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Topic:

**QUICK RESPONSE CODES IN THE DEVELOPMENT OF VOCABULARY
ACQUISITION FOR A1 LEVEL (CEFR)**

**Research project before obtaining the title of Master of English Pedagogy as a
Foreign Language.**

Line of research:

ADVANCED METHODOLOGICAL AND TECHNOLOGICAL PROPOSAL

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APPROVAL SHEET

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DEDICATION

This research Project is dedicated to all English language learners from public institutions in Ecuador, who are the principal benefactors of this work. Special dedication to my husband Daniel, his advice and guidance throughout the process helped me so much. My parents, Carmita and Carlos have been an endless source of support and inspiration during my academic life.

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RESUMEN

El vocabulario ha jugado un papel crucial en el aprendizaje del idioma inglés. Implementar estrategias de adquisición de vocabulario es esencial y, en el mundo globalizado de hoy, el uso de aplicaciones digitales es una necesidad, por lo que ambos podrían combinarse para mejorar la forma en que los estudiantes adquieren vocabulario. La enseñanza y el aprendizaje requieren de estrategias tecnológicas para visualizar y complementar el vocabulario sobre temas relevantes. Las herramientas digitales están disponibles para optimizar los propósitos educativos, brindando a los alumnos y docentes la oportunidad de simplificar tareas y ser más interactivos y visuales. Para llevarlo a cabo, esta investigación presenta un estudio innovador de cómo los docentes podrían combinar estos dos aspectos y usarlos para modernizar los procesos de enseñanza, utilizando Códigos de Respuesta Rápida (QR Codes), con actividades en el aula donde los estudiantes pueden acceder y utilizar recursos en línea rápidamente. La implementación de Códigos de Respuesta Rápida en los procesos de enseñanza para el desarrollo del vocabulario para el nivel A1 del Marco Común Europeo de Referencia para las lenguas, es el objetivo general del proyecto. Por lo tanto, se ha considerado un diseño de investigación cuantitativo donde se utilizará un pre-test y un post-test aplicado a dos grupos en un tipo de investigación cuasi-experimental. El nivel de profundidad de la investigación será tanto descriptivo como correlacional, y la modalidad educativa será socioeducativa. Una vez realizado el estudio, se espera que los alumnos de nivel A1 alcancen mejores niveles de adquisición de vocabulario.

Palabras clave: adquisición de vocabulario, códigos de respuesta rápida (QR Codes), digital, idioma inglés, recursos en línea.

ABSTRACT

Vocabulary has played a crucial role in English Language learning. Implementing vocabulary strategies for students who are learning English as a second language is essential. Furthermore, in today's globalized world, the use of digital applications is a need. As a result, digital applications and vocabulary learning strategies could be combined as one to improve the way learners acquire vocabulary. Teaching and learning require too many strategies that, nowadays are necessary to be supported by technology, they can be used to display and supplement vocabulary about certain relevant topics. Digital tools are available anytime everybody, to optimize educational purposes; the huge variety of them gives learners and teachers the chance to simplify and have more interactive tasks, carried out, this research proposes an innovative study on how teachers could combine these two aspects and use them to modernize teaching processes, with the application of Quick Response Codes (QR Codes), in-classroom activities where students could access and use online resources quickly. Furthermore, implementing Quick Response Codes in the teaching processes for the development of vocabulary for the A1 level according to the Common European Framework of Reference for Languages, is the general objective of the study. Therefore, a quantitative research design has been considered where a pre-test and a post-test were applied to two groups with the use of a quasi-experimental type of research. The research depth level was descriptive and correlational, and the educational modality was socio-educational. As a result of this study, there was a higher percentage of vocabulary acquisition in A1-level English students.

Keywords: digital, English language, quick response codes (QR Codes), online resources, vocabulary acquisition.

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INTRODUCTION

This research work entitled “Quick Response Codes in the development of vocabulary acquisition for A1 level (CEFR)”, aims to implement Quick Response Codes in the teaching processes for the development of vocabulary for A1 level students. As Yunus (2020), mentioned “students fundamentally need to have an adequate amount of vocabulary or lexical knowledge to ensure the good acquisition of the four language skills” (p. 122). It is therefore essential-to highlight that acquiring knowledge about a specific word is essential for anybody who is learning English as a second language, vocabulary acquisition comes first, before developing the other skills.

This study contains relevant information on the usefulness of Quick Response Codes for developing vocabulary acquisition. Quick Response Codes are helpful technological resources integrated into any mobile device, that can be included in any class activity to reinforce vocabulary acquisition. QR Codes provide teachers and learners with full and fast accessibility to any digital online resource. To carry out this study, students will be provided with resources, where QR Codes activities will be included to get better retention of new words. Including mobile resources such as QR Codes in paper-based activities, will be a useful option for interactive vocabulary acquisition.

Recent studies around the world emphasize the importance of integrating mobile learning into the classroom as an imperative aspect for students of this generation who are learning English as a second language. In fact, including digital resources in-class activities, promote active learning for students whose mobile cellphone give the chance to have quick access to unlimited knowledge in vocabulary-related digital materials. Most noteworthy is how learners could increase their understanding of the new words by exploring online different meanings and relationships with visual and audio support. Equally important are the requirements for second language learners on a national scale. For instance, in Ecuador, learning English has been complicated, limited resources, poor teacher preparation, and lack of interest in students are just a few of the reasons why Ecuador is ranked in the 90th position out of 112 countries in English

proficiency according to the EF English Proficiency Index in 2021. For those and more reasons, national researchers highlight the importance to incorporate mobile resources to develop vocabulary knowledge in students, regrettably, some teachers know how to implement mobile learning activities in their classes, to reinforce students' vocabulary acquisition levels.

Learning English is compulsory according to the new curriculum, but the low quality of teaching, traditional methodologies, and lack of supplies for students, influence how learners acquire the English Language. This situation is not different from what happens at "Martiniانو Guerrero Freire" School, where most of the students face difficulties in their English learning process. Most of them do not have an appropriate English level, and the way educators have taught the English language, has worsened English language acquisition.

Based on the aforementioned problematic situation, regarding the formulation of the hypothesis of this research, its approach is presented below:

Quick Response Codes have a positive influence on the development of Vocabulary Acquisition for A1 level (CEFR). Regarding the objectives of the present research, the general objective is: to implement Quick Response Codes in the teaching processes for the development of vocabulary for A1 level (CEFR).

The specific objectives are the following:

- To diagnose the students' knowledge of vocabulary at the A1 level (CEFR).
- To establish the factors that help learners increase vocabulary acquisition.
- To develop a booklet with the use of Quick Response Codes for vocabulary acquisition.
- To disseminate the effectiveness of using Quick Response Codes for the improvement of vocabulary among A1-level learners.

Regarding the methodological design of this research project, a quantitative research design was considered where a pre-test and a post-test applied to two groups will be used in a quasi-experimental type of research. Regarding the level of depth, there were considered descriptive and correlational, and the educational modality was socio-educational because, once the research was done, better vocabulary acquisition levels were gotten by A1 level students.

Regarding the type of research, quasi-experimental and bibliographical research were used. On the other hand, bibliographical research established the most important aspects of the state of the art as well as some important principles based on Quick Response Codes in Education and vocabulary acquisition.

This research is justified due to the actual necessity to include technological mobile resources in the teaching and learning methodologies. How learners of a second language acquire vocabulary requires spaces where they could engage with authentic, relevant, and stimulating resources. One of the fastest and most effective methods for students is the use of mobile devices through the implementation of QR activities in class.

The application of mobile learning practices such as QR codes, cause a huge impact on the student, they become more interested in learning by using their mobiles, and they could access visual materials that made the class environment more interactive and entertaining. The research project aims to increase their interest and knowledge in acquiring English vocabulary while students could access digital resources.

The present research is original because integrates the use of mobile devices with the learning processes to create an interactive and educational environment where teachers and students could access diverse online resources. As with new emerging technologies used for Second language learning, the successful implementations of QR codes have unlimited potential to achieve the desired learning objectives.

The project is highly feasible for its realization because it could cause a huge impact on the traditional beliefs about teaching English as a second language. Using QR codes for vocabulary acquisition activities offers a promising method to integrate authentic and relevant content into the learning processes. In addition, the research project has unconditional support from the authorities and students from “Martiniano Guerrero Freire” School. As well, the project has the necessary financial and material resources because it does not depend on a significant budget.

In the proposed research, the direct beneficiaries are the students since they will improve their vocabulary through mobile resources such as QR Codes, allowing them to efficient digital resources by replaying audio and video, and enlarging images for closer examinations. It is worth mentioning that teachers are the other direct beneficiaries of this research because they could apply these technological resources to their classes to avoid traditional methodologies.

CHAPTER I. STATUS OF ART AND PRACTICE

1.1. Mobile learning

The use of digital materials in the teaching and learning processes can be useful for providing an interactive environment, where mobile tools could be used to share vocabulary multimedia materials (Özcan & Kert, 2020). Mobile devices could offer many kinds of digital materials, playing an important function in educational practices. For some authors the term is not precisely defined, as described by Crompton, H. (2013), mobile devices could be used to enhance learning in multiple contexts and interactions. Concerned with the technological advances of today's society, the implementation of mobile technologies in the classroom is imperative.

In the last decades, technology has changed so fast and the rapid improvement in mobile devices have become increased. According to the official report of the International Telecommunication Union (2021), 85 percent of the world's population uses smartphones, which means more than eight out of ten people around the world use a smartphone right now, and that number will continue to increase throughout the years. As we know, there are unlimited usages for smartphones and, education is one of them. Hundreds of researchers and studies around the world reveal that mobile devices are truly useful and have produced a meaningful improvement in learning processes.

Furthermore, there is an increasing role of mobile devices in educational communications (Valarmathi, 2011). Integrating technology using mobile devices into the classroom, supports second language learners to have instant access to unlimited resources instantaneously. Mobile devices possess characteristics like portability, functionality, ubiquity, utility, and connectivity (Md Yunus & Lau Yen Yen, 2020, p. 123). Specifically, mobile devices allow teachers and students to get a wide range of information and sources, by increasing learning with the integration of technologies with traditional language practices.

Mobile-Assisted Language Learning (MALL)

With the increasing expansion of mobile technologies as a tool for learning, and most relevant for this research project, vocabulary language learning, has emerged a new concept: "Mobile-Assisted language learning (MALL)". It is an approach where the language is assisted and enhanced through the use of mobiles (Valarmathi, 2011). In other words, mobile devices could be used by learners and teachers to access and enhance relevant information, multimedia features, messages, videos, interactive games, music, pictures, and any kind of materials for the second language learning process.

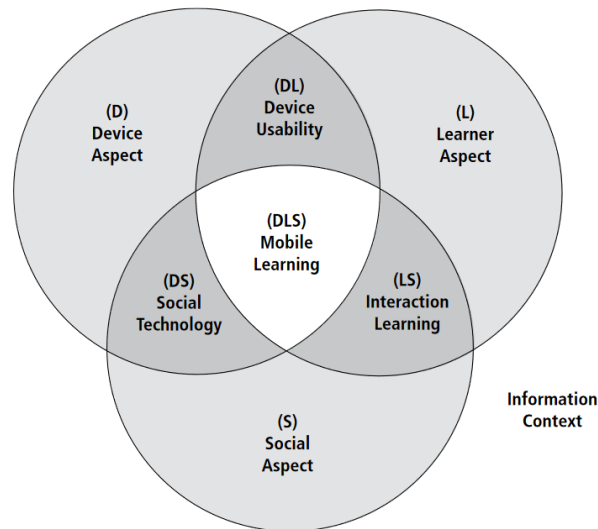
Mobile technologies facilitate practice, learning, and interaction in real-life settings (Palalas, 2011). When learners use handheld devices, they can engage in interaction with others no matter time and space, their environment becomes more independent and the social interactions are more authentic than in traditional classrooms, where time and space are not enough for all the learners could participate and demonstrate their abilities. For instance, most traditional practices limit interactions and MALL offers an effective way to improve learners' skills positively, they do not need to be at a specific level or have strong skills to participate in this kind of learning approach.

Considering all the educational purposes of the MALL approach, it can be concluded that mobile technology promotes foreign language learning, and its use is highly attractive for young learners who are so involved with the use of technology (Palalas, 2011). Subsequently, those flexible interactions and tasks development between teachers and students, the rapid access to the digital world and multimedia materials, become a traditional classroom into a collaborative environment. In short, MALL approaches satisfy most individual learners' preferences and transform second language learning and obviously communication.

The Framework for the Rational Analysis of Mobile Education (FRAME) Model

After examining MALL for second language learning, this approach also contemplates the Framework for the Rational Analysis of Mobile Education (FRAME) model developed by Marguerite L. Koole in 2009. As determined by Koole, M. L. (2009), this theoretical framework “is based on three principal elements, device, learning, and social aspects”. The first element, the device is related to the characteristics and functionality of mobile devices, the second one is related to the learner aspects such as cognitive abilities, memory, prior knowledge emotions, and motivations, and finally the social aspect is related to the social interactions and cooperation from learner to learner. The correlation of these aspects is represented by a Venn diagram called FRAME.

Figure 1. Frame model



Source: Koole, (2009).

The aspects mentioned above are interactions and attributes related to the device usability, the learner’s pedagogical, and the social interactions between them (Koole, 2009). It can be seen that, when learners are equipped with a mobile device, they could access technological tools, and then, learners could participate actively and interact socially with the language. Effective mobile learning provides a rich cognitive

environment, where learners and teachers could interact in virtual spaces through their mobile devices.

Mobile Learning Process (DLS)

The key aspect of the implementation of MALL regards the effectiveness of mobile language learning activities in the classroom. The correct integration of the device, learner, and social aspects are presented as the results of an effective mobile learning process (Koole, 2009). For instance, effective mobile learning enhances learners to have better access to technological tools and appropriate information for the course, in cognitive situations where learners and teachers can interact with the language in the classroom and virtual environments at the same time.

As well as the expansion of mobile technologies and information upload on digital platforms is continuously increasing, the internet is one of the most important sources of communication and information nowadays, but, is important to mention not all of the data is significant for language learning development for learners. Consequently, to have an effective mobile learning process, it is imperative for learners to be able to identify appropriate and precise information (Koole, 2009). It has been shown that digital information is available all the time, and it is presented in different ways, mobile learning can help learners to access relevant information from other learners and experts from the field, and teachers play an important role to determine what and how the information is acquired.

Clearly, MALL approaches provide informal language learning solutions for the improvement of traditional formal classrooms. It is known that mobiles are the most attractive technology used nowadays around the world, and it reflects an innovative learning solution for educators (Hawamdeh & Soykan, 2021). MALL changes the traditional methods of teaching and learning and facilitates language learning by the extensive access to a rich variety of knowledge, that promotes informal learning, by combining real-world environments with the digital world. In addition, educators prepare

learners to navigate, select, manipulate and apply existing information for language learning situations.

1.2. Quick Response Codes (QR codes)

Quick Response Codes or QR Codes are readable 2-dimensional codes invented in 1994 by Denso Wave. They are bar codes that can be read by a digital scanner integrated into any technological device, these codes direct instantaneously to a great deal of information uploaded online (Chang, 2014). Furthermore, QR codes are fast and readable and have high information capacity, they let users access any type of information from any location using a mobile device (Ali & Santos, 2017). Hence, nowadays all mobile devices have installed QR reader applications, that allows users to read the codes and visualize information instantaneously.

Figure 2. Quick Response code example



Source: Chang, (2014).

QR codes are highly used in diverse mobile technologies and innovative applications, and education is one of these innovations (Durak & Ozkeskin, 2016). This digital image is used as an innovative tool that provides learners with the chance to get any type of information fast and easily, connecting paper-based tasks to the digital world. Principally, QR codes are used to enrich paper-based instructional resources (Bakla, 2018). Most of all, when teachers integrate QR codes in their classrooms, simplify access to the content, and make learning fun and interactive for students who nowadays are too visual and need technology to complement their learning processes.

Integrating Quick Response Codes in an interactive language learning environment, enhance students' knowledge of English language learning vocabulary. According to (Özcan & Kert, 2020), "QR codes are handy tools used to enrich traditional resources and to connect the learning resources to the digital ones." (p. 750). In other words, implementing these technological resources in the classroom, such as QR Codes, increase opportunities to learn without restrictions, and provide learners with the opportunity to obtain vocabulary knowledge fast and easily, by giving them unlimited access to online resources that will help to understand better the topics to be covered.

Several studies on the use of QR codes in education in the field of mobile learning determine meaningful advances in learning effectiveness and acquirement. Using paper-based materials with technological resources through QR codes supports second-language learning (Ali & Santos, 2017). Moreover, the use of QR codes as an alternative to traditional educational processes contributes to learning through their rapid access to online information (Durak & Ozkeskin, 2016). It could be stated that the use of QR codes as a form of mobile learning facilitates access to digital resources and meaningful content for teachers and learners.

QR Codes characteristics

To understand the different QR code features, there are some important characteristics to be described (Qianyu, 2014).

- **High capacity encoding of data**

One of the most important characteristics of QR codes is their huge capacity for encoding information (Chang, 2014). Important to note is that the QR code can encode all types and quantities of data.

- **Small printout size**

A QR code can be printed in smaller spaces. QR codes hold information with a two-dimensional structure (Chang, 2014). To illustrate, the codes are designed in small spaces that carry any amount of data.

- **Readable from any direction**

QR codes are designed to be read in any direction in 360 degrees (Qianyu, 2014). Most noteworthy is the high-speed capacity to read the code in any direction, as they are designed with position detection patterns. So, QR codes have patterns that can be scanned quickly in any direction, avoiding background interference.

Types of QR Codes

There are different QR code types, let's analyze each one of them:

- **QR Code Model 1 & 2**

QR Code model 1 is the original version of the code. Model 2 is the largest version, capable to read more smoothly, it has three orientation-detecting patterns. These models are the most usual QR code.

Figure 3. QR Code Model 1 & 2 example,



Source: Chang, (2014)

- **Micro QR Code**

The Micro QR Code has only one orientation-detecting pattern and a smaller printout size.

Figure 4. Micro QR Code example



Source: Chang, (2014).

- **iQR Code**

The iQR Code can be generated in square or rectangular modules. These models support turned-over codes, black-and-white inversion codes, and dot pattern codes(Qianyu, 2014). Additionally, these models can store more information than models 1 & 2.

Figure 5. iQR Code example



Source: Chang, (2014).

- **SQRC**

An SQRC model stores private and internal data from companies. These models are embedded into reading-restricting functions (Chang, 2014). As well, the aspects and patterns are not different from Models 1 & 2, the real difference between these models is that they are locked up with private information, and are read by specific scanners.

Figure 6. SQRC example



Source: Chang, (2014)

- **LogoQ**

These models incorporate pictures, designs, illustrations, letters, and logos. These models have three orientation-detecting patterns and display colorful combinations without compromising the readability of the code.

Figure 7. LogoQ example



Source: Chang, (2014).

QR code scanning process

Scanning a QR code is extremely simple (Chang, 2014). Most mobile devices are equipped with a camera and a QR code reader, others need to install first the application from the mobile store, all of them are free to download and compatible with all QR code types. Then, when the reader is ready, he has to follow the following basic steps:

- Point at the QR code with the camera
- The reader scans the QR code
- The mobile device directs instantaneously to the website which contains the stored information.

QR code creating process

Mobile devices offer many options to download from the mobile store and other QR code generators that are free to use on many websites. Using a QR code generator is the best way to create a QR code (Lottipannah, 2020). A distinctive quality of a mobile generator is that it lets users upload any kind of information, from simple documents to videos, audio, pictures, websites, games, and all the possible information to access online. To generate a QR code it has to follow three simple steps:

- Choose the QR code type
- Upload the information
- Generate the code

QR-Codes in Educational Settings

QR codes in education are placed in the context of the mobile learning approach. As it is known, QR codes were not designed for educational practices, but, the integration of QR code readers in mobiles, offers users the opportunity to access meaningful digital information quickly (Law & So, 2010). As well as education being supported by QR codes, it brings many benefits such as low cost, easy use and application, and instant accessibility (Arikan & Ozen, 2015). The extensive use of QR codes has changed traditional educational methods, while mobile learning is globally used nowadays (Hawamdeh & Soykan, 2021). Thus, QR codes are used to link paper-based materials to audiovisual digital resources.

The implementation of QR codes in the educational field is very adaptable for any kind of activity to enhance communication and the rapid transfer of information. To illustrate, there are many examples of QR codes applied in education, such as Ogen (2012), who applied QR codes to real objects to access audio files and links to show the meaning and pronunciation of the objects. Another example is the one conducted by Khalifa

(2008), where students use QR codes to send comments, and questions to the teacher during reading exercises. As well as Yunus (2020), whose QR implementation reflects a positive increase in the English language vocabulary among primary school students. To reiterate, there are many ways on using QR codes in education, and the adaptability of this mobile learning tool enhances education.

Mobile-Assisted Language Learning using QR Codes

Mobile learning is one of the most attractive educational technologies. The extensive use of mobiles increases every day, and this has changed traditional methods of teaching and learning English as a second language. Therefore, English language learning requires spaces where students receive and produce authentic and stimulating resources. As mobiles are useful for accessing digital resources, a simple and effective method is through QR codes (Thorne, 2016). Thus, QR codes are suitable pedagogical tools for mobile devices that connect the real-world environment of the class to the digital world.

Implementing the use of QR codes in Mobile-Assisted Language Learning enables sharing of innovative resources for the improvement of second language acquisition. The rapid advance of mobile technology and the innovation of digital resources such as QR codes are trends in education in the 21st century (Md Yunus & Lau Yen Yen, 2020). It can be seen that in the second language learning process when using mobile devices enhanced with QR codes apps, promote innovation, and provide learners and teachers with a large amount of information relatively quickly (Bahar, 2019). Hence, the combination of traditional resources, such as paper-based activities, with digital learning materials such as QR codes, offers several useful digital materials in the classroom.

Indeed, nearly all mobile devices are implemented with QR code readers, and most students already use mobiles as educational resources for language learning. Furthermore, when QR codes are added to traditional paper materials, students are

able to access extra information out of the field, avoiding tedious and boring tasks. Whereas, QR codes are applied in paper-based activities for a more effective and engaging classroom, and help learners to achieve pedagogical goals (Thorne, 2016). As long as mobile-assisted language learning uses QR codes for language learning activities, it offers an encouraging approach to integrating authentic and suitable content into lessons.

QR-codes in Second Language (L2) learning/teaching practices

The integration of QR codes in second language acquisition practices creates a mobile learning environment that is beneficial and motivating for teachers and learners. The QR codes offer enriching educational opportunities by providing instant and relevant information for people who are learning a foreign language (Kossey et al., 2015). Besides, implementing QR codes to print materials, allows teachers to provide students with extra audiovisual information to master the acquisition of the four language skills, which are essential to developing enhanced communication.

QR codes are flexible digital tools for teaching practices to create interactive workspaces for second-language learners. Usually, QR codes are used for multiple tasks, they can be added to any physical space such as paper, walls, and objects (Kossey et al., 2015). To illustrate, some teachers use QR codes attached to real things to enhance vocabulary acquisition to see and hear the pronunciation of the objects. Other teachers replace certain grammar rules with QR codes for printed books. It is apparent that QR codes transform traditional information into multimedia content (Bahar, 2019). It can be seen that QR codes can be integrated into any classroom activity to increase understanding and larger retention of the language.

Overall, integrating digital knowledge into paper-based activities allow students to learn at their own pace to support their second language learning process, they can select whether content access matches their individual learning styles. QR codes can be beneficial and allow students to use a device that is comfortable and motivating for

them (Kossey et al., 2015). The language learning practices can benefit from the use of QR codes by stimulating students' learning and interactions (Lee, J.-K., Lee, I.-S., and Kwon, Y.-J.,2011). It has been shown that the learning practices are enhanced by the integration of QR codes in the class, where students access information in their own rhythm and have a higher interaction with the language.

Effectiveness of QR-codes

As the integration of QR codes for educational purposes has increased rapidly, it provides a rich opportunity to improve second language learning and vocabulary development. The integration of QR codes as a mobile learning approach is an effective and motivating digital resource (Erkir, 2017). Specifically, QR codes' flexibility to get into learning resources, benefit mobile learning and improves foreign language instruction (Hawamdeh & Soykan, 2021). In short, QR code integration optimizes educational approaches, and its potential in second language learning is huge.

Effectiveness in L2 learning

The incorporation of QR codes for second language instruction can improve students' achievement and understanding of the foreign language. After applying QR code resources in the class, students become highly motivated to master their activities (Syarifuddin et al., 2021). This is because when students have entertaining experiences in an innovative class environment using a simple digital resource such as QR codes, it is easier for them to understand the lesson by accessing to audiovisual and meaningful content, which gives students the chance to enhance communication and have a better understanding of the second language.

Nowadays, the integration of technology in second language learning looks for more stunning experiences for learners. Such as QR codes, as effective mobile tools that can be used at any level of language instruction (Erkir, 2017). For instance, when QR codes are matched to specific language lessons, students have quick access to the content, avoiding boring and traditional activities, then they feel extra motivated and

interested on achieve language goals. Moreover, using QR codes is easy and friendly for students of this generation, who enjoy learning with technology and its implementation on making more enjoyable language learning experiences.

Effectiveness for vocabulary development

As QR Codes are used for education, it also brings many benefits to acquiring the vocabulary of a second language. A good example of this is using a QR code with a link that shows the meaning of a word to learn English Vocabulary (Arikan & Ozen, 2015). QR codes highly support the understanding of a new word by extending the knowledge of it with the information broadened by the code. As a result of integrating interactive and digital information in class, learners significantly increase their abilities to learn new words, in the digital era is imperative the use and integration of mobile digital resources in the classroom.

A QR Code is used as an effective and fast manner to acquire new information related to second-language words whose meaning is not learned yet. Specifically, the codes are used as additional tools for vocabulary acquisition (Md Yunus & Lau Yen Yen, 2020). It has been shown that QR Codes stimulate learners with easy and precise knowledge and help to retain vocabulary in the target language. Hence, the integration of the code in this century is crucial for increasing students' knowledge of the target word, and it also helps teachers to provide rich pedagogical experiences for this century's learners.

1.3. Vocabulary acquisition

Acquiring vocabulary is an essential part of the second language learning process, which provides learners with meaningful knowledge and comprehension of the words to be used in the target language. It is apparent that language learning is primarily based on how people acquire vocabulary (Arikan & Ozen, 2015). This is because learning vocabulary is the result of the knowledge required for standard language practice (Nation, 2013). As long as learners start to learn a second language, vocabulary acquisition is the first step to enriching knowledge and developing fluency and understanding of the language.

Vocabulary knowledge

Vocabulary knowledge depends on the learner's ability to understand the meaning of a word and its use for real communication. Nation (2013), states that vocabulary knowledge is based on how a word is formed, its use, and its meaning. In vocabulary acquisition, there are two distinctive aspects known as breadth and depth of vocabulary knowledge (Firda et al., 2021). Breadth vocabulary knowledge refers to the basic range of knowledge of words that a person owns for writing or oral purposes, and depth vocabulary knowledge refers to the understanding of morphological, semantic, and syntactic components to extend specific vocabulary.

Even though breadth and depth of vocabulary knowledge are defined differently, their roles are imperative to achieve second language proficiency. Furthermore, these components are correlated as important basics for effective language learning. (Webb, 2020). Additionally to these aspects, vocabulary knowledge has a crucial role to communicate ideas using listening and reading skills known as receptive vocabulary, and, speaking and writing skills known as productive vocabulary (Firda et al., 2021). It has been shown that vocabulary knowledge has different cumulative processes and aspects that constitute essential elements for language learning.

Receptive vocabulary knowledge

The reception of a new set of words includes the information and knowledge necessary to be developed in communicational contexts. Receptive vocabulary knowledge is the ability to understand a word by hearing or seeing it (Faraj, 2015). For instance, vocabulary knowledge is received from items that the learner can identify and recognize by reading or listening, these are receptive vocabulary skills. In short, receptive knowledge is known first as passive information received from reading and listening resources.

Reading

Reading is known as one of the major skills to learn a second language, it also provides learners with a good source to develop vocabulary knowledge. Learners' reading processes provide comprehension and prediction of the meaning of unfamiliar words (Webb, 2020). Actually, for a second language learner is necessary to know enough vocabulary and word families to have adequate reading comprehension. More importantly, reading provides additional predictions of unknown words, where learners connect the breadth of vocabulary knowledge to the new information to get new vocabulary knowledge.

Listening

Learning vocabulary through listening is possible with exposure to new target words received from input activities. Fewer unfamiliar words are acquired by listening than by reading but, listening vocabulary retention is more durable because it goes straight to the phonological memory (P. Zhang & Graham, 2020). For instance, listening is a fast-moving process, and lexicality is not as dense as in reading. In other words, spoken language usually contains less difficult lexical items, which are easier to predict according to the learners' proficiency levels.

Productive vocabulary knowledge

As well as vocabulary knowledge is received first by hearing and reading, then, vocabulary becomes able for productive usage. Traditionally, productive vocabulary knowledge is the ability to produce and use words by writing or speaking. According to (Faraj, 2015), productive vocabulary items are those that learners can implement in communicational and writing situations. To illustrate, vocabulary knowledge is received first, then it is produced by the learner through speaking and writing, these are called productive vocabulary skills. Thus, vocabulary knowledge in the initial stage is acquired receptively and in the final stage is produced to develop a high quality of lexical knowledge.

Speaking

The higher demand for productive skills such as language production, or most known as speaking, requires larger vocabulary knowledge. The speaking processes involve the execution and reception of formulated ideas into producing interconnected words to achieve meaningful communication (Khan et al., 2018). According to Laufer & Nation (2012), follow up a simple conversation is necessary around 2,000 frequent words to achieve successful communication, but, a more sophisticated one involves an advanced vocabulary. In brief, speaking productive skills use vocabulary knowledge to produce oral communication.

Writing

The challenging lexical ability in writing is as demanding as in speaking productive skills. Subsequently, the writing quality is determined by the second language learners' vocabulary knowledge. To develop an adequate level of writing is necessary to be exposed to diverse and highly contextual vocabulary knowledge (Webb, 2020). As learners become higher proficient with the second language, they start using their

vocabulary knowledge in a process that requires regular practice, where the diversity and quality of the words are indicators of language proficiency.

Vocabulary learning approaches

An essential aspect of learning a second language depends on vocabulary knowledge. Vocabulary acquisition involves strategies and approaches for developing an adequate understanding of the new language (Meganathan et al., 2019). There are two main approaches to vocabulary acquisition defined as incidental and intentional vocabulary learning. The first one, incidental vocabulary learning refers to learning by context-based recognition of the words, while intentional learning is more planned and regimented (Restrepo Ramos, 2015). Both approaches are highly significant to develop vocabulary knowledge.

Incidental Vocabulary Learning

Incidental vocabulary learning is defined as an unintentional learning process that results from meaning-focused approaches. The process of learning a word through incidental learning occurs during reading, where learners are more concentrated on unfamiliar vocabulary than known vocabulary (Webb, 2020). Incidental acquisition primarily occurs during comprehensive reading for meaning and form, which leads to retaining faster and better unfamiliar words. Thus, learners could acquire the new vocabulary subconsciously during reading activities, even though the activities are not focused on learning specific new words.

However, for many researchers reading is not enough for acquiring vocabulary. Regularly, aspects such as word context, task difficulty, learners' interest, and attention may affect the way learners acquire incidental vocabulary (Restrepo Ramos, 2015). In order to understand the correct meaning and use of the new word, learners first need to recognize a large majority of the adjacent words, around 95% of familiar word recognition is necessary to reach full comprehension of the unknown words. In the

same way, personal learners' interest may influence the way they acquire incidental words, when a text has a more interesting topic for the learner, it facilitates the acquisition of the words because there is a higher interest in understanding the full text.

Another essential point in incidental learning is how learners interact with the language and how much they are exposed to it. It is apparent that for learners is easier to learn a new word with greater context exposure in and outside the class (Webb, 2020). Therefore, incidental learning is not limited to classroom activities, when the learner interacts with the language in everyday life contexts, they achieve vocabulary knowledge naturally (Sok, 2014). Thus, while learners are exposed more frequently to the target words, incidental learning of word retention arises.

Intentional L2 Vocabulary Learning

Intentional vocabulary learning in second language acquisition occurs when learners know exactly what they are going to learn, which differs from incidental learning where learners acquire new vocabulary unconsciously. While incidental vocabulary does not consider learning specific words, intentional vocabulary is focused on specific vocabulary where learners are aware they have to retain certain words (Webb, 2020). As a result, intentional learning is focused on the intended vocabulary, where the learning process is highly planned (Meganathan et al., 2019). Hence, it is probable that learners acquire just limited vocabulary without associating the definition of the new words, or other forms of the same vocabulary.

According to some studies, vocabulary learning that occurs incidentally is insufficient and needs to be reinforced by intentional learning activities. For instance, incidental learning is focally focused on meaning and form, while intentional first focus on the form and then meaning (Sok & Han, 2020). Furthermore, there is no isolated incidental or intentional learning, both are continuum processes that play an important role in second language vocabulary acquisition. Thus, incidental and intentional interaction with the language brings benefits in consolidating vocabulary development.

Besides, intentional learning can be seen as an explicit learning strategy for second language vocabulary acquisition. This vocabulary approach includes applying word-focused activities where exists learners' effort and attention to learn. (Webb et al., 2020). Some of the most known intentional activities are flashcards, wordlists, writing, and filling in the blanks, where learners have better chances of retention and reaching improved domains of vocabulary acquisition. More importantly, intentional learning is necessary for building a solid base of basic vocabulary for a better comprehension of the language (Xie, 2019).

Vocabulary in Second Language Acquisition (SLA)

Second language acquisition involves learning communicative aspects which focus on the understanding and production of messages. To acquire a well-balanced vocabulary is essential to focus learning on meaning and language fluency development (Nation, 2013). Language-focused involves cumulative vocabulary learning strategies where learners not only know the meaning or translation of specific words, but also have to develop strategies to know how to use those words in other contexts. However, recognizing the meaning and form of specific words is the first step on the way to knowing how to use that word in second language contexts.

Factors Influencing SLA

Acquiring a second language is described as a process whose principal purpose is to achieve meaningful communication in the target language. Despite this, SLA involves many interconnected factors such as the learner, and the learning situation (Khasinah, 2014). In SLA there are some dominant factors that have a great influence on the learning process.

Motivation

Effective motivation plays an important role in SLA. Motivation is an important contributor to language development which determines how individual learners decide to learn something (Dornyei, 2011). When there is a real interest on achieve learning of the target language, learners could be motivated by cultural aspects, which is known as integrative motivation where the learner's interest is to achieve real communication with people from other cultures. On the other hand, when people are motivated to learn a new language to have a better job and financial opportunities, pass language tests, or just acquire knowledge from different target resources, they are known as instrumental motivation, where learners have individual interests in learning a second language.

Aptitude

Aptitude is focused on learners' natural abilities for learning a second language. Likewise, aptitude is characterized as the individual strengths learners have during L2 learning and how it is developed in other contexts and learning levels (Robinson, 2005). Moreover, aptitude is when learners develop specific abilities that allow them to process the language and use it in some other contextualized scenarios. When learners deal with the language without too much pressure or effort, they develop good communication skills and achieve language proficiency.

Age

Age seems as one of the most relevant factors that influence SLA. There are some assumptions as the critical period hypothesis that believe children acquire better and more easily a second language than in any other stage of their life (Birdsong, 2006). For example, recent studies proved that people who start learning a language in a foreign environment as children, acquire faster grammar rules and vocabulary, on the other hand, adult learners acquire better linguistic rules.

Attitude

Language attitudes are internal and individual states that influence the way learners acquire a second language (Istiyani, 2014). It is thought that positive attitudes towards the target language, culture, community, and people make the learning process more enjoyable and effective, where learners are highly motivated and have a real interest on be part of the language learning process. However, other learners develop negative attitudes toward the language that reflects the difficulty in learning, but it could be influenced by other individual and social factors.

Intelligence

Intelligence is defined as the capacity for academic skills mastery. Some studies around the world proposed that learners with high intellectual coefficients perform better on second language tests (Ghonchepour & Moghaddam, 2018). Nevertheless, learners are exposed to different internal and external factors which affect the way to acquire language and develop language abilities. Moreover, Gardner (1983) proposed the 'Multiple Intelligences Model' with eight different types of intelligence: spatial, musical bodily-kinesthetic, logical-mathematical, linguistic, intrapersonal, interpersonal, and naturalistic, which every person possesses and develops throughout their lives.

Cognitive style

The cognitive factor in second language learning is an important factor that influences the learning process. Cognitive styles are psychological constructions related to the individual learner's process of information (Shi, 2011). Indeed, the cognitive style is an autonomous process where learners process and organize the received information. The cognitive factor emphasizes that learners have different and individual learning styles that combine different strategies and factors that influence the way learners acquire a second language.

Personality

A person's personality is described as a group of characteristics that defines an individual. Some studies stated that the concept of an individual personality and its role in second language acquisition is difficult to define because learners have not only cognitive abilities, they also have affective states which affect the manner they acquire the target language. This is evident with outgoing learners whose language development is better than shy ones who face more difficulties in SLA (Y. Zhang, 2009). However, learners' personality is not a predictor of language learning success, there are a lot of another important factors that influence language learning.

Factors affecting vocabulary acquisition

Vocabulary acquisition plays a fundamental role in learning a second language. As well as vocabulary supporting the other essential skills, there are other factors that affect the way learners acquire the language (Boonkongsan, 2012). Researchers around the world pointed out several factors that take part in the vocabulary acquisition process:

Learner individual difference factors

Learners' individual differences through learning new vocabulary are related to the learners' beliefs, attitudes, motivation, and experience. The first one is related to learners whose beliefs focus their vocabulary retention on isolated forms and meanings, without developing abilities to use the same words in other contexts. Equally important when learners develop positive attitudes and motivation toward language, they also employ further vocabulary learning strategies which consolidate their knowledge. Lastly, when learners are more experienced in vocabulary learning strategies and have previous experiences with the language, they develop better vocabulary learning strategies than those with less experience.

Situational and social factors

Situational and social factors determine the way learners comprehend and develop vocabulary skills (Montero et al., 2014). Some of these factors are the learners' field of study and course type which influence vocabulary acquisition, learners whose regular course and study programs are focused on languages tend to employ better learning strategies. Another factor that influences vocabulary acquisition is the class level, where learners improve their word-learning strategies when they reach higher levels. Additionally, gender in some studies shows significant differences, but it is obviously influenced by other factors such as the learning environment, where learners with higher support from other people who take part in their learning process, reach better vocabulary acquisition levels.

Learners' learning outcomes

Learners' outcomes are good predictors of vocabulary achievement. It has been shown that learners with larger vocabulary knowledge reach better language proficiency levels than those with smaller sizes (Webb, 2020). Learners who employ positive vocabulary learning strategies develop productive vocabulary comprehension of the language. Moreover, successful learners often apply better vocabulary acquisition strategies which help them to understand and use new words in several contexts.

Vocabulary Learning and Retention through MALL

As vocabulary knowledge is an essential skill to be developed in learning a second language, insufficient resources, and traditional strategies difficult the way learners acquire new words. In current times, mobile-assisted technologies provide learners with interactive opportunities to use the language in different communicational situations (Li & Hafner, 2021). The evidence in the past decades suggests that the use of digital strategies in the classroom improves learners' vocabulary retention more than learners who learn through paper-based activities. Actually, learners develop positive attitudes towards learning a second language when classroom activities are reinforced with tasks where they can use mobile devices.

The impact of mobile learning technologies is demonstrated by several studies around the world. (Callari, 2016) investigated the impact of MALL on vocabulary acquisition in students who learn English as a foreign language. In this research participants were divided into two groups, the first one applies MALL strategies and proved that learners acquire more effective new words using digital platforms such as Socrative and Moodle, and the other group was taught with traditional paper-based resources and demonstrated no higher vocabulary achievement. Regarding learners' perceptions towards MALL, the study showed that learners were not enthusiastic at first about integrating technology in their classes, but later in the experiment, their discernments changed and showed positive beliefs because they acquire better vocabulary skills.

Other positive perceptions of mobile learning for vocabulary acquisition and retention are illustrated in recent studies. Li and Hafner (2021) conducted a study about the use of mobile platforms for Chinese university learners who were learning English as a second language. The participants were divided into two groups, the first one acquires new vocabulary through mobile-assisted word cards, and the second group through paper-based word cards. The study found a significant achievement in vocabulary knowledge, and positive attitudes of participants who used mobile apps. Moreover, most of the participants value the portability and accessibility of mobiles, and others explained they enjoy and feel motivated while using mobile applications for learning vocabulary.

As language learning cannot be developed without vocabulary knowledge, educational systems cannot be separated from technology in the globalized era. Learners who use MALL approaches to reinforce vocabulary acquisition experiment better results in retention and process of new words (Katemba, 2021). Eventually, mobiles provide necessary interaction with the language and, effective vocabulary practice and retention than with paper-based approaches.

CHAPTER II. METHODOLOGY

This chapter describes the methodology used in the development of this study. As well the research approach, modality, levels, techniques, population, sample, and procedures were conducted in quantitative research. This chapter also presents the techniques, instruments, and research proposal of this study.

2.1. Research design

Therefore, a quantitative research approach has been considered where a pre-test and a post-test are applied to two groups, one as the experimental, and the other as the control group in a quasi-experimental type of research. The research depth level is descriptive and correlational, and the educational modality is socio-educational. Once the study is done, better vocabulary acquisition levels are expected to be gotten by A1 level students.

Research Approach

The present research involved applying a pretest and a posttest to examine the usefulness of using Quick Response Codes for the improvement of vocabulary among two groups of students of ages 11 to 12. The experimental group was exposed to lessons that includes Quick Response Codes activities, and the control group was exposed only to paper-based activities. The numerical data obtained from the tests conducted the statistical analysis with quantitative research techniques.

According to Aliaga and Gunderson (2000), Quantitative research is an inquiry into a social problem, explaining phenomena by gathering numerical data that are analyzed using mathematically based methods e.g., particular, statistics". In order of that, to collect the data and analyze all the information using particular statistics and mathematical methods there were developed quantitative strategies and instruments

such as pre-tests, post-tests, and surveys to measure vocabulary acquisition through Quick Response Codes.

First, the vocabulary proficiency of the two groups of students in the seventh years of (EGB) from Unidad Educativa “Martiniano Guerrero Freire” was tested with a pre-test during the second partial of the school year, after the obtained results the experimental group was conducted into five lessons that included Quick Response Codes activities for increasing their vocabulary acquisition levels, while the control group was conducted into paper-based vocabulary activities. After, the two groups were tested with a post-test to obtain new results in order to see if there was an improvement in A1 level of vocabulary acquisition.

Research modality

About the research modality of the presented work, the socio-educational modality was applied. The modality conducted the research in particular areas related to education and social innovation, paying special attention to some specific aspects of education and society. Especially important in this modality, was to interpret education and its effects on the personal and social development of the learners.

Research depth level

The research depth levels used in this research were descriptive and correlational. According to Williams (2007), the descriptive is a research method that can determine the situation in a current phenomenon. When applying descriptive research, the collected data after including Quick Response Codes activities in the students' lessons were processed, classified, and analyzed, and then, interpreted with some other statistical and numerical methods. This method helped to determine if Quick Response Codes activities increased the vocabulary acquisition levels of 40 students of A1 level from Unidad Educativa “Martiniano Guerrero Freire”.

On the other hand, there was correlational research where the relationship between the variables was investigated. According to Fraenkel and Wallen (2009), the correlational research purpose is to find out the relationship between two or more variables and their cause and effect. In other words, correlational research investigates the relationship between the two variables proposed in this study, and how they affect positively or negatively each other.

Type of research

About the type of research for this study, a quasi-experimental one was used. As reported by Cook & Campbell (1979), in quasi-experimental research the independent variable is manipulated, before the dependent variable is measured, and, where the participants are not randomly designed. For this reason, the study was conducted with two groups of A1 level students assigned by the researcher, whose level, age, sex, learning styles, and vocabulary knowledge are similar. Subsequently, the acquisition of vocabulary is measured with a pretest once before including Quick Response Codes activities in the vocabulary lessons, and with a posttest once after it is implemented.

Population and Sample

The population is defined as a specific group of humans who have particular characteristics. The population of this research had those common characteristics, they are A1 CEFR level students from “Martiniano Guerrero Freire” School. Thus, if the population is defined, the size of the sample is less than the totality of the population. Therefore, the sample is a subgroup of individuals from a large population, for that, the need for a sample was not necessary. Additionally, to carry out this research, was done with all the population that attends regularly to their English classes in their home address Riobamba.

For this study, there were considered two groups of 40 and 40 students from A1 level of the seventh year of EGB from Unidad Educativa “Martiniano Guerrero Freire”, as the

sample and population. They were fifty girls and twenty-nine boys who receive English classes for three hours a week. They are also about 11 to 12 years old. Most of the participants have constant internet access and mobile cellphones at school and at school, and the ones who do not have those requirements share with the others.

Table 1. Population detail

Age	Male	Female	Total
11	14	22	36
12	15	29	44
	29	51	80
Total	36.25%	63.75%	100%

Source: self-made

2.2. Research Techniques and Instruments

This study used quasi-experimental research that allowed the manipulation of the class lessons with Quick Response Codes activities before measuring the vocabulary acquisition level of students. Additionally, the quantitative research measured statistical analysis with the results obtained from the applied instruments.

Survey

The survey was used as a practical and useful instrument to gather data and interpret how Quick Response Codes influence positively the development of vocabulary acquisition from A1 level students. The survey consisted of 10 Likert scale statements and it was taken by 39 students.

Table 2. Likert Scale

Frequency	Value
------------------	--------------

Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

Source: Vagias (2006).

Questionnaire

Questionnaires were the principal instruments of this research. They were based on vocabulary A1 level and consisted of 20 questions separated into three parts. The questionnaires tested receptive and productive vocabulary. Part A had 5 questions to test the passive vocabulary where students read the statements and put a tick on the correct answers. Then Part B had 5 questions to test passive vocabulary by choosing a, b or c. Finally, Part C consisted of 10 questions to test the productive vocabulary by reading and writing. The questionnaires were administered to students during their English classes.

The results obtained from the questionnaire were 20, then, the results were calculated by using the arithmetic average over 10. The total score responded to the standardized 10 out of 10 scales. Moreover, the results from the pre and post-tests were examined and interpreted by using the paired two-sample for means, a t-Test tool from Excel's Data Analysis.

2.3. Data Collection

For this study, there were used different instruments and techniques as the pretest, a post-test, and a survey for the experimental and the control group, 80 students in total. For the collecting data, there were used structured questionnaires, a pretest, and a post-test to determine the student's knowledge of vocabulary at the A1 level before and after the application of Quick Response Codes. The pretest was used at the beginning

of the intervention, then to proceed with a quantitative method. Subsequently the intervention stage, there was applied a post-test.

The second instrument, the survey was used to gather information on the independent variable “Quick Response Codes” using the Likert scale, this allowed to know if the application within helps learners to increase their acquisition of vocabulary in their learning processes. The survey consisted of 10 multiple choice questions with 5 points Likert scale responses. The survey was applied in class to the experimental group, 40 students aged 11 to 12, from Unidad Educativa “Martiniano Guerrero Freire” in 2022, from 11h20 to 11h30. Students had 10 minutes to fill in the survey following the teacher’s instructions.

Characterization of the institution

This research was carried out at Unidad Educativa Fiscal “Martiniano Guerrero Freire” in Riobamba, Chimborazo Province. It is one of the most recognized public schools in the city, it was created in 1974 and named in memory of Martiniano Guerrero, a teacher, and principal from different public schools in Riobamba. Students from second to the seventh grade of EGB receive 3 hours of English every week, which are programmed on two different days. As the institution is small, there is only one English teacher for the ten different grades. It is important to mention that for the last two years students were receiving virtual classes due to the confinement of the pandemic Covid-19, which allowed them to use more technological tools with the English textbooks provided by the Ministry of Education.

A1 level students and children in general struggle with new and unfamiliar words, it is difficult for them to speak or even read when their vocabulary knowledge is too limited, and, when the Pedagogical Modules include too many texts with few vocabulary explanations, where students are not able to develop correctly their English proficiency. The Ecuadorian Ministry of Education planned a ten-week length for each unit, four units in total for the school year. In addition, the intention was carried out during the

second unit of study (from November 21st to December 22nd, 2022). There were developed five lessons for three hours per week according to the school's schedule.

2.4. Research Proposal

Vocabulary acquisition through Quick Response Codes

Information

Institution: Unidad Educativa "Martignano Guerrero Freire"
 Province: Chimborazo
 City: Riobamba
 Address: Francia between Argentinos and Junin
 Phone number: 0998776465 / 032945232
 Grade: Seventh grade of EGB

Proposal Background

Acquiring vocabulary is the prior knowledge second language learners have to develop primarily. Vocabulary knowledge is essential to communicate and express ideas to others, rich vocabulary let learners develop other main language skills such as listening, speaking, reading, and writing, insufficient vocabulary difficulties all the language learning processes. In addition, learners have to acquire new vocabulary not just with translation methods or dictionary definitions, and, particularly with young learners an enriching exposition and practice with the new words are necessary.

Since 2019, the Ministry of Education implemented in public schools to use new educational textbooks for learning English, known as "Pedagogical Modules" which contain important educational approaches such as Content and language integrated learning (CLIL), and the Communicative Language Teaching (CLT), based on the Common European Framework of Reference for Languages (CEFR). There are six

pedagogical modules for each level which contain several activities. According to some English teachers' perceptions, these pedagogical modules are not in compliance with real students' needs, levels, and skills, others indicate the content of the modules is too difficult for students with low English Proficiency and poor vocabulary knowledge.

Even though the pedagogical modules are useful and have great information, there exists a lack of vocabulary activities. In the last two years, during the pandemic for Covid-19, students receive online classes, and this increment their use of mobile technologies and the internet for their learning processes. When students returned to the classrooms there was still a need to incorporate technology into the activities proposed by the teachers, nowadays students are too involved with tech and they use mobiles all the time to reinforce or do their school activities. For this reason, a booklet with virtual activities was designed. The purpose of this booklet is to support the English Pedagogical Modules provided by the Minister of Education, including Quick Response Codes for reinforcing the vocabulary knowledge of A1 learners.

Justification

This booklet is helpful because it connects the classroom with a virtual environment where learners through Quick Response Codes have the chance to interact instantly with the new words and be exposed to authentic language use. Besides, the integration of this amazing technology enhances the vocabulary learning experience for students whose access to information is limited to traditional text-based resources, by scanning the codes, learners have access instantly to visual and additional practical resources for learning and reinforcing vocabulary knowledge. In today's modern world, technology plays a crucial role in the learning process, especially mobile resources, which offer instant information in endless ways, providing students dynamic and interactive learning experiences.

Objectives

General objective

- To develop a booklet with the use of Quick Response Codes for vocabulary acquisition.

Specific objectives

- To contribute to the improvement of vocabulary acquisition through Quick Response Codes as mobile learning resources.
- To disseminate the effectiveness of using Quick Response Codes for the improvement of vocabulary among A1-level learners.

Proposal feasibility

The proposal is feasible since the English Pedagogical Modules do not include any virtual activity to reinforce vocabulary acquisition levels. So, as Quick Response Codes have an exceptional potential to support learning vocabulary of a second language, they would be valuable mobile teaching tools for teachers, and, for students to improve their vocabulary acquisition knowledge.

According to the previous guides provided by the Ministry of Education, all the proposed activities in the Pedagogical Modules could be modified according to the students' needs and teachers' perceptions, as long as those activities accomplish the educational objectives proposed by the 2016 English National Curriculum. In the last curriculum emitted by the Ministry of Education in 2022, there is a curricular emphasis on developing digital and communicational competencies in learners, which is why the development of this booklet is practical for acquiring vocabulary through mobile learning resources such as Quick Response Codes.

Proposal Topics

Vocabulary acquisition through Quick Response Codes is a vocabulary booklet for A1 level students and it was designed by the author to achieve meaningful vocabulary acquisition. The booklet design is based on the topics proposed by the Ministry of Education, the English Pedagogical Module 2, with the name “Future Transportation”, which was divided into five learning lessons called: Transportation in Rural and Urban Areas, Getting Around, Priority Vehicles, Land and Water Transportation, and The Orient Express. In all of these topics, vocabulary is taught implicitly and explicitly, with the objective to improve the mental lexicon of the A1 level students and their ability to retain and record new words. While learners work with their Pedagogical Module, they also work with their mobiles by scanning the QR codes.

Proposal Procedure

This booklet is based on Krashen’s input hypothesis which relies on how humans acquire language by receiving comprehensible input, so vocabulary acquisition through QR Codes can be taught the next steps:

Implicit vocabulary teaching

1. Teacher starts the class by eliciting ideas about the unit topic using a brainstorming
2. Students read and discuss class ideas

Explicit vocabulary teaching

1. Teacher presents the topic vocabulary

Practice

1. Students read the information about the topic
2. Students scan the QR codes to reinforce and practice with the new vocabulary

Production

1. Students respond to the activities using the new vocabulary

Assessment

- Teacher evaluates student's vocabulary acquisition by labeling pictures through QR codes
- Teacher evaluates student's vocabulary acquisition through reading and choosing between options a, b, or c
- Teacher evaluates student's vocabulary acquisition by listening and filling in the gaps

Proposal Procedure Explanation' Steps

Step 1.- The teacher read the title of the lesson aloud and ask the students to come in front of the board and write their ideas for the lesson. This step is significant to engage students with the topic.

Step 2.- Students read the question related to the lesson topic and discuss it with the whole class. This step allows students to be related to the topic and get extra information about it.

Step 3.- The teacher explains the topic and provides the necessary information to facilitate students' understanding of the lesson topic.

Step 4.- Students start the reading section, and then, if they have some doubts ask the teacher to clarify them.

Step 5.- Before starting the exercises, students scan the QR codes to reinforce and practice the new vocabulary. The QR Codes include input comprehensible activities where students have the chance to practice and reinforce vocabulary. The activities include pictures, videos, audio, virtual exercises, and games. Students have the opportunity to visualize and practice unknown words faster and easily through the QR code.

Step 6.- Students practice the new vocabulary with multiple exercises such as matching, asking and answering questions, dialogues, and filling in the gaps.

Step 7.- Formative assessment is carried out through labeling pictures about the new vocabulary by scanning the QR codes. After that, the summative assessment starts with reading activities where learners read statements about the topic lesson and decide which word best matches the sentence to get the correct answer. Then, learners' progress and understanding of the word are assessed by scanning a QR code where they access to an audio to listen to some words and fill in the gaps such as a complete a task.

Content

Figure 9. Lesson 1 Content

Lesson A

Communication and Cultural Awareness

What transportation do people use in rural and in urban areas?

Transportation in Rural and Urban Areas

In urban areas, there is a lot of noise and pollution. Traffic and parking are difficult. In cities, we can find public transportation such as the metro, the bus, the trolley, or taxis. In some cities, people also use their bikes to go to work or school.

In rural areas, there is little noise, and the air is cleaner. Public transport is rare, but the most common is the bus. People walk more; they also ride their horses, or use their motorbikes.




In the Amazon Region, people use canoes or boats.




VOCABULARY 1.
Practice & reinforce



Exercise 1. These are some of the public transport vocabulary words you need to look at and practice. Match the words in the box to each picture. Write the corresponding vocabulary word on the line below each picture.


taxi trolley metro canoe motorbike bus bike boat


Exercise 2. Pair work. Ask and answer the questions. Take turns to answer these questions.

- What kind of transportation do you take?
- How is transportation different between the city and the countryside?
- What's one thing you could do to improve transportation where you live?



ASSESSMENT 1.
Look & Label




Source: English 7 Pedagogical Module. Modified by: Llamuca, D. (2023).

Table 3. Lesson 1 Planning

Lesson 1 Planning				
Teacher: Lic. Carolina Llamuca	Class: Seventh EGB	Lesson: 1. Transportation in Rural and Urban Areas	Starting date: 21-11-2022	Time: 80 min
Objective: Students will be able to difference public transportation in rural and urban areas			Resources: Board English 7 Pedagogical Module 2 Mobile cellphone Speakers	
Evaluation indicators: To difference public transportation in rural and urban areas				
Procedure				
Time:	Sequence:	Methodological strategies		
10 min	Introduction	<ol style="list-style-type: none"> a. Ask learners to brainstorm ideas about Transportation. b. In pairs students ask and answer the question: What transportation do people use in rural and in urban areas? 		
30 min	Practice	<ol style="list-style-type: none"> c. Students read the text "Transportation in Rural and Urban Areas" d. Draw a Venn diagram on the board and ask students to compare the public transportation in the city and the countryside. e. Students scan the QR code to practice and reinforce new vocabulary. f. Students look and listen to the definitions of the new vocabulary 		

25 min	Production	<p>g. Students match and write the words in the box to each picture.</p> <p>h. In pairs students ask and answer questions:</p> <ul style="list-style-type: none"> - What kind of transportation do you take? - How is transportation different between the city and the countryside? - What's one thing you could do to improve transportation where you live?
10 min	Assessment	<p>i. Students scan the QR code to look at and label the pictures to the corresponding Public Transportation type.</p>

Source: self-made

Figure 8. QR Code Vocabulary Content Lesson 1

PUBLIC TRANSPORTATION
a mode of transport that carries many people together.

TAXI
a taxicab

TROLLEY
a pulley or truck traveling on an overhead track.

METRO
underground electric railway

CANOE
boats, tapering to a point at both ends, propelled by paddles or sometimes sails

MOTORBIKE
a small, lightweight motorcycle.

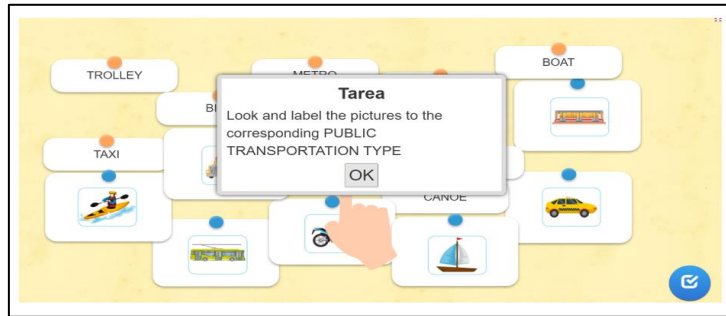
BUS
a large motor vehicle, having a long body, equipped with seats or benches for passengers.

BOAT
a vessel for transport by water

BIKE
a vehicle with two wheels in tandem

Source: self-made

Figure 11. QR Code Vocabulary Assessment Lesson 1




Source: self-made

Figure 9. Lesson 2 Content

Oral Communication


How do you travel to school?

Getting Around




VOCABULARY 2.

Look & practice




Exercise 2. Your teacher has put up sheets with different transportation. How do you get to school? Go and stand under the paper with your answer. Now look around the room and take notes. For example:

- 4 students in my class come by bike.
- 8 students in my class walk to school.



Exercise 3. Group work. Get into groups of 4-5. Make little cards to play a game. Put drawings of types of transportation on each card. Put them in a pile. Ask: "How are you going to go to the Moon/China/etc.?" Choose a card, and answer using the drawing from the card. For example, "I'm going to go by bus/on a train/on foot."



Tip


You *get on/off of* something that is big and public like a plane, a train or a bus.
 You *get in/out* something that is small and private like a taxi or a car.

Vocabulary

- I came by car, helicopter
- I came on foot. (Or you can say: "I walked")
- I rode a horse, a bike. (When you ride something, you are on top of it)
- I took a taxi, a cab, a train, a bus, a plane
- I drove a car, a taxi. (Or you can say, "I drove")

ASSESSMENT 2.

Read & choose



Source: English 7 Pedagogical Module 2. Modified by: Llamuca, D. (2023)

Table 4. Lesson 2 Planning

Lesson 2 Planning				
Teacher: Lic. Carolina Llamuca	Class: Seventh EGB	Lesson: 2. Getting around	Starting date: 28-11-2022	Time: 80 min
Objective: Students will be able to ask and answer different forms to get to school.			Resources: Board English 7 Pedagogical Module 2 Mobile cellphone Speakers Flashcards	
Evaluation indicators: To ask and answer ways to get to school				
Procedure				
Time:	Sequence:	Methodological strategies		
10 min	Introduction	<ul style="list-style-type: none"> a. Ask learners to elicit ideas about different transportation vehicles. b. In pairs students ask and answer the question: How do you travel to school? 		
30 min	Practice	<ul style="list-style-type: none"> c. Students scan the QR code to look and practice with the new vocabulary. d. Teacher put up flashcards on the floor with different transportation e. Teacher asks the class: How do you get to school? f. Students stand under the flashcard with their answers 		
25 min	Production	<ul style="list-style-type: none"> g. Students take notes from their classmates. For example: <ul style="list-style-type: none"> - 4 students in my class come by bike - 5 students in my class walk to school h. Students present their notes to the class. i. In groups students ask and answer questions by choosing a flashcard and using the drawing on it. For example: <ul style="list-style-type: none"> - How are you going to China? - I'm going to go by car/ took a bus/ took a train, etc. 		
10 min	Assessment	<ul style="list-style-type: none"> j. Students scan the QR code to read the sentences and choose the correct option about ways to get to school. 		

Source: self-made

Figure 10. Lesson 2 Content



Source: self-made

Figure14. QR Code Vocabulary Assessment Lesson 2



Source: self-made

Figure 11. Lesson 3 Content.

Reading

What is a priority vehicle?


Priority Vehicles

Exercise 1. Pair work. Ask and answer.

- Why do priority vehicles drive so fast?
- Do priority vehicles have to respect the traffic rules all time?
- Why do priority vehicles use sirens?


VOCABULARY 3.

Listen & reinforce




Police motorcycles

Transit police use motorcycles to go fast to catch drivers who break the law.




Ambulances

These vehicles transport sick or injured people who need medical attention. The ambulance takes people to hospitals or clinics.



Fire trucks

Fire trucks don't have to respect red lights. They can also ride in the opposite direction of traffic. Their **siren** tells other vehicles that they need to pass so that firefighters can arrive at fires very quickly.



So, what do you do when you hear a siren?

If you are walking or driving, you have to stop until the vehicle with the siren passes.

Exercise 2. Pair work. Role play! Create a dialogue.

Student 1: You are a journalist. Interview the mayor of your city about priority vehicles. Ask questions about the types of priority vehicles, their functions, and what people have to do when they see a priority vehicle.

Student 2: You are the mayor of your city. Answer the journalist's questions with lots of details.

Vocabulary

injured, physically hurt

siren, equipment that makes a loud sound to tell people that something is happening

ASSESSMENT 3.

Listen & choose

Source: English 7 Pedagogical Module 2. Modified by: Llamuca, D. (2023).

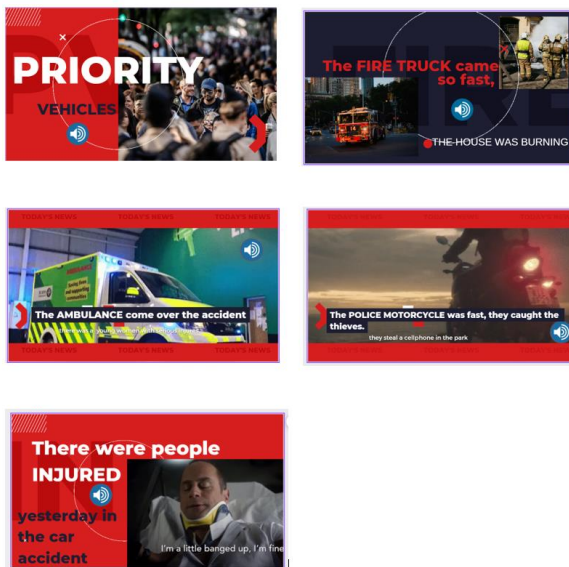
Table 5. Lesson 3 Planning

Lesson 3 Planning				
Teacher: Lic. Carolina Llamuca	Class: Seventh EGB	Lesson: 3. Priority Vehicles	Starting date: 05-12-2022	Time: 80 min
Objective: Students will be able to identify priority vehicles and emergency situations			Resources: Board English 7 Pedagogical Module 2 Mobile cellphone Speakers Flashcards	
Evaluation indicators: To identify priority vehicles and their function in emergency situations.				
Procedure				
Time:	Sequence:	Methodological strategies		
10 min	Introduction	<p>a. Teacher plays 3 different sounds (ambulance, car police siren, and fire truck siren).</p> <p>b. Teacher asks students to give ideas about where and when they have heard that sounds.</p> <p>c. In pairs students ask and answer the question: What is a priority vehicle?</p>		

30 min	Practice	<p>d. Students scan the QR code to look, listen and practice with the new vocabulary.</p> <p>e. Teacher asks the class to work in pairs to ask and answer the following questions:</p> <ul style="list-style-type: none"> - Why do priority vehicles drive so fast? - Do priority vehicles have to respect the traffic rules at all times? - Why do priority vehicles use sirens? <p>f. Students read the text about “Priority vehicles”</p>
25 min	Production	<p>g. In pairs students create a dialogue between a journalist (student A) and the mayor of the city (student B), to ask and answer questions about:</p> <ul style="list-style-type: none"> - Types of priority vehicles - Priority vehicle function - What to do when you see a priority vehicle <p>h. Students perform the dialogue in front of the class</p>
10 min	Assessment	<p>i. Students scan the QR code to watch the video about “Priority vehicles” and answer the questions in the video by choosing options a, b or c.</p>

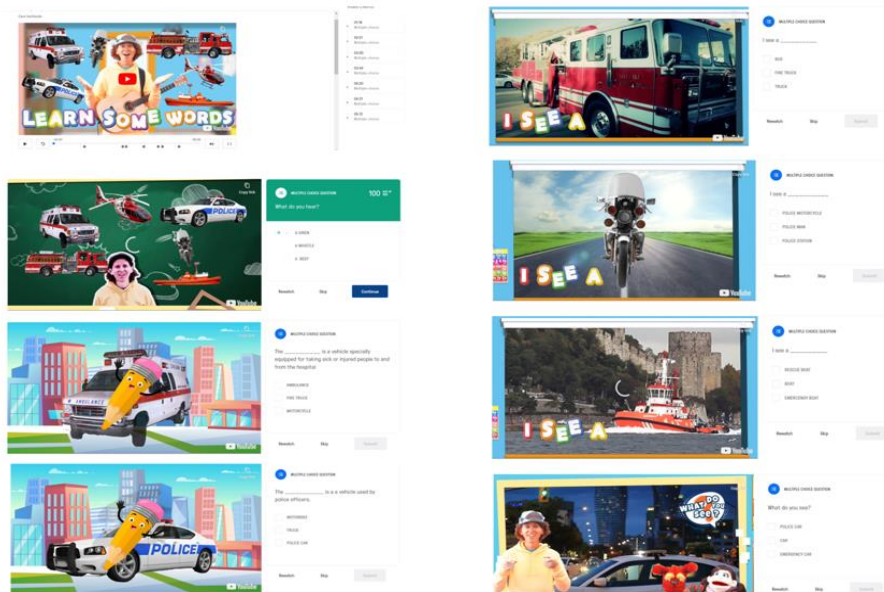
Source: self-made

Figure 16. QR Code Vocabulary Content Lesson 3



Source: self-made

Figure 17. QR Code Vocabulary Assessment Lesson 3



Source: self-made

Figure 18. Lesson 4 Content

Communication and Cultural Awareness

What is the fastest means of transportation?

Land and Water Transportation

What is the fastest means of transportation?

To travel from one place to another, people around the world use different means of transportation. Some people walk; others take planes to travel long distances. In this section, we will compare the different means of transportation in the world and discover which is the fastest. When you go on foot, you travel at 5km/hour (kilometers per hour). When you use your bicycle you travel at 16km/h. Buses in general go at 90km/h.

In the world, two trains travel very fast. One is the TGV, a French train. The other is the Shinkansen, which is a Japanese train. The TGV travels at 290km/h and the Shinkansen at 210km/h.

A ship travels at 53km/h. The fastest plane can travel up to 900km/h.

Exercise 1. Pair work. Fill in the table with the transportation means and their speeds. Then ask your partner:

- How fast does a X go?
- Which is faster: a X or a Y?

Transportation	Speed

VOCABULARY 4. Look & Listen

ASSESSMENT 4. Read & choose

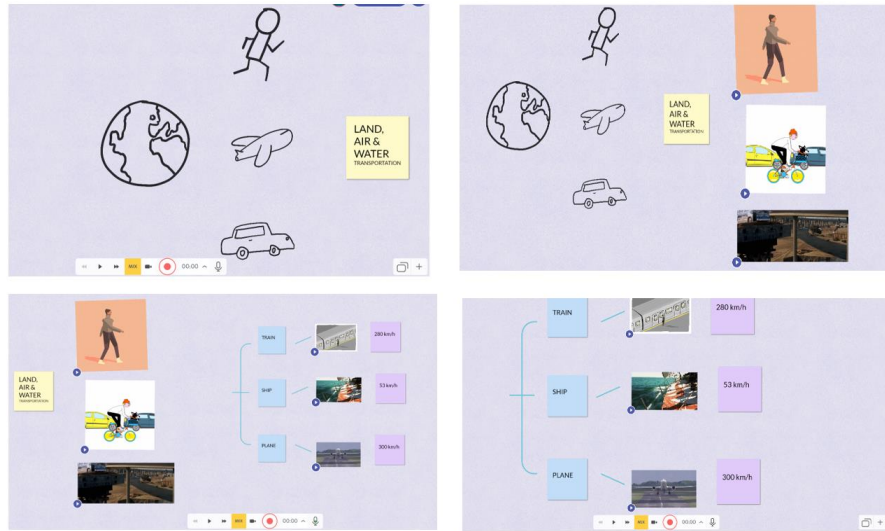
Source: English 7 Pedagogical Module 2. Modified by: Llamuca, D. (2023).

Table 6. Lesson 4 Planning

Lesson 4 Planning				
Teacher: Lic. Carolina Llamuca	Class: Seventh EGB	Lesson: 4. Land, water and air transportation	Starting date: 12-12-2022	Time: 80 min
Objective: Students will be able to compare different means of transportation and speed.			Resources: Board English 7 Pedagogical Module 2 Mobile cellphone Speakers Flashcards	
Evaluation indicators: To compare different means of transportation and the fastest ones.				
Procedure				
Time:	Sequence:	Methodological strategies		
10 min	Introduction	<p>a. Teacher presents to the class 3 pictures (water, air, and soil).</p> <p>b. Teacher asks students to come to the board and write under each picture the name of transportation used in those ways.</p> <p>c. Teacher asks to the class: What are the fastest means of transportation?</p>		
30 min	Practice	<p>d. Students read the text "Land and Water Transportation"</p> <p>e. Teacher asks to the class:</p> <ul style="list-style-type: none"> - Which is the fastest plane? - Which is the fastest train? <p>f. Students scan the QR code to listen to the text.</p> <p>g. Students look at and listen to the definitions and examples of the new vocabulary through pictures.</p>		
25 min	Production	<p>h. Students fill in the table with the transportation means and their speeds.</p> <p>i. Students write 5 sentences comparing different transportation speeds.</p> <p>j. In groups students discuss and compare:</p> <ul style="list-style-type: none"> - Which is the fastest transportation? - Which is the slower transportation? 		
10 min	Assessment	<p>k. Students scan the QR code to read and answer questions by choosing the options.</p>		

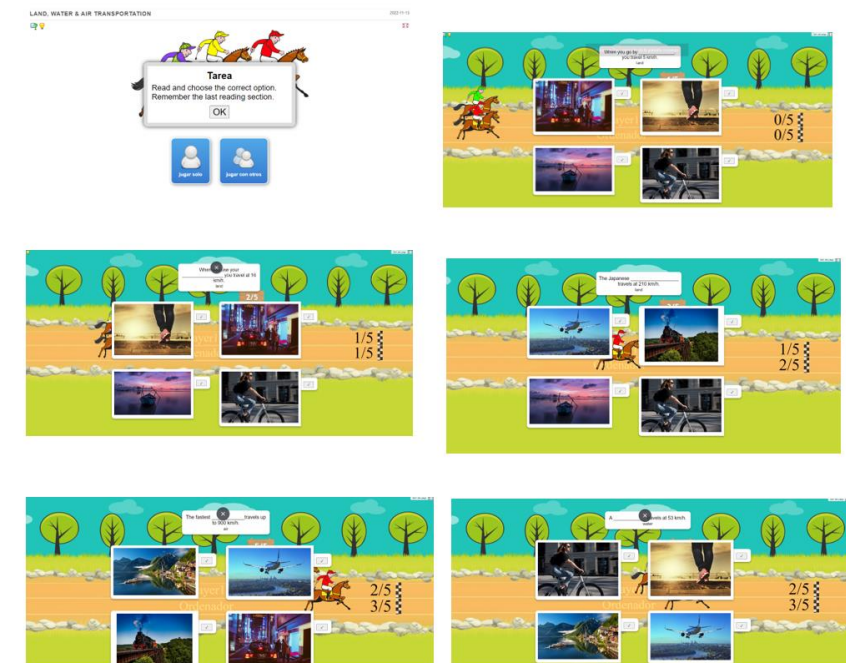
Source: self-made

Figure 19. QR Code Vocabulary Content Lesson 4



Source: self-made

Figure 20. QR Code Vocabulary Assessment Lesson 4.



Source: self-made

Figure 21. Lesson 5 Content

Language Through the Arts


Literature

The Orient Express

Luxury trains are trains that offer a lot of comfort. The Orient express was a modern train where the passengers had several restaurants, areas to relax, and very comfortable rooms to sleep. The most frequent route of the Orient Express was from Paris to Constantinople.

These trains inspired **novelists** and **filmmakers** to write interesting stories. A famous British writer called Agatha Christie wrote a book called **Murder** on the Orient Express.

In her book, Hercule Poirot, a famous French detective, was travelling on the Orient Express. He was going from London to Istanbul. While the passengers of the train slept, Poirot heard some noises on the train and discovered that one of the **passengers**, Edward Ratchett, was killed. Poirot's mission was to find who the **murderer** was. However, it was not easy to find out who the murderer was because everyone on the train could have been **guilty**.




Exercise 1. Work individually. Answer these questions in your notebook.

- Who was Agatha Christie? _____
- What was the Orient Express? _____
- What was the most common route? _____
- Who was Hercule Poirot? _____
- Would you like to read this novel? Why? Why not? _____

VOCABULARY 5. 

Look & Listen



Exercise 2. Work in pairs. Take turns to role play this situation.

Student A: You are an Orient Express passenger. You know that a famous detective is on the train and you want to know about him. Ask him questions about his nationality, his free time activities, his favorite food, and his family.

Student B: You are the famous detective Hercule Poirot, and you are traveling on the Orient Express. A curious passenger comes to talk to you and asks you many questions. Answer his/her questions.

ASSESSMENT 5 

Look & pair up



Source: English 7 Pedagogical Module 2. Modified by: Llamuca, D. (2023)

Table 7. Lesson 5 Planning

Lesson 5 Planning				
Teacher: Lic. Carolina Llamuca	Class: Seventh EGB	Lesson: 5. The Orient Express	Starting date: 19-12-2022	Time: 80 min
Objective: Students will be able to comprehend vocabulary and identify the principal ideas about the novel "The Orient Express"			Resources: Board English 7 Pedagogical Module 2 Mobile cellphone Speakers Flashcards	
Evaluation indicators: To comprehend and identify principal ideas from the text "The Orient Express".				
Procedure				
Time:	Sequence:	Methodological strategies		
10 min	Introduction	<p>a. Teacher presents to the class 1 picture (a detective)</p> <p>b. Teacher asks students to come to the board and write ideas about him.</p> <p>c. Teacher asks to the class: Have you ever heard about famous crimes?</p>		
30 min	Practice	<p>d. Students read the text "The Orient Express"</p> <p>e. Students scan the QR code to look and listen to vocabulary</p> <p>f. Students look and listen the definitions and examples of the new vocabulary through pictures.</p>		
25 min	Production	<p>g. Students answer the following questions about the text:</p> <ul style="list-style-type: none"> - Who was Agatha Christie? - What was the Orient Express? - What was the most common route? - Who was Hercule Poirot? - Would you like to read this novel? Why? Why not? <p>h. Students work in pairs and take turns to role play this situation:</p> <ul style="list-style-type: none"> - Student A: You are an Orient Express passenger. You know that a famous detective is on the train and you want to know about him. Ask him questions about his nationality, his free time activities, his favorite food, and his family. - Student B: You are the famous detective Hercule Poirot, and you are traveling on the Orient Express. A curious passenger comes to talk to you and asks you many questions. Answer his/her questions. 		
10 min	Assessment	<p>i. Students scan the QR code to pair up the vocabulary with their graphical representation.</p>		

Source: self-made

CHAPTER III. ANALYSIS OF RESULTS

This chapter includes the development, interpretation, validation, and verification of the hypothesis of this research. Before the implementation of the Vocabulary acquisition through Quick Response Codes booklet, the experimental and control group took a pretest, afterward, in the intervention stage, the experimental group, took the posttest to demonstrate the functionality and effectiveness of the presented proposal. The following are the results of the pretest and posttest:

3.1. Pretest and posttest result analysis

Table 8. Control and Experimental group Pretest and post-test scores

	Control	Experimental
Pretest	4,13	4,29
Post-test	5,16	7,54
Expected average	10	10

Source: self-made

The control and experimental group were examined with the pretest, and then, the experimental one was part of a 5-week intervention in order to develop Vocabulary acquisition through Quick Response Codes booklet, while the control group received traditional vocabulary learning methods. The instruments for the data collection were a pretest and a post-test which consisted of the same number of questions, 20 in total. The total expected test score was 10 from which the control group pretest result was 4,13 and the post-test was 5,16, with a rise of 1,04. On the contrary, the experimental group pretest result was 4,29 and the post-test was 7,54, which evidenced a substantial rise of 3,25 by comparing both result scores. Therefore, the proposal showed to have a considerable impact on A1 vocabulary development.

3.2. Proposal validation

To verify the research hypothesis, there was used the T-Test: Paired Two Sample for Means. This Excel's Hypothesis Testing Tool compared the means of the two variables

for looking significant changes between them. This statistical method was used to analyze the data from the pretest and posttest in order to determine the hypotheses, the null or the alternative was the most suitable.

Table 9. Control and experimental group pretest and post-test scores

T-Test	X		Sd		N	
	Pretest	Post-test	Pretest	Post-test	Pretest	Post-test
Control	4,13	4,29	0,714	1,034	40	40
Experimental	5,16	7,54	0,775	0,644	40	40

Source: self-made

In accordance with the analysis of results, without the intervention stage, the control group pretest scores revealed 4,13 out of an expected average of 10, with a standard deviation of 0,714 for a group of 40 students. Moreover, the control group's post-test results exposed 5,16 out of 10 and its standard deviation is 1,034. By contrast, the analysis of the results of the experimental group before the application of the proposal displayed 4,29 out of an expected average of 10 and its standard deviation is 0,775 for a group of 40 students. As well, the experimental group's post-test results revealed 7,54 out of 10 with a standard deviation of 0,644.

The group comparison of pretest and post-test scores were under Ecuador Ministry of Education descriptors of four qualitative scales based on mastering the required learning, reaching the required learning, not far from reaching the required learning, and do not reach the required learning. Afterward, the control group pretest mean was on a scale from 4,01 to 6,99 which is considered as not far from reaching the required learning, while the post-test mean was in the same scale. Meanwhile, the experimental group pretest mean was on a scale from 4,01 to 6,99 which is considered as not far from reaching the required learning, whereas the post-test mean was shown on a scale from 7 to 8,99 which is reaching the required learning.

3.3. Verification of hypothesis

Table 10. T-test Control pretest vs. experimental pretest

	Control pretest	Experimental pretest
Mean	4,125	4,2875
Variance	0,50961538	0,601121795
Observations	40	40
Hypothesized mean difference	0	
Degrees of freedom	78	
t Stat	-0,9751641	
P(T<=t) one-tail	0,16626628	
t Critical one-tail	1,66488454	
P(T<=t) two-tail	0,33253256	
T Critical two-tail	1,9912544	

Source: self-made

Table 11. T-test Control posttest vs. experimental posttest

	Control posttest	Experimental posttest
Mean	4,125	7,5375
Variance	0,50961538	0,415224359
Observations	40	40
Hypothesized mean difference	0	
Degrees of freedom	78	
t Stat	-22,4424059	
P(T<=t) one-tail	8,0383E-36	
t Critical one-tail	1,66488454	
P(T<=t) two-tail	1,6077E-35	
T Critical two-tail	1,9912544	

Source: self-made

Table 12. T-test Control pretest vs. control posttest

	Control pretest	Control posttest
Mean	4,125	5,1625
Variance	0,50961538	1,069070513
Observations	40	40
Pearson correlation	0,64049093	
Hypothesized mean difference	0	
Degrees of freedom	39	
t Stat	-8,24625729	
P(T<=t) one-tail	2,2277E-10	
t Critical one-tail	1,68487512	
P(T<=t) two-tail	4,4554E-10	
T Critical two-tail	2,02269092	

Source: self-made

Table 13. T-test Experimental pretest vs. experimental posttest

	Experimental pretest	Experimental posttest
Mean	4,2875	7,41
Variance	0,60112179	0,42163462
Observations	40	40
Pearson correlation	0,29863619	
Hypothesized mean difference	0	
Degrees of freedom	39	
t Stat	-24,2586509	
P(T<=t) one-tail	1,9425E-25	
t Critical one-tail	1,68487512	
P(T<=t) two-tail	3,885E-25	
T Critical two-tail	2,02269092	

Source: self-made

Table 14. T-test Summary

T-TEST	Mean		Degrees of freedom	T Statistic	P value
Pretest	control	experimental	78	-0,97	0,16
	4.13	4.29			
Posttest	control	experimental	78	-22,44	8,03E-36
	5.16	7.54			
Control	Pretest	Posttest	39	-8,24	2,27E-10
	4.13	5.16			
Experimental	Pretest	Posttest	39	-24,25	1,94E-25
	4.29	7.54			

Source: self-made

In accordance with the statistical results, there were found substantial differences in the test results. During the pretest applied to participants under similar circumstances, with 39 degrees of freedom since that was the sample size - 1, the p-value >0.05 shows that there was no substantial difference prior to the experiment. On the other hand, the posttest p value 1,94E-25 is lower than the significance level 0,05. Therefore, those results show significant development in vocabulary learning. In conclusion, while the control group under traditional approaches for vocabulary learning do not show significant changes, the experimental group tried on a positive influence in the development of Vocabulary Acquisition for A1 level (CEFR) through Quick Response Codes.

3.4. Collective questionnaire result analysis

Survey for students about Quick Response Codes in the Development of Vocabulary Acquisition for A1 level (CEFR)

Table 15. My teacher uses technological resources during class

Scale	Frequency	Percentage	$\Sigma\%$
Always	9	22,50%	52,50%
Often	12	30,00%	
Sometimes	15	37,50%	47,50%
Rarely		0,00	
Never	4	10,00%	
Total	40	100%	100,00%

Source: self-made

With respect to the data from the survey, 52.50% of the students declare that their teacher uses technological resources during the class. However, 47.50% claim that their teacher does not use technological resources in class. Therefore, teachers use technological resources in class most of the time.

Table 16. My teacher uses technological resources during class

Scale	Frequency	Percentage	$\Sigma\%$
Always	26	65,00%	95,00%
Often	12	30,00%	
Sometimes	2	5,00%	5,00%
Rarely	0	0,00	
Never	0	0,00	
Total	40	100%	100,00%

Source: self-made

In accordance with the data, 95% of the students think that using a cell phone in class, help them to improve vocabulary acquisition. Still, 5% claim that using cell phone is not so helpful to learn new vocabulary. Consequently, using a cellphone enhance vocabulary acquisition in young second language learners.

Table 17. I use my cell phone for learning English vocabulary.

Scale	Frequency	Percentage	$\Sigma\%$
Always	26	65,00%	92,50%
Often	11	27,50%	
Sometimes	3	7,50%	7,50%
Rarely	0	0,00	
Never	0	0,00	
Total	40	100%	100,00%

Source: self-made

According to the data, 92.5% of students assert that they use a cell phone for learning English Vocabulary. Nevertheless, 7.5% of the students do not use a cell phone all the time for learning English Vocabulary. Therefore, most of the students have a cell phone which is a learning tool for them to learn and practice with new vocabulary.

Table 18. I need images or pictures for learning new vocabulary

Scale	Frequency	Percentage	$\Sigma\%$
Always	34	85,00%	97,50%
Often	5	12,50%	
Sometimes	1	2,50%	2,5%
Rarely	0	0,00	
Never	0	0,00	
Total	40	100%	100,00%

Source: self-made

As observed in the figure, 97.50% of students assert that is important to visualize constantly images or pictures to learn the meaning of new words. However, 2.50% of them believe it is not necessary to see an image of the new words to understand their meaning and use. Therefore, for most of the learners is indispensable to visualize an image that represents the meaning of new words, which facilitates the comprehension of their use.

Table 19. QR Codes help me to improve my vocabulary

Scale	Frequency	Percentage	$\Sigma\%$
Always	27	67,50%	87,50%
Often	8	20,00%	
Sometimes	5	12,50%	12,5%
Rarely	0	0,00	
Never	0	0,00	
Total	40	100%	100,00%

Source: self-made

In accordance with the data, 87.5% of students consider that using QR codes on their cell phone help them to improve their vocabulary acquisition, whereas 12.5% of students claim that the use of the codes does not really help them to acquire the meaning of the new words. So, this reveals that the use of QR codes for learning new vocabulary is helpful for young learners who need extra visual support for understanding and retain new words.

Table 20. QR Code activities are more useful than paper-based activities.

Scale	Frequency	Percentage	$\Sigma\%$
Always	29	72,50%	87,50%
Often	6	15,00%	
Sometimes	5	12,50%	12,5%
Rarely	0	0,00	
Never	0	0,00	
Total	40	100%	100,00%

Source: self-made

With respect to the data, 87.5% of English language learners state that is more useful to implement QR Codes activities during their lessons than just doing paper-based activities, while 12.5% of them point out that QR codes activities do not appear to be helpful for learning vocabulary. Therefore, for almost of the students, QR codes activities seem to be more engaging than paper-based ones.

Table 21. Implementing QR Codes facilitates vocabulary learning

Scale	Frequency	Percentage	$\Sigma\%$
Always	29	72,50%	87,50%
Often	6	15,00%	
Sometimes	3	7,50%	12,50%
Rarely	0	0,00	
Never	2	5,00%	
Total	40	100%	100,00%

Source: self-made

As observed in the figure, 87.5% of students claim that implementing QR codes activities during their lesson facilitates their vocabulary learning, while 12.5% of them consider that QR codes do not really enable the way they learn the new words. This all reveals that the application of QR codes activities during vocabulary lessons makes easier for students to understand the meaning and use of the words.

Table 22. QR Codes activities are interactive during the lessons.

Scale	Frequency	Percentage	$\Sigma\%$
Always	27	67,50%	90,00%
Often	9	22,50%	
Sometimes	4	10,00%	10%
Rarely	0	0,00	
Never	0	0,00	
Total	40	100%	100,00%

Source: self-made

In accordance with the data, 90% of students believe that QR code activities are interactive during their vocabulary lessons, whereas 10% of students think the QR codes are not really interactive during their lessons. This all reveals that when students are learning new vocabulary, the interaction with digital activities through the QR code benefits positively their acquisition of the new words.

Table 23. It is easier to learn vocabulary using QR Codes.

Scale	Frequency	Percentage	∑%
Always	27	67,50%	92,50%
Often	10	25,00%	
Sometimes	3	7,50%	7,5%
Rarely	0	0,00	
Never	0	0,00	
Total	40	100%	100,00%

Source: self-made

With regard of the data, 92.5% of students consider it is easier to learn vocabulary through QR codes that include activities to enhance their understanding of the new words, while 7.5% of students claim that QR codes do not come handy in vocabulary acquisition. Therefore, it all points out the idea that vocabulary acquisition can be reinforced by accessing to digital activities where students have the chance to interact and visualize the new words, making it easier for them to understand and practice with vocabulary.

Table 24. I continuously learn new vocabulary using QR Codes.

Scale	Frequency	Percentage	∑%
Always	30	75,00%	90,00%
Often	6	15,00%	
Sometimes	4	10,00%	10%
Rarely	0	0,00	
Never	0	0,00	
Total	40	100%	100,00%

Source: self-made

As observed in the figure, 90% of students assert that they are continuously learning new words by accessing to QR codes activities. However, 10% claim that vocabulary acquisition through QR codes do not help them all the time. Accordingly, to aid vocabulary acquisition, the QR codes help students most of the time to learn actively and remember the words better.

CONCLUSIONS

- The prior diagnosis of students' vocabulary knowledge evidences a poor vocabulary development of the A1 level. To look into these results from the pretest, the revealed averages are around 4,2 over 10, which means learners are not integrating new vocabulary with practical learning strategies to retain better the words. The aforementioned results reveal the lack of integration of mobile learning technologies such as Quick Response Codes with traditional vocabulary approaches.
- The results of this study using Quick response codes reflects some aspects that help learners to increase vocabulary acquisition at the A1 level. Primarily, the codes act as additional technological tools for vocabulary learning, which assists students' easy retention through audio and visuals of the target language. Such technological factors imply a supplement of audiovisual support for vocabulary knowledge development that promotes authentic learning by letting students access new vocabulary interactively.
- The vocabulary booklet used in the intervention stage consolidates and improves the retention of students' vocabulary knowledge by accessing through QR codes to authentic resources that expands the information of paper-based activities with audiovisual tools, providing students with mobile learning experiences with the new words of the target language. The application of QR codes could positively influence students' retention and understanding of the new vocabulary compared with traditional strategies. Furthermore, the lessons evidenced wide and meaningful access to additional information of the new words that help learners to consolidate their vocabulary knowledge.

- After analyzing the results from the data, it is concluded that vocabulary acquisition can be positively influenced by mobile learning tools such as Quick Response Codes. Certainly, QR codes are undeniably technological tools for acquiring new words and redefining the student's vocabulary acquisition processes with fast hand-pocket technology as additional tools to the traditional paper-based learning approaches. Moreover, young learners are highly influenced by these technological resources to improve their vocabulary retention, through experimentation and practice of the A1 vocabulary level (CERF).

RECOMMENDATIONS

- After analyzing the results and data in this research project, it is recommended to analyze prior vocabulary knowledge to second language learners, to provide appropriate instruction using authentic materials in the target language such as mobile learning technologies. Hence, a previous vocabulary diagnosis helps to gather information about learner vocabulary backgrounds.
- It is recommended to apply these supplementary technological learning tools for improving the other primary English language skills such as listening, writing, reading and speaking. If learners could access quickly to interactive audiovisual information in real- life contexts, while they perform paper-based activities, it can help to support foreign language learning.
- As, the proposal of this research is based on the pedagogical from the Ecuadorian national curriculum for teaching English as a Foreign language, without many vocabulary-focused activities, It is recommended to the Ministry of Education from Ecuador include Quick Response codes with vocabulary learning activities for better retention and application of new words.
- The integration of Quick Response Codes should be more recurrent for second language learners. Ecuadorian public teachers should consider mobile technologies to strengthen vocabulary acquisition levels in young learners, who are into emerging learning technologies, where they have the chance to access and interact with meaningful and attractive content through mobile devices.

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ANNEXES

Annex 1. Authorization and Reference



Unidad Educativa
"Martiniano Guerrero Freire"
 Teléfono 0998776465 2945232
 Francia entre Argentinos y Junin
 Riobamba - Ecuador

Oficio No.170 REC. UE-MGF-2022-2023
 Riobamba, noviembre 25 del 2022

Licenciada
 Carolina LLamuca
DOCENTE DE INGLES DEL PLANTEL.
 Ciudad.

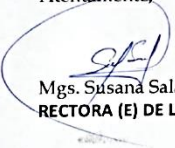
De mi consideración:

A nombre y en representación de la UE "MARTINIANO GUERRERO FREIRE, reciba el saludo respetuoso junto al deseo de éxito en su función al servicio de la educación de nuestra institución.


A través del presente pongo en su conocimiento que la solicitud presentada con fecha 24 de noviembre del 2022, ha sido **aprobada**, por lo cual se le autoriza realizar su trabajo de titulación en los Séptimos grados paralelo A y B de nuestra institución.

Por la atención al presente anticipo mi agradecimiento.


Atentamente,



Mgs. Susana Salazar
RECTORA (E) DE LA U.E." MARTINIANO GUERRERO FREIRE"



Recibido
 25-11-22



Annex 2. Survey for students

SURVEY FOR STUDENTS

Quick Response Codes in the Development of Vocabulary Acquisition for A1 level (CEFR)

INSTRUCTIONS

Read carefully every sentence and circle one (**and only one**) number for each item. Please, answer **all the questions** considering the following scale from 5 to 1.

Thanks.

5= Always 4= Often 3= Sometimes 2= Rarely 1= Never

N.	Items	Always	Often	Sometime	Rarely	Never
1	My teacher uses technological resources during class.	5	4	3	2	1
2	Using a cell phone in class, helps me to improve my vocabulary.	5	4	3	2	1
3	I use my cell phone for learning English vocabulary.	5	4	3	2	1
4	I need images or pictures for learning new vocabulary.	5	4	3	2	1
5	I consider using QR Codes on my cell phone, helps me to improve my vocabulary.	5	4	3	2	1
6	I consider QR Code activities are more useful than paper-based activities.	5	4	3	2	1
7	I think implementing QR Codes activities during lessons facilitates my vocabulary learning.	5	4	3	2	1
8	I think QR Codes activities are interactive during the lessons	5	4	3	2	1
9	I consider it is easier to learn vocabulary using QR Codes.	5	4	3	2	1
10	I continuously learn new vocabulary using QR Codes.	5	4	3	2	1

Annex 3. Pre-test for students

PRE-TEST

Quick Response Codes in the Development of Vocabulary Acquisition for A1 level (CEFR)

INSTRUCTIONS

Read the instructions and answer

- A. Read the statements and put a tick on the option you consider is correct**

		Metro	Taxi	Canoe
1	A pulley truck			
		Trolley	Taxi	Metro
2	Underground electric railway			
		Metro	Taxi	Bus
3	A large vehicle for passengers			
		Canoe	Boat	Trolley
4	A vessel for transport by water			
		Motorbike	Bike	Taxi
5	A vehicle with two wheels in tandem			

- B. Look at the words in the bold and choose a, b or c**

6. The students **got on** the plane on time.
- To enter something that is small and private
 - To enter something that is big and public
 - To enter a big place
7. Mariana **got in** the taxi while I was calling her.
- To enter something that is small and private
 - To enter something that is big and public
 - To enter a big place

8. Some people **come on** foot to the theater.
- To walk instead of using any vehicle
 - To get somewhere using a vehicle
 - To sit on something and travel controlling its movements.
9. Suddenly she **rode** her horse away, she was upset.
- To walk instead of using any vehicle
 - To sit on something and travel controlling its movements
 - To enter a big place
10. My father drove to Quito last week; he was so tired.
- To sit on something and travel controlling its movements
 - To operate and control a motor vehicle
 - To get somewhere using a vehicle

C. Read and write the word which best fills in the sentence

11. They **t**___ a taxi to the airport.
12. The **f**___ **t**___ is late, the house fire is rising.
13. Please call an **a**_____, he is not reacting.
14. Yesterday three people were seriously **i**_____ in the car accident.
15. The fastest **p**_____ in the world travels 900km/h.
16. Most people use **b**_____ to get work, while cars are less used.
17. The murder was solved, the **d**_____ resolved the crime.
18. The thieves were arrested and put in the **p**_____ car.
19. We were lost, the **r**_____ did not appear on the map.
20. The bus suddenly stopped, the **p**_____ were scared.

Annex 4. Lesson Plans

Lesson 1 Planning				
Teacher: Lic. Carolina Llamuca	Class: Seventh EGB	Lesson: 1. Transportation in Rural and Urban Areas	Starting date: 21-11-2022	Time: 80 min
Objective: Students will be able to difference public transportation in rural and urban areas			Resources: Board English 7 Pedagogical Module 2 Mobile cellphone Speakers	
Evaluation indicators: To difference public transportation in rural and urban areas				
PROCEDURE				
Time:	Sequence:	Methodological strategies		
10 min	Introduction	<p>j. Ask learners to brainstorm ideas about Transportation.</p> <p>k. In pairs students ask and answer the question: What transportation do people use in rural and in urban areas?</p>		
30 min	Practice	<p>l. Students read the text “Transportation in Rural and Urban Areas”</p> <p>m. Draw a Venn diagram on the board and ask students to compare the public transportation in the city and the countryside.</p> <p>n. Students scan the QR code to practice and reinforce new vocabulary.</p> <p>o. Students look and listen to the definitions of the new vocabulary</p>		
25 min	Production	<p>p. Students match and write the words in the box to each picture.</p> <p>q. In pairs students ask and answer questions:</p> <ul style="list-style-type: none"> - What kind of transportation do you take? - How is transportation different between the city and the countryside? - What’s one thing you could do to improve transportation where you live? 		
10 min	Assessment	<p>r. Students scan the QR code to look at and label the pictures to the corresponding Public Transportation type.</p>		
Elaborated by: Diana Llamuca A.				

Lesson 2 Planning				
Teacher: Lic. Carolina Llamuca	Class: Seventh EGB	Lesson: 2. Getting around	Starting date: 28-11-2022	Time: 80 min
Objective: Students will be able to ask and answer different forms to get to school.			Resources: Board English 7 Pedagogical Module 2 Mobile cellphone Speakers Flashcards	
Evaluation indicators: To ask and answer ways to get to school				
PROCEDURE				
Time:	Sequence:	Methodological strategies		
10 min	Introduction	<p>k. Ask learners to elicit ideas about different transportation vehicles.</p> <p>l. In pairs students ask and answer the question: How do you travel to school?</p>		
30 min	Practice	<p>m. Students scan the QR code to look and practice with the new vocabulary.</p> <p>n. Teacher put up flashcards on the floor with different transportation</p> <p>o. Teacher asks the class: How do you get to school?</p> <p>p. Students stand under the flashcard with their answers</p>		
25 min	Production	<p>q. Students take notes from their classmates. For example:</p> <ul style="list-style-type: none"> - 4 students in my class come by bike - 5 students in my class walk to school <p>r. Students present their notes to the class.</p> <p>s. In groups students ask and answer questions by choosing a flashcard and using the drawing on it. For example:</p> <ul style="list-style-type: none"> - How are you going to China? - I'm going to go by car/ took a bus/ took a train, etc. 		
10 min	Assessment	<p>t. Students scan the QR code to read the sentences and choose the correct option about ways to get to school.</p>		
Elaborated by: Diana Llamuca A.				

Lesson 3 Planning				
Teacher: Lic. Carolina Llamuca	Class: Seventh EGB	Lesson: 3. Priority Vehicles	Starting date: 05-12-2022	Time: 80 min
Objective: Students will be able to identify priority vehicles and emergency situations			Resources: Board English 7 Pedagogical Module 2 Mobile cellphone Speakers Flashcards	
Evaluation indicators: To identify priority vehicles and their function in emergency situations.				
PROCEDURE				
Time:	Sequence:	Methodological strategies		
10 min	Introduction	<p>j. Teacher plays 3 different sounds (ambulance, car police siren, and fire truck siren).</p> <p>k. Teacher asks students to give ideas about where and when they have heard that sounds.</p> <p>l. In pairs students ask and answer the question: What is a priority vehicle?</p>		
30 min	Practice	<p>m. Students scan the QR code to look, listen and practice with the new vocabulary.</p> <p>n. Teacher asks the class to work in pairs to ask and answer the following questions:</p> <ul style="list-style-type: none"> - Why do priority vehicles drive so fast? - Do priority vehicles have to respect the traffic rules at all times? - Why do priority vehicles use sirens? <p>o. Students read the text about "Priority vehicles"</p>		
25 min	Production	<p>p. In pairs students create a dialogue between a journalist (student A) and the mayor of the city (student B), to ask and answer questions about:</p> <ul style="list-style-type: none"> - Types of priority vehicles - Priority vehicle function - What to do when you see a priority vehicle <p>q. Students perform the dialogue in front of the class</p>		
10 min	Assessment	<p>r. Students scan the QR code to watch the video about "Priority vehicles" and answer the questions in the video by choosing options a, b or c.</p>		
Elaborated by: Diana Llamuca A.				

Lesson 4 Planning				
Teacher: Lic. Carolina Llamuca	Class: Seventh EGB	Lesson: 4. Land, water and air transportation	Starting date: 12-12-2022	Time: 80 min
Objective: Students will be able to compare different means of transportation and speed.			Resources: Board English 7 Pedagogical Module 2 Mobile cellphone Speakers Flashcards	
Evaluation indicators: To compare different means of transportation and the fastest ones.				
PROCEDURE				
Time:	Sequence:	Methodological strategies		
10 min	Introduction	<p>l. Teacher presents to the class 3 pictures (water, air, and soil).</p> <p>m. Teacher asks students to come to the board and write under each picture the name of transportation used in those ways.</p> <p>n. Teacher asks to the class: What are the fastest means of transportation?</p>		
30 min	Practice	<p>o. Students read the text “Land and Water Transportation”</p> <p>p. Teacher asks to the class:</p> <ul style="list-style-type: none"> - Which is the fastest plane? - Which is the fastest train? <p>q. Students scan the QR code to listen to the text.</p> <p>r. Students look at and listen to the definitions and examples of the new vocabulary through pictures.</p>		
25 min	Production	<p>s. Students fill in the table with the transportation means and their speeds.</p> <p>t. Students write 5 sentences comparing different transportation speeds.</p> <p>u. In groups students discuss and compare:</p> <ul style="list-style-type: none"> - Which is the fastest transportation? - Which is the slower transportation? 		
10 min	Assessment	<p>v. Students scan the QR code to read and answer questions by choosing the options.</p>		

Lesson 5 Planning				
Teacher: Lic. Carolina Llamuca	Class: Seventh EGB	Lesson: 5. The Orient Express	Starting date: 19-12-2022	Time: 80 min
Objective: Students will be able to comprehend vocabulary and identify the principal ideas about the novel "The Orient Express"			Resources: Board English 7 Pedagogical Module 2 Mobile cellphone Speakers Flashcards	
Evaluation indicators: To comprehend and identify principal ideas from the text "The Orient Express".				
PROCEDURE				
Time:	Sequence:	Methodological strategies		
10 min	Introduction	<p>j. Teacher presents to the class 1 picture (a detective)</p> <p>k. Teacher asks students to come to the board and write ideas about him.</p> <p>l. Teacher asks to the class: Have you ever heard about famous crimes?</p>		
30 min	Practice	<p>m. Students read the text "The Orient Express"</p> <p>n. Students scan the QR code to look and listen to vocabulary</p> <p>o. Students look and listen the definitions and examples of the new vocabulary through pictures.</p>		
25 min	Production	<p>p. Students answer the following questions about the text:</p> <ul style="list-style-type: none"> - Who was Agatha Christie? - What was the Orient Express? - What was the most common route? - Who was Hercule Poirot? - Would you like to read this novel? Why? Why not? <p>q. Students work in pairs and take turns to role play this situation:</p> <ul style="list-style-type: none"> - Student A: You are an Orient Express passenger. You know that a famous detective is on the train and you want to know about him. Ask him questions about his nationality, his free time activities, his favorite food, and his family. - Student B: You are the famous detective Hercule Poirot, and you are traveling on the Orient Express. A curious passenger comes to talk to you and asks you many questions. 		
10 min	Assessment	<p>r. Students scan the QR code to pair up the vocabulary with their graphical representation.</p>		
Elaborated by: Diana Llamuca A.				

Lesson A

Communication and Cultural Awareness

What transportation do people use in rural and in urban areas?

Transportation in Rural and Urban Areas

In urban areas, there is a lot of noise and pollution. Traffic and parking are difficult. In cities, we can find public transportation such as the metro, the bus, the trolley, or taxi. In some cities, people also use their bikes to go to work or school.

In rural areas, there is little noise, and the air is cleaner. Public transport is rare, but the most common is the bus. People walk more; they also ride their horses, or use their motorbikes.

In the Amazon Region, people use canoes or boats.










VOCABULARY 1.

Practice & reinforce



Exercise 1. These are some of the public transport vocabulary words you need to look at and practice. Match the words in the box to each picture. Write the corresponding vocabulary word on the line below each picture.

- taxi
- trolley
- metro
- canoe
- motorbike
- bus
- bike
- boat

Exercise 2. Pair work. Ask and answer the questions. Take turns to answer these questions.

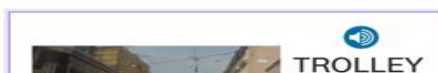
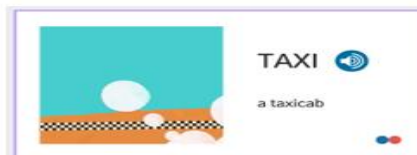
- a. What kind of transportation do you take?
- b. How is transportation different between the city and the countryside?
- c. What's one thing you could do to improve transportation where you live?

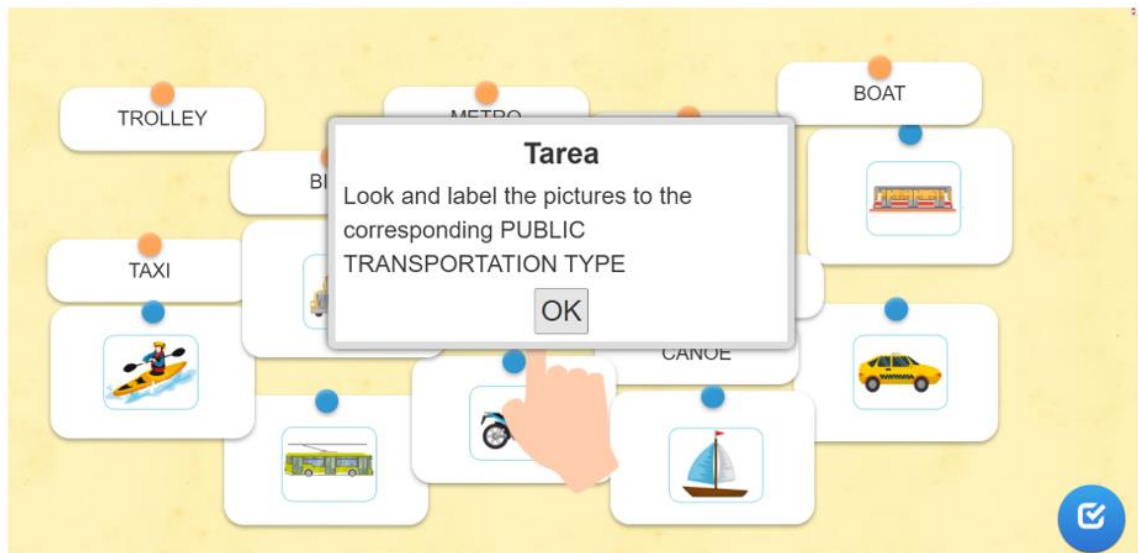


2

ASSESSMENT 1.

Look & Label



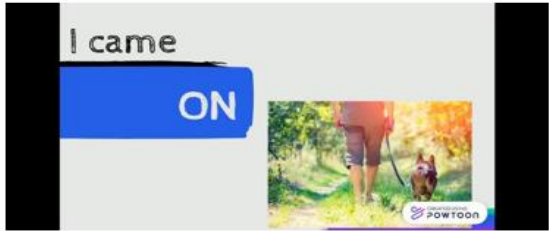


Oral Communication

How do you travel to school?

Getting Around

Exercise 3. Group work. Get into groups of 4-5. Make little cards to play a game. Put drawings of



How do you get to school?

I _____ way to

Tarea
Read and choose the correct option

A came B drove

C took D rode

The children _____ a bus.

A rode B drove

C came **D took**

Selena _____ her father's car yesterday.

A drove B rode

C took D came

Pablo and Susana _____ bikes yesterday.

A drove B rode

C took D came



Well done!

¿Quieres volver a jugar?

Reading

What is a priority vehicle?

Priority Vehicles

Exercise 1. Pair work. Ask and answer.

- Why do priority vehicles drive so fast?
- Do priority vehicles have to respect the traffic rules all time?
- Why do priority vehicles use sirens?

VOCABULARY 3.

Listen & reinforce



Police motorcycles

Transit police use motorcycles to go fast to catch drivers who break the law.



Ambulances

These vehicles transport sick or **injured** people who need medical attention. The ambulance takes people to hospitals or clinics.



Fire trucks

Fire trucks don't have to respect red lights. They can also ride in the opposite direction of traffic. Their **siren** tells other vehicles that they need to pass so that firefighters can arrive at fires very quickly.



So, what do you do when you hear a siren?

If you are walking or driving, you have to stop until the vehicle with the siren passes.

Exercise 2. Pair work. Role play! Create a dialogue.

Student 1: You are a journalist. Interview the mayor of your city about priority vehicles. Ask questions about the types of priority vehicles, their functions, and what people have to do when they see a priority vehicle.

Student 2: You are the mayor of your city. Answer the journalist's questions with lots of details.

ASSESSMENT 3.

Listen & choose



Vocabulary

injured, physically hurt

siren, equipment that makes a loud sound to tell people that something is happening

x

PRIORITY

VEHICLES

A red graphic overlay with a white 'x' and a speaker icon is positioned over a photograph of a crowd of people. In the background, a fire truck is visible.

The FIRE TRUCK came so fast,

THE HOUSE WAS BURNING

A dark blue graphic overlay with a white speaker icon and a red dot is positioned over a photograph of a fire truck on a street. An inset image shows firefighters at a burning house.

TODAY'S NEWS TODAY'S NEWS TODAY'S NEWS

The AMBULANCE come over the accident

there was a young women with serious injuries

TODAY'S NEWS TODAY'S NEWS TODAY'S NEWS

A red graphic overlay with a white speaker icon and a red arrow is positioned over a photograph of an ambulance.

TODAY'S NEWS TODAY'S NEWS TODAY'S NEWS

The POLICE MOTORCYCLE was fast, they caught the thieves.

they steal a cellphone in the park

TODAY'S NEWS TODAY'S NEWS TODAY'S NEWS

A red graphic overlay with a white speaker icon and a red arrow is positioned over a photograph of a police motorcycle at night.

There were people INJURED

yesterday in the car accident

I'm a little banged up, I'm fine

A red graphic overlay with a white speaker icon and a white circle is positioned over a photograph of a man in a hospital bed.

Caro Testi Kids



LEARN SOME WORDS

YouTube

00:00 06:06

YouTube

TRANSCRIPT

- 01:16 Multiple-choice
- 02:51 Multiple-choice
- 03:00 Multiple-choice
- 03:44 Multiple-choice
- 04:20 Multiple-choice
- 04:31 Multiple-choice
- 05:12 Multiple-choice



Copy link

YouTube

10 MULTIPLE CHOICE QUESTION 100%

What do you hear?

- A SIREN
- A WHISTLE
- A BEEP

Retwatch Skip Continue



Copy link

YouTube

11 MULTIPLE CHOICE QUESTION

The _____ is a vehicle specially equipped for taking sick or injured people to and from the hospital

- AMBULANCE
- FIRE TRUCK
- MOTORCYCLE

Retwatch Skip Submit



Copy link

YouTube

12 MULTIPLE CHOICE QUESTION

The _____ is a vehicle used by police officers.

- MOTORBIKE
- TRUCK
- POLICE CAR

Retwatch Skip Submit

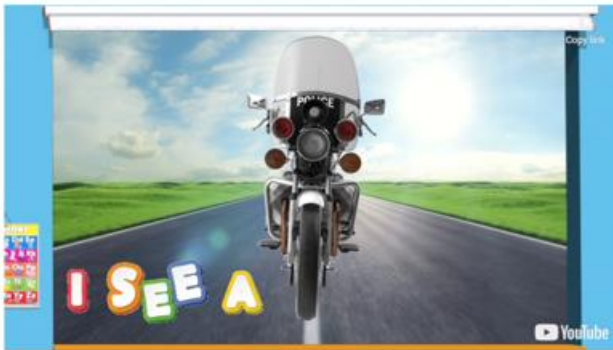


MULTIPLE CHOICE QUESTION

I see a _____

- BUS
- FIRE TRUCK
- TRUCK

Rewatch Skip Submit



MULTIPLE CHOICE QUESTION

I see a _____

- POLICE MOTORCYCLE
- POLICE MAN
- POLICE STATION

Rewatch Skip Submit



MULTIPLE CHOICE QUESTION

I see a _____

- RESCUE BOAT
- BOAT
- EMERGENCY BOAT

Rewatch Skip Submit



MULTIPLE CHOICE QUESTION

What do you see?

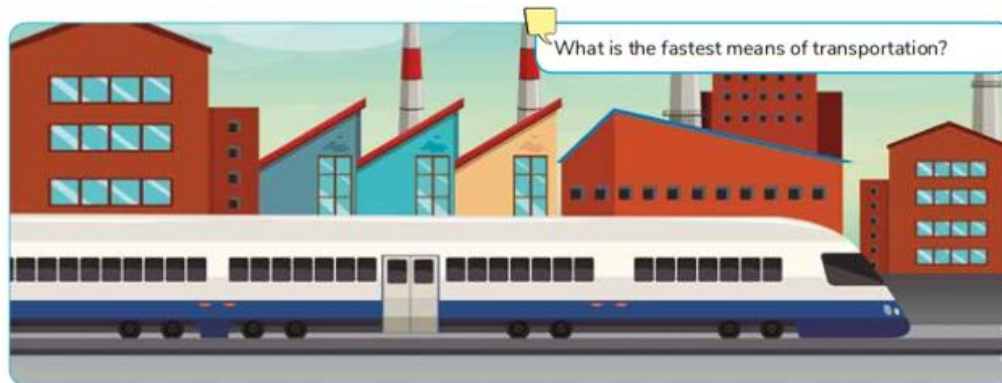
- POLICE CAR
- CAR
- EMERGENCY CAR

Rewatch Skip Submit

Communication and Cultural Awareness

What is the fastest means of transportation?

Land and Water Transportation



To travel from one place to another, people around the world use different means of transportation. Some people walk; others take planes to travel long distances. In this section, we will compare the different means of transportation in the world and discover which is the fastest. When you go on foot, you travel at 5km/hour (kilometers per hour). When you use your bicycle you travel at 16km/h. Buses in general go at 90km/h.

In the world, two trains travel very fast. One is the TGV, a French train. The other is the Shinkansen, which is a Japanese train. The TGV travels at 280km/h and the Shinkansen at 210km/h.

A ship travels at 53km/h. The fastest plane can travel up to 900km/h.

Exercise 1. Pair work. Fill in the table with the transportation means and their speeds. Then ask your partner:

- a. How fast does a X go?
- b. Which is faster: a X or a Y?

Transportation	Speed

VOCABULARY 4.

Look & Listen



ASSESSMENT 4.

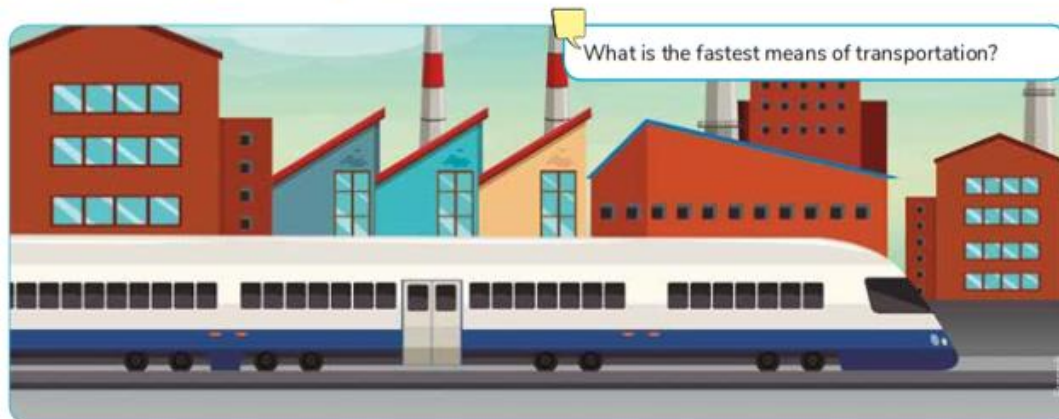
Read & choose



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VOCABULARY 4.

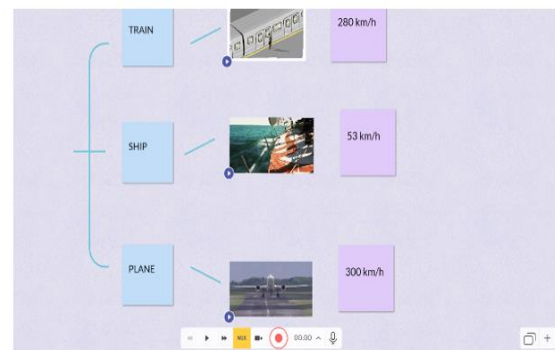
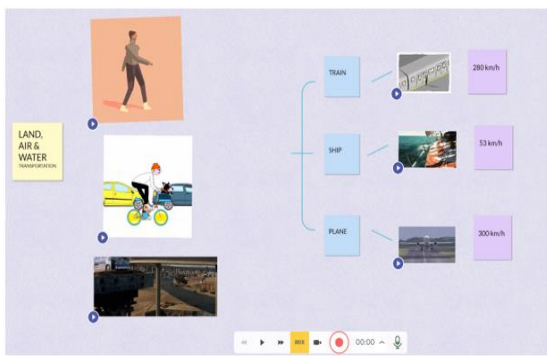
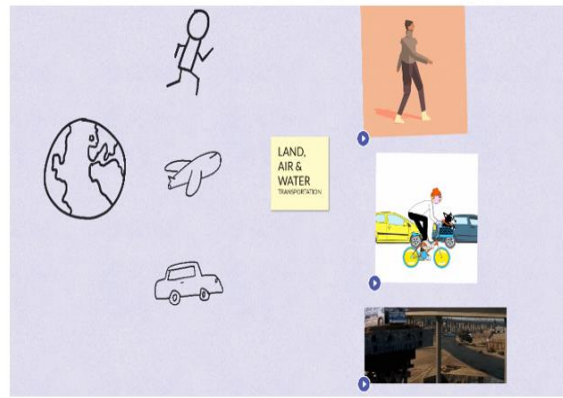
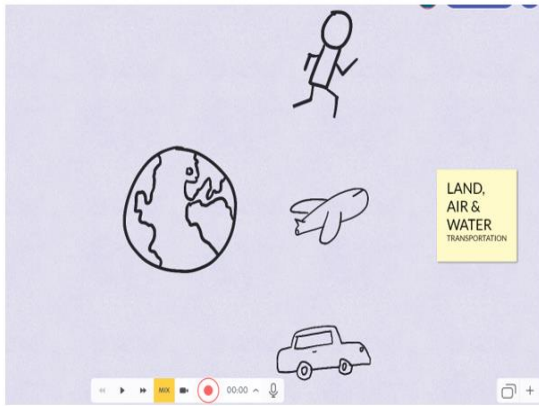
Look & Listen



ASSESSMENT 4.

Read & choose





Tarea
Read and choose the correct option.
Remember the last reading section.

OK

Jugar solo Jugar con otros

When you go by _____ you feel the wind.

0/5
0/5

When you go _____ you feel at 16 km/h.

2/5
1/5
1/5

The Japanese _____ travels at 210 km/h.

1/5
2/5

The fastest _____ travels up to 300 km/h.

2/5
3/5

A _____ travels at 52 km/h.

2/5
3/5

5/5

Player 1 Ordenador

Language Through the Arts



Literature

The Orient Express

Luxury trains are trains that offer a lot of comfort. The Orient express was a modern train where the passengers had several restaurants, areas to relax, and very comfortable rooms to sleep. The most frequent route of the Orient Express was from Paris to Constantinople.

These trains inspired **novelists** and **filmmakers** to write interesting stories. A famous British writer called Agatha Christie wrote a book called **Murder** on the Orient Express.

In her book, Hercule Poirot, a famous French detective, was travelling on the Orient Express. He was going from London to Istanbul. While the passengers of the train slept, Poirot heard some noises on the train and discovered that one of the **passengers**, Edward Ratchett, was killed. Poirot's mission was to find who the **murderer** was. However, it was not easy to find out who the murderer was because everyone on the train could have been **guilty**.



Wikimedia Commons / Murbokatz



Freejak

Exercise 1. Work individually. Answer these questions in your notebook.

- Who was Agatha Christie? _____
- What was the Orient Express? _____
- What was the most common route? _____
- Who was Hercule Poirot? _____
- Would you like to read this novel? Why? Why not? _____

VOCABULARY 5.

Look & Listen



ASSESSMENT 5

Look & pair up



Exercise 2. Work in pairs. Take turns to role play this situation.

Student A: You are an Orient Express passenger. You know that a famous detective is on the train and you want to know about him. Ask him questions about his nationality, his free time activities, his favorite food, and his family.

Student B: You are the famous detective Hercule Poirot, and you are traveling on the Orient Express. A curious passenger comes to talk to you and asks you many questions. Answer his/her questions.



The Orient Express

2022-11-13

Intentos: 0

Tarea
Let's remember the reading about "The Orient Express" and pair up the vocabulary words with the pictures.

OK

The Orient Express

2022-11-13

Intentos: 26

NOVELIST

PASSENGER

WELL DONE

OK

DETECTIVE

EXPRESS

MURDERER

MURDER

Annex 6. General Pictures

