write, Spell, and Test.

Quizlet Features

- Learn allows users to take control of their learning to get them familiar with the sets
- Flashcards provides users with digital flashcards that can be flipped over by only clicking on the card.
- Write allows users to write the correct term of the description shown.
- Spell provides users spelling practice where the listening section allows learners to write the correct spelling words.
- Test is indeed designed for testing purposes.

Additionally, users are allowed to play games using the target vocabulary: Match, Gravity, and Live. The educator monitors all of the modes as long as learners are included in the class.

1.2.5 English Language

Crystal (1997) states that English owes its status as an international language under the significant condition of political power and those who speak the language. As a result, the Industrial Revolution in the 19th century, in which there was Britain's economic predominance. The English language spread quickly all over the world. Then, after World War II, the political and military predominance of the US displaced French from the diplomacy area and settled English as the standard language for international communication. The leading causes of the spread of English were British colonialism in the 19th century, American capitalism, and technological progress in the 20th century.

According to Crystal (2003), English has become global due to The British Empire colonies expansion and its power. Subsequently, the power of people who speak it defines if a language becomes global or the language die. In addition, the author states that a global language is a symbol of diversification, globalization, progress, and identity. People who speak a global language have experienced a mix of feelings; the first one is a feeling of pride about speaking a global language because it shows that their country

has the power. On the other hand, people can experience a feeling of anger because people from other countries speak English using the accent of their own country, changing or adding words. Moreover, speaking a global language must have its own advantages, for example, people can communicate everywhere in the world, if they go to China or South Pacific, people can make phone calls and buy products, people can book hotels, or they can run a business if they would like to.

Rao (2019) affirms that English is considered a Lingua Franca because most native and non-native speakers use English as their mode of communication in business and any other subject worldwide. Lingua Franca is the means of communication that people from different country who speak different languages use to interact and communicate ideas, so there is a huge reason why English is considered a global language. English occupies the first place in the business area since English has spread from north to south from east to west. It is used in science, medicine, trade, commerce, pharmacy, industry, education, and banking, among others.

According to Atkinson (2015), English is an outstanding language in academic and professional ranges. English has become a substantial language spoken and learned by most international communities; hence, English has turned into an official language of the business world. Moreover, English is considered the official language of the business and scientific world, even though, formal English is used prevalently.

1.2.6 Teaching and Learning Process

Thornbury (2004, as cited by Abbasian 2016) refers that vocabulary teaching and learning is an imperative mechanism in any educational program. Otherwise, the author mentions that the development of strategies focuses on word-centered. Similarly, Almeida (2015) affirms that the Teaching and learning process is an individual development process supported in actions pointed to the acquisition of knowledge.

1.2.7 Language Components

In order to address this topic, a language concept is stated. Language is a means of communication that contained sounds, symbols, grammar, and vocabulary used by people in a specific country, region or group (Hoque, 2015).

Graphic 7. Language Components
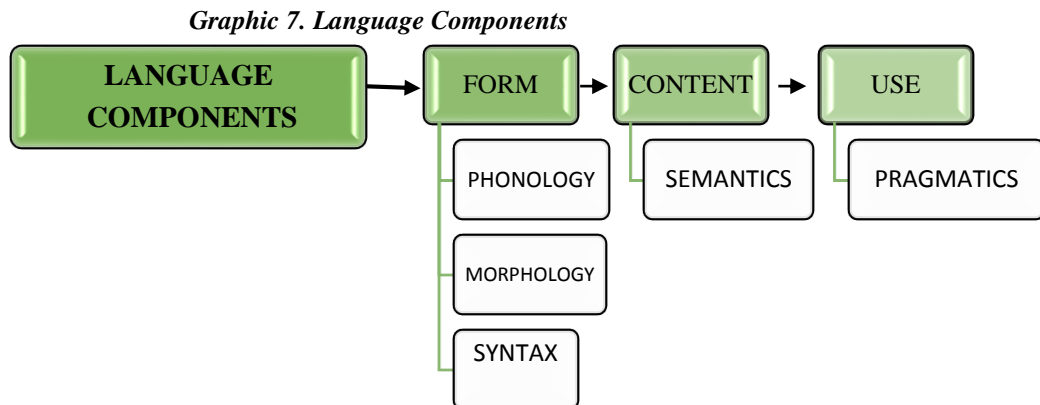
Elaborated by: Aguaiza, F (2020).

Form

Phonology

It is the study of how sounds are organized and structured to convey meaning. Therefore, the knowledge of phonology permits to associate sounds to have a meaningful speech. The Knowledge of phonology also helps to link sounds to form words.

Morphology

It is the level of linguistic study, which concern with the internal structure of words and rules in word-formation. It is the smallest piece of language that has meaning. So, the words are shaped with some combinations of morphemes.

Syntax

It is a branch of linguistics that deals with grammar aspects that are in charged to analyze how words are put together to form sentences.

Content

Semantics

A linguistic level emphasizes in the study of the meaning of the words, phrases and expressions in a language. Additionally, it tests the meaning of expressions in a language.

Use

Pragmatics

A study of the rules and principles used in a language, pragmatics contextually determined the meaning of the words in a phrase (p, 1-5).

1.2.8 Vocabulary

In Crystal's opinion (n/d), a conversation without a common language between people from different nationalities, both in the virtual and real world, would be impossible. By the same token, Vocabulary acquisition is a vital step to make communication happen between people. While vocabulary increases, people are able to express ideas – captions and describe life experiences fluently. It is said that human beings learn 10.000 words at the age of 5. Through the years, vocabulary expands when a person is exposed to the language (Johnson, 2009).

Wilkins (1972, as cited by Shokrpour 2019) emphasizes that vocabulary is the root of English language learning and teaching because learners who lack or have insufficient knowledge of vocabulary are not able to communicate ideas, opinions, or attitudes correctly. The author also mentions that a language without vocabulary, nothing can be conveyed (p,

3). Moreover, teaching vocabulary should not only focus on specific or unit words; learners have to learn specific strategies in order to enlarge their vocabulary knowledge.

Mandy (2017) points out that "learning vocabulary is an essential component of language learning" the author clarifies that vocabulary learning occurs in two different environments such as technology – based, and traditional environment (p, 136).

Importance of Vocabulary Learning

Mandi (2017) states that for learning a language, it is required to master four skills: reading, writing, listening and speaking. However, to master a language, it is mandatory to know the vocabulary and the reason why is because the more words a person knows, the more words a person learn. Acquiring a considerable range of vocabulary helps learners to have better comprehension. Therefore, learners improve the capacity of learning a language. The author also affirms that vocabulary learning occurs in two different environments; the first one is technology-based, which refers to the use of new technologies that include notebook computers, portable computers, tablets, and cellphones. The second one, the traditional environment, refers to traditional tools, like cards, dictionaries, flashcards, and word lists. (p.136)

Vocabulary Types:

> **Receptive**
>
> **Listening Vocabulary:** It is considered the first stage to learn a second language. It refers to the words that people hear and understand. It is also said that by developing listening skills, learners enhance listening abilities. Video or audio material is effective to obtain vocabulary.
>
> **Reading Vocabulary:** It refers to the words that a person reads and understands. Reading practice enhances learners' vocabulary and

vocabulary knowledge. Vocabulary plays a vital role in reading fluently and develop comprehension.

Generative or Productive

Speaking Vocabulary: It refers to the words that people use to communicate orally, it defines if a learner has a restricted vocabulary or fluent vocabulary use.

Writing Vocabulary: It refers to the group of words that people use to write ideas. Choose descriptive words to help to develop critical thinking while learners write.

Levels of Vocabulary Learning.

According to Johnsons (2009) there are three levels of vocabulary learning, the vocabulary words are considered as "Known" or "Unknown".

Table 7. Levels of Vocabulary Learning.

Defining Levels Of Word Knowledge	
Unknown	The word is completely unfamiliar and its meaning is unknown.
Acquainted	The word is somewhat familiar; the students has some idea of its basic meaning.
Established	The word is very familiar; the student can immediately recognize its meaning and use the word correctly.

Source: Teaching and Assessing Vocabulary development (2009).

General Guidelines for Teaching Vocabulary: To facilitate new vocabulary acquisition, it is crucial to keep in mind the following principles (Stowe 2015).

- Words must be taught in context and apply activities that can require the use of new words.
- Ensure that the learner learns the correct pronunciation since remember the word stress pattern aids the storage in memory.

- Teach roots, part, base, prefixes and suffixes of the words that learners commonly find in the learning process.

- Teach synonyms and antonyms in order to learners notice that words are related or not related.

- Identify examples related to the meaning of the word.

- Help learners to connect new vocabulary with familiar words.

- Create opportunities for learners to paraphrase the definition of a word.

- Offer learners the opportunity to acquire new vocabulary using a variety of formats (p, 4)

1.3 Foundation of the State of Art.

This research project is based on Conectivism Theory. It is a learning theory of the digital age developed by George Siemens (2005). This innovative theory deserves to cover all limitations that behaviorism and constructivism theory have in the education process. The main principals are the knowledge distribution over networks; information patter discovery; the influence of network diversity; easy adaptation; knowledge transfer facilitated by connections; easy assimilation of changes in knowledge domain (Moral, 2013).

In Conectivism:

- Learning focus on creating connections between specialized information set. It occurs in uncertain environments of shifting core elements.

- Learning occurs through autonomy, diversity, openness, interactivity, and connectivity.

- Learning is influenced by Complexity, chaos, diversity, complexity, and self- organization.

- Memory adaptive patterns.

- Learning contents are total open design.

- Learning Environments are open to incorporate new users and new learning resources, enabling the continuous change of the network structure.
- Learner is central to the learning process.

Connectivist Tools

- **Contents and Knowledge construction:** Collaborative contents construction and shared edition through wikies, blogs, Cmaps, tools, etc.
- **Interdisciplinary connections:** CLO itself becomes a connection node between interdisciplinary information networks.
- **Collaboration or group work:** Collaboration through spontaneous connections created over social networks.
- **Communication:** Multiple communication tools out of learning platform, real-time communication with mobile devices apps; such as WhatsApp, Line, Tango, Telegram, and Viber.
- **Assessment:** P2P continuous evaluation and permanent feedback flow, from the whole community, through social networks (Moral, 2013).

Basoglu & Akdemir (2010, as cited in Chanprasert, 2014) states that to enhance vocabulary knowledge using MALL, it is a good idea that teachers use websites, applications, and mobile phone-based flashcard application because it empowers the effectiveness of learners' language acquisition since learners find learning English vocabulary through cell phones fun and useful. In this sense, Thornton and Houser have explored the effectiveness of learning vocabulary via mobile phone in a Japanese college. Similarly, Lu (2008) reveals that learners who learned vocabulary through the Internet, e-mails, and mobile phones had significantly increased vocabulary than those who learned the language through PC-Web (p, 516).

Additionally, Liu & He (2014) investigated the effect and benefits of using mobile apps as an English learning tool for college students in China.

According to their experimental results, they conclude that using mobile apps in English learning positively affects students. The results show that college students hold a positive attitude towards Mobile-Assisted Language Learning (p.50).

1.4 Chapter I Conclusions

- The research background presented includes studies based on Mobile-Assisted Language Learning (MALL) in vocabulary improvement where it stated that MALL approach is a successful method to engage students easily in order to learn a foreign language, since it involves mobile devices, which are affordable, accessible, and most leaners own at least one.

- Using MALL as per Basoglu & Akdemir is a good idea because allows educators to use websites, applications, and mobile phones applications to empower the effectiveness of learners' language acquisition since learners find learning English vocabulary through mobile devices fun and useful.

- In order to apply the methodology a pre-test was prepared to understand learners' vocabulary proficiency. Then a proposal based on MALL is going to be applied to foster learners' vocabulary. To check that the project research successfully, a post-test is undertaken to reveal how MALL enhances learners' vocabulary.

CHAPTER II

PROPOSAL

2.1 Proposal Topic

"Handbook of Lesson Plans based on Mobile-Assisted Language Learning (MALL) to enhance English Vocabulary"

2.2 Objectives

- To create a set of lesson plans, which focus on Mobile-Assisted Language Learning Approach activities to facilitate the English Vocabulary teaching and learning process, at the Language Department of Universidad Técnica de Cotopaxi.
- To apply MALL Approach to improve students' vocabulary.

2.3 Justification

According to the first three weeks of classes, it has been noticed that most learners and educators do not use their portable devices for academic purposes, which means that learners and educators waste their productive time using mobile devices with apps that do not contribute anything to their educational and professional life. Otherwise, the material used for teaching English at the language department own a higher level of vocabulary, which is difficult for

learners to understand basic words and instructions. So, using MALL the contents were simplified in order to make learners learn rapidly and conveniently, making students cover all productive and receptive skills focusing on vocabulary.

The research project includes a wide range of alternatives that can help learners and educators take advantage of technology using mobile devices to learn a language, in this case, English language acquisition. On the other hand, since the Covid -19 pandemic appeared, all people worldwide have realized how important it is to have a mobile device and how to use them appropriately, since this pandemic has lockdown all people due to it spread all over the world. Education has had an overwhelmed change since education has been taught through mobile devices. Therefore, people from the north to south and from east to west have to be pushed to use one mobile device in order to learn or teach at school, universities, or high schools.

The MALL Approach improves English vocabulary, it is one of the most useful strategies lately, due to M-learning, and E-learning are building upon the new learning era. There are many applications and sites online that help students learn easily and quickly. Bearing the above in mind, this proposal uses some applications such as Quizlet, Google classroom, WhatsApp, Google Forms, among others.

The vocabulary included in the proposal is taken from TOUCHSTONE Cambridge Platform, it includes: verbs, nouns, adjectives, time expressions, adverbs (see annex 4). This material provides learners with the knowledge and tools that they need to get proficiency in the English language.

2.4 Proposal Development

The Mobile-Assisted Language Learning Approach is part of Conectivism theory due to the use of technology for academic purposes. The teaching and learning process has laid out that the use of technology is innovative and

necessary. It deserves to be part of the education corpus, at best been seen as the key to success in acquiring a language**.**

2.4.1   Proposal Components

A group of lessons plans and activities take part in this proposal; the activities are aligned with A1 Syllabus Content from the Language Department at the Technical University of Cotopaxi. The syllabus content is based on Cambridge University Press (Touchstone). Therefore, the activities content and the pre-test and post-test both have similar contents since the same institution creates them. They depend on Common European Framework for learning languages. It contributes to reaching the research goal; furthermore, the lesson plans and activities include MALL strategies. Strategies such as Data Access Activity, Call in Practice Activity, and Communicative Approach.

Communicative Approach Activities: are designed activities, which encourages learners to share ideas to get an agreement. The activities were determined based on the vocabulary content and the learners vast of vocabulary. These activities help students to have chance to overcome as a team the possible obstacles, which they may face in an individual task.

The lesson Plans based in Mobile – Assisted Language Learning MALL are formed as follow:

Length: It refers the time the activity will take place.

Setting: It refers to what the Institution offers to learners.

Learner Background Information: It refers to all requirements and learners' information.

Lesson Context: It refers to the last class feedback.

Material and Equipment: It refers to the material learners will use during the class.

Goal: It refers to what the educator need that the learners know and improve at the end of the class.

Time, Activity and Materials: It refers to all material and time that each stage of the lesson require.

Teacher and Student Behavior: It refers to all steps that the lesson requires from the educator and the learner.

What this Activity Accomplishes: It refers to what learners are able to do after learning.

Transition: It refers the time where the educator changes the stage.

Pre – Task: It refers to the activities that are developed to engage learners to the topic.

Task: It refers to the activities where learners apply what they have learned.

During the Task: It is the time when the teacher monitors the activity and clarify leaners doubts.

Post – Task: The educator evaluates learners' new knowledge and reinforce it.

Wrap up: At this point, the teacher asks learners to develop a poll in order to do their self-assessment, and the educator explains the homework.

The following Apps were used in each lesson plan: Quizlet, WhatsApp, QR code, Goggle classroom, Google forms.

Quizlet:

According to Fox, A (2020), this App is an educative tool, which can be used individually or in a group. It is also mentioned that Quizlet is one of the most exciting Apps in order to teach receptive and productive English Skills is Quizlet. It is considered as an easy way to acquire vocabulary. In this App, the educator can create their own contents in folders that contains set of exercises and share with the learners, or the educator can use information, which is already created by other educators.

WhatsApp:

Yeboah & Ewue (2014) mention that WhatsApp is a commonly application installed on all kind of mobile devices. It is a free application to send and receive information at anytime and anywhere, it is also used in education due to documents, QR codes, photos, videos can be sent. For that reason, WhatsApp social network was chosen in order to deliver information to learners.

QR code:

For Mastrantoni (2017), QR codes are everywhere. It is an exciting App to learn vocabulary because it helps to engage and catch learners' attention; the app works to scan the code and open the activity.

Mobile – Assisted Language Learning MALL Handbook to Enhance English Vocabulary.

A set of Workshop Activities based in Mobile – Assisted Language Learning (MALL) are applied:

Table 8. Mobile – Assisted Language Learning (MALL) Handbook Workshop Contents to enhance English Vocabulary.

N° WORKSHOP ACTIVITY	TOPIC	AIM-SWBAT	TIME	MATERIALS	TEACHER´S ROLE	LEARNERS´ ROLE
1	Introduction to Quizlet and Apps in general	• To check mobile devices and apps • To install Quizlet. • To use all settings in Quizlet. • To follow up instructions.	8 hours	Mobile devices Internet Students´ and teacher´s book	Facilitator – Guide	Learner-centered
2	Everyday Life	• Describe a typical morning using the simple present • Describe weekly routines • Ask and answer yes-no questions about your week • Say more than yes or no to be friendly • Say Well to get more time to think	8 hours	Mobile devices Internet Students´ and teacher´s book		

		• Read an article about American habits • Write about a classmate for a class website				
3	Free time	• Talk about your free time • Ask simple present information questions • Say how often you do things • Talk about TV shows you like • Ask questions in two ways to be clear or not too direct • Say I mean to say more or repeat ideas • Read an article on technology addicts • Email a friend for advice using and & but	8 hours	Mobile devices Internet Students´ and teacher´s book		

4	Neighborhoods	• Say what's in a neighborhood with There's / There are • Describe places • Tell the time and ask questions with What time . . . ? • Make suggestions with Let's • Say Me too or Me neither to show things in common • Say Right or I know to agree • Read a guide to New York City • Write a city guide using prepositions	8 hours	Mobile devices Internet Students´ and teacher´s book		
5	Out and About	• Describe the weather • Talk about ongoing activities with the present continuous • Talk about sports and exercise • Ask about current activities using the present continuous • Ask follow-up questions to keep a conversation going	8 hours	Mobile devices Internet Students´ and teacher´s book		

		• React to news with that is great, that's too bad, etc. • Read an article about Exergaming • Write an article about exercise using imperatives				
6	Shopping	• Talk about clothes • Say what you like to, want to, need to, and have to do • Talk about accessories • Ask about prices using How much . . . ?, this, that, these, and those • Take time to think using Uh, Let us see, etc. • Use Uh-huh and Oh in responses • Read a review of a shopping mall • Write a review of a store using because	8 hours	Mobile devices Internet Students´ and teacher´s book		
7	A Wide World	• Give sightseeing information with can and can't	8 hours	Mobile devices Internet Students´ and teacher´s book		

		• Talk about international foods, places, and people • Say what languages you can speak • Explain words using kind of and kind of like • Use like to give examples • Read a travel website • Write a paragraph for a travel website				
8	Busy Lives	• As a result of this lesson, SWBAT: • Talk about last night using simple past regular verbs • Describe the past week using simple past irregular verbs • Ask simple past yes-no questions • Respond to news with Good for you, etc. • Say You did? to show surprise or interest • Read about a blogger's week	8 hours	Mobile devices Internet Students´ and teacher´s book		

		• Write a blog about your week, using after, before, when, and then				
9	Looking Back	• Describe past experiences • Ask and answer questions using the past of be • Talk about vacations • Talk about activities with go and get expressions • Show interest by answering and then asking a similar question • Use Anyway to change the topic or end a conversation • Read a funny magazine story • Write a story using punctuation for conversations.	8 hours	Mobile devices Internet Students´ and teacher´s book		
10	Fabulous Food	• Talk about eating habits using countable and uncountable nouns, How much, and How many • Talk about food	8 hours	Mobile devices Internet Students´ and teacher´s book		

		- Make offers using Would you like . . . and some or any - Use or something and or anything in lists - End yes-no questions with or . . . ? to be less direct - Read a restaurant guide - Write a restaurant review				

Elaborated by: Aguaiza, F. (2021).

2.4.2   Proposal Explanation

This proposal has a set of ten lesson plans, which will be described as follows:

MALL Lesson Plan Unit 1: Introduction to Quizlet, WhatsApp, Google Forms, and QR. The MALL's three strategies have been used in order to MALL succeed. For all the activities presented in this lesson plan, educator and learners have access to mobile devices and internet connection. Moreover, learners are called in to participate in the workshops actively, showing interest and remarkably participation when they use mobile devices. Lastly, learners can develop communicative activities that help them create their own knowledge and perform collaborative activities based upon a particular topic. Each activity has self-assessment and the educator's rubric

MALL Lesson Plan Unit 2: Every Day Life. The MALL's three strategies have been used in order to MALL succeed. For all the activities presented in this lesson plan, educator and learners have access to mobile devices and internet connection. Moreover, learners are called in to participate in the workshops actively, showing interest and remarkably participation when they use mobile devices. Lastly, learners can develop communicative activities that help them create their own knowledge and perform collaborative activities based upon a particular topic. Each activity has self-assessment and the educator's rubric

MALL Lesson Plan Unit 3: Free time. The MALL's three strategies have been used in order to MALL succeed. For all the activities presented in this lesson plan, educator and learners have access to mobile devices and internet connection. Moreover, learners are called in to participate in the workshops actively, showing interest and remarkably participation when they use mobile devices. Lastly, learners can develop communicative activities that help them create their own knowledge and perform collaborative activities based upon a particular topic. Each activity has self-assessment and the educator's rubric

MALL Lesson Plan Unit 4: Neighborhoods. The MALL's three strategies have been used in order to MALL succeed. For all the activities presented in this

lesson plan, educator and learners have access to mobile devices and internet connection. Moreover, learners are called in to participate in the workshops actively, showing interest and remarkably participation when they use mobile devices. Lastly, learners can develop communicative activities that help them create their own knowledge and perform collaborative activities based upon a particular topic. Each activity has self-assessment and the educator's rubric

MALL Lesson Plan Unit 5: Out and About. The MALL's three strategies have been used in order to MALL succeed. For all the activities presented in this lesson plan, educator and learners have access to mobile devices and internet connection. Moreover, learners are called in to participate in the workshops actively, showing interest and remarkably participation when they use mobile devices. Lastly, learners can develop communicative activities that help them create their own knowledge and perform collaborative activities based upon a particular topic. Each activity has self-assessment and the educator's rubric

MALL Lesson Plan Unit 6: Shopping. The MALL's three strategies have been used in order to MALL succeed. For all the activities presented in this lesson plan, educator and learners have access to mobile devices and internet connection. Moreover, learners are called in to participate in the workshops actively, showing interest and remarkably participation when they use mobile devices. Lastly, learners can develop communicative activities that help them create their own knowledge and perform collaborative activities based upon a particular topic. Each activity has self-assessment and the educator's rubric

MALL Lesson Plan Unit 7: A wide world. The MALL's three strategies have been used in order to MALL succeed. For all the activities presented in this lesson plan, educator and learners have access to mobile devices and internet connection. Moreover, learners are called in to participate in the workshops actively, showing interest and remarkably participation when they use mobile devices. Lastly, learners can develop communicative activities that help them create their own knowledge and perform collaborative activities based upon a particular topic. Each activity has self-assessment and the educator's rubric

MALL Lesson Plan Unit 8: Busy lives. The MALL's three strategies have been used in order to MALL succeed. For all the activities presented in this lesson plan, educator and learners have access to mobile devices and internet connection. Moreover, learners are called in to participate in the workshops actively, showing interest and remarkably participation when they use mobile devices. Lastly, learners can develop communicative activities that help them create their own knowledge and perform collaborative activities based upon a particular topic. Each activity has self-assessment and the educator's rubric

MALL Lesson Plan Unit 9: Looking Back. The MALL's three strategies have been used in order to MALL succeed. For all the activities presented in this lesson plan, educator and learners have access to mobile devices and internet connection. Moreover, learners are called in to participate in the workshops actively, showing interest and remarkably participation when they use mobile devices. Lastly, learners can develop communicative activities that help them create their own knowledge and perform collaborative activities based upon a particular topic. Each activity has self-assessment and the educator's rubric

MALL Lesson Plan Unit 10: Fabulous Food. The MALL's three strategies have been used in order to MALL succeed. For all the activities presented in this lesson plan, educator and learners have access to mobile devices and internet connection. Moreover, learners are called in to participate in the workshops actively, showing interest and remarkably participation when they use mobile devices. Lastly, learners can develop communicative activities that help them create their own knowledge and perform collaborative activities based upon a particular topic. Each activity has self-assessment and the educator's rubric.

2.4.3 Premises for the Proposal Implementation.

Table 9. Proposal Implementation.

Phase	Objectives	Activities	Resources	Responsible	Time
Socialization	Explore the best material to include in the proposal.	Select the material to use in the proposal.	Mobile devices Internet Students´ and teacher´s book	Fernanda Aguaiza	One Week
Planning	Define the best workshop activities to foster English Vocabulary.	Developing the lesson plans including MALL strategies	Mobile devices Internet Students´ and teacher´s book	Fernanda Aguaiza	One Week
Proposal Implementing	Apply MALL in every class.	Applying the activities to foster English Vocabulary	Mobile devices Internet Students´ and teacher´s book	Fernanda Aguaiza	Two Months
Evaluation	Evaluate the effectiveness of MALL.	Pre- Test Post – Test	Mobile devices Internet Students´ and teacher´s book	Fernanda Aguaiza	One Week

Elaborated by: Aguaiza, F. (2021).

UNIVERSIDAD
TÉCNICA DE
COTOPAXI

utc

2021

Handbook of Lesson Plans based on Mobile-Assisted Language Learning (MALL) to enhance English Vocabulary

María Fernanda Aguaiza Iza
UNIVERSIDAD TÉCNICA DE COTOPAXI

TABLE OF CONTENT

MALL LESSON PLAN

UNIT 1 INTRODUCTION TO QUIZLET, WHATSAPP, GOOGLE CLASSROOM AND QR.

UNIVERSIDAD TÉCNICA DE COTOPAXI _utc_		**CENTRO DE IDIOMAS**
	MALL Lesson Plan **ENGLISH CLASSES**	

Length
120 minutes

Setting
The English Language Center at Universidad Técnica de Cotopaxi offers free language courses for learners who are studying at the university, however, it is open for anyone who wants to master its second language. The schedule is from Monday to Friday, there are courses in the morning afternoon and evening. Learners' attendance is a must.

Learner Background information:
• Most of them are university learners.
• All of them are from different cities and different socio economic environments.
• Learners are aged more than 18th.
• Learners' first language is Spanish.
• Learners have low literacy in the four English skills

Lesson Context:
The last class instruction for learners was to have with them a cellphone, a tablet or a laptop in order to provide them some tools and apps which were going to be used in the class. For this, the educator has checked that all learners have internet connection and own any of this gadgets.

Materials and Equipment:
• Mobile devices
• Pen, paper
• Internet connection

Goal:
• To understand how to handle Quizlet, WhatsApp, Google Forms, and QR in mobile devices.

Objectives:
As a result of this lesson, SWBAT:
• To check mobile devices and apps.
• To install Quizlet.
• To use all settings in Quizlet.
• To follow at instructions.

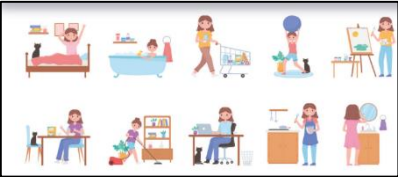| Time, Activity and Materials	Educator And Learner Behavior	What This Activity Accomplishes
10 min **Warm up**	• Greet and ask learners how their weekend was. • Take learners attendance. • Draw learners' attention on the mobile devices and apps usage.	• Gets learners attention in the use of technology in classes. • Motivates learners to ask for clarifications if they have doubts

		• about the content area. • Activates leaners previous knowledge.
5 min **APP**	• Ask learners what do they use their mobile devices for?	• Motivates learners to get interest in the use of apps in class and of course the use of mobile devices.
Transition **5 min**	Tell learners to search for mobile devices use.	
15 min **Pre task** Power Point Presentation Mobile devices Internet connection	• Ask learners if they have used mobile devices for educational purposes. • Discuss about the use of mobile devices for educational purposes. • Check some apps for learning languages. • Choose the one that the educator had considered the best.	• Familiarizes Learners with the use of the new tool for education.
Transition: **5 min**	Tell learners to google Quizlet. https://quizlet.com/	
30 min **Task** Power Point Presentation Internet connection Mobile devices Pen Pencil Paper	• Share with the rest of the class what they have google about Quizlet. • Present to learners a power point presentation about, how to download Quizlet. • Explain step by step how to install Quizlet in their mobile devices.	• Allowing learners to spend time manipulating the mobile devices and the app in order to develop the future activities faster.
Transition **5 min**	Monitor the activity so the educator learners have developed the activity successfully.	
10 min **During the Task** Power Point Presentation Internet connection Mobile devices	• Encourage learners to install it quickly. • Motivate leaners to sign in and glance at it.	• Assure that all learners have understood the activity.
Transition **5 min**	Tell learners that they have to be ready to use the mobile devices with the app for the next class.	
10 min **Post Task** Internet connection Mobile devices	• Ask learners to create one activity in Quizlet and share with their classmates.	• Make learners notice errors and reinforce knowledge.

10 min Wrap up	• Ask one learner to explain the steps to install Quizlet and how to use it to create activities. • Ask leaners one by one, one thing that they have learned with the new class.

MALL LESSON PLAN

UNIT 2 EVERY DAY LIFE

UNIVERSIDAD TÉCNICA DE COTOPAXI		**CENTRO DE IDIOMAS**

MALL Lesson Plan
ENGLISH CLASSES

Length
120 minutes

Setting
The English Language Center at Universidad Técnica de Cotopaxi offers free language courses for learners who are studying at the university, however, it is open for anyone who wants to master its second language. The schedule is from Monday to Thursday, there are courses in the morning afternoon and evening. Learners' attendance is a must.

Learner Background information:
• Most of them are university learners.
• All of them are from different cities and different socio economic environments.
• Learners are aged more than 18th.
• Learners' first language is Spanish.
• Learners have low literacy in the four English skills

Lesson Context:
• The last class instruction was to download Quizlet App in learners' mobile devices, and check WhatsApp, QR, and Google Forms.

Materials and Equipment:
• Mobile devices
• Pen, paper
• Internet connection

Goal:
• To read, write, listen and speak about verbs for everyday activities, days of the week, time expressions for routines in a fluent and basic way.

Objectives:
As a result of this lesson, SWBAT:
• Describe a typical morning using the simple present
• Describe weekly routines
• Ask and answer yes-no questions about your week
• Say more than yes or no to be friendly
• Say Well to get more time to think
• Read an article about American habits
• Write about a classmate for a class website

Time, Activity and Materials	Educator And Learner Behavior	What This Activity Accomplishes
10 min **Warm up**	• Greet and ask learners how their weekend was. • Take learners attendance.	• Motivates learners to ask for clarifications if they have doubts

	• Draw learners' attention on the new topic by telling them what daily activities the educator does.	about the content area. • Activates leaners previous knowledge.
5 min **APP**	• Educator sends to the WhatsApp group a picture about Everyday activities. • Educator requests learners to recognize what activities they do every day. 	• Motivates learners to get interest in the use of apps in class and of course the use of mobile devices.
Transition **5 min**	Tell learners to talk about five activities they do on a daily basis.	
15 min **Pre task** Power Point Presentation Mobile devices Internet connection	• Educator shares a QR code so learners scan it and watch the video about Daily Routines Activities. https://www.youtube.com/watch?v=M4FMEmlOqTM • Educator asks learners to make a list about the activities they watch on the video. • Educator asks questions about the video.	• Familiarizes learners with the new vocabulary.
Transition **5 min**	Tell learners to open Quizlet and make sure everybody is connected to their devices.	
30 min **Task** Internet connection Mobile devices Quizlet	• Educator shares its screen and project a set of pictures for each topic done in Quizlet. • Educator and learners review and practice the new vocabulary by using the Flashcards in Quizlet. • Learners are asked to work on the Quizlet Activity 2: LEARN, WRITE and SPELL. https://quizlet.com/FernandaAguaiza/folders/everyday-life?x=1xqt&i=2z3cty	• Allowing learners to understand the new vocabulary.
Transition **5 min**	Monitor the activity so the learners have developed the activities successfully.	

10 min **During the Task** Internet connection Mobile devices Quizlet	• Ask learners if they need any clarification.	• Assure that all learners have understood the activity.
Transition **5 min**	Encourage learners to practice the new vocabulary by playing games on Quizlet.	
10 min **Post Task** Internet connection Mobile devices	• Ask learners to click the link and do the reading comprehension about My Daily Routine. https://www.englishexercises.org/makeagame/viewgame.asp?id=6234	• Make learners notice errors and reinforce knowledge.
10 min **Wrap up**	• HMW: Develop a listening activity that is upload in Google Classroom. https://forms.gle/4njARQ8BBAGomKyC6 • HMW: Write an 80 words paragraph about your Daily Routine. • A self-assessment poll is developed by learners (Google-Forms). https://forms.gle/B4gCNhB5qWaenWDBA	

MALL LESSON PLAN

UNIT 3 FREE TIME

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Universidad Técnica de Cotopaxi

Centro de Idiomas

MALL Lesson Plan
ENGLISH CLASSES
</td></tr>
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Length
120 minutes

Setting
The English Language Center at Universidad Técnica de Cotopaxi offers free language courses for learners who are studying at the university; however, it is open for anyone who wants to master its second language. The schedule is from Monday to Thursday, there are courses in the morning afternoon and evening. Learners' attendance is a must.

Learner Background information:
• Most of them are university learners.   • All of them are from different cities and different socio economic environments.   • Learners are aged more than 18th.   • Learners' first language is Spanish.   • Learners have low literacy in the four English skills

Lesson Context:
• The last class instruction was about verbs for everyday activities, days of the week and time expressions for routines.

Materials and Equipment:
• Mobile devices   • Pen, paper   • Internet connection

Goal:
• To read, write, listen and speak about types of TV shows and time expressions for frequency in a fluent and basic way.

Objectives:
As a result of this lesson, SWBAT: • Talk about your free time   • Ask simple present information questions   • Say how often you do things   • Talk about TV shows you like   • Ask questions in two ways to be clear or not too direct   • Say I mean to say more or repeat ideas   • Read an article on technology addicts   • Email a friend for advice using and and but

Time, Activity and Materials	**Educator And Learner Behavior**	**What This Activity Accomplishes**

10 min **Warm up**	• Greet and ask learners how their weekend was. • Take learners attendance. • Draw learners' attention on the new topic by asking learners what are their favorite TV shows.	• Motivates learners to ask for clarifications if they have doubts about the content area. • Activates leaners previous knowledge.
5 min **APP**	• Educator shows to learners a QR code in order to scan it, open a poll and learners select their favorite TV show. • https://www.polleverywhere.com/	• Motivates learners to get interest in the use of apps in class and of course the use of mobile devices.
Transition **5 min**	Learners and educator discuss about poll's results.	
15 min **Pre task** Power Point Presentation Mobile devices Internet connection	• Educator shares a video about TV Shows. https://www.youtube.com/watch?v=QVlRYr91Cww • Educator asks learners to make a list about what are their favorite TV shows and how often learners watch each of them.	• Familiarizes learners with the new vocabulary.
Transition **5 min**	Tell learners to open Quizlet and make sure everybody is connected to their devices.	
30 min **Task** Internet connection Mobile devices Quizlet	• Educator shares its screen and project a set of pictures for each topic done in Quizlet. • Educator and learners review and practice the new vocabulary by using the Flashcards in Quizlet. • Learners are asked to work on the Quizlet Activity 3: LEARN, WRITE and SPELL. https://quizlet.com/FernandaAguaiza/folders/everyday-life?x=1xqt&i=2z3cty	• Allowing learners to understand the new vocabulary.
Transition **5 min**	Monitor the activity so the learners have developed the activities successfully.	
10 min **During the Task** Internet connection	• Help learners if they need any clarification.	• Assure that all learners have understood the activity.

Mobile devices Quizlet		
Transition **5 min**	Encourage learners to practice the new vocabulary by playing games on Quizlet.	
10 min **Post Task** Internet connection Mobile devices	• Educator shares a conversation cards about "Let's talk about Television". https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-television/4158 • Learners are asked to select five questions and answer them.	• Make learners notice errors and reinforce knowledge.
10 min **Wrap up**	• HMW: Review the conversation cards and answer them. Then, write a summary about their favorite programs. • A self-assessment poll is developed by learners (Google-Forms). https://forms.gle/9pt3UW87j8DwwpEG8	

MALL LESSON PLAN

UNIT 4 NEIGHBORHOODS

UNIVERSIDAD TÉCNICA DE COTOPAXI		CENTRO DE IDIOMAS
	MALL Lesson Plan ENGLISH CLASSES	

Length
120 minutes

Setting
The English Language Center at Universidad Técnica de Cotopaxi offers free language courses for learners who are studying at the university, however, it is open for anyone who wants to master its second language. The schedule is from Monday to Thursday, there are courses in the morning afternoon and evening. Learners' attendance is a must.

Learner Background information:
• Most of them are university learners.
• All of them are from different cities and different socio economic environments.
• Learners are aged more than 18th.
• Learners' first language is Spanish.
• Learners have low literacy in the four English skills

Lesson Context:
• The last class was about types of TV shows and time expressions for frequency.

Materials and Equipment:
• Mobile devices
• Pen, paper
• Internet connection

Goal:
• To read, write, listen and speak about neighborhood places and adjectives in a fluent and basic way.

Objectives:
As a result of this lesson, SWBAT:
• Say what's in a neighborhood with There's / There are
• Describe places
• Tell the time and ask questions with What time . . . ?
• Make suggestions with Let's
• Say Me too or Me neither to show things in common
• Say Right or I know to agree
• Read a guide to New York City
• Write a city guide using prepositions

Time, Activity and Materials	Educator And Learner Behavior	What This Activity Accomplishes
10 min **Warm up**	• Greet and ask learners how their weekend was. • Take learners attendance.	• Motivates learners to ask for clarifications if they have

	• Draw learners' attention on the new topic by asking learners where do they live and what is their neighborhood name and how is it.	doubts about the content area. • Activates leaners previous knowledge.
5 min **APP**	• Educator sends to the WhatsApp group a picture about Places in a city. • Educator asks learners to figure it out what are the places' names of each picture. 	• Motivates learners to get interest in the use of apps in class and of course the use of mobile devices.
Transition **5 min**	Tell learners to write the places they have in their neighborhoods, and send to the WhatsApp group chat.	
15 min **Pre task** Power Point Presentation Mobile devices Internet connection	• Educator shares a QR code so learners scan it and watch the video about Places in a city. https://www.youtube.com/watch?v=UdDXlL9u0vI • Educator asks learners to make a list about the places they have been. • Educator asks questions about the video.	• Familiarizes learners with the new vocabulary.
Transition: **5 min**	Tell learners to scan the QR code and make sure everybody is connected to their devices.	
30 min **Task** Internet connection Mobile devices QR	• Educator shares a QR code where learners develop an English Vocabulary activity. https://www.vocabulary.cl/Games/Places_City.htm • Educator asks learners to use the new vocabulary to describe what people can do in each place.	• Allowing learners to understand the new vocabulary.
Transition **5 min**	Monitor the activity so the learners have developed the activities successfully.	
10 min **During the Task**	• Help learners if they needed.	• Assure that all learners have

Internet connection Mobile devices		understood the activity.
Transition **5 min**	Encourage learners to practice the new vocabulary by making a collage.	
10 min **Post Task** Internet connection Mobile devices	• Educator asks learners to make a collage about the places in their neighborhoods.	• Make learners notice errors and reinforce knowledge.
10 min **Wrap up**	• Learners share the collage with their classmates. • A self-assessment poll is developed by learners (Google-Forms). https://forms.gle/jfUPuSEieCcvEf6A8	

MALL LESSON PLAN

UNIT 5 OUT AND ABOUT

UNIVERSIDAD TÉCNICA DE COTOPAXI		**CENTRO DE IDIOMAS**
	MALL Lesson Plan **ENGLISH CLASSES**	

Length
120 minutes

Setting
The English Language Center at Universidad Técnica de Cotopaxi offers free language courses for learners who are studying at the university, however, it is open for anyone who wants to master its second language. The schedule is from Monday to Thursday, there are courses in the morning afternoon and evening. Learners' attendance is a must.

Learner Background information:
• Most of them are university learners.
• All of them are from different cities and different socio economic environments.
• Learners are aged more than 18th.
• Learners' first language is Spanish.
• Learners have low literacy in the four English skills

Lesson Context:
• The last class was about neighborhood places and adjectives

Materials and Equipment:
• Mobile devices
• Pen, paper
• Internet connection

Goal:
• To read, write, listen and speak about seasons, weather, sports and exercise with play, do, and go in a fluent and basic way.

Objectives:
As a result of this lesson, SWBAT:
• Describe the weather
• Talk about ongoing activities with the present continuous
• Talk about sports and exercise
• Ask about current activities using the present continuous
• Ask follow-up questions to keep a conversation going
• React to news with That's great, That's too bad, etc.
• Read an article about exergaming
• Write an article about exercise using imperatives

Time, Activity and Materials	Educator And Learner Behavior	What This Activity Accomplishes
10 min **Warm up**	• Greet and ask learners how their weekend was. • Take learners attendance.	• Motivates learners to ask for clarifications if they

		• Draw learners' attention on the new topic by asking them how is the weather today.	have doubts about the content area. • Activates leaners previous knowledge.
5 min **APP**		• Educator shows to learners a QR code in order to scan it, open a poll and select their favorite weather, season and sports.	• Motivates learners to get interest in the use of apps in class and of course the use of mobile devices.
Transition **5 min**	Discuss about poll's results		
15 min **Pre task** Power Point Presentation Mobile devices Internet connection		• Educator shares a video about Weather, Seasons and Sports. https://www.youtube.com/watch?v=Rd3gQPtgW_0 • Educator asks questions about What is learners' favorite season? What sport do the learners' practice?	• Familiarizes learners with the new vocabulary.
Transition: **5 min**	Tell learners to open Quizlet and make sure everybody is connected to their devices.		
30 min **Task** Internet connection Mobile devices Quizlet		• Educator shares its screen and project a set of pictures for each topic done in Quizlet. • Educator and learners review and practice the new vocabulary by using the Flashcards in Quizlet. • Learners are asked to work on the Quizlet Activity 5: LEARN, WRITE and SPELL. https://quizlet.com/FernandaAguaiza/folders/out-and-about?x=1xqt&i=2z3cty	• Allowing learners to understand the new vocabulary.
Transition **5 min**	Monitor the activity so the learners have developed the activities successfully.		
10 min **During the Task** Internet connection Mobile devices Quizlet		• Ask learners if they need any clarification.	• Assure that all learners have understood the activity.
Transition **5 min**	Encourage learners to practice the new vocabulary by playing games on Quizlet.		
10 min **Post Task** Internet connection Mobile devices		• Ask learners to click the link and solve a TEST on Quizlet.	• Make learners notice errors and reinforce knowledge.

Quizlet		
10 min **Wrap up**	• HMW: Ask learners to write a short paragraph about favorite sports and weather using the vocabulary they have learnt previously. • A self-assessment poll is developed by learners (Google-Forms). https://forms.gle/JcyaMRNYoskTE1oD9	

MALL LESSON PLAN

UNIT 6 SHOPPING

ulc UNIVERSIDAD TÉCNICA DE COTOPAXI		**CENTRO DE IDIOMAS**

MALL Lesson Plan
ENGLISH CLASSES

Length
120 minutes

Setting
The English Language Center at Universidad Técnica de Cotopaxi offers free language courses for learners who are studying at the university, however, it is open for anyone who wants to master its second language. The schedule is from Monday to Thursday, there are courses in the morning afternoon and evening. Learners' attendance is a must.

Learner Background information:
• Most of them are university learners.
• All of them are from different cities and different socio economic environments.
• Learners are aged more than 18th.
• Learners' first language is Spanish.
• Learners have low literacy in the four English skills

Lesson Context:
• The last class was about seasons, weather, sports and exercise with play, do, and go.

Materials and Equipment:
• Mobile device
• Pen, paper
• Internet connection

Goal:
• To read, write, listen and speak about clothing an accessories, jewelry, colors, in a fluent and a basic way.

Objectives:
As a result of this lesson, SWBAT:
• Talk about clothes
• Say what you like to, want to, need to, and have to do
• Talk about accessories
• Ask about prices using How much . . . ?, this, that, these, and those
• Take time to think using Uh, Let's see, etc.
• Use Uh-huh and Oh in responses
• Read a review of a shopping mall
• Write a review of a store using because

Time, Activity and Materials	Educator And Learner Behavior	What This Activity Accomplishes
10 min **Warm up**	• Greet and ask learners how their weekend was. • Take learners attendance.	• Motivates learners to ask for clarifications if

		• Develop a Quizlet Match Game with last class vocabulary. • Draw learners' attention on the new topic.	they have doubts about the content area. • Activates leaners previous knowledge.
5 min **APP**		• Educator shows to learners a video about Lilly Collins: Inside the Wardrobe. https://www.youtube.com/ watch?v=AhcWzhDmnaQ • Educator explains this is a competition activity.	• Motivates learners to get interest in the use of apps in class and of course the use of mobile devices.
Transition **5 min**	Tell learners to make a list about the clothing items they watched on the video, and send the list to the WhatsApp group. The largest list gets a point.		
15 min **Pre task** Power Point Presentation Mobile devices Internet connection		• Educator describes what is she wearing today. • Educator asks questions about What are learners wearing today? • Educator asks learners to work in pairs and describe each other what are they wearing today.	• Familiarizes learners with the new vocabulary.
Transition: **5 min**	Tell learners to open Quizlet and make sure everybody is connected to their devices.		
30 min **Task** Internet connection Mobile devices Quizlet		• Educator shares its screen and project a set of pictures for each topic done in Quizlet. • Educator and learners review and practice the new vocabulary by using the Flashcards in Quizlet. • Learners are asked to work on the Quizlet Activity 6: LEARN, WRITE and SPELL. https://quizlet.com/Fernand aAguaiza/folders/shopping?x =1xqt&i=2z3cty	• Allowing learners to understand the new vocabulary.
Transition **5 min**	Monitor the activity so the learners have developed the activities successfully.		
10 min **During the Task** Internet connection Mobile devices Quizlet		• Ask learners if they need any clarification.	• Assure that all learners have understood the activity.

Transition **5 min**	Encourage learners to practice the new vocabulary by playing games on Quizlet.	
10 min **Post Task** Internet connection Mobile devices Quizlet	• Ask learners to watch the video "Clothing Guessing Game" and guess what piece of clothing it is. https://www.youtube.com/watch?v=PKOVLKo3Z9M	• Make learners notice errors and reinforce knowledge.
10 min **Wrap up**	• Review with learners the answers of the Clothing Guessing Game. • A self-assessment poll is developed by learners (Google-Forms). https://forms.gle/1UmvGmCfVrUYH1wa9	

MALL LESSON PLAN

UNIT 7 A WIDE WORLD

UNIVERSIDAD TÉCNICA DE COTOPAXI		CENTRO DE IDIOMAS
	MALL Lesson Plan **ENGLISH CLASSES**	

Length
120 minutes

Setting
The English Language Center at Universidad Técnica de Cotopaxi offers free language courses for learners who are studying at the university, however, it is open for anyone who wants to master its second language. The schedule is from Monday to Thursday, there are courses in the morning afternoon and evening. Learners' attendance is a must.

Learner Background information:
• Most of them are university learners. • All of them are from different cities and different socio economic environments. • Learners are aged more than 18th. • Learners' first language is Spanish. • Learners have low literacy in the four English skills

Lesson Context:
• The last class instruction was about clothing an accessories, jewelry, colors.

Materials and Equipment:
• Mobile device • Pen, paper • Internet connection

Goal:
• To read, write, listen and speak about sightseeing activities, countries, regions, languages and nationalities in a fluent and a basic way.

Objectives:

As a result of this lesson, SWBAT:
    • Give sightseeing information with can and can't
    • Talk about international foods, places, and people
    • Say what languages you can speak
    • Explain words using kind of and kind of like
    • Use like to give examples
    • Read a travel website
    • Write a paragraph for a travel website

Time, Activity and Materials	Educator And Learner Behavior	What This Activity Accomplishes
10 min **Warm up**	• Greet and ask learners how their weekend was. • Take learners attendance. • Develop a Quizlet Live Game with last class vocabulary.	• Gets learners attention in the use of technology in classes.

	• Draw learners' attention on the new topic.	• Motivates learners to ask for clarifications if they have doubts about the content area. • Activates leaners previous knowledge.
5 min **APP**	• Educators shows learners pictures about famous people and ask "Where each person is from?". https://en.islcollective.com/english-esl-worksheets/material-type/fun-activities-and-games/countries-and-nationalities-i/42958	• Motivates learners to get interest in the use of apps in class and of course the use of mobile devices.
Transition: **5 min**	Tell learners to open WhatsApp group chat and click on the video link.	
15 min **Pre task** Power Point Presentation Mobile devices Internet connection	• Educator shares a video about Countries and Nationalities. https://www.youtube.com/watch?v=0n2XsT8NT28 • Educator ask questions about the video to check understanding. • Educator clarifies learners' vocabulary doubts.	• Familiarizes learners with the new vocabulary.
Transition: **5 min**	Ask learners to google information about English Speaking countries.	
30 min **Task** Internet connection Mobile devices	• Learners work in groups and share information about English Speaking countries. (Country, Nationality, Currency, Language, Touristic Places)	• Allowing learners to understand the new vocabulary.
Transition: **5 min**	Monitor the activity so the learners have developed the activity successfully.	
10 min **During the Task** Internet connection Mobile devices	• Learners prepare a presentation using (PPT/Genially/Prezi) • Ask learners if they need any clarification.	• Assure that all learners have understood the activity.
Transition **5 min**	Select a group to start with the presentations.	
10 min **Post Task** Internet connection Mobile devices	• Learners presentation.	• Make learners notice errors and reinforce knowledge.

10 min **Wrap up**	• Ask learners to open the link and develop the "Countries Game" https://en.islcollective.com/video-lessons/-1

MALL LESSON PLAN

UNIT 8 BUSY LIVES

UNIVERSIDAD TÉCNICA DE COTOPAXI utc		**CENTRO DE IDIOMAS**
	MALL Lesson Plan **ENGLISH CLASSES**	

Length
120 minutes

Setting
The English Language Center at Universidad Técnica de Cotopaxi offers free language courses for learners who are studying at the university, however, it is open for anyone who wants to master its second language. The schedule is from Monday to Thursday, there are courses in the morning afternoon and evening. Learners' attendance is a must.

Learner Background information:
• Most of them are university learners.
• All of them are from different cities and different socio economic environments.
• Learners are aged more than 18th.
• Learners' first language is Spanish.
• Learners have low literacy in the four English skills

Lesson Context:
• The last class was about sightseeing activities, countries, regions, languages and nationalities

Materials and Equipment:
• Mobile devices
• Pen, paper
• Internet connection

Goal:
• To read, write, listen and speak using simple past irregular verbs and time expressions for the past in a fluent and basic way.

Objectives:
As a result of this lesson, SWBAT:
• Talk about last night using simple past regular verbs
• Describe the past week using simple past irregular verbs
• Ask simple past yes-no questions
• Respond to news with Good for you, etc.
• Say You did? to show surprise or interest
• Read about a blogger's week
• Write a blog about your week, using after, before, when, and then

Time, Activity and Materials	Educator And Learner Behavior	What This Activity Accomplishes
10 min **Warm up**	• Greet and ask learners how their weekend was. • Take learners attendance.	• Motivates learners to ask for clarifications if they have doubts

		about the content area.
	• Draw learners' attention on the new topic by asking them: What did you do yesterday?	• Activates leaners previous knowledge.
5 min **APP**	• Educator shows to learners a QR code in order to scan it and open a poll. https://www.polleverywhere.com/ • Learners are asked to answer the question.	• Motivates learners to get interest in the use of apps in class and of course the use of mobile devices.
Transition **5 min**	Discuss about the poll's results	
15 min **Pre task** Power Point Presentation Mobile devices Internet connection	• Educator shares a video about past irregular verbs. https://www.youtube.com/watch?v=886JeoBoQ7g • Educator asks questions about the video.	• Familiarizes learners with the new vocabulary.
Transition **5 min**	Tell learners to open Quizlet and make sure everybody is connected to their devices.	
30 min **Task** Internet connection Mobile devices Quizlet	• Educator shares its screen and project a set of pictures for each topic done in Quizlet. • Educator and learners review and practice the new vocabulary by using the Flashcards in Quizlet. • Learners are asked to work on the Quizlet Activity 8: LEARN, WRITE and SPELL. https://quizlet.com/FernandaAguaiza/folders/busy-lives?x=1xqt&i=2z3cty	• Allowing learners to understand the new vocabulary.
Transition **5 min**	Monitor the activity so the learners have developed the activities successfully.	
10 min **During the Task** Internet connection Mobile devices Quizlet	• Ask learners if they need any clarification.	• Assure that all learners have understood the activity.
Transition **5 min**	Encourage learners to practice the new vocabulary by playing games on Quizlet.	

10 min **Post Task** Internet connection Mobile devices Quizlet	• Educator shares a link of a Crossword activity about past irregular verbs. • Educator requests learners to develop the Crossword using their mobile devices. https://crosswordlabs.com/view/past-irregular-verbs-4	• Make learners notice errors and reinforce knowledge.
10 min **Wrap up**	• Ask learners to open Quizlet and play the Match game. • A self-assessment poll is developed by learners (Google-Forms). https://forms.gle/Bw8V6fUmJbrWnCax6	

MALL LESSON PLAN

UNIT 9 LOOKING BACK

UNIVERSIDAD TÉCNICA DE COTOPAXI		CENTRO DE IDIOMAS
	MALL Lesson Plan **ENGLISH CLASSES**	

Length
120 minutes

Setting
The English Language Center at Universidad Técnica de Cotopaxi offers free language courses for learners who are studying at the university, however, it is open for anyone who wants to master its second language. The schedule is from Monday to Thursday, there are courses in the morning afternoon and evening. Learners' attendance is a must.

Learner Background information:
• Most of them are university learners. • All of them are from different cities and different socio economic environments. • Learners are aged more than 18th. • Learners' first language is Spanish. • Learners have low literacy in the four English skills

Lesson Context:
• The last class was about simple past irregular verbs and time expressions for the past.

Materials and Equipment:
• Mobile devices • Pen, paper • Internet connection

Goal:
• To read, write, listen and speak about adjectives to describe feelings and expressions with go and get in a fluent and basic way.

Objectives:
As a result of this lesson, SWBAT: • Describe past experiences • Ask and answer questions using the past of be • Talk about vacations • Talk about activities with go and get expressions • Show interest by answering and then asking a similar question • Use Anyway to change the topic or end a conversation • Read a funny magazine story • Write a story using punctuation for conversations

Time, Activity and Materials	Educator And Learner Behavior	What This Activity Accomplishes
10 min **Warm up**	• Greet and ask learners how their weekend was. • Take learners attendance.	• Gets learners attention in the use of technology in classes.

		• Develop a Quizlet Live Game with last class vocabulary. • Draw learners' attention on the new topic by asking they hoy are learners feeling today.	• Motivates learners to ask for clarifications if they have doubts about the content area. • Activates leaners previous knowledge.
5 min **APP**		• Educator shares a link of a listening activity about: How are you?. https://www.liveworksheets.com/bp796709ze • Learners are asked to click on the link and develop the activity by using their gadgets.	• Motivates learners to get interest in the use of apps in class and of course the use of mobile devices.
Transition **5 min**	Discuss about the listening activity and learners are asked to answer: How are you today?.		
15 min **Pre task** Power Point Presentation Mobile devices Internet connection		• Educator shares a video about adjectives to describe feelings and emotions. https://www.youtube.com/watch?v=7uY2HrQ9qQ8&t=3s • Educator shows some pictures from Bitmoji showing feelings and emotions. • Educator asks learners to describe the pictures by using adjectives. 	• Familiarizes learners with the new vocabulary.
Transition: **5 min**	Tell learners to open Quizlet and make sure everybody is connected to their devices.		

30 min **Task** Internet connection Mobile devices Quizlet	• Educator shares its screen and project a set of pictures for each topic done in Quizlet. • Educator and learners review and practice the new vocabulary by using the Flashcards in Quizlet. • Learners are asked to work on the Quizlet Activity 9: LEARN, WRITE and SPELL. https://quizlet.com/FernandaAguaiza/folders/looking-back?x=1xqt&i=2z3cty	• Allowing learners to understand the new vocabulary.
Transition **5 min**	Monitor the activity so the learners have developed the activities successfully.	
10 min **During the Task** Internet connection Mobile devices Quizlet	• Ask learners if they need any clarification.	• Assure that all learners have understood the activity.
Transition **5 min**	Encourage learners to practice the new vocabulary by playing games on Quizlet.	
10 min **Post Task** Internet connection Mobile devices	• Ask learners to develop the TEST activity on Quizlet.	• Make learners notice errors and reinforce knowledge.
10 min **Wrap up**	• HMW: Learners are asked to create a 1-minute video talking about a scary past experience. Encourage learners to use the new vocabulary. • A self-assessment poll is developed by learners (Google-Forms). https://forms.gle/AVG9Nn4rt9gRgTBd9	

MALL LESSON PLAN

UNIT 10 FABULOUS FOOD

Universidad TÉCNICA DE COTOPAXI utc			**CENTRO DE IDIOMAS**
	MALL Lesson Plan **ENGLISH CLASSES**		

Length
120 minutes

Setting
The English Language Center at Universidad Técnica de Cotopaxi offers free language courses for learners who are studying at the university, however, it is open for anyone who wants to master its second language. The schedule is from Monday to Thursday, there are courses in the morning afternoon and evening. Learners' attendance is a must.

Learner Background information:
• Most of them are university learners.
• All of them are from different cities and different socio economic environments.
• Learners are aged more than 18th.
• Learners' first language is Spanish.
• Learners have low literacy in the four English skills

Lesson Context:
• The last class was about adjectives to describe feelings and expressions with go and get.

Materials and Equipment:
• Mobile devices
• Pen, paper
• Internet connection

Goal:
• To read, write, listen and speak about foods and food groups in a fluent and a basic way.

Objectives:
As a result of this lesson, SWBAT:
• Talk about eating habits using countable and uncountable nouns, How much, and How many
• Talk about food
• Make offers using Would you like . . . and some or any
• Use or something and or anything in lists
• End yes-no questions with or . . . ? to be less direct
• Read a restaurant guide
• Write a restaurant review

Time, Activity and Materials	Educator And Learner Behavior	What This Activity Accomplishes
10 min **Warm up**	• Greet and ask learners how their weekend was. • Take learners attendance.	• Motivates learners to ask for clarifications if they have doubts about the content area.

	• Draw learners' attention on the new topic by talking about what is educator's favorite food.	• Activates leaners previous knowledge.
5 min **APP**	• Educator sends the learners a link of a Food Guessing Game video. https://www.youtube.com/watch?v=AvTiyEuQ6vI • Educator explains what is this activity about and request them to figure it out the answers.	• Motivates learners to get interest in the use of apps in class and of course the use of mobile devices.
Transition 5 min	Review with learners the answers of the "Food Guessing Game".	
15 min **Pre task** Power Point Presentation Mobile devices Internet connection QR	• Educator shares a video about Food. https://www.youtube.com/watch?v=1SbJ1B1MTQg • Educator shares QR code to be scanned by learners. • Educator ask learners to check the Food Chart and talk about what food they like or dislike. https://en.islcollective.com/english-esl-worksheets/vocabulary/food/foods-i-dislike/84150	• Familiarizes learners with the new vocabulary.
Transition 5 min	Tell learners to open Quizlet and make sure everybody is connected to their devices.	
30 min **Task** Internet connection Mobile devices Quizlet	• Educator shares its screen and project a set of pictures for each topic done in Quizlet. • Educator and learners review and practice the new vocabulary by using the Flashcards in Quizlet. Learners are asked to work on the Quizlet Activity 10: LEARN, WRITE and SPELL.	• Allowing learners to understand the new vocabulary.

	https://quizlet.com/Fernand aAguaiza/folders/fabulous-food?x=1xqt&i=2z3cty	
Transition **5 min**	Monitor the activity so the learners have developed the activities successfully.	
10 min **During the Task** Internet connection Mobile devices Quizlet	• Ask learners if they need any clarification.	• Assure that all learners have understood the activity.
Transition **5 min**	Encourage learners to practice the new vocabulary by playing games on Quizlet.	
10 min **Post Task** Internet connection Mobile devices Quizlet	• Ask learners to create a set in QUIZLET by using the new vocabulary learnt in this unit.	• Make learners notice errors and reinforce knowledge.
10 min **Wrap up**	• Learners are asked to share the set done in Quizlet with the class. • HMW: Ask learners to prepare a little writing about food they love, like, dislike and hate.	

2.5 Chapter II Conclusions

- The proposal is designed to enhance learners' English vocabulary proficiency by using mobile devices for educational purposes, thus allowing learners the development of productive and receptive skills vocabulary.

- This proposal looks forward to developing independence, communicative strategies, and critical thinking at learning a foreign language. Learners develop independence since they can create their own knowledge at anytime, anywhere. Learner develop Communicative Strategies since they can work in groups and can share ideas, agree on ideas and create a debate. Learner develop critical thinking while they are working in pairs, in groups or individually, those activities encourage learners to explore their mind.

- This proposal manages Learners to get A1 English Level Proficiency according to Common European Framework.

CHAPTER III

APPLICATION OF THE PROPOSAL

3.1. Experts Evaluation

Qualified experts were selected to validate the proposal presented in Chapter number II. The experts' professional background warrants the responsibility and the feasibility of the proposal. The parameters used in the proposal validation directly focus on the structure, logic, importance, innovation, and quality. Furthermore, the evaluation criteria were qualitative as "Excellent", "Good", "Poor".

Alison Mena Barthelotty, Magister in Science Education with identification number 0501801252, is an ESL Teacher at the Universidad Técnica de Cotopaxi with fifteen years of teaching experience. She states that the proposal is innovative and mixes different teaching and learning styles. Also, MALL strategies can be implemented in face-to-face classes and online/ hybrid classes. Otherwise, it helps manage teachers' and students' time because it is affordable, and the information displayed in the proposal has free access anytime, anywhere.

Students are the principal actors in this new teaching since they can create their knowledge, so the educators' role is like a guide and a facilitator. Consequently, students will innovatively acquire the English vocabulary. As an evaluator, it is a pleasure for me to congratulate Lic. Maria Fernanda Aguaiza for her hard work in this proposal.

Additionally, Marcia Rosalva Banda Bustillos, Bachelor of Science in Education with a major in English, with identification number 0503507949, is an ESL Teacher at the "Mariscal Antonio José de Sucre" Educational Unit with eight years of teaching experience. She contemplates that the importance of this proposal comes from its quality and innovation because the activities and the lesson plans reflect the excellent use of technology for educational purposes. It is also considered a valuable tool for teachers and students to acquire a language. Students may learn a language at their own pace, anytime and anywhere, making the proposal accessible to all kinds of learners. As a consequence, it was recommended to be adapted and applied to all English levels.

Finally, Lourdes Guanoluisa, Bachelor of Science in Education with a major in English, with identification number 1722543624, is an ESL Teacher at the "Isidro Ayora" Educational Unit with nine years of teaching experience. She emphasized that the proposal presented in Chapter II is an essential contribution to education because the new trends in education focus on mobile technology and applications. In addition, the Mobile-Assisted Language Learning's lesson plans are well-designed. It has a reasonable explanation for how and what applications and online resources can be applied to ESL students. This proposal contributes to the teaching-learning process because it engages students when learning English Vocabulary.

Consequently, the professional experts agree that this proposal is feasible, reliable, and viable, marking as excellent all of the proposal's validation instrument parameters.

3.2   Users Evaluation

The user's evaluation was applied to Mrs Ana Jacqueline Guamani Aymacaña, with I.D number 1803239183. Magister in Enseñanza del Idioma Inglés como Lengua Extranjera, with fifteen years of experience as an ESL University Professor. For the validation process, a validated survey was designed and hand out to the user to corroborate the proposal's effectiveness. The survey contains the following criteria: the proposal

effectiveness, the proposal design, the proposal content, originality and coherence. The valorization of this instrument was qualitative. As a result of this first validation, the professor mentioned that the lesson plans and the activities applied in this proposal are sequenced developed and are in accordance with the learners' level of English study. Furthermore, this proposal is considered an innovative alternative to be implemented in any English class. Due to, its content is valued as excellent.

Similarly, Olga Samanda Abedrabbo Ramos with I.D number 0503510075. Bachelor of Science in Education with a major in English and with nine years of experience as an ESL teacher, expresses that this proposal has attracted students, users, and experts' attention because the use of mobile technology for learning vocabulary suits perfectly today's demanding generation of students. So, it is recommended that this innovative work should be shared and supported by colleagues and area coordinators to socialize its valuable contribution in teaching vocabulary by encouraging the 21st-century students and educators to participate in this advance. The entire content of this proposal is clear, concise, and well managed. So, it is doubtful that readers misunderstood this work.

In addition, a survey was applied to learners belonging to the experimental group of this research. A survey was applied in google forms, and it had a qualitative valorization. According to the survey's results, 75 per cent of learners agree that using Mobile devices to learn English is productive and successful. Furthermore, and as per learners' experience, using mobile devices for learning purposes are highly recommended.

As a result, all the users validate this proposal as excellent, and it is worthwhile applicable in all English departments of Education in every institution in Ecuador.

3.3   Evaluation of impacts or results

Pre-test (https://forms.gle/mrWEmtUxjroyrYZm7) was administered to the control and the experimental groups before the researcher uses the teaching strategies. Students in the control group received lessons based on traditional teaching strategies. In contrast, students in the experimental group had classes using a Handbook of Mobile-Assisted Language Learning. After that, the researcher applied the post-test (https://forms.gle/gFZvvESdNdmgEyiA6) to both groups of students.

3.4   Results of the Proposal

An analysis of each skills component is made, based on tests applied to assess the vocabulary in A1 starter level English students at Universidad Técnica de Cotopaxi- Language Department.

The global result is rated with 79 points. Graph 1 shows that students in the control group obtained a mean score of 40.08 on the pre-test and 42.20 on the post-test. Meanwhile, students in the experimental group got a mean score of 41.88 on the pre-test and 65.52 on the post-test. In this sense, vocabulary improvement is better in the experimental group than in the control group.

Graphic8. Pre-test and post-test mean in Vocabulary improvement.
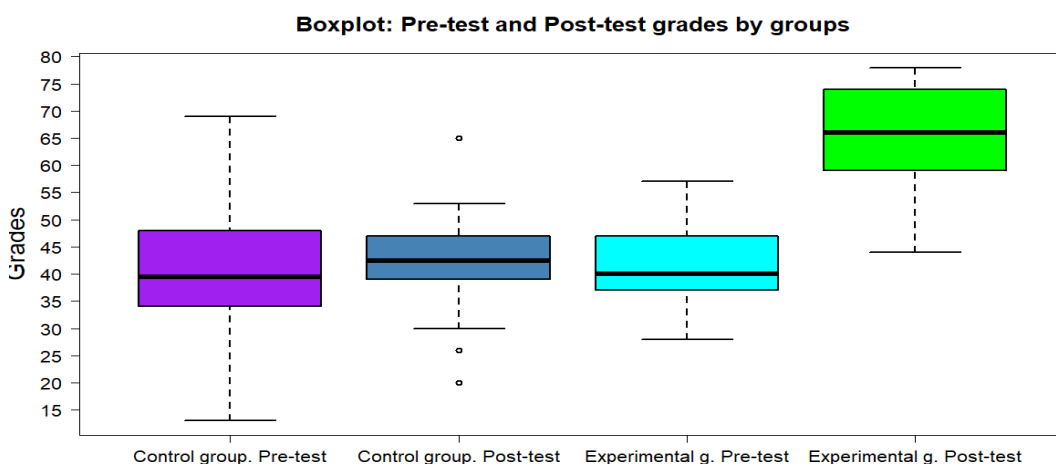
Elaborated by: Aguaiza, F. (2021).

3.4.1 Speaking Section

The speaking section was graded with 15 points. Graph 2 shows that students in the control group obtained a mean score of 6.60 on the pre-test and 7.16 on the post-test. Otherwise, students in the experimental group obtained a mean score of 6.58 on the pre-test and 11.76 on the post-test. In this sense, the results were better in the experimental group than in the control group.

Graphic 9. Pre-test and post-test mean in the Speaking section.

Boxplot: Speaking skill Pre-test and Post-test grades by groups
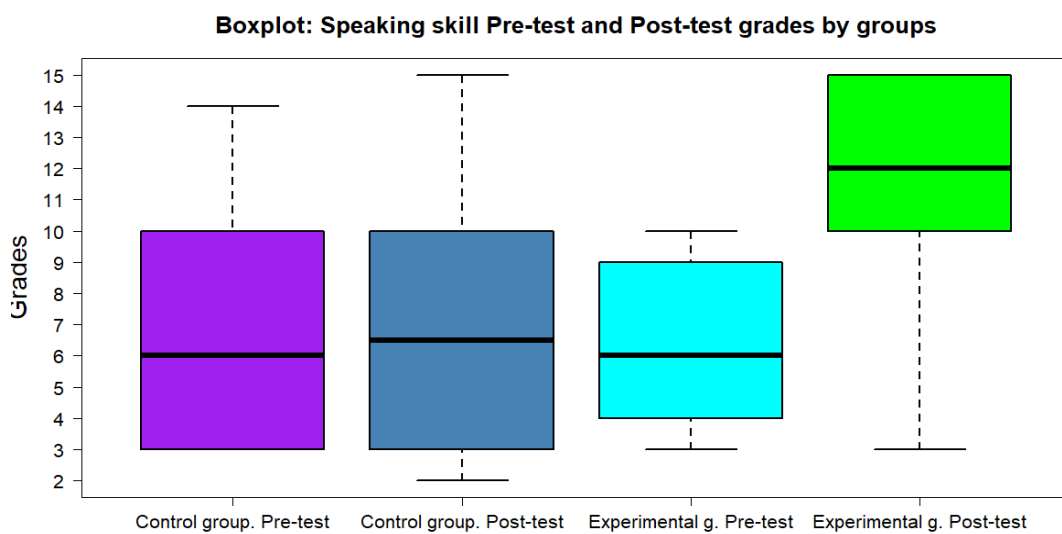
Elaborated by: Aguaiza, F. (2021).

3.4.2 Listening Section

The listening section was graded with 25 points. Graph 3 shows that students in the control group obtained a mean score of 14.46 on the pre-test and 15.62 on the post-test. Meanwhile, students in the experimental group received a mean score of 18.12 on the pre-test and 21.08 on the post-test. Therefore, listening skill development related to vocabulary knowledge is better in the experimental group than in the control group.

Graphic 10. Pre-test and post-test mean in the Listening section.

Boxplot: Listening skill Pre-test and Post-test grades by groups

Elaborated by: Aguaiza, F. (2021).

3.4.3   Reading and Writing Section

Reading and writing were rated with 39 points. Graph 4 shows that students in the control group obtained a mean score of 19.02 on the pre-test and 19.42 on the post-test. Otherwise, students in the experimental group obtained a mean score of 17.18 on the pre-test and 32.68 on the post-test. In this sense, reading and writing skills development related to vocabulary knowledge are better in the experimental group than in the control group.

Graphic 11. Pre-test and post-test mean in the Reading and Writing Section.

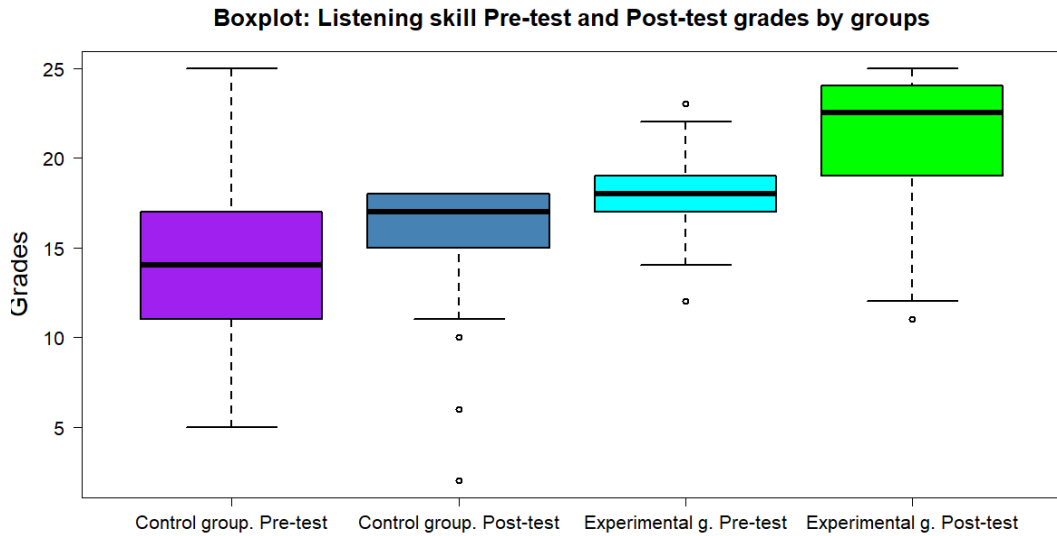**Boxplot: Writing and Reading skill Pre-test and Post-test grades by groups**

Elaborated by: Aguaiza, F. (2021).

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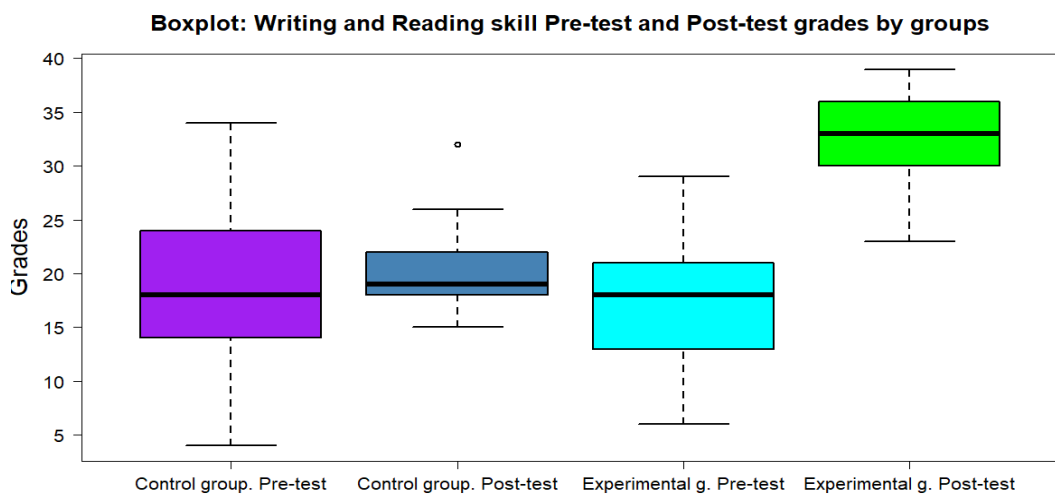
The results are summarized as follows:

Table 10. Mean obtained on the pre-test and post-test by groups.

Vocabulary improvement	Group							
	Control				Experimental			
	Pre-test mean		Post-test mean		Pre-test mean		Post-test mean	
Criterion	Grade	%	Grade	%	Grade	%	Grade	%
Speaking	6.6	44	7.16	47.73	6.58	43.87	11.76	78.4
Listening	14.46	57.84	15.62	62.48	18.12	72.48	21.08	84.32
Reading and Writing	19.02	48.77	19.42	49.79	17.18	44.05	32.68	83.79
General	40.08	50.73	42.2	53.42	41.88	53.01	65.52	82.94

Elaborated by: Aguaiza, F. (2021).

3.4.4 Hypothesis verification

It is possible to know if the application of a Handbook of Lesson Plans based on MALL allows improving the vocabulary knowledge in A1 level English students once the A1 Movers Cambridge Assessment English Test was applied. For this purpose, a statistical procedure must be developed to verify the alternative hypothesis of the research. The goal of the statistic is to compare the results in the pre-test and post-test in both groups, so the paired Student t-test is the one used in this case.

3.4.5 Hypothesis approach

Null Hypothesis H₀: Mobile-Assisted Language Learning does not enhance English Vocabulary in A1 level English students at Universidad Técnica de Cotopaxi- Language Department.

Alternative Hypothesis H₁: Mobile-Assisted Language Learning enhance English Vocabulary in A1 level English students at Universidad Técnica de Cotopaxi- Language Department.

3.4.6   Variables

Independent variable: Mobile-Assisted Language Learning.

Dependent variable: English Vocabulary.

3.4.7   Population

A control group of 50 students and an experimental group of 50 students of the Universidad Técnica de Cotopaxi- Language Department.

3.4.8   Mathematical model

The mathematical model of the paired Student t-test is the next:

H0: $\mu_2 \leq \mu_1$

H1: $\mu_2 > \mu_1$

Where:

μ_1 = population mean in the pre-test.

μ_2 = population mean in the post-test.

A single-tailed statistical test of hypothesis is applied because the researcher aims to demonstrate whether the lesson plans based on MALL enables students to score better in the A1 Movers Cambridge Assessment English Test. It means that the post-test mean is higher than the pre-test mean in the experimental group of students, and similarly, the grades in the experimental group must be better than the control group's grades. The Student t-test formula is as follows:

$$t = \frac{\bar{x}_d}{\dfrac{S_d}{\sqrt{n}}}$$

Where:

t = Student t-test from the data.

$\bar{x}_d$ = differences average in the sample.

n = pre-test and post-test data number (50 students).

S_d = standard deviation of the differences.

3.4.9 Regions of acceptance and rejection

In the Student t-test distribution, the rejection region of the null hypothesis is located to the right of the t-value of the tables with (n - 1) degrees of freedom. If calculated Student t-value is in the null rejected region, it means that the alternative hypothesis (H_1) will be accepted.

3.4.10 Level of significance and degrees of freedom

The value of the significance level is $\alpha = 0.05$ (5%) to verify the hypothesis.

The formula to determine the degrees of freedom is as follows:

$$df = n - 1$$

Where:

n = pre-test and post-test data number (50 students in both groups).

df = degrees of freedom.

$$df = 50 - 1$$
$$df = 49$$

According to the selected level of significance (0.05) and the degrees of freedom (49), Student t-value is 1.67655 in both groups (see Annex 5).

3.4.11 Calculation of statistics

The general results in the pre-test and post-test from both the control and experimental group are shown in Annex 5. Table 8 shows the paired sample statistics: mean, number of data N, standard deviation, and standard deviation of the mean:

Paired sample statistics		Mean $\bar{x}_d$	N	Standard deviation S_d	Standard error of the mean $\dfrac{S_d}{\sqrt{n}}$
Control group	Pre-test Total	40.08	49	12.1837	1.7230
	Post-test Total	42.2	49	7.4121	1.0482
	Differences (Post-Pre)	2.12	49	9.5845	1.3554
Experimental group	Pre-test Total	41.88	49	8.0016	1.1316
	Post-test Total	65.52	49	9.0424	1.2788
	Differences (Post-Pre)	23.64	49	7.9173	1.1197

Source: Test applied to A1 starter level English students at Universidad Técnica de Cotopaxi-Language Department.
Elaborated by: Aguaiza, F. (2021).

From the data in the table, the calculated t-values are summarized below, also with the degrees of freedom and p-values:

Table 12. Summary of paired sample statistics.

Group	Test	Tabulated t-value	Calculated t-value	df	Sig. (unilateral)
Control	Post-test Total - Pre-test Total	1.67655	1.5641	49	0.06212
Experimental	Post-test Total - Pre-test Total	1.67655	21.113	49	0.000***

Significance codes: p-value 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1.

Source: Test applied to A1 starter level English students at Universidad Técnica de Cotopaxi-Language Department.
Elaborated by: Aguaiza, F. (2021).

The unilateral significance level for the experimental group p = 0.000 is lower than α = 0.05 (5 %) with 49 degrees of freedom. In the same way, calculated Student t-value is 21.113 which is upper than critical t-value of 1.6765. Therefore, it is located in the null rejection region. It means the null hypothesis is rejected and the alternative one is accepted: "Mobile-Assisted

Language Learning enhance English Vocabulary in A1 level English students at Universidad Técnica de Cotopaxi- Language Department".

The results in the post-test are significantly better than the pre-test for experimental groups, while they are not significantly better in the control group. However, the general mean is 42.20 / 79 in the case of the control group, while in the experimental one is 65.52 / 79. Therefore, the use of Mobile-Assisted Language Learning is efficient to enhance English Vocabulary in A1 level English students.

Similarly, it is necessary to identify whether the differences are significant between the pre-test and post-test results for each skill. The Student t-test applied to each section of the test are shown below in Table 13:

Table 13. Summary of paired sample statistics by skills.

Skill	Group	Test	Tabulated t-value	Calculated t-value	df	Sig. (unilateral)
Speaking	Control	Post-test Total - Pre-test Total	1.67655	1.6439	49	0.0533
	Experimental	Post-test Total - Pre-test Total	1.67655	17.311	49	0.000***
Listening	Control	Post-test Total - Pre-test Total	1.67655	1.815	49	0.03782*
	Experimental	Post-test Total - Pre-test Total	1.67655	5.4454	49	$8.264x10^{-7}$***
Reading and Writing	Control	Post-test Total - Pre-test Total	1.67655	0.4132	49	0.3406

Skill	Group	Test	Tabulated t-value	Calculated t-value	df	Sig. (unilateral)
	Experimental	Post-test Total - Pre-test Total	1.67655	20.862	49	0.000***

Significance codes: p-value 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1.

Source: Test applied to A1 starter level English students at Universidad Técnica de Cotopaxi-Language Department.
Elaborated by: Aguaiza, F. (2021).

In the experimental group, the differences between the pre-test and post-test scores were significant (p-value is less than or equal to 0.05) in the speaking, listening, reading, and writing sections. Likewise, in the control group, the differences between the pre-test and post-test scores were not significant (p-value is greater than 0.05) except for the listening section. It means that the use of Mobile Assisted Language Learning allows the improvement of English Vocabulary in A1 level English students of the Technical University of Cotopaxi- Department of Languages in all skills better than the use of traditional Learning strategies.

It is important to mention that during the application development of Mobile Assisted Language Learning, some **limitations** were identified: firstly, the low English Language Level which was significant between the participants and promoted to start the proposal by applying an A1 YLE Movers Exam.

Another limitation of the study was the short time of classes with the participants and also the Touchstone Platform usage as an additional participants' resource.

3.5 Chapter III Conclusions

- According to the Experts and Users criteria, it is feasible to apply the proposal in all educational institutions around Ecuador because the proposal content is remarkable. It is engaged with the new era in education.

- This proposal results from hard work, searching for the best strategies and activities that help us reach the objective.

- Comparing the data obtained from the pre-test and post-test, it is noticeable that the proposal has a significant impact on its application. The obtained results were positive in all English language skills due to the learners' adaption to mobile devices while learning English vocabulary.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the data carefully, the following conclusions were set.

- The present research project and the literature review about Mobile Assisted Language Learning (MALL) is valued and updated and at the same time, it allowed fulfilling the epistemological foundation that the research required to get the deserved impact to achieve the goal.

- The use of Mobile Assisted Language Learning keen on including mobile apps is an innovative strategy that has been applied in different activities and lessons plans in order to improve vocabulary.

- It was shown that Mobile Assisted Language Learning lesson plans and activities had a significant and successful result in productive and receptive vocabulary improvement as the statistics revealed in the post-test results.

4.2 Recommendations.

- To recommend the literature review gathered in this research project as a tool for future researchers.

- To apply Mobile Assisted Language Learning Handbook in both face to face classes and Virtual Classes, because it allows students to work online or offline, anytime, anywhere. It is user-friendly and has easy access.

- The compile work presented in the three chapters accomplish all establish standards by Universidad Técnica de Cotopaxi.

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III APPENDIX

ANNEX N° 1:

CERTIFICATE OF APPROVAL

UNIVERSIDAD TÉCNICA DE COTOPAXI

CENTRO DE IDIOMAS

Latacunga 16 de Noviembre del 2020

Lic. Víctor Hugo Romero García MSc.
DIRECTOR DEL CENTRO DE IDIOMAS
Presente.-

De mi consideración:

Yo, **María Fernanda Aguaiza Iza** con cédula de identidad **050345849-9**, estudiante de la Maestría de Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera de la Universidad Técnica de Cotopaxi, me dirijo a usted respetuosamente para solicitarle me autorice el permiso respectivo para aplicar las técnicas y las metodologías que son parte de la propuesta de mi trabajo de investigación con el tema: **"MOBILE-ASSISTED LANGUAGE LEARNING (MALL) FOR VOCABULARY IMPROVEMENT"** con estudiantes del nivel A1 del idioma Inglés.

Por la gentil atención que se digne dar a la presente, anticipo mis más sinceros agradecimientos.

Saludos Cordiales,

Lic. María Fernanda Aguaiza Iza
DOCENTE DEL CENTRO DE IDIOMAS
CI: 050345849-9

Lic. Aguaiza Fernanda
Su pedido se encuentra AUTORIZADO para que pueda hacerlo con sus grupos asignados

MSc. Víctor Hugo Romero

16 NOV 2020

UTC/CCI

ANNEX N° 2:

MOBILE DEVICES SURVEY

1.- Tiene usted acceso a dispositivos móviles?

49 responses

- Sí
- No

95.9%
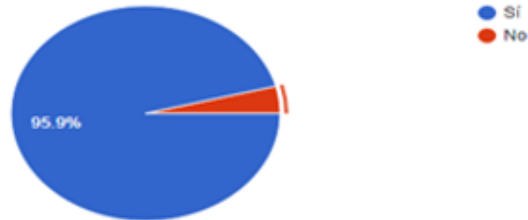
2.- Es propietario de un dispositivo móvil?

49 responses

- Sí
- No

91.8% 8.2%
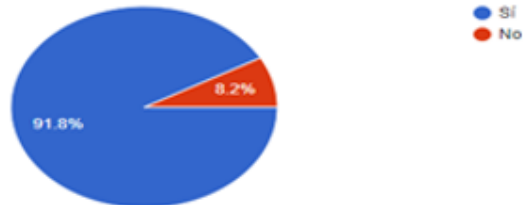
3.- De estos dispositivos cual es el que mas utiliza?

49 responses

- Laptop
- Tablet
- Celular (Smarthphone / Iphone)
- Ninguna

75.5% 24.5%
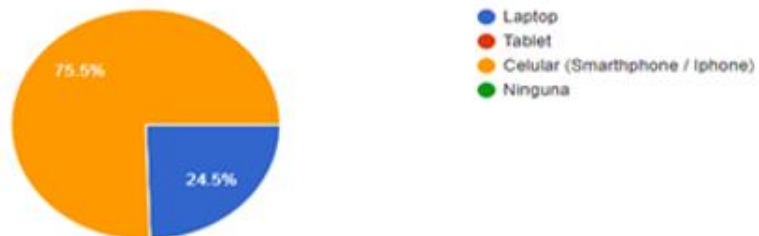
4.- Que sistema operativo tiene su dispositivo móvil?

49 responses

- iOS
- Android

91.8% 8.2%
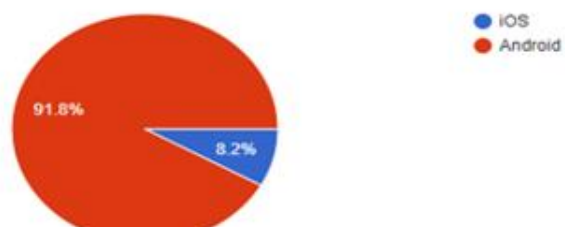
Validated by: Mg. Jose Ignacio Andrade (2020)

ANNEX N° 3:

PRE – TEST SAMPLE TEST MOVERS – CAMBRIDGE UNIVERSITY PRESS

Listening Part 1

Listen and draw lines. There is one example.

Ben Sally Nick Kim

Jane Paul Mary

THE TASK

▶ In this task, candidates look at a picture which shows people doing different things. Above and below are people's names. Candidates listen to a dialogue between an adult and a child and draw lines from the names to the correct person in the picture.

HOW TO APPROACH THE TASK

▶ Ensure that candidates realise that there is one extra name on the page which will not be mentioned. They should not aim to connect all seven names to a person in the picture.

▶ Make sure that candidates know which first names on the vocabulary lists are male and which are female. Note that Alex, Kim, Pat and Sam may be used to refer either to a boy or to a girl.

▶ Train candidates to listen for all the information that they are given about a particular person. They should not jump to conclusions after hearing one piece of information, as usually some further information will be required in order to identify the correct person.

ASSESSMENT

▶ This part tests the candidate's ability to listen for names and descriptions.

Listening Part 2

Listen and write. There is one example.

Going to the zoo

Going to zoo today by:	train	
1	Name of zoo:	Jungle ....
2	Number of different kinds of animals:	....
3	Can give food to:	....
4	Animal food in store next to:	....
5	Food on train:	.... and lemonade

THE TASK

▶ This is a note-taking exercise in which candidates listen to a conversation between an adult and a child and write a word or a number next to five short prompts on a form or page of a notepad. Some misspellings will be allowed for words which are not spelled out on the recording.

HOW TO APPROACH THE TASK

▶ Children often find this part of the A1 Movers Listening test challenging. Practise by doing similar productive tasks in the classroom.

▶ Encourage candidates to be as accurate as possible in their spelling of the words on the Pre A1 Starters and A1 Movers vocabulary lists.

▶ Ensure that candidates realise that they have to write responses which make sense, given the prompts on the question paper. They should look at these prompts carefully and think about what they mean before listening to the recording.

▶ One of the questions may involve them writing a word that is spelled for them, so carry on practising spelling in English. There is often – though not always – a question where the answer is a number, so make sure children are confident with numbers up to 100 in English.

ASSESSMENT

▶ This part tests the candidate's ability to listen for names, spellings and other information.

Listening Part 3

Mrs Castle is telling Sally, about the people in her family and about their different hobbies. Which is each person's favourite hobby?

Listen and write a letter in each box. There is one example.

 her parents — H

 her uncle — [ ]

 her son — [ ]

 her cousin — [ ]

 her brother — [ ]

 her daughter — [ ]

THE TASK

▶ Candidates listen to a conversation which is mainly led by one speaker. They match a list of illustrated words or names with a set of pictures by writing the letter of the correct picture in a box.

HOW TO APPROACH THE TASK

▶ Children have to match a picture from the right-hand page with one on the left-hand page. For example, they may have to match a picture to the person who took that picture or an activity to the place where someone did that activity. Reading the introductory question above the pictures on the left-hand page before listening to the recording will help children to understand what the specific task is about.

▶ Make sure children realise that they will not hear information about the pictures in the order in which they appear on the page. Pictures on both the left and right-hand pages will be mentioned in random order.

▶ There are two extra pictures on the right-hand page. These pictures will be referred to in the dialogues but do not answer the question. It is important, therefore, to listen and understand the whole of the dialogue rather than just identifying individual words.

ASSESSMENT

▶ This part tests the candidate's ability to listen for words, names and detailed information.

Listening Part 4

Listen and tick (✓) the box. There is one example.

What is the DVD about?

A ✓   B [ ]   C [ ]

1   Who is Vicky's piano teacher?

A [ ]   B [ ]   C [ ]

2   What clothes does Nick want to wear at school today?

A [ ]   B [ ]   C [ ]

THE TASK

▶ This task consists of five questions, each a 3-option multiple choice with pictures. Candidates listen to five dialogues in which the speakers are clearly differentiated by age or gender. Candidates listen and tick the correct picture.

HOW TO APPROACH THE TASK

▶ Make sure that candidates appreciate that they must listen to the whole dialogue, before deciding on their answer.

▶ Often quite a wide range of vocabulary is covered in this part of the test. Candidates must be familiar with all the words in the Pre A1 Starters and A1 Movers vocabulary lists, in order to be sure of achieving full marks.

ASSESSMENT

▶ This part tests the candidate's ability to listen for specific information of various kinds.

Listen and colour and write. There is one example.

THE TASK

▶ This task consists of a dialogue in which an adult asks a child to colour different things in a picture, and write a simple word. Candidates listen to the dialogue and follow the instructions.

HOW TO APPROACH THE TASK

▶ Make sure that children know exactly what they have to do. In Part 5, they will have to colour various objects and write one word in the space indicated. They will not be expected to colour particularly well. They simply have to show that they have understood the instructions correctly. This includes not doing anything that they are not asked to do. So make sure children know they should only colour what they are told to colour.

▶ Ensure that candidates understand that they do not only have to colour at A1 Movers level; they will also have to write something for one of the questions in this part of the test. It will not be a difficult word and there will be something in the picture that makes it a logical word to write.

▶ Train candidates to listen carefully for prepositional phrases which describe exactly where something is (e.g. the bag behind the chair or the towel under the desk).

ASSESSMENT

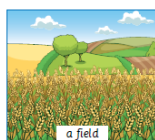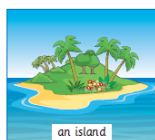▶ This part tests the candidate's ability to listen for words, colours and specific information.

Advice by task

Candidates should practise these exam strategies regularly in class.

Reading and Writing Part 1

Look and read. Choose the correct words and write them on the lines. There is one example.

an island

a sandwich

a driver

a band

tea

a city

a field

a nurse

THE TASK

▶ In this task, candidates match words and definitions. There are eight pictures, each with the words that they illustrate written under them, and five definitions (refer to page 43 of the Sample papers volume 1). Candidates copy the correct words next to the definitions. There is one example.

HOW TO APPROACH THE TASK

▶ Give children practice in reading and writing definitions of items from the Pre A1 Starters and A1 Movers vocabulary list. Ensure candidates are familiar with the structures and vocabulary commonly used in defining things, such as *you* with general reference (e.g. You can find books or do your homework in this place), relative pronouns and infinitives used to express purpose.

▶ Candidates should practise accurate copying, but remind them to copy the whole option and not to add anything extra. This means including the article if there is one, and not adding one if there isn't one. Once they have written the answer, they should check that they have spelled the word correctly.

ASSESSMENT

▶ This part tests the candidate's ability to match words to their meaning.

Reading and Writing Part 2

Read the text and choose the best answer.

Example

Paul:	What did you do last night, Daisy?
Daisy:	Ⓐ I watched television.
	B I'm watching television.
	C I don't watch television.

Questions

1 **Paul:**   Did you see the film about pirates?

Daisy:	A Yes, so do I.
	B Yes, it was great.
	C Yes, that's him.

THE TASK

▶ In this task, candidates read a short written dialogue, for which three different responses are given for what the second speaker says in their turn. Candidates choose the correct response by circling letters.

HOW TO APPROACH THE TASK

▶ Remind candidates to read all the options before choosing the best and most appropriate one. Practise appropriate responses, not just to questions, but also to statements.

▶ Give plenty of practice with the use of set (formulaic) expressions and with short 'yes' or 'no' answers.

▶ Give plenty of practice, too, with multiple-choice questions to encourage candidates to understand the differences between the options in meaning, grammar, sense and appropriacy.

ASSESSMENT

▶ This part tests the candidate's knowledge of functional language.

Reading and Writing Part 3

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

Jane loves reading about different animals in her school ___library___ .

Last Friday, Jane's teacher told the class to find pictures of animals.

'Look on the (1) .... I told you about yesterday,' she

said. 'Work with a friend. Choose a really strong animal but talk about

your different (2) .... first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of

a bear in a river. They're really good at catching fish! Or a lion? People are

(3) .... of those. Let's find a picture of a lion with its

mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails

than bears or lions. It's their tails that make them really good at

(4) .... ! Their back legs are the strongest, too.'

Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the

(5) .... girl in the class!'

THE TASK

▶ Candidates read a text with five gaps, and look at nine words and pictures in a box (refer to page 47 of the Sample papers volume 1). They then copy the correct words into each of the five gaps. The missing words are nouns, adjectives or verbs (present and past tense). There are four extra words which candidates should not use.

▶ Candidates choose the best title for the story from a choice of three.

HOW TO APPROACH THE TASK

▶ Candidates should be encouraged to read the whole text to get a general idea of what it is about before trying to complete the first gap. Make sure candidates realise that they need to read the text surrounding the question to be able to correctly fill the gap. Practice in guessing which word could go into each gap without looking at the options is also useful. Candidates can then confirm their guesses by seeing, and choosing from, the options on the facing page.

▶ Also, practise choosing the right form of words (plural/singular nouns, adjectives, verbs) within sentences and texts. Help candidates to identify words or structures that will indicate what form of word the answer should be.

ASSESSMENT

▶ This part tests the candidate's ability to read for specific information and for gist.

Reading and Writing Part 4

Read the text. Choose the right words and write them on the lines.

Dolphins

Example Dolphins are part ___of___ the whale family. They

1 are smaller .... most whales and they have small teeth.

Dolphins are very clever animals. They learn things very

2 .... and a dolphin can make noises to 'talk' to another dolphin.

Dolphins live with their families. They like to play in the water and

3 to jump .... of the water and back in again.

4 A lot of people .... sail boats say that dolphins like to be near people. They come very near to boats and

5 sometimes they .... with the boats for days.

THE TASK

▶ In this task, candidates read a factual text which contains five gaps (refer to page 49 of the Sample papers volume 1).

▶ They choose the correct word from a choice of three and copy the correct words into the gaps (refer to page 49 of the Sample papers volume 1). This task has a grammatical focus.

HOW TO APPROACH THE TASK

▶ As with Part 3, children should practise choosing and forming the correct type of word (nouns, adjectives, verbs) to fit into sentences and texts.

▶ Show candidates that they do not need to think of a word for each gap themselves – they must just choose from the three options given. Remind them to be careful to check that they have chosen a word from the correct set of options.

ASSESSMENT

▶ This part tests the candidate's ability to read and understand a factual text. It also tests their lexical and grammatical knowledge.

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Daisy at the farm

Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.
'It's so quiet there!' Daisy's mum said.
'I like working outside!' her father said.
'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

Daisy's home was in .... the city ....

Daisy's family went to the .... countryside .... by car every weekend.

Questions

1 Daisy's mother liked the farm because it was a .... place.

2 Daisy enjoyed working with .... on the farm.

THE TASK

▶ Candidates read a story and complete sentences about it, using one, two or three words. The story is divided into three sections, each with an illustration. The pictures do not provide answers to the questions.

HOW TO APPROACH THE TASK

▶ Remind candidates that the pictures are there to support the story, although they do not provide the answers to the questions. Useful practice can be gained from predicting an outline of the story from the three pictures and the title. However, it must be remembered that the answers should always be found in the texts. Practice in reading for gist is useful, as are tasks aimed at understanding whole texts, for example, selecting titles for paragraphs or complete stories.

▶ Give candidates practice in finding synonyms/alternatives for nouns, identifying what is being referred to in a text, how nouns can be replaced with pronouns, and how sentences can be turned around whilst retaining their meaning (e.g. *On Friday the family ate breakfast in the garden* can become *The family ate breakfast in the garden on Friday*). Children do not have to produce vocabulary or grammatical structures that are not in the text, but must ensure that the words they choose to complete the sentence frames are grammatically correct.

ASSESSMENT

▶ This part tests the candidate's ability to read and understand a story. It also tests their ability to recognise different words and phrases with similar meanings.

Reading and Writing Part 6

Look and read and write.

Examples

The dog is playing in some .... water ....

What's the mother wearing? .... a purple shirt ....

THE TASK

▶ Candidates complete sentences, answer questions and write full sentences about a picture.

HOW TO APPROACH THE TASK

▶ In Questions 1 and 2, candidates are asked to complete the sentences by writing a word or short phrase. In Questions 3, 4, 5 and 6 they are asked to produce longer chunks of text; phrases or sentences in Questions 3 and 4; and sentences in Questions 5 and 6.

▶ Children should try to write as carefully and clearly as possible.

▶ Children should write different sentences for Questions 5 and 6. Two identical or virtually identical sentences here will result in a maximum score of 1 (rather than 2) for Question 6.

▶ Children should check their answers carefully. If they want to make corrections, they should do so as neatly and clearly as they can.

ASSESSMENT

▶ This part tests the candidate's productive writing skills and their ability to communicate meaning through written English.

Advice by task

Speaking Part 1
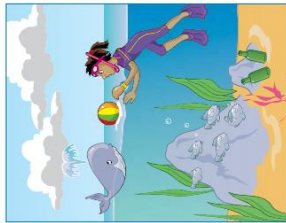
THE TASK

▶ The examiner greets the candidate and asks the candidate for their name and age.

▶ The examiner then demonstrates what is required and shows the candidate two pictures which look similar, but have some differences. The examiner then asks the candidate to describe four differences.

HOW TO APPROACH THE TASK

▶ For Part 1, candidates should practise describing differences between two similar pictures. The differences may be related to colour, size, number, position, appearance, activity, etc. For example: *Here it is sunny, but here it is cloudy. Here there are four fish, but here there are five. The bottles are behind the rock here, but in front of the rock here. The girl is playing with a ball in this picture, but in this one she is playing with a boat.* Although the above represent examples of ideal responses, something much simpler is acceptable. For example: *Here red and here yellow. This is boy and this is girl.*

ASSESSMENT

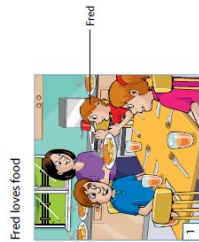▶ This part tests describing pictures.

Speaking Part 2

THE TASK

▶ The examiner shows the candidate a sequence of four pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. They then ask the candidate to describe the other three pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

HOW TO APPROACH THE TASK

▶ Part 2 in the A1 Movers Speaking test requires candidates to tell a simple story based on four pictures. Candidates will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of storytelling skills. Candidates are only expected to say a few words about each picture in the sequence without necessarily developing these comments into a narrative.

▶ Before asking candidates to tell the story, the examiner says, 'Look at the pictures first.' Advise candidates to look at each picture in turn to get a general idea of the story before they start to speak. However, they should not worry if they cannot follow the narrative of the picture story. It is perfectly acceptable just to say a few words about each picture in the sequence. The examiner will prompt by asking a question if a candidate needs help.

▶ The structures candidates will need most frequently in this task are *There is/are*, the present tense of the verbs *be* and *have (got)*, the modals *can/can't* and *must/mustn't* and the present continuous tense of some action verbs (for example: *play*, *read*, *look at*, *write*, *laugh*, *go*). They should be able to say things like *The man is talking. The children are eating.* Candidates should also be able to describe simple feelings, for example: *The boy is/isn't happy.* The examiner will prompt by asking a question if a candidate needs help.

ASSESSMENT

▶ This part tests describing things and events.

Speaking Part 3

MOVERS SPEAKING. Odd-one-out.
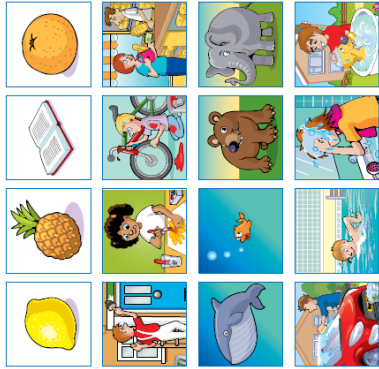
THE TASK

▶ The examiner shows the candidate four sets of four pictures where one picture in each set is the 'odd one out'. The candidate has to identify which picture is the odd one out in the remaining three sets and say why.

HOW TO APPROACH THE TASK

▶ For Part 3, children should practise identifying the different one in a set of four pictures – for example, a picture of a book among three pictures of different fruits, a picture of a girl buying something among three pictures of people painting, a picture of a small animal/fish among three pictures of animals and a picture of a boy swimming among three pictures of people washing things. Candidates are only expected to give simple reasons for choosing a picture as the different one. For example: *These are fruit, this isn't. These people are painting, but this girl is buying bread. This fish is small, but these are all big. This boy is swimming, but these people are washing.*

▶ There may be many different ways of expressing the same difference. Candidates may also find an alternative difference to the one intended. This is perfectly acceptable provided they give a reason for their choice.

ASSESSMENT

▶ This part tests describing pictures.

Speaking Part 4

THE TASK

▶ The examiner asks the candidate some personal questions on topics such as school, weekends, friends and hobbies.

HOW TO APPROACH THE TASK

▶ Finally, for Part 4, make sure candidates feel confident answering questions about themselves, their families and friends, their homes, their school and free time activities, their likes and dislikes. They should be able to answer questions such as: *Who do you play with at school? What games do you play at school? What do you have for lunch?*

▶ Only simple answers of between one and four words are expected. Questions will normally be in the present tense, but candidates should also be prepared to use the past tense and answer questions about, for example, what they did last weekend.

ASSESSMENT

▶ This part tests understanding and responding to personal questions.

Source: *Cambridge Assessment English (2018)Pre- A1 Movers Sample Test* **HANDBOOK FOR EXAMS 2018**

ANNEX N° 4:

SAMPLE OF VOCABULARY TAKEN FROM TOUCHSTONE LEVEL 1 ONLINE COURSE AND ONLINE WORKBOOK

VERBS	ADVERBS	NOUNS	ADJECTIVES	EXPRESSIONS WITH GET	TIME EXPRESSIONS
check email	always	cartoon	embarrassing	get along	at night
do homework	usually	commercials	first	get an autograph	every day
drive to work	often	documentary	relaxed	get back (from a trip)	after class
eat breakfast	sometimes	Spring	young	get dark	before lunch
exercise	hardly ever	summer	happy	get lost	on monday
get up	never	winter	pleased	get married	on weekends
have coffe		beef	nervous	get a present	in the morning
read		chicken	scared	get scared	
sing in the shower		lettuce	delicious	get sick	
study		Grean beans	casual	get a sunburn	

ANNEX N° 5:

POST – TEST SAMPLE TEST MOVERS – CAMBRIDGE UNIVERSITY PRESS

Cambridge Assessment English

Centre Number		Candidate Number	

A1 Movers
Listening

There are 25 questions.

You have 25 minutes.

You will need a pen or pencil.

My name is: ....

Part 1
– 5 questions –

Listen and draw lines. There is one example.

Ben   Sally   Nick   Kim

Jane   Paul   Mary

Part 2

– 5 questions –

Listen and write. There is one example.

Going to the zoo

	Going to zoo today by:	train
1	Name of zoo:	Jungle ....
2	Number of different kinds of animals:	....
3	Can give food to:	....
4	Animal food in store next to:	....
5	Food on train:	.... and lemonade

Part 3

– 5 questions –

Mrs Castle is telling Sally about the people in her family and about their different hobbies. Which is each person's favourite hobby?

Listen and write a letter in each box. There is one example.

	her parents	H
	her uncle	
	her son	
	her cousin	
	her brother	
	her daughter	

A

B

C

D

E

F

G

H
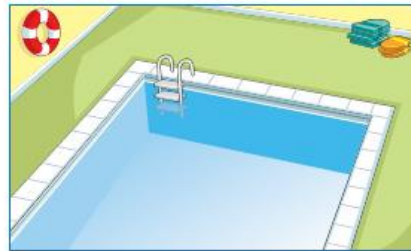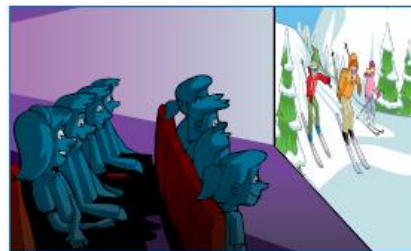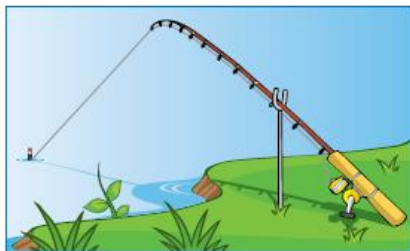
Part 4

– 5 questions –

Listen and tick (✓) the box. There is one example.
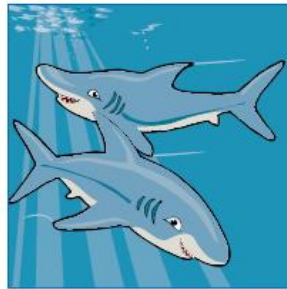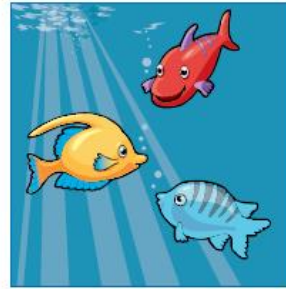
What is the DVD about?

A ✓	B ☐	C ☐

1   Who is Vicky's piano teacher?

A ☐	B ☐	C ☐

2   What clothes does Nick want to wear at school today?

A ☐	B ☐	C ☐

Cambridge Assessment English

3   Where did Peter find the shell?

A ☐   B ☐   C ☐

4   What is Daisy doing now?

A ☐   B ☐   C ☐

5   What sport did Anna get a cup for?

A ☐   B ☐   C ☐
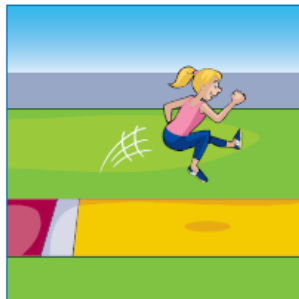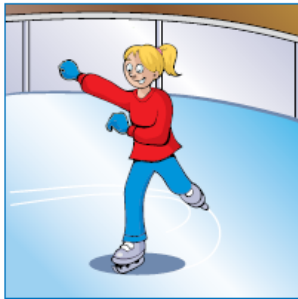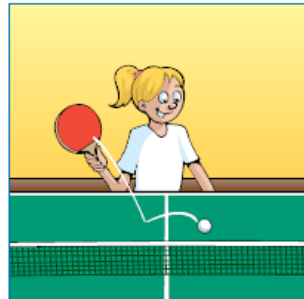
Part 5

– 5 questions –

Listen and colour and write. There is one example.

Centre Number		Candidate Number	

A1 Movers
Reading and Writing

There are 35 questions.

You have 30 minutes.

You will need a pen or pencil.

My name is:	....

Part 1
– 5 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.

an island	a sandwich
a driver	a band
tea	a city
a field	a nurse
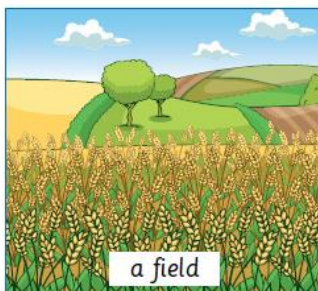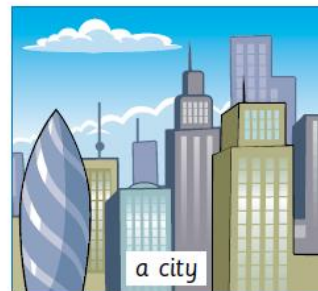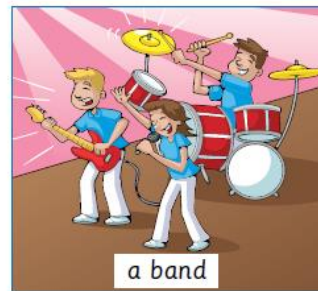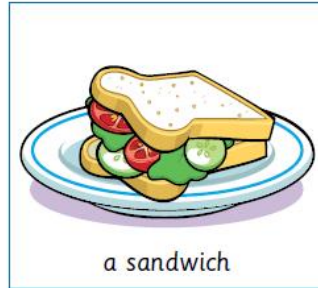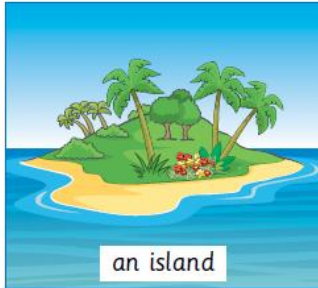
Part 2

– 6 questions –

Read the text and choose the best answer.

Example

Paul:	What did you do last night, Daisy?

Daisy:	(A)	I watched television.
	B	I'm watching television.
	C	I don't watch television.

Questions

1   **Paul:**   Did you see the film about pirates?

Daisy:	A	Yes, so do I.
	B	Yes, it was great.
	C	Yes, that's him.

2	**Paul:**	Which was your favourite pirate in the film?
	Daisy:	A I liked it best.
		B She was a pirate.
		C Ben Bluebeard.

3	**Paul:**	Was he the one with long, curly hair?
	Daisy:	A No, he hasn't.
		B Yes, that's right.
		C He's got one.

4	**Paul:**	I like films which are funny.
	Daisy:	A Me too.
		B It's all right.
		C Do they?

5	**Paul:**	How about going to see 'Treasure Train' at the cinema? That's very funny.
	Daisy:	A It's nice.
		B What a good idea!
		C Fine, thank you.

6	**Paul:**	Let's ask Fred to go with us.
	Daisy:	A OK, we can phone him.
		B OK, that's Fred's.
		C OK, he can ask us.

Part 3

– 6 questions –

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

Jane loves reading about different animals in her school ...._library_......... .

Last Friday, Jane's teacher told the class to find pictures of animals.

'Look on the **(1)** .... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different **(2)** .... first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are **(3)** .... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at **(4)** .... ! Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the **(5)** .... girl in the class!'

Example

library	website	frightened
hopping	address	surprised
cleverest	bounce	ideas
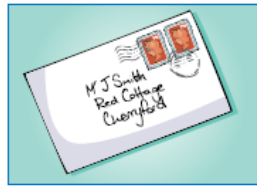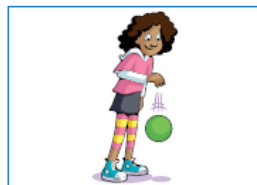
(6) **Now choose the best name for the story.**

Tick one box.

Paul's favourite bear ☐

Jane's new teacher ☐

A lesson about animals ☐

Part 4

– 5 questions –

Read the text. Choose the right words and write them on the lines.
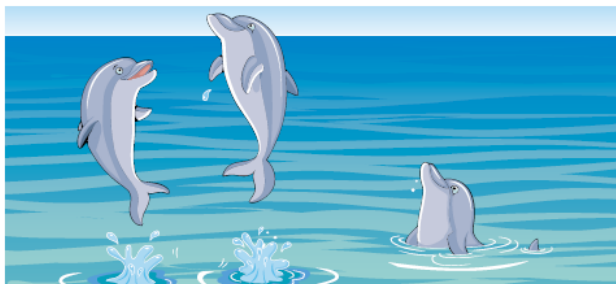
Dolphins

Example Dolphins are part ....of........... the whale family. They

1 are smaller .... most whales and they have

small teeth.

Dolphins are very clever animals. They learn things very

2 .... and a dolphin can make noises to 'talk'

to another dolphin.

Dolphins live with their families. They like to play in the water and

3 to jump .... of the water and back in again.

4 A lot of people .... sail boats say that

dolphins like to be near people. They come very near to boats and

5 sometimes they .... with the boats for days.

Part 5

– 7 questions –

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Daisy at the farm

Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.
'It's so quiet there!' Daisy's mum said.
'I like working outside!' her father said.
'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

Daisy's home was in .... the city ....

Daisy's family went to the .... countryside .... by car every weekend.

Questions

1   Daisy's mother liked the farm because it was a ....
     place.

2   Daisy enjoyed working with .... on the farm.

They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.

'Oh dear!' Daisy's mum said. 'It's very noisy here today.'

'And I can't work outside in this rain,' Daisy's father said.

'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

3   There were some .... outside the house when they drove into the farm.

4   Daisy's dad didn't want to .... in the wet weather.

5   Daisy told .... to go and have tea with her grandmother.

Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.

After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.

'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

6   Daisy was .... after all her work outside.

7   Grandfather said Daisy was the .... in her family!

Part 6

Look and read and write.

Examples

The dog is playing in some	water
What's the mother wearing?	a purple shirt

Complete the sentences.

1   The boy on the bike is wearing grey ....

2   One dog is brown and one dog is ....

Answer the questions.

3   What's the girl in the black skirt doing?

     ....

4   Where are the flowers?

     ....

Now write two sentences about the picture.

5   ....

6   ....

A1 Movers Speaking

Summary of procedures

The usher introduces the child to the examiner. The examiner asks the child 'What's your name?' and 'How old are you?'

1. The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'Here it's a cloudy day, but here it's a sunny day.'

2. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures show a story. It's called, "Fred loves food". Look at the pictures first. (Pause) Fred's at home with his family. They're in the kitchen and Mum's giving him his dinner.' The examiner then asks the child to continue the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.

3. The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'You don't eat a book. You read it.'

4. The examiner asks questions about a topic, e.g. 'Let's now talk about parties. What do you eat at parties?'
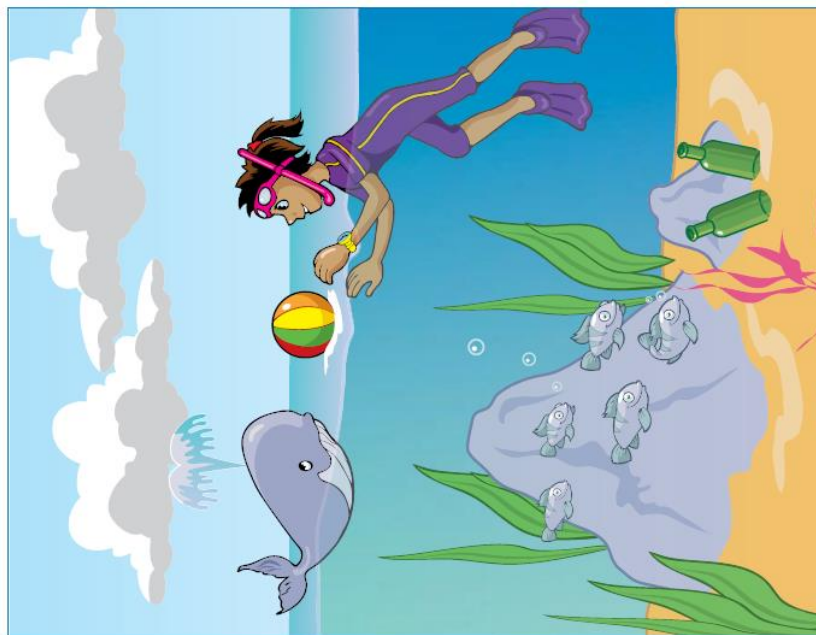
A1 MOVERS SPEAKING. Find the Differences

Fred loves food

Fred
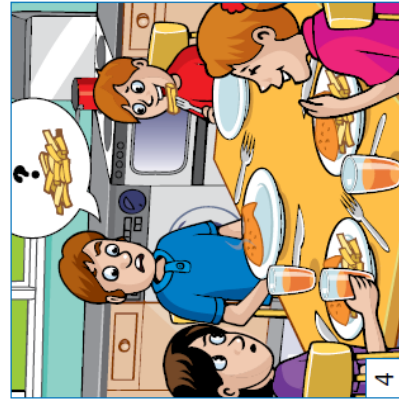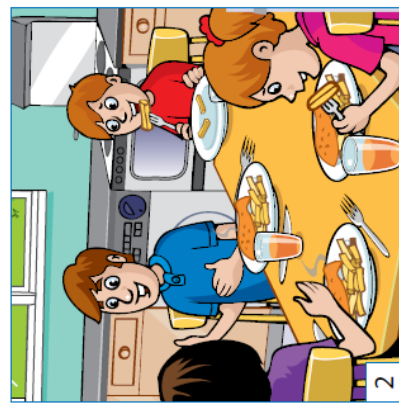
A1 MOVERS SPEAKING . Picture Story

Source: *Cambridge Assessment English (2018)Pre-   A1 Movers Sample Test*
HANDBOOK FOR EXAMS 2018

ANNEX N° 5:

RUBRIC- CAMBRIDGE UNIVERSITY PRESS

LISTENING RUBRIC

Listening	Does not meet 1 pts	Approach 2 pts	Meet 3 pts	Exceed 4 pts
Comprenhension	The student does not comprehend what is said in the audios.	The students have diffculty to undertand or remembering most parts of the audio.	The students identifies and comprehend what is said on the different audios but not completly.	The student correctly identifies and comprehends what is said on the different audios.
Listening	The students interrupts often by whispering, making comments or noises that are distracting.	The students interrupts once, but comments are relevant. Stay in the assigned at without distracting actions.	The students listening quietly and does not interrupt. Doesn't distract others.	The students listening actively, and complete the assigned questions without distracting others.
Connetion between listening and written	What student writes is not connected with the audio's intention.	Students can not describe the ideas related with listening, and can't understand the certain point in the story.	The student uses the audios to write but still loses track of the main audio's idea.	What student writes is connected to the main ideas of the audi.
Spelling and usage of the vocabulary	spelling and usage of the vocabulary is not always correct and affects the intention to answer the questions.	The students spelling in wrong order, and doesn't understand words and content.	Spelling and usage of the vocabulary is not always correct but doesn't not affect the intention to answer the test.	Spelling and usage of the vocabulary is correct.
Completeness of the worksheets	The student doesn't follow any instructions to create the final written product of every worksheet.	Students doesn't answer, but willing tries to answer the test questions.	The students doesn't follow most of the instructions to create the final written prodcut of every worksheet.	The students follows all the instructions to create the final written products of every test's worksheet.

Adapted by: Aguaiza F.(2021)
Source: Cambridge Assessment English (2018)Pre- A1 MOVERS   HANDBOOK FOR EXAMS 2018

READING AND WRITING RUBRIC

Reading	Does not meet 1 pts	Approach 2 pts	Meet 3 pts	Exceed 4 pts
Word solving	Students rarely stops to solve tricky words and aither ask for help.	Students use a couple of strategies to solve words, but frecuently ak for help or skips unknown words.	Students use many strategies to solve tricky words but may occasionally ask for help.	Students use many strategies to solve tricky words at perseveres at difficulty.
Fluency	Students struggle to read smoothly, attend to puntuation and use expresion.	Students occasionally read smoothly, attends to puntuation and use expression.	Students sometimes read smoothly, attend to punctuation and use expression.	Students often reads smoothly, attends to punctuation and use expression
Comprenhension	Students rarely stops to think about what is happening in the text and generates questions.	Students occasionally stops to think about what is happening in the text and generates questions.	Students sometimes stop to think about what is happening in th text and generates questions or ideas.	Students often stops to think about what is happening in the text and generates questions or ideas.
Solving answers	Students dont't understand nothing and can't develop the answer.	Students don't understand the text and they guess the answer.	Students read more than one, understand the main idea to solve test.	Students understand everything and they develop test in correct way.

Adapted by: Aguaiza F.(2021)
Source: Cambridge Assessment English (2018)Pre- A1 MOVERS   HANDBOOK
FOR EXAMS 2018

Writing	Beginning 1 pts	Approaching 2 pts	Meeting 3 pts	Exceeding 5 pts
Content & Development	- Content is incomplete. - Contains few of the elements required. -cotnent and purpose of the writing is unclear. - Understanding the intention of the message requieres major effort from the reader. Questions were not adequately answered.	-Content is not quite comprehensive and lacks accuracy. - Contains only half of the elements required. - Content and purpose of the writing are not very clear. - Understanding the intention of the message requires effort from the reader.	- Content is comprehensive and accurate most of the time. - Contains almost all the elements required. - Content and purpose of the writing are clear most of the time. - Understanding the intention of the message requires little effort from the reader.	- Content is fully comprehensive and accurate - Contains all the elements required. - Content and purpose of the writing are clear (a letter to a penfriend). -Understanding the intention of the message requires no effort from the reader.
Organization & Structure	-It does not look like a letter, has no opening nor ending as a letter should have.	- Eventhough it looks like a letter, lack either the opening or the ending of it.	- Eventhough it looks like a letter, the opening and the ending are not very clear or are misplaced.	-It is clearly organized as a letter with an opening and and ending.
Grammar, Punctuation & Spelling	-Grammar mistakes really interfere with meaning. -Too many spelling mistakes that makes it difficult to understand the message. - There is no punctuation which makes the message confusing.	-Grammar mistakes interfere with meaning most of the time. -Spelling mistakes obscure the meaning of the message. -Lack of punctuation makes the message quite confusing.	Contains more than 3 grammar mistakes, however, they do not really interfere in understanding the message. - More than three spelling mistakes, however, they do not obscure the meaning of the word. - More than two punctuation mistakes or ommisions, however, they do not interfere much in the meaning.	- Contains a maximum of 3 grammar mistakes which do not really interfere in understanding the message. - A maximum of three spelling mistakes which do not obscure the meaning of the word. - A maximum of two punctuation mistakes or ommisions which do not interfere with the meaning.
Vocabulary use	- Innapropriacies in vocabulary use strains the reader and interfere with message conveying.	- Innapropritae use of vocabulary, however, they do not interfere much in conveying the message.	- Few errors in the use of the appropriate vocabulary.	- Vocabulary is used appropriately most of the time.

Adapted by: Aguaiza F. (2021)
Source: Cambridge Assessment English (2018) Pre- A1 MOVERS   HANDBOOK
FOR EXAMS 2018

SPEAKING RUBRIC

A1 Movers

	Vocabulary and grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/Responding Support required Fluency/Promptness
5	• Uses the vocabulary required to deal with all test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. *and, but, then, when*).	• Is mostly intelligible. • Has limited control of word stress and intonation.	• Responds appropriately to instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	• Uses the vocabulary required to deal with most test tasks. • Produces some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce some longer utterances. • Can join ideas with a few simple linkers (e.g. *and*).	• Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to instructions, questions and visual prompts, although some support is required. • Is able to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	• Uses the vocabulary required to attempt some test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. • Can join words with simple linkers (e.g. *and*).	• Sometimes may be difficult to understand.	• Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		

Source: Cambridge Assessment English (2018) Pre- A1 MOVERS HANDBOOK FOR EXAMS 2018

ANNEX N° 6:
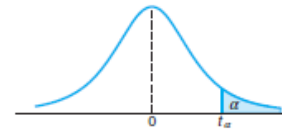
Table A.4 Critical Values of the *t*-Distribution

v	α						
	0.40	**0.30**	**0.20**	**0.15**	**0.10**	**0.05**	**0.025**
1	0.325	0.727	1.376	1.963	3.078	6.314	12.706
2	0.289	0.617	1.061	1.386	1.886	2.920	4.303
3	0.277	0.584	0.978	1.250	1.638	2.353	3.182
4	0.271	0.569	0.941	1.190	1.533	2.132	2.776
5	0.267	0.559	0.920	1.156	1.476	2.015	2.571
6	0.265	0.553	0.906	1.134	1.440	1.943	2.447
7	0.263	0.549	0.896	1.119	1.415	1.895	2.365
8	0.262	0.546	0.889	1.108	1.397	1.860	2.306
9	0.261	0.543	0.883	1.100	1.383	1.833	2.262
10	0.260	0.542	0.879	1.093	1.372	1.812	2.228
11	0.260	0.540	0.876	1.088	1.363	1.796	2.201
12	0.259	0.539	0.873	1.083	1.356	1.782	2.179
13	0.259	0.538	0.870	1.079	1.350	1.771	2.160
14	0.258	0.537	0.868	1.076	1.345	1.761	2.145
15	0.258	0.536	0.866	1.074	1.341	1.753	2.131
16	0.258	0.535	0.865	1.071	1.337	1.746	2.120
17	0.257	0.534	0.863	1.069	1.333	1.740	2.110
18	0.257	0.534	0.862	1.067	1.330	1.734	2.101
19	0.257	0.533	0.861	1.066	1.328	1.729	2.093
20	0.257	0.533	0.860	1.064	1.325	1.725	2.086
21	0.257	0.532	0.859	1.063	1.323	1.721	2.080
22	0.256	0.532	0.858	1.061	1.321	1.717	2.074
23	0.256	0.532	0.858	1.060	1.319	1.714	2.069
24	0.256	0.531	0.857	1.059	1.318	1.711	2.064
25	0.256	0.531	0.856	1.058	1.316	1.708	2.060
26	0.256	0.531	0.856	1.058	1.315	1.706	2.056
27	0.256	0.531	0.855	1.057	1.314	1.703	2.052
28	0.256	0.530	0.855	1.056	1.313	1.701	2.048
29	0.256	0.530	0.854	1.055	1.311	1.699	2.045
30	0.256	0.530	0.854	1.055	1.310	1.697	2.042
40	0.255	0.529	0.851	1.050	1.303	1.684	2.021
60	0.254	0.527	0.848	1.045	1.296	1.671	2.000
120	0.254	0.526	0.845	1.041	1.289	1.658	1.980
∞	0.253	0.524	0.842	1.036	1.282	1.645	1.960

Source: Walpole, R. E., Myers, R. H., Myers, S. L., & Ye, K. (2017).

ANNEX N° 7:

LESSON PLAN MALL (MOBILE - ASSISTED LANGUAGE LEARNING)

MALL Lesson Plan for an English Class at the PRC

1. **Length:** 120 minutes.

2. **Setting:** The Peace Resource Center (PRC) in Seaside, CA. Classes are free, open to anyone, and are co-taught by different pairs of MIIS TESOL students each night (Mon-Thurs). This instructor's classes are held every Thursday evening. Student attendance is optional.

3. **Learner Background Information:**
   - 2+ learners in one class (there are always 2 every Thurs, but sometimes a couple more come).
   - Learners are adults ranging from 20 years-old to middle age.
   - L1 is Spanish.
   - Their English listening comprehension is better than their English speaking abilities, which range from High Beginner to Low Intermediate.
   - One of the learners has low literacy in her L1 and very low literacy in English.

4. **Lesson Context:** Last week's homework was for learners to charge and bring their cell phones to class this week. The instructor already confirmed whether or not their phones have camera capabilities that can be utilized while simultaneously talking on the phone. The instructor also already confirmed that they would be willing to use their own phones to make calls and can bring USB cables for computer connection. Both co-instructors brought their own phones in case any learner forgot theirs.

5. **Materials and Equipment:** Learner (and instructor) cell phones, whiteboard, markers, helpful phrases poster, picture cards, pen and paper, instructor laptop, and instructor USB cable (for camera connections).

6. **Goal:** Understand how to give basic commands in English using the imperative.

7. **Objectives:** As a result of this lesson, SWBAT:
   - Complete a scavenger hunt task with the use of cell phones.
   - Use the imperative form and vocabulary correctly in order to carry out the task.

Time, Activity & Materials	Teacher and Student Behaviors	What This Activity Accomplishes
3-4 min. ▪ <u>Business</u> ▪ White board, markers, helpful phrases poster	▪ Ask Ss how their week was. ▪ Review phrases (Appendix A) they can use when asking for clarification during lesson. ▪ Draw Ss' attention to the week's theme: Environment (i.e. surroundings).	▪ Continues the routine that occurs at the beginning of every class. ▪ Reminds Ss to ask for clarification in case they don't understand something. ▪ Activates their schemata regarding the week's theme.

4-5 min.
<u>Schema Activation</u>:
Vocabulary
	▪ Ask Ss if they can describe what things are outside of their houses and in the neighborhood.
	▪ Ask guiding questions such as:
	   ▪ Are there cars parked outside?
	   ▪ What's your street's name?
	   ▪ Is there a sidewalk?
	   ▪ Is it a busy street?
	   ▪ Are there a lot of houses or apartments?
	   ▪ Are there any plants or trees?
		Urges Ss to draw on previous knowledge to aid them in the next part of the lesson.

Transition 1 min.	Tell Ss that you will now have a vocabulary activity about things that are outside in Seaside.	
10-12 min. · <u>Vocabulary Mini-Lesson</u> · Picture cards, white board, markers	1. Present Ss with picture cards (Appendix B). 2. Explain that you will pronounce each vocabulary term in the picture card and that Ss must try to point to the right one. 3. Give the following commands (using different imperative forms of "find" which are in bolface): ▪ **Find** the sidewalk.	▪ Prepares Ss for using the necessary vocabulary for the task. ▪ Implicitly introduces the imperative. ▪ Confirms whether or not Ss are able to produce and recognize the

	▪ **Look for** a black car. ▪ **Try to find** a building. ▪ **Try and find** a street sign. ▪ **Go find** a parking lot. ▪ **Find** a street light. ▪ **Look for** a restaurant. ▪ **Try to find** a stoplight. (word choice rationale Appendix C) 1. Ss will point to the right picture once you say it. 2. Then ask individual Ss to give commands to their classmates to point to a picture 3. Ss will point to the right picture once a classmate says it. 4. Make sure everyone gets at least one chance to speak. 5. As Ss talk, pay attention to their imperative use and explicitly explain the concept of the imperative if they fail to use the forms correctly. 6. Ask Ss if they want you to write the forms of "find" that you said on the board.	necessary vocabulary.
Transition 1 min.	Tell Ss that the class will now discuss how they use their cell phones.	
3-4 min. <u>Schema Activation</u>: Cell phone usage	▪ · Ask Ss what they normally use their cell phones for (e.g. to call people, play games, etc.). ▪ · Ask Ss if they have ever used cell phones for language learning.	· Urges Ss to draw on previous knowledge to aid them in the next part of the lesson.
25-30 min. · <u>Pre-Task</u>: Picture practice and task directions	1. Ask Ss to pull out their cell phones and turn them on. 2. Instruct them (using the imperative) to test out the camera function on their phones by giving this command: 3. Take a picture of me (or of something in the room).	▪ Serves the purpose of preparing Ss for successful task completion by: ▪ Allowing them to practice using the vocabulary and imperative forms

· S cell phones	4. Confirm that their camera functions work.
	5. Confirm that they understand <u>and</u> can say "Take a picture of…"
	6. Now assign pairs and give them these directions:
	    A. Choose which partner will be the picture taker and which will be the talker
	    B. Both of you go around the room; the talker must tell the picture taker to (1) find something and (2) take a picture of it
	    C. The picture taker should take pictures of only one or two things
	    D. Then switch roles and do the same procedure.
	7. Ask Ss if they want you to write the directions on the board.
	8. Monitor Ss during the activity to confirm they are on task.
	9. Once the activity is finished, explain that Ss are about to perform an activity outside while using their cell phones.
	10. Give the following directions:
	    A. Stay in your same pairs.
	    B. Choose who will be the talker and who will be the picture taker.
	    C. The talker must choose 4 of the picture cards out of a hat (without the picture taker
		with each other face to face.
		▪ Allowing them to practice using their cell phones' picture function.
		▪ Confirms that the technology works/doesn't work, allowing for T intervention if necessary.

	knowing which ones they are). D. One partner must call the other partner on their cell phone. E. The picture taker must then go outside. F. The talker will begin by telling the picture taker to (1) find the thing on the first card (for example, "Find a black car.") and (2) take a picure of it – but <u>don't</u> hang up! G. Once the picture taker has taken her/his first picture, then the talker will continue until the picture taker has taken pictures of all four things. H. Then the picture taker will come back to the classroom and the two will switch roles, with the new talker having to use the remaining four cards.	
Transition 1 min.	Tell Ss that they are about to perform the actual task.	
35-40 min. · <u>During Task</u> · S cell phones, pen and paper	· You or your co-T must accompany the picture taker while she/he walks around outside in order to monitor whether or not she/he is completing the task, is having technological difficulties, etc. · The other co-T must stay in the classroom with the talker in order make sure she/he is on task.	· Serves as a culmination of Ss' learning about and usage of the vocabulary and imperative form. · Provides proof of Ss' ability to communicate using the imperative and the vocabulary.

	-Ss proceed with the task. · The T indoors must write down any errors that the talker S makes when giving commands to the picture taker.	
Transition 1 min.	Tell Ss that you will put their pictures onto your laptop and that they can go on break.	
Break 4-5 min. · USB cable	Transfer Ss' pictures onto your laptop during the break.	
10-12 min. · Post-Task: Discussion and noticing · S cell phones, T laptop, T error notes	· Let Ss see the laptop screen. · Ask for a S to volunteer to talk about her/his pictures. · Cue up the S's pictures on the laptop and ask her/him to talk about what it was like (1) trying to understand the talker and (2) to use the technology to take the pictures. -The first S explain her/his process. · Go through the same procedure with each S. -The remaining Ss explain their processes. · Now bring Ss' attention to any ill-formed imperatives that they may have produced during the task. · Ask Ss to verbally correct the forms.	· Serves as a wrap-up of the task and lets Ss reflect on what they have learned. · Lets Ss see if they got everything right. · Lets Ss feel that they have accomplished something. · Urges Ss to notice errors and to notice correct forms of the imperative.

Transition 1 min.	Tell Ss that before they you are about to end class.
3-5 min. · <u>Wrap-up</u>	· Ask Ss one by one to tell you one thing they learned during the lesson, whether it be about using cell phones for educational purposes, using the imperative, learning all the different ways to say "find," the vocabulary, etc.

Source: Mobile Learning Languages Literacies and Cultures Lesson Plan. Mark Pergrum 2014.

ANNEX N° 8:

EXPERTS' VALIDATION

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

EXPERTS' PROPOSAL VALIDATION

1. **Research Proposal Data**

    Author: María Fernanda Aguaiza Iza

    Topic: Handbook of Lesson Plans based on Mobile-Assisted Language Learning (MALL) to enhance English Vocabulary.

    Objetive: To create a set of lesson plans which focus on MALL Approach to improve English Vocabulary in A1 students at the Language Department of Universidad Técnica de Cotopaxi.

2. **Evaluator's information**

Evaluator's name:	Alison Mena Barthelotty
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Senescyt Registration Number:	1027-15-86059706
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Work Experience (years)	15 years
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3. **Evaluation**

    Mark with an (X) depending on your criteria.

Criteria	Excellent	Good	Poor
1.- The information displayed in the Proposal is relevant and related to the Mobile-Assisted Language Learning strategies.	X		
2.- The proposal topic is appropriate and innovative.	X		
3.- The teaching material constitutes a valid, current and relevant contribution to enhance English Vocabulary.	X		
4.- The strategies used in the Lesson Plans are linked to the proposal objectives.	X		
5.- The lesson plans describe each step to follow during the class.	X		
6.- The activities used to reach the goal speed up students' critical thinking, independence, and communicative strategies.	X		
7.- The originality of the contributions and reflections of the author give added value to the proposal.	X		
8.- The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
9.- The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
10.- The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	X
International	X

115

5. General comments and recommendations for the author.

The proposal has a contribution for teachers and students. I genuinely believe that this proposal can be implemented not only in but also outside the class. Students and teachers are the principal beneficiaries because the proposal's applications can help teachers teach innovatively and help students keep focused and motivated. In this fashion, students will innovatively acquire the English vocabulary. I congratulate Lic. Maria Fernanda Aguaiza for her hard work in this proposal work.

MSc. Alison Mena Barthelotty
I.D. 0501801252

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

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   Author: María Fernanda Aguaiza Iza

   Topic: Handbook of Lesson Plans based on Mobile-Assisted Language Learning (MALL) to enhance English Vocabulary.

   Objetive: To create a set of lesson plans which focus on MALL Approach to improve English vocabulary in A1 students at the Language Department of Universidad Técnica de Cotopaxi.

2. **Evaluator's information**

Evaluator's name:	Lourdes Guanoluisa
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3. **Evaluation**

   Mark with an (X) depending on your criteria.

Criteria	Excellent	Good	Poor
1.- The information displayed in the Proposal is relevant and related to the Mobile-Assisted Language Learning strategies.	X		
2.- The proposal topic is appropriate and innovative.	X		
3.- The teaching material constitutes a valid, current and relevant contribution to enhance English Vocabulary.	X		
4.- The strategies used in the Lesson Plans are linked to the proposal objectives.	X		
5.- The lesson plans describe each step to follow during the class.	X		
6.- The activities used to reach the goal speed up students' critical thinking, independence, and communicative strategies.	X		
7.- The originality of the contributions and reflections of the author give added value to the proposal.	X		
8.- The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
9.- The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
10.- The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

4. Impact. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

5. General comments and recommendations for the author.

After reviewing the proposal, I conclude that this is an essential contribution to vocabulary improvement in students. It is innovative and relevant; additionally, the lesson plans are well-designed, and it has a good explanation. This proposal contributes to the teaching-learning process because it will contribute to keeping our students motivated when learning English Vocabulary.

Lourdes Carmen Guanoluisa Toapanta
CI: 1722543624

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

EXPERTS' PROPOSAL VALIDATION

1. **Research Proposal Data**

Author: María Fernanda Aguaiza Iza

Topic: Handbook of Lesson Plans based on Mobile-Assisted Language Learning (MALL) to enhance English Vocabulary.

Objetive: To create a set of lesson plans which focus on MALL Approach to improve English vocabulary in A1 students at the Language Department of Universidad Técnica de Cotopaxi.

2. **Evaluator's information**

Evaluator's name:	Marcia Rosalva Banda Bustillos
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3. **Evaluation**

Mark with an (X) depending on your criteria.

Criteria	Excellent	Good	Poor
1.- The information displayed in the Proposal is relevant and related to the Mobile-Assisted Language Learning strategies.	X		
2.- The proposal topic is appropriate and innovative.	X		
3.- The teaching material constitutes a valid, current and relevant contribution to enhance English Vocabulary.	X		
4.- The strategies used in the Lesson Plans are linked to the proposal objectives.	X		
5.- The lesson plans describe each step to follow during the class.	X		
6.- The activities used to reach the goal speed up students' critical thinking, independence, and communicative strategies.	X		
7.- The originality of the contributions and reflections of the author give added value to the proposal.	X		
8.- The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
9.- The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
10.- The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

4. **Impact**. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

5. General comments and recommendations for the author.

The proposal presented by the teacher Maria Fernanda Aguaiza is genuinely innovative, and teachers will have a resource with a new perspective on using mobile devices in the classroom. Nowadays, it is essential to take advantage of technology. That is why I found interesting all the contents and activities reflected in the lesson plans.

Lic. Marcia Rosalva Banda Bustillos
I.D. 0503507949

ANNEX N° 9:

USERS' EVALUATION

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

**Master's Degree in Applied Linguistics to Teaching English as a Foreign
Language**

USERS VALIDATION

1. **Research Proposal Data**

   Author: María Fernanda Aguaiza Iza

   Topic: Handbook of Lesson Plans based on Mobile-Assisted Language Learning
   (MALL) to enhance English Vocabulary.

   Objective: To create a set of lesson plans which focus on MALL Approach to
   improve English Vocabulary in A1 students at the Language Department of
   Universidad Técnica de Cotopaxi.

2. **Evaluator's information**

Evaluator's name:	Olga Samanda Abedrabbo Ramos
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Current job:	Technical English Teacher at ETFA School.
Work Experience (years)	9 years
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Evaluation

Mark with an (X) depending on your criteria.

Criteria	Excellent	Good	Poor
1.- The information displayed in the Proposal is relevant and related to the Mobile-Assisted Language Learning strategies.	X		
2.- The proposal topic is appropriate and innovative.	X		
3.- The teaching material constitutes a valid, current and relevant contribution to enhance English Vocabulary.	X		
4.- The strategies used in the Lesson Plans are linked to the proposal objectives.	X		
5.- The lesson plans describe each step to follow during the class.	X		
6.- The activities used to reach the goal speed up students' critical thinking, independence, and communicative strategies.	X		
7.- The originality of the contributions and reflections of the author give added value to the proposal.	X		
8.- The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
9.- The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
10.- The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. **The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**
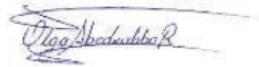
The whole content of this proposal is clear, concise, and well managed. So, it is highly unlikely that readers misunderstood this work.

2. **Impact**. What is the impact of this research? (Place an **X** on the square)

Local	x
Regional	
National	
International	

3. **General comments and recommendations for the Author.**

This proposal has attracted my attention because the use of mobile technology for learning vocabulary suits perfectly with today's demanding generation of students. So, I would like to recommend that this innovative work should be shared and supported by colleagues and area coordinators to socialize its advantageous contribution in teaching vocabulary by encouraging the 21st century students and educators to participate in this advance.

Olga Samanda Abedrabbo Ramos
0503510075

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

USERS VALIDATION

4. **Research Proposal Data**

   Author: María Fernanda Aguaiza Iza

   Topic: Handbook of Lesson Plans based on Mobile-Assisted Language Learning (MALL) to enhance English Vocabulary.

   Objective: To create a set of lesson plans which focus on MALL Approach to improve English Vocabulary in A1 students at the Language Department of Universidad Técnica de Cotopaxi.

5. **Evaluator's information**

Evaluator's name:	Ana Jacqueline Guamani Aymacaña
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E-mail:	Anidie1980@gmail.com

Evaluation

Mark with an (X) depending on your criteria.

Criteria	Excellent	Good	Poor
1.- The information displayed in the Proposal is relevant and related to the Mobile-Assisted Language Learning strategies.	X		
2.- The proposal topic is appropriate and innovative.	X		
3.- The teaching material constitutes a valid, current and relevant contribution to enhance English Vocabulary.	X		
4.- The strategies used in the Lesson Plans are linked to the proposal objectives.	X		
5.- The lesson plans describe each step to follow during the class.	X		
6.- The activities used to reach the goal speed up students' critical thinking, independence, and communicative strategies.	X		
7.- The originality of the contributions and reflections of the author give added value to the proposal.	X		
8.- The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
9.- The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
10.- The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. **The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

The whole content of this proposal is clear, concise, and well managed. So, it is highly unlikely that readers misunderstood this work.

2. **Impact**. What is the impact of this research? (Place an **X** on the square)

Local	X
Regional	
National	
International	

6. **General comments and recommendations for the Author.**

This proposal is recommended to be applied as soon as possible in order to enhance teacher and students learning.

Ana Jacqueline Guamani A
1803239183

ANNEX N° 10:

URKUND CERTIFICATE

Curiginal

Document Information

Analyzed document	TESIS_AGUAIZA_IZA_MARIA_FERNANDA.pdf (D107445950)
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Analysis address	jose.andradem.utc@analysis.urkund.com