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Topic:

**EFFECTIVENESS OF QUIZLET ON VOCABULARY ACQUISITION IN A1 LEVEL
STUDENTS AT CATHOLIC UNIVERSITY**

**Research project prior to obtaining the title of Magister on English Pedagogy
as a Foreign Language**

Line of research:

ADVANCED METHODOLOGICAL AND TECHNOLOGICAL PROPOSAL

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Ambato – Ecuador

May 2024

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APPROVAL SHEET

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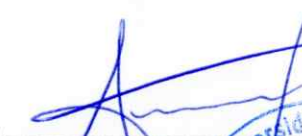
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May 2024

DEDICATION

To Jehovah, my parents Mario and Maricruz, my brothers Jairo and Kevin, my husband Rafael, my children Odalys, Amy, Melany and my best friend Rebeca.

ACKNOWLEDGEMENT

I want to express my gratitude to PUCESA University for opening every door to accomplish my master's program.

I would also like to thank my tutor Juan Carlos Silva Valencia, who was always there to help me through the process.

Verónica Maricruz Gavilanes Moposita

RESUMEN

Este estudio surge debido a la importancia de la adquisición de vocabulario en el manejo de la comunicación. En la Pontificia Universidad Católica de Ambato, los estudiantes de nivel A1 han desarrollado con éxito habilidades lingüísticas encomiables en comprensión auditiva, lectura y escritura. Sin embargo, durante una observación al comienzo del semestre reveló que los estudiantes tenían dificultades para adquirir vocabulario. La necesidad de este estudio radica en el hecho de que la adquisición de vocabulario es crucial para comunicarse de manera efectiva. La falta de vocabulario hace que los estudiantes oculten sus pensamientos, ideas y sentimientos en inglés.

El objetivo general de este estudio fue evaluar los efectos de la herramienta tecnológica Quizlet en el desarrollo de la adquisición de vocabulario en los estudiantes. Este estudio utilizó investigación cuantitativa y un diseño cuasi-experimental. El soporte teórico fue de libros, artículos, revistas científicas. Una prueba previa y una prueba posterior determinaron la eficacia del Quizlet para aumentar la adquisición de vocabulario y registrar las reacciones de los estudiantes al experimento.

Finalmente, los resultados mostraron que existe evidencia estadísticamente significativa en tres campos del aprendizaje de vocabulario significado, ortografía y pronunciación. Estos factores indican que el uso de Quizlet contribuye a la adquisición de vocabulario, especialmente en ortografía. Esta herramienta tecnológica permitió a los estudiantes aumentar el uso de nuevas palabras en el idioma inglés de manera efectiva.

Palabras claves: herramientas tecnológicas, quizlet, adquisición de vocabulario, significado, ortografía, pronunciación.

ABSTRACT

This study arises from the importance of vocabulary acquisition in communication management. At Pontifical Catholic University of Ambato, A1-level students have demonstrated remarkable language skills, such as listening, reading, and writing. However, an observation, done at the semester beginning, revealed their struggle with vocabulary acquisition. This study need lies in the cruciality of vocabulary acquisition as the key to effective communication. The vocabulary lack forces students to conceal their thoughts, ideas, and feelings expression in English, which is a barrier we aim to break thought this study.

This study general objective was to evaluate the effects of Quizlet, a technological tool, on students development of vocabulary acquisition. This study used quantitative research and a quasi-experimental design. The theoretical support was retrieved from books, articles, and scientific journals. A pre-test and a post-test determined Quizlet effectiveness over the increasing vocabulary acquisition and collected student reactions to the experiment.

Finally, the results highlight a statistically significant evidence in three fields of vocabulary learning: meaning, spelling, and pronunciation. These factors indicate that Quizlet use contributes to vocabulary acquisition, especially in spelling. This technological tool allowed students to effectively increase their use of new words in English.

Keywords: *technological tools, quizlet, vocabulary acquisition, meaning, spelling, pronunciation.*

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INTRODUCTION

Nowadays, it is essential to learn a foreign language. However, learning is a complex and lengthy process. English is a global language because it is everywhere and distributed globally. Nevertheless, it is demanding to learn it. According to Marzano (2005), the main reason for this is the limited vocabulary learners have. In his research, he concludes that 50% of English learners who still need vocabulary instruction succeeded in the learning process. On the other hand, 83% of learners who received vocabulary instruction achieved learning.

Acquiring vocabulary knowledge is of utmost importance before and during the process of learning English. Vocabulary is a crucial component of communication in any part of the world and in any language. It is the key that unlocks the door to effective language use. Language learners often get discouraged when they need more vocabulary to express themselves. They may resort to traditional methods like repetition or flashcards, but these may only sometimes be effective. Successful language learning can only occur when the learner understands the meaning of what they read or hear. If learners are unfamiliar with most of the words they encounter, they may need help to acquire more English knowledge.

For non-native English speakers, acquiring sufficient vocabulary knowledge to understand English can take time and effort. Adult native English speakers typically command a vocabulary of 20,000 to 35,000 words, while non-native English speakers often have a vocabulary size of just 4500. This significant disparity can lead to misunderstandings and miscommunications, a challenge that English learners often need help with in their learning process. However, with the advent of technology, there is a glimmer of hope. This new generation of digital natives can leverage online resources, mobile phones, and applications to bridge this vocabulary gap, enhancing their language acquisition journey.

Theoretical and practical background

As Alqahtani (2015, p. 22) aptly points out, learners' communication ability is directly proportional to their vocabulary. In other words, communication is the key to successful interaction, and vocabulary is the tool that enables it. Therefore, it is imperative to assist students in developing their vocabulary. It is crucial as it allows them to articulate their ideas and effectively share information. Fortunately, we now

have access to new technological tools, such as Quizlet, which can significantly enhance vocabulary acquisition (Dizon, 2016). Quizlet, highlighted in the article "The Best Quiz and Game Show Apps for Classrooms", is a versatile and customizable tool that empowers learners to study, create, and utilize its content. It is no wonder many universities are keen to leverage such tools to facilitate vocabulary acquisition.

At this point, the Pontifical Catholic University of Ambato postulates, in its vision guidelines, that it offers very high innovative service standards to its students. Consequently, the importance of carrying out this research lies in innovation and, at the same time, a high standard to offer in the teaching-learning process. Furthermore, this research will establish a precedent in using a technological tool that engages and facilitates learning at the Pontifical Catholic University of Ambato. The general objective of this research project is to determine the effectiveness of Quizlet on vocabulary acquisition in A1 Level students at the Pontifical Catholic University of Ambato.

The research problem

English First, one of the institutions in charge of evaluating English language proficiency worldwide, states that Latin American countries need a higher level of English proficiency. According to their investigation, Ecuador is one of them. Currently, universities in Ecuador require that undergraduates demonstrate proficiency in English of CEFR B1 to graduate (Consejo de Educación Superior, 2019). According to that policy, the Pontifical Catholic University of Ambato learners must accomplish that proficiency level. Nevertheless, students' most common difficulty when learning English is the lack of vocabulary. Consequently, it is a challenge to fulfill the goals in the process.

At the Pontifical Catholic University of Ambato, students grapple with a specific challenge regarding vocabulary acquisition, particularly at the first level. They often find themselves overwhelmed and anxious when encountering vocabulary sets in their English books that they struggle to comprehend. The pressure further intensifies as teachers want them to understand and acquire these words at the beginning of each lesson to progress with the rest of the activities in the book.

Despite the plethora of e-tools available today to aid learners in expanding their vocabulary, such as online dictionaries, word games, and e-books, among others, Quizlet has emerged as a prominent player in the web platform most frequented by students over the past decade (Anjaniputra & Salsabila, 2018). Quizlet, a digital flashcard application, offers students a more engaging and interactive way to learn vocabulary online, replacing traditional paper flashcards. This research, therefore, holds immense relevance for educators and researchers in the field of language acquisition, as it aims to determine the effectiveness of Quizlet on vocabulary acquisition in A1 Level students at the Pontifical Catholic University of Ambato.

Defended idea

Quizlet is a powerful, practical teaching tool to acquire vocabulary in A1 Level students at Catholic University.

General objective

To determine the effectiveness of Quizlet on vocabulary acquisition in A1 Level students at Catholic University.

Specific objectives

1. To analyze the influence of Quizlet on vocabulary acquisition in A1 Level students at Catholic University.
2. To identify the benefits of Quizlet on vocabulary acquisition in A1 Level students at Catholic University.
3. To create Quizlet vocabulary cards aligned with the Life Book and present a webinar for teachers on the use of this interactive platform.
4. To evaluate A1 Level students' learning process at Catholic University using Quizlet.

Methodology

This quantitative study will determine the relationship between Quizlet and vocabulary acquisition among A1-level students at the Pontifical Catholic University of Ambato. The design will be quasi-experimental; a pre-test and a post-test will regulate the causality between the variables. As a result, both will provide the effectiveness of this research.

Research justification

The current study appears due to the importance of vocabulary in managing communication since it is considered one of the main aspects of learning a language (Atmasari,2019). Without mastering vocabulary first, acquiring the English language would be beyond belief (Krashen and Terrel, 1983). Furthermore, it is considered the heart of communication. Therefore, it is meaningful for the processes of linguistic ability (Krashen, 1981).

CHAPTER I. STATE OF ART AND PRACTICE

1.1. Previous research

Some studies state that Quizlet helps students in their learning process. There is research regarding the independent variable entitled "The effectiveness of Quizlet application towards students' motivation in learning vocabulary" by Setiawan and Wiedarti (2020). This research illustrates the efficacy of using Quizlet Application to increase students' motivation in learning vocabulary. They used a non-equivalent control group design, and they divided 65 students into two groups: experimental and control groups. They used an observation checklist to observe students' motivation and a Wilcoxon test to show how the Quizlet Application effectively increases students' motivation in learning vocabulary. Their results showed that students were more enthusiastic and interested in learning a language.

Another research entitled "The Effect of Quizlet Application to Improve Student Vocabulary Mastery" by Atmasari (2019) shows a quasi-experimental study to find the Quizlet application as an effective tool for mastering vocabulary. The researcher used a pre-test and post-test, in which 58 students from two seventh-grade students at SMP Negeri 7 Salatiga participated. He used the T-test formula to test data by comparing the mean score of pre-and post-test from both groups. Based on the results of the researcher, there was a significant difference after implementing Quizlet toward students' vocabulary mastery. Moreover, the effect size of the experiment group was 2.46, which showed that using Quizlet substantially affected students' vocabulary mastery.

In addition, the project "Collaborative Learning Facilitated by Quizlet to Improve Vocabulary Acquisition and Reading" by Ledesma (2019) introduces collaborative learning using Quizlet. She used a quantitative study guided by a pre-experimental research design. There were 31 graduate students from an Ecuadorian university in her research. As instruments to collect data, she used a vocabulary test, the Cambridge reading comprehension KET test, and a survey. In addition, the researcher used a paired sample t-test analysis of the variable to analyze data and compare the mean of the student's performance. Her study revealed that Quizlet positively impacts students' attitudes and perspectives on learning vocabulary.

Surprisingly, there is a study by Anjaniputra and Salsabila (2018) in their research, "The Merits of Quizlet for Vocabulary Learning at the tertiary level." Indonesian EFL Journal shows Quizlet as a multiple sources tool for different sets inside the education field. The study had 110 tenth-grade students in senior high school, and they wanted to find any significant difference between tenth-grade students' vocabulary acquisition. There were two groups: those who used Quizlet and those who did not use it in the learning vocabulary process. They used a pre-test and a post-test before and after the treatment. Their finding reveals a significant difference between groups assessed by the value of substance, which was below 0.05.

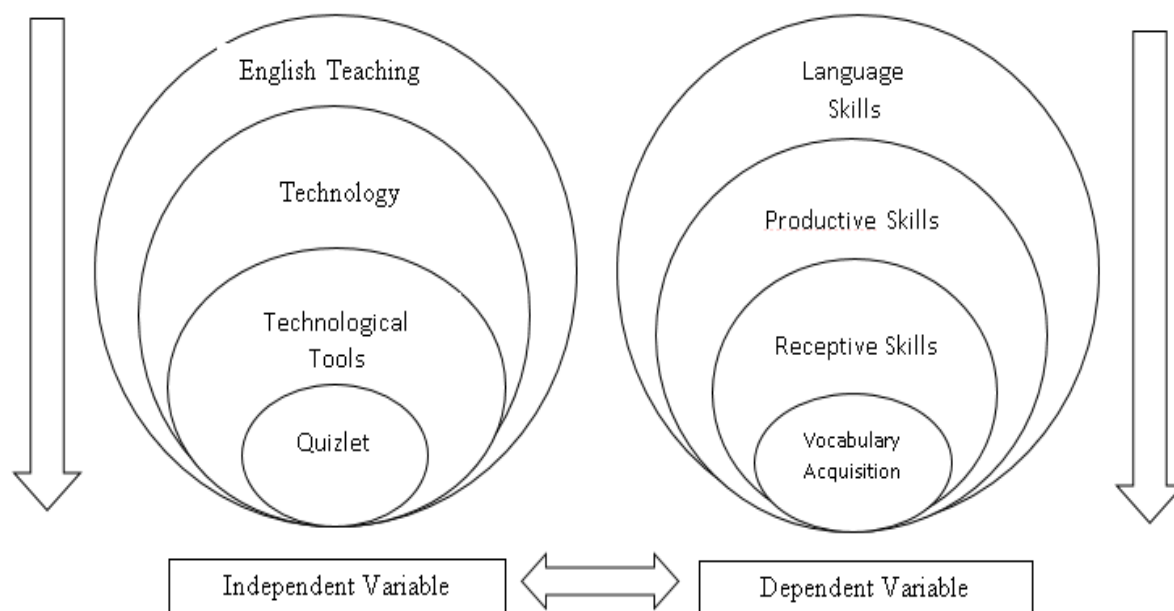
Dizon (2016), in his investigation Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition of Japanese University Students. Teaching English with Technology examined the efficacy of using Quizlet as a popular online study tool in his country. In his study, there were nine English as Foreign Language participants. The researcher used an academic vocabulary list in 10 weeks. In addition, pre-test and post-test revealed scores greater than four on a 5-point Likert scale, indicating a high level of agreement using Quizlet.

Sanosi (2018), in his study The Effect of Quizlet on Vocabulary Acquisition, displays the effect of Quizlet on his learners' vocabulary acquisition. He used the online and mobile phone versions. In addition, he used 42 learners divided into two groups of low-level EFL learners at Prince Sattam Bin Abdulaziz University in Saudi Arabia. Each group took a pre-test and a post-test to assess their acquisition of the assigned vocabulary lessons extracted from their syllabus. His study of vocabulary took place for a month. His study verified that the experimental group participants significantly improved vocabulary post-tests.

Likewise, Zambrano (2018), in her research project Quizlet app and the English language vocabulary learning, expresses that Quizlet is a technological tool that helps vocabulary learning. The researcher used the twelfth and thirteenth BGU levels at Unidad Educativa Cusubamba; 50 students participated. Similarly, she used a quasi-experimental design with a pre-test and post-test for control and experimental groups. As a result, it was possible to identify that her practical students developed a higher level of managing English vocabulary. Her research concludes that integrating the Quizlet technology tool into vocabulary learning

significantly increased the students' lexicon level and English language performance.

Figure 1: Key Categories



Note: Dependent and Independent Variable categories

1.2. Quizlet

Importance of level A1

Basic Language Understanding:

At level A1, students take their first steps in learning a language. Acquiring basic vocabulary allows them to understand and use essential words and expressions in everyday situations.

Communication elements:

Vocabulary at level A1 allows students to engage in simple, everyday interactions, such as greeting, introducing themselves, asking, and answering basic personal information. This communication skill is essential to establishing a solid foundation in the language.

Facilitate Listening Comprehension:

Knowing basic vocabulary helps students better understand the language when they hear it. They can identify and understand familiar words, which helps improve their listening and listening skills.

Development of Self-Confidence:

Acquiring vocabulary at level A1 allows students to express themselves more effectively, increasing their confidence in language use. Self-confidence is a crucial element for continued success in language learning.

Preparation for Higher Levels:

A solid vocabulary at level A1 lays the foundation for progression to higher levels. As students progress, additional vocabulary builds on the established foundation, facilitating continued learning.

Facilitate Basic Reading and Writing:

With a basic vocabulary, students can begin to read simple texts and write simple sentences. It contributes to developing reading and writing skills from the initial stages.

Participation in Learning Activities:

Vocabulary acquisition at level A1 allows students to participate actively in learning activities, such as games, exercises, and practices, which enriches their experience and promotes language retention.

In summary, vocabulary acquisition in A1-level students is essential because it provides basic tools to communicate in everyday situations, builds student confidence, and establishes a solid foundation for developing language skills. This initial level is crucial to laying the foundation for effective and successful language learning. TESOL Quarterly (2021).

English teaching

The new technological century seeks to improve the English teaching process. Even though Ramos (2020) states that teaching English in Ecuador has changed in the last few years, he also mentions that professors try to use different teaching

techniques. Students want to learn more English because they know they can do different things such as traveling, studying, working, and many other activities due to English in different contexts. According to Pazmiño (2021), teaching is beneficial in this transition to virtual classes since many free and paid applications enhance English learning. Therefore, many online technological tools play an essential role in teaching.

Technology

Ledesma (2019) states that developing hardware and software for educational purposes allows educators to benefit themselves and their students. She also mentions that many technological resources have arisen quickly to change classroom teaching completely. Today, the rapid rise of software and technologies for teaching and learning presents a tremendous opportunity for educators to design courses that engage students in learning a language.

Technological tools

In recent research, Zambrano (2020) shows that various technological tools significantly impact vocabulary acquisition in her teaching-learning process, which shows how technology has advanced in these few years. She divides her classes according to her students' language skills, using Padlet, Vocaroo, WhatsApp, Zoom, Quizlet, Quizzes, and Google Forms, allowing them to use different tools to show how technology has advanced. Every student only needs the internet to use these comprehensive technological tools in English sessions. Also, a device could help students in their learning process. Nowadays, a smartphone, a tablet, or a laptop are not a luxury but a need for our studies, work, and entertainment. These tools make the teaching and learning process more manageable.

Quizlet

Quizlet is an excellent mobile and web-based application that allows learners to study information via learning tools and games. According to its creators, Quizlet is essential to master vocabulary in certifications like nursing, informational technology, medical technician, psychiatry, psychological therapy, infrastructure, and construction. In addition, Gallegos (2021) mentions in his article that science, arts, humanities, and social science are among the top five categories and subjects

studied in Quizlet, Languages, and Maths. This article clearly explains why Quizlet is an excellent application for learning a new language since languages are among the top five categories worldwide.

Table 1

Features of Quizlet website and mobile app.

Feature	Website	Mobile App
Flashcard	✓	✓
Learn	✓	✓
Write	✓	✓
Spell	✓	
Test	✓	✓
Match	✓	✓
Gravity	✓	
Live	✓	

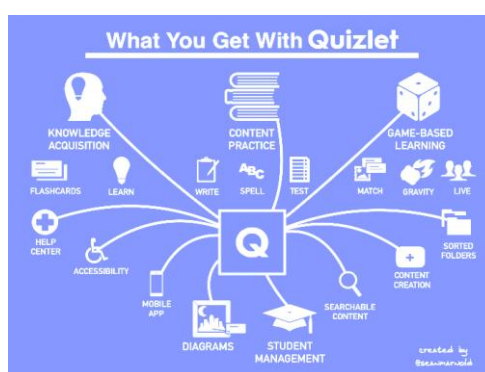
Note: Quizlet features available in the Website and mobile App

Using the Quizlet Application via a smartphone allows students to learn vocabulary independently. The application's design is particularly suitable for autonomous learners (Sanosi, 2018), and students find it enjoyable for vocabulary learning (Lander, 2016). However, it is essential to note that using Quizlet can be costly for students due to the requirement of internet access (Dizon, 2016). Therefore, it suggested that devices such as a modem and portable Wi-Fi allow students free access to the Internet for using the application.

Quizlet, a globally popular application, offers incredible access in and outside of class, providing the freedom to work collaboratively or individually. It allows users to practice English with technology at any moment and place. Over 50 million students, teachers, and people worldwide use Quizlet every month. The application's popularity is more comprehensive than in one country as it proliferates. In Fact, 2 in 3 high school students and 1 in 2 college-aged students in the United States of America use this application (Baker, 2020). This international growth is driven by the adaptive study activities it offers, making it a reliable tool for learners worldwide.

The creators and staff of Quizlet business tout its unique methodology, which combines cognitive science and machine learning. Quizlet guides learners through various tasks, allowing them to adapt their understanding and feel comfortable with different learning methods. It offers a variety of game-like learning tools, such as flashcard sets, to help learners master any vocabulary. Regardless of the activity chosen, the ultimate aim is to help learners achieve their learning goals.

Figure 2: Quizlet Benefits



Source: <https://bit.ly/3doJeXY>

According to Quizlet creators, Quizlet is an effective way to engage students. Any material that professors use can have a better impact using Quizlet in and out of the classroom. That is why Quizlet offers several different learning activities that students can use based on what works for them, allowing them to study at their own pace. Dizon (2016) mentions that 90% of learners who use Quizlet motivate themselves using the platform, and 95% feel it improves their grades because of the learning types it offers. The study learning type has five learning activities: flashcards, learn, write, spell, and test” and the play learning type has “match, gravity, and live” as its learning activities.

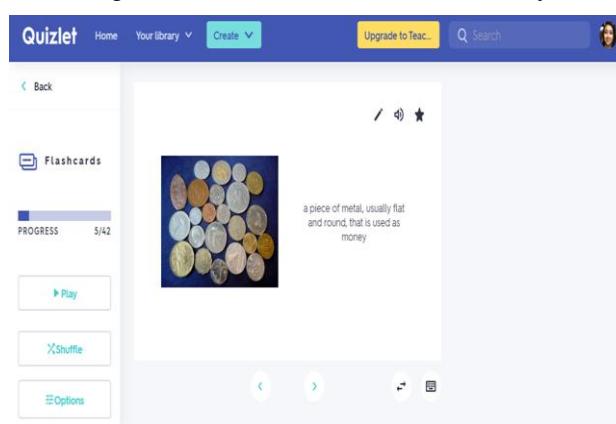
Study learning activities

Flashcards

This essential feature allows the learner to face flashcards like traditional ones made on paper. The learner can see two sides of the flashcards: the front and the back. On the front of the card, the learner can see terms, definitions, words, or parts of any subject. It must depend on how the teacher has designed the activity. The learner can flip them by mouse clicks on the card, and then the reverse of the cards shows definitions, terms, pictures, or just words explaining the term shown on the

front of the card. It always depends on the material design. People or teachers sometimes put a sentence on the reverse of the card with a space in the blank to make students think about the word first, while others prefer to write the whole definition on one side of the card and the word on the other. At the beginning, the student can look at the word and guess the meaning or click on the option on the left corner of the card that gives the student a hint before clicking to see the other side of the card. Figure 3 shows the back part of the flashcard. If learners click on it, they will see the back of the card.

Figure 3: Quizlet's Flashcards activity

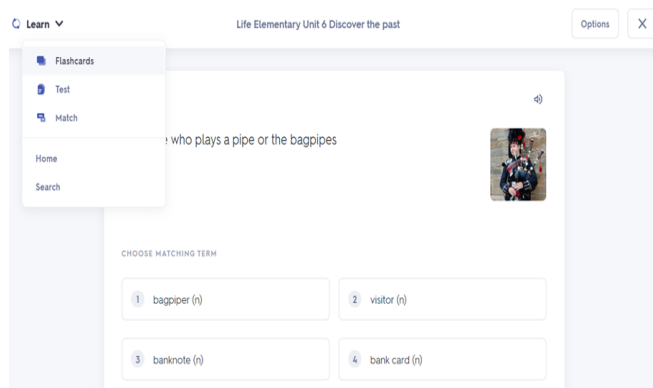


Source: <https://quizlet.com/603601449/flashcards>

Learn

Allows the students to choose the correct terms from the definition displayed. Then, after choosing the answer, the students can see whether the answer is correct or wrong. If the students choose an incorrect answer, a message in red that says "No sweat, you're still learning!" will appear, but if the answer is correct, a green message is displayed and goes to the next word. The score automatically appears at the end. Its design helps students learn vocabulary by retrieving the L1/L2 equivalent and choosing the correct answer. That is how students can learn new words and their meanings. Through multiple-choice students get familiarized with content and definitions. Questions appear from easy to difficult; at the end, it tells how many words the learner knows. Figure 4 shows how the Learn activity works. Students see the definition and choose the correct option between the four options that the screen displays.

Figure 4: Quizlet's Learn activity

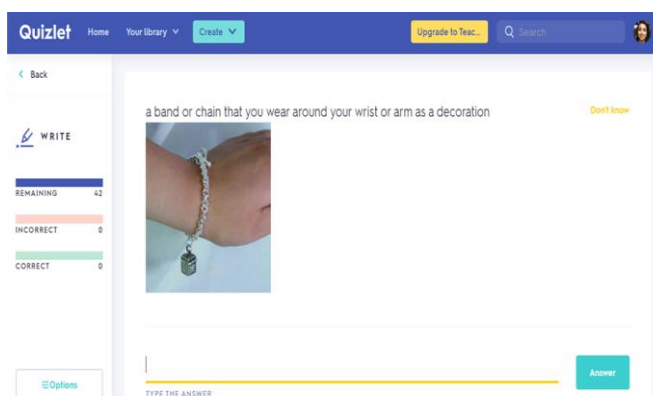


Source: <https://bit.ly/362pMfn>

Write

Students look at the definitions of the terms, and at the same time, they can see the pictures that appear in this activity, so they must write the correct word. Figure 5 shows that learners can simultaneously have the meaning and the image, so they must write the word. If learners do not know the word, an option that says "Do not know" will appear. Then, the learner will see the correct word, but they have to write it to go to the next word. Typing the word allows learners to see, write, and practice simultaneously. If learners type the answers wrong, Quizlet will display an option where the right and wrong answers appear. They must write the correct answer and have the opportunity to listen to the word. On the right side are some blue, red, and green bars. There, students can see their progress and practice repeatedly to acquire new words.

Figure 5: Quizlet's Write activity

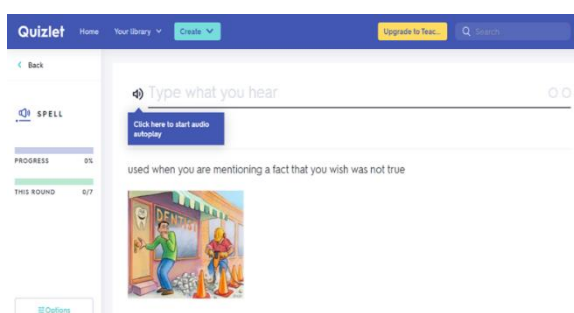


Source: <https://bit.ly/3AbcBH6>

Spell

This activity helps students practice the spelling of vocabulary. When the term has a misspell, the system corrects the students by spelling it aloud along with an animation of necessary changes. Students listen to audio prompts and type what they hear. The system dictates the word letter by letter while learners type the correct answer in the place that says "Type what you hear. As in the other activities, some bars on the left side show the progress, and the words learned.

Figure 6: Quizlet's Spell activity

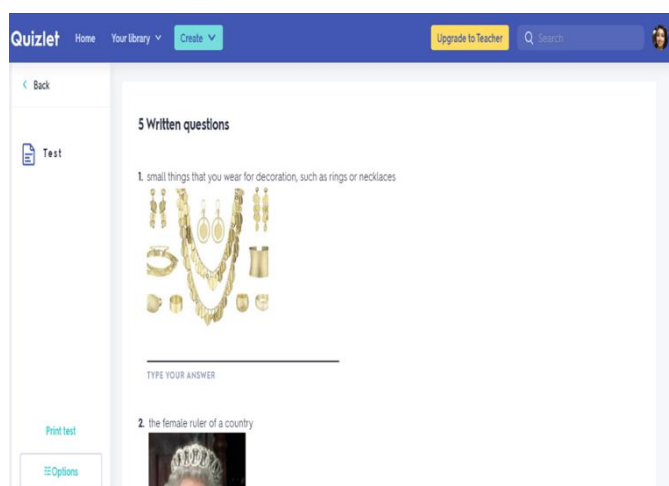


Source: <https://bit.ly/3dtllbg>

Test

The feature Test allows students to take tests by themselves. The test helps students to prepare for a test their teacher will take. Four types of questions are available (writing answers, matching, multiple-choice, and true/false). Quizlet chooses the kinds of questions randomly according to the set's number of words. It means the basis of the questions is to study with different types of questions. Sometimes, terms follow picture definitions or vice versa, or L1 translations. An option on the right side allows learners to print the test and solve it by hand. Students can check their scores; in addition, they can correct mistakes.

Figure 7: Quizlet's Test activity



Source: <https://bit.ly/3x57uG9>

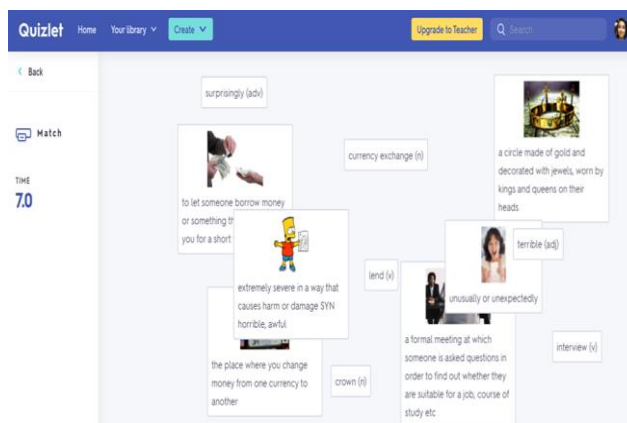
Play learning activities

The second part of Quizlet's activities is Play. It has three activities that engage the learning process.

Match

Students match terms to definitions (or vice versa) quickly. This allows students to practice the meaning by dragging terms and then stacking them to the correct definition. The right pair disappears, and students have fewer options for the other words. Finally, students match the activities as soon as they can to clear the screen. On the right side, there is a timer that pushes students to complete the activities faster.

Figure 8: Quizlet's Match activity

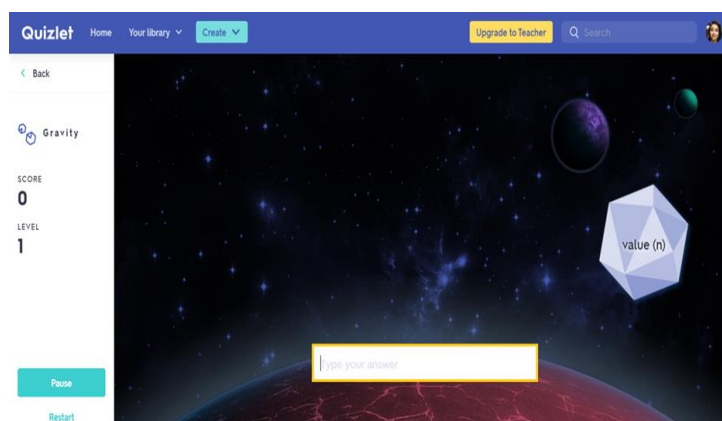


Source: <https://bit.ly/368gIFL>

Gravity

In this activity, students must save the world by answering the correct questions to prevent asteroids from hitting their planet. This activity is a form of a game and lets learners learn terms or definitions as quickly as possible. If students cannot write the answer, an asteroid will hit the Earth, and learners will have the opportunity to see and write the correct answer. Figure 9 shows on the right side the score and the learner's level after completing the activity.

Figure 9: Quizlet's Gravity activity

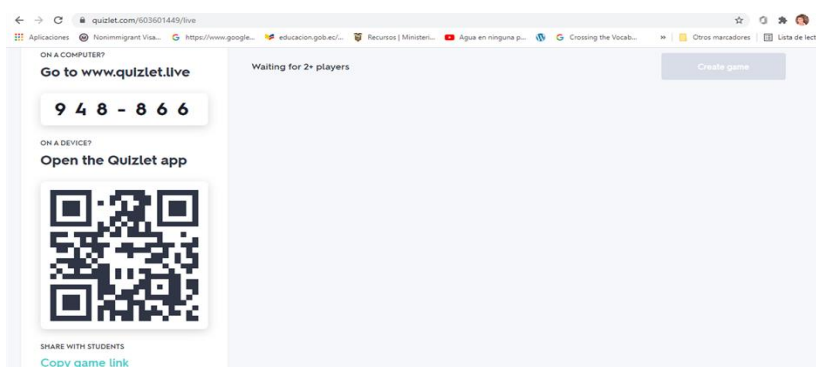


Source: <https://bit.ly/3h1B7Ts>

Live

The funniest feature of Quizlet is that students can work individually or in teams to learn study sets by doing it like a test because the winner will stop the game. Individually, students must choose the correct answer and go to the next word or definition until the one who does it quickly wins. In teams, students work together to correctly match the terms and definitions in a study set. The first team to match all of their terms and definitions wins!

Figure 10: Quizlet's Live activity



Source: <https://bit.ly/3AfWHeC>

Advantages

Access to a Wide Variety of Content:

Quizlet offers access to various flashcard sets created by users and educators worldwide, allowing students to explore different topics and contexts.

Varied Learning Formats:

The platform uses different learning formats like flashcards, quizzes, games, and interactive activities to keep learning diversified and stimulating.

Adaptability to Different Learning Styles:

By offering multiple formats, Quizlet adapts to different learning styles, allowing students to choose the modality that best suits their preferences.

Spaced Repetition:

Quizlet's spaced repetition feature helps students optimize vocabulary to improve long-term retention.

Custom Content Creation:

Users can create their own sets of flashcards, making it easy to customize content to specific learning needs.

Collaboration and Sharing Resources:

Students can collaborate to create sets of cards, encouraging interaction and joint learning. Card sets can also be easily shared between peers and educators.

Availability on Multiple Devices:

Quizlet is accessible from various devices, including computers, tablets, and smartphones, allowing students to study anytime, anywhere.

Progress Tracking:

The platform provides tools for progress tracking, allowing students and educators to monitor performance and identify areas that require more attention.

Interactive Educational Games:

Quizlet offers interactive educational games that make the learning process more playful and engaging, helping to maintain student interest.

Multimedia Integration:

Flashcard sets can include images, sounds, and other types of multimedia, enriching the learning experience and making it easier to associate words with their meanings.

Facilitates Memorization with Mnemonics:

Students can employ mnemonics when creating flashcards, making memorizing and connecting words to broader concepts easier.

Support for Different Languages:

Quizlet is not limited to a single language, making it useful for students learning different languages.

These advantages make Quizlet a versatile and effective tool for vocabulary acquisition in various educational contexts.

Challenges of using Quizlet

Using Quizlet at the A1 level, students can benefit from vocabulary acquisition, but it can also pose challenges or limitations. Some of them are here:

Complexity of Words and Phrases:

At level A1, students are learning essential words and phrases. Some sets of cards on Quizlet may contain more advanced or specific terms that may need to have a simple meaning for beginning students.

Technology Dependence:

Using Quizlet can create an overdependence on technology. Students who do not develop independent learning skills may become overly dependent on the platform and need help studying without it.

Limitation on the Variety of Contexts:

Although Quizlet offers a wide variety of flashcard sets, the diversity of contexts may be limited. Students could benefit from broader exposure to real-world situations not covered by flashcard sets.

Possible Lack of Real Interactivity:

Despite the interactive games and activities on Quizlet, the platform may provide little interactivity regarding conversation and practical application of vocabulary in daily life situations.

Limitations in the Development of Communication Skills:

Vocabulary acquisition is only one part of learning a language. Students may face challenges developing broader communication skills, such as listening, speaking, and grammar, if they focus exclusively on acquiring vocabulary through Quizlet.

Possible Lack of Personalization:

Although Quizlet allows for some customization, some students may find that their specific learning needs still need to be there. Customization may be limited to accommodate individual learning styles.

Risk of Monotony:

Repetition of flashcards and similar activities could become monotonous for some students, affecting their motivation and commitment to learning.

Technology Access Problems:

Some students may face technology access challenges due to financial limitations or lack of access to electronic devices, which would limit their ability to take full advantage of Quizlet resources.

Need for Pedagogical Guidance:

Some students may need additional pedagogical guidance to use Quizlet effectively. Without clear direction, they might not fully take advantage of the platform's features.

Importantly, these challenges are not inherently harmful, but they underline the importance of using Quizlet in a complementary way within a broader and balanced pedagogical approach to language teaching. Attention to these challenges can help optimize the platform's effectiveness in vocabulary acquisition for A1-level students.

1.3. Vocabulary acquisition

Language Skills

First and foremost, the acquisition of any language in the world is a journey that hinges on the development of four key skills: listening, speaking, reading, and writing. As Pazmiño (2021) rightly points out, students must persevere in honing each of these skills. However, it does not stop there. There are other skills, the sub-skills, that are equally crucial. These include vocabulary, grammar, and pronunciation. Vocabulary, for instance, is an integral part of the language system (verbs, articles, adjectives, adverbs, conjunctions) and is intricately linked to sounds, rhythm, stress, spelling, and intonation (Ramos, 2020).

Once learners have mastered listening and speaking skills, they can progress to developing reading and writing skills. This sequential approach provides a clear path for language acquisition. Furthermore, the four skills in a language are divided into two subcategories: productive and receptive skills. Writing and Speaking fall under the productive skills, while listening and reading are the receptive skills.

Productive skills

Speaking and writing are productive language skills. Speaking skills are more challenging to develop and require much practice inside and outside the classroom. Furthermore, speaking skills are divided into subcategories: oral production and oral interaction.

Receptive skills

Vocabulary

Vocabulary is a vital subskill while learning a second language or even the mother tongue. According to Asgari and Mustapha (2011), learners build up new words they can use in their foreign language. Vocabulary is all about words in a language, a particular set of words anyone is trying to learn or use. Indeed, vocabulary conveys meaning through words, collocations, phrases, and other means. Therefore, the importance of vocabulary acquisition due to all languages refers to vocabulary.

A large and growing body of literature has demonstrated the benefits of using digital flashcards to enhance students' vocabulary acquisition. However, researchers on the subject describe learners' perception, engagement, and motivation using qualitative methods. Studies have established that using Quizlet fosters students' autonomy and persistence and turns learning vocabulary into an enjoyable experience (Anjaniputra & Salsabila, 2018). Vocabulary is an English language component that contains a set of words. It is imperative in the English teaching and learning process. Its study of words' meaning, spelling, and pronunciation helps achieve a particular English language level.

According to González and Schmitt (2020), meaning has three different components when learning a word. These principal components are meaning, spelling, and pronunciation. Many authors argue about these components, affirming that other factors are involved in vocabulary. However, for this study's focus, it is necessary to study further factors such as meaning, spelling, and pronunciation.

Vocabulary acquisition at level A1, according to the Common European Framework of Reference for Languages (CEFR), refers to the process by which students learn and become familiar with a language's most basic and essential words and expressions. At this level, students are in the beginning stages of their learning and focus on developing a foundational vocabulary that allows them to communicate in simple everyday situations. Here are some critical aspects of vocabulary acquisition at level A1:

Common Words and Phrases:

Level A1 students focus on learning common words and phrases that are essential for basic communication. This communication includes vocabulary related to greetings, introductions, numbers, colors, everyday objects, activities, and the description of people and places.

Practical Context:

Vocabulary acquisition in A1 carries out practical situations and contexts of daily life. Students learn words relevant to their environment that they can use in everyday interactions, such as asking for directions, shopping, or talking about family.

Use of Visual Resources:

Since A1-level students are in the early stages of learning, visual resources are essential. Images, flashcards, and other visual resources help associate words with objects and concepts, facilitating vocabulary retention.

Repetition and Regular Practice:

Repetition and regular practice are critical strategies in acquiring vocabulary in A1. Students repeat words and phrases in different contexts to reinforce memorization and understanding. Hands-on exercises, games, and interactive activities are also helpful.

Focus on Listening and Pronunciation:

Vocabulary acquisition in A1 also focuses on listening and correctly pronouncing words. Students develop listening skills by listening to words and phrases in different contexts and practicing pronunciation to improve their ability to communicate orally.

Construction of Simple Sentences:

As students acquire more and more words, they begin to construct simple sentences. This process combines learned words and phrases to form more complex expressions and communicate more completely.

Development of Basic Reading Comprehension:

Vocabulary acquisition in A1 contributes to the development of basic reading comprehension. Students can begin to read simple texts and understand the

meaning of words and phrases in a broader context. Rost, M. (2020). Teaching and Researching: Listening. Schmitt N. (2020). Vocabulary: Description, Acquisition, and Pedagogy.

Meaning

When learning a second language, knowing what a word represents or expresses is helpful. According to Wolter (2009), learning words has an intense relationship with learning their different meanings. English has vast meanings for a word to set it up in different contexts. It can sometimes be difficult for learners to catch them all at once.

Spelling

Research suggests that learners acquire spelling through authentic reading and writing activities. Learning English spelling and pronunciation is as important as learning English grammar and vocabulary to language learners. Khansir and Tajeri (2015) say that English spelling contains the rules that govern how letters write the words of speech, a particular sequence of letters in a word. The history of English spelling begins with the origins of English in the British Isles 1500 years ago. This long history has led to many oddities in English spelling. These are factors that have caused the complexity of sounds and spelling in the English language: the first factor is English pronunciation.

Pronunciation

Pronunciation always plays a crucial role in recognizing a word in speech. Learning the correct pronunciation of English words is essential in learning and teaching a foreign and second language. In other words, this is a big problem for the English language (Khansir & Tajeri, 2015). Learners, because the English language does not have fixed phonetic rules. An important point to note about the above sentence is that English has borrowed words and expressions extensively from many languages throughout its history. That is the main reason for the pronunciation of those words, which naturally sound different from the spelling since they come from other languages into the English language.

Spaced Repetition and Long-Term Retention:

Studies have suggested that Quizlet's spaced repetition feature can improve long-term vocabulary retention. Scheduling reviews at specific times helps consolidate information in long-term memory.

Improved Motivation and Participation:

Some studies have seen increased student motivation and engagement when using Quizlet. Interactive features, games, and the ability to create and share sets of cards can encourage a more active and participatory approach to learning.

Positive Impact on Reading Comprehension:

Using Quizlet has been found to positively impact reading comprehension by improving students' ability to recognize and understand words in a broader context.

Effectiveness for Different Learning Styles:

Quizlet is likely effective for students with different learning styles. The platform can adapt to individual preferences through flashcards, quizzes, games, or other activities by offering multiple study modalities.

Increased Short-Term Retention:

Some research has indicated an increase in short-term retention when using Quizlet regularly. This study suggests that the platform may be effective for vocabulary review and consolidation in the short term.

Facilitates Collaboration and Learning among Peers:

Studies have noted that the collaboration feature in Quizlet, where students can create and share sets of cards, encourages peer learning. Working together on content creation can promote discussion and collective understanding.

Effective Use at Different Proficiency Levels:

Quizlet's flexibility has allowed it to be used effectively at different proficiency levels, from beginners to more advanced. Studies suggest that the platform can adapt to the needs of various students. I.S.P. Nation (2019). Teaching Vocabulary: Strategies and Techniques.

CHAPTER II. METHODOLOGY DESIGN

This chapter introduces the methodology used to develop this research. Furthermore, it details relevant aspects such as the research type, research approach, research modality, research level, techniques, and procedures that help gather information during the process. Those terms allowed the researcher to collect evidence and accomplish the goals established. Finally, it is significant to mention that the participants' native language is Spanish, with a basic level of English.

2.1. Research and research approach

Descriptive

This study is descriptive because it pursues the description and determination of the circumstances surrounding vocabulary acquisition. The study took place before the application of Quizlet as a technological tool. This sort of study also assists the researcher in determining whether the use of virtual flashcards impacts the vocabulary acquisition of A1 Level students at the Pontifical Catholic University of Ambato.

Explanatory

Likewise, this investigation was explanatory because it formulated a problem that included a defended idea. This research created a strong connection between the researcher and the phenomenon of study. The problem and the defended idea in this research sought to inform the researcher about the reality of students who were learning English as a foreign language and allowed clarifying and establishing concepts that led the research to a possible conclusion.

Primary research

Besides that, this study deals with issues concerning vocabulary acquisition from a focus group of fourteen students. Moreover, it defended the idea that Quizlet is a powerful and effective teaching tool for A1-level students at Catholic University to acquire vocabulary. For instance, the research gathered the information directly from the source, and the researcher can conclude at the end of the study. Therefore, all the information was first-hand reported in this research project. Finally, the

researcher analyzes scientific documents from media such as books, journals, papers, and scientific magazines.

Quasi-experimental

Besides that, this study deals with issues concerning vocabulary acquisition from a focus group of fourteen students. Moreover, it defended the idea that Quizlet is a Quasi-experimental type of research. The pedagogical experimentation carries an entire group of fourteen participants with no randomization of the subject. Five girls and nine males were around 18 to 21 years old. Finally, they all belong to A1 First Level students at the Pontifical Catholic University of Ambato.

Quantitative

The use of a quantitative study in this research is significant as its basis on data collection that quantifies results. For instance, the researcher employed a test to measure the students' vocabulary acquisition. The scores from this test formed the basis of this study, providing a statistical measure of the effectiveness of vocabulary acquisition through the use of Quizlet.

The quantitative approach, characterized by its emphasis on statistics and presentation in tables, images, and figures, was employed in this research. The primary technique used to collect information on the dependent variable was a test. This test conducted both before and after the use of Quizlet, provided a clear before-and-after picture of Quizlet's effectiveness in vocabulary acquisition. It is important to note that experts in the field validated the instruments used in this method before administering it to the students.

The instruments used in this study collected information based on two critical variables. The first variable, Quizlet, was the independent variable, which was the factor being manipulated. The second variable, vocabulary acquisition, was the dependent variable, meaning it was the factor being measured. This distinction is crucial in understanding this study's relationship between Quizlet and vocabulary acquisition.

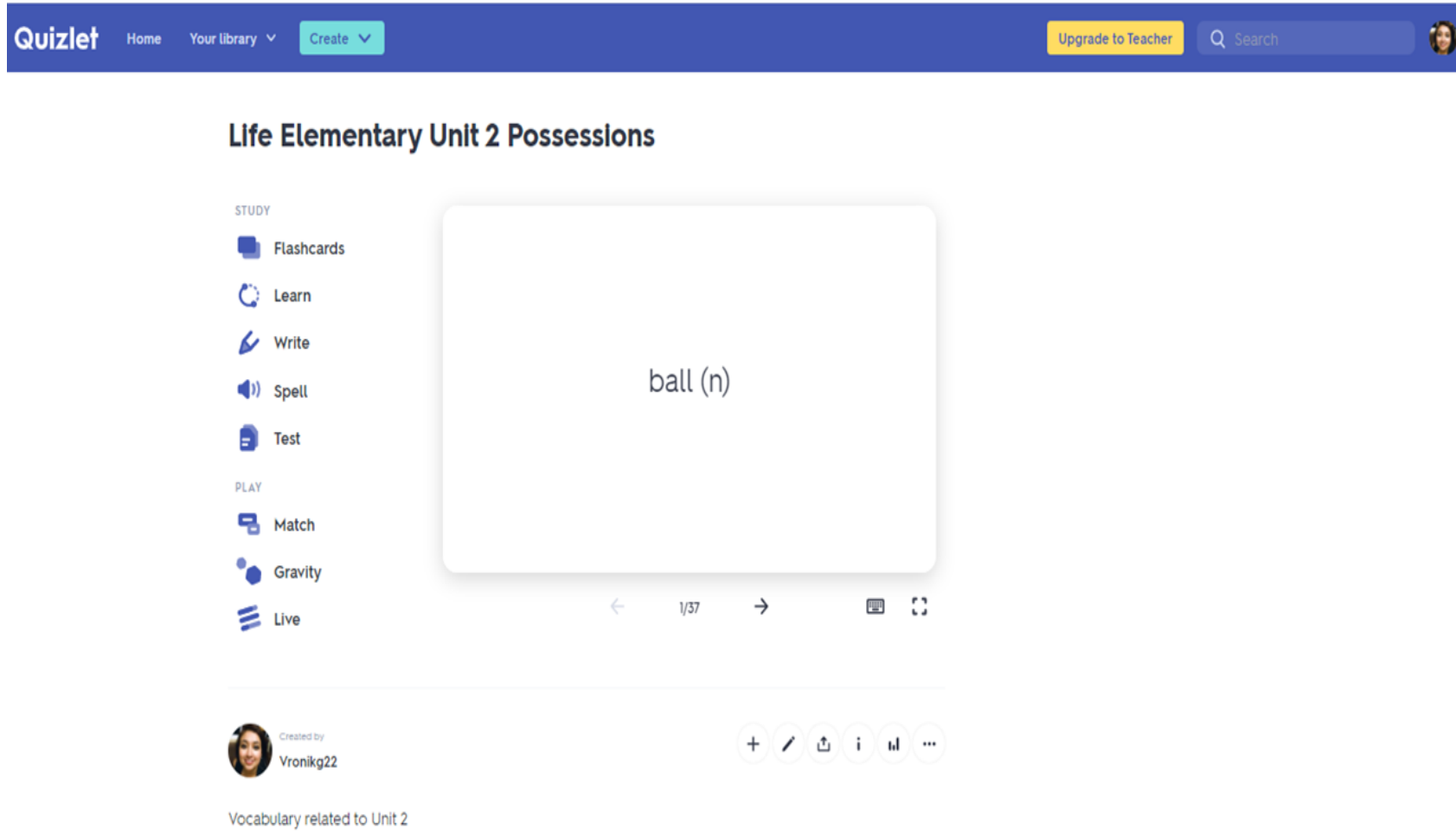
Table 2. Operationalization of the independent variable

Operationalization of the independent variable

Independent Variable: QUIZLET	Dimensions	Indicators	Items	Technique and Instruments
Description: Quizlet is a free website and mobile application that provides learning tools for students emphasizing the	Flash cards	Images Pronunciation	Repetition Picture description	
	Study	Write Spell	Write	
	Games	Gravity Scatter	Write Match	
	Quiz	Match Write	Definition and terms Spelling	Technique: Observation Instrument: observation sheet
	Match	Match	Definition and terms	
	Gravity	Write	Write	
	Live	Match	Definition and terms	

Note: This table shows how the independent variable works in the present research

Figure 11: Dimensions from Quizlet Application



Source: Quizlet study and play dimensions <https://bit.ly/3hh3hbV>

Table 3*Operationalization of the dependent variable*

Dependent Variable: Vocabulary Acquisition	Dimensions	Indicators	Items	Technique and Instruments
<i>Description:</i> Vocabulary acquisition refers to the understanding and the use of a new word or group of words in the target language.	Meaning	<ul style="list-style-type: none"> • Numbers of words with the correct meaning. • Number of words place in right context 	Pre-test and post-test 1) Write the words from the box in the correct column. 2) Complete the sentences with one word. 3) Choose the correct option.	Technique: Test Instrument: Pre-test Post-test
	Spelling	<ul style="list-style-type: none"> • Number of words are correctly spelled. • Number of mistakes per word. 	4) Reorder the letters in parentheses to complete sentences. 5) Look at the picture and write the words	
	Pronunciation	<ul style="list-style-type: none"> • Numbers of words pronounce correctly. 	6) Read aloud the following words.	

Note: This table shows how the dependent variable works in the present research

Table 2 shows the general meaning of the independent variable and its dimensions. On the other hand, Table 3 reflects the central concept of vocabulary acquisition, which is the dependent variable, as well as its main dimensions and concepts relevant to this study.

The resources utilized in this research were exclusively online, underscoring the pivotal role of technological tools. This study was anchored in the Advanced Methodological and Technological Proposal line, leveraging a diverse array of tools such as WhatsApp, Google Forms, and Microsoft Teams for communication, a necessity in the virtual school environment. These tools proved instrumental in the intervention process, facilitating the application and assessment of Quizlet's effectiveness in vocabulary acquisition.

WhatsApp is a versatile free application that allows users to send and receive messages. It also has the option to make phone calls, make video calls, and send voice messages. WhatsApp served in this research to collect data from the last question in the pre-test and post-test. Google Forms is a software used to create tests and surveys. Therefore, this one served for administering the pre-test and post-test by just clicking on a link; students had access to quizzes and tests. Consequently, Google Forms was how students took a test at the end of each unit. By clicking on the link, students can access the quiz. The teacher could design the test as required for evaluating students. It can include all sorts of questions.

Microsoft Teams, a comprehensive platform, was the main technological tool used in this research. It facilitated communication between teachers and students in scheduled meetings, provided a platform for document exchange and online class recording, and ensured students' accessibility to the investigation. Despite its initial complexity, students quickly adapted to the platform, finding the new features enjoyable and enhancing their learning experience.

Quizlet was used extensively in the first phase of this study. This is a free website that provides fun ways to learn vocabulary in context. It also provides games for practicing spelling and pronunciation. Teachers can create online flashcards using this application according to the unit studied. It could also be used to administer the students' vocabulary tests. This was the one variable studied. Therefore, in every class, students used this technological tool.

All the applications mentioned before were easy to use. Therefore, the only things they demanded were the internet and a smart device. Nowadays, a smartphone, a tablet, or a laptop are not a luxury but a necessity for our studies, work, and entertainment. These made the teaching and learning process easier.

Population and sample

The research takes part at the Pontifical Catholic University of Ambato. An English Department offers language programs for students registered at the University and students outside the University. It offers a complete program of eight levels called English 1, English 2, and so on. The University offers students the opportunity to get an International English Certificate at a B2 level when they finish the English 8 level, which is a statement of the program's rigorous standard. The English department

boasts a student of over four hundred, a statement of its popularity and effectiveness. The participants in this study are university students hailing from various disciplines, such as law school and psychology, who need to take six levels of English as a requirement for their graduation. At the A1 level, there were ten different courses offered at various times, providing flexibility to the students.

This study was conducted explicitly with the A1 level students at the Pontifical Catholic University of Ambato, a diverse group of 14 participants at the start of the process—the group split between males and females, with five males and eight females. The participants, who were studying English as a Foreign Language, came from various backgrounds and disciplines, adding richness and depth to the study. The study sessions were held from 2:00 p.m. to 3:00 p.m., accommodating the participants' schedules. For this research, participants were required to have an electronic device and internet accessibility, reflecting the modern tools and resources used in the study.

Table 4
Sample description

Demographic data				
Age	Male	Female	Total	%
18-19	6	5	11	21.42
20-21	3		3	78.57
Total	9	5		
%	64.28	35.71		

Note: Student's classification according to their age and sex. Finally, it can be noticed the percentage that each aspect represents.

As indicated before, the online classes were through Microsoft Teams. Therefore, one of the requirements was to have internet access and a smart device like a cell phone, tablet, or computer. Very few students used a phone for their English class, which made it difficult for them to use other applications at the same time. The fact that the university was a private one helped this study due to the accessibility for most of the students to the internet through the devices mentioned before.

2.2. Type of data collection

This research required different instruments and tools, such as pre-tests and post-tests, to collect the information required to achieve the objectives established by the researcher.

First, the theoretical support was from books, papers, scientific magazines, and articles. They contributed to support the theoretical basis of the two variables. Andrew Sotherland created Quizlet in 2007. Therefore, the numerous articles he wrote have enriched this investigation. Besides, the opponents of the Quizlet make a significant contribution from another perspective. These primary resources were the basis of this study. Besides that, previous researcher information served as a means to compare new discussion topics about the Quizlet and Vocabulary Acquisition components.

It is essential to point out that the researcher sent a letter to the principal asking for the corresponding permissions to carry out this research at the A1 English level at the Pontifical Catholic University of Ambato. Fortunately, this outstanding university's academic director authorizes the development of this study. Then, the director of the English department contacted her secretary to arrange dates, classes, and schedules. The researcher used some instruments to collect data, such as a pre-test and post-test, to determine how effective Quizlet is in terms of meaning, spelling, and pronunciation. They are the main components that this research focused on regarding vocabulary acquisition during the interaction. This test measured the vocabulary acquisition of the students.

In addition, the researcher administered a pre-test at the beginning of the school year and a post-test after six weeks of intervention, which showed scores and ranks obtained as test results had to be processed and analyzed. Also, it highlights the statistical and numerical analysis of the students using the application. Then, the researcher tabulated the information. Finally, this study used a quantitative approach to test the defended idea, based on the numerical measurement and statistical analysis, leading to the study results about the defended idea presented was that Quizlet is an effective teaching tool to acquire vocabulary in A1 Level students at Catholic University.

Three professors with a master's degree in teaching English validated this instrument according to the study's aim. They were required to fill out a table with their professional and personal information. Furthermore, the instrument sent to the experts in the field included the research objectives, the variables operationalization tables regarding the specific aspect of the Quizlet and vocabulary acquisition, and the test itself. Besides that, it included a grading table that indicated if it met the needed requirements.

The criteria used for the test to be validated were correspondence between the items, objectives, and indicators. There must be a relationship between those factors to have a helpful test. Another factor was the form presented in the test. It had to be appropriate for the participant's age group. Therefore, the images had to be big enough for the pupils and have a corresponding letter to tell them apart from the other images. Finally, the language for formulating the questions had to be clear, concise, and simple without grammar errors.

It is important to mention that the pre-test was the main instrument used at the beginning of the intervention to determine the level of vocabulary acquisition, and the post-test was used to prove the improvement of the dependent variable as learners used the technological tool Quizlet. It is crucial to remember that these instruments belonged to the quantitative approach since they needed to be processed using numbers.

Besides that, some of the students sent a video, too. For instance, it was clear evidence that the answers were original and highly valid in spite of the virtual mode the students were forced to use.

The test's design has plenty of different tasks. The first and second questions classify some words in the correct category. The participant can see five different categories regarding food. This first item includes an appropriate prompt so they can be guided to give a correct response.

The third question intends for the student to fill in the gap. Therefore, students could see a statement and choose the better word. The prompt was an excellent input for students to respond accurately. With this question, the researcher examined how much students knew about particular words.

The fourth question is about spelling. Students have to arrange some scrambled words to show how good they are at spelling. The fourth question also tests spelling by describing some pictures.

Finally, in the last question, students needed to read a list of words aloud to check their pronunciation. A rubric was used in this section to grade their pronunciation.

Furthermore, the rubric gives a grade at the end of the test and reflects the terms in how the learner answers each question. Every score described how well the participant did regarding vocabulary acquisition and why they got the respective score.

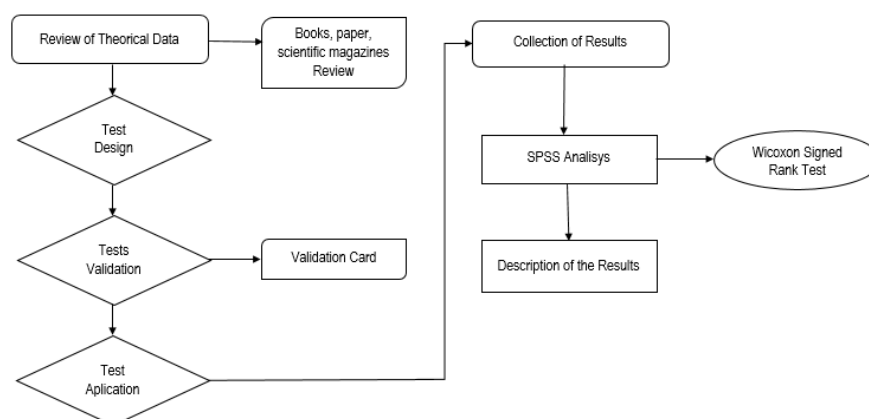
Another instrument used in this research was the observation card. This one includes the date and lesson topic. Besides that, it has a table to describe the students' intention to learn and another table to describe the success criteria. Finally, at the end of the card, there is a space to record issues that the students or the teacher had in the virtual class, like a lack of internet or when the power went off.

The researcher used an observation card since the beginning of the experiment. However, every class also used this technique to record students' reactions during the lesson and how they reacted toward the new methodology applied. This last instrument allowed the researcher to keep evidence. It was necessary since it recorded the evidence of students who had connection problems during class and even issues with their microphones and speakers that could interfere with this research.

Data processing and analysis

Figure 12 describes the research sequence used to accomplish the goals established and includes the instruments applied.

Figure 12: Collecting data



Source: Process for collecting date

First and foremost, this investigation commenced with a comprehensive review of the theory of the variables, drawing from a wealth of primary resources such as books, papers, and scientific magazines. This rich information was then meticulously analyzed and used to construct the theoretical framework. A crucial instrument in this study was the test, meticulously designed by the principles of the main theories that underpin the variables Quizlet and vocabulary acquisition. Given the scientific nature of this study, it was imperative to have experts in the field validate the test. Notably, three esteemed professionals, each holding a master's degree in English and with extensive experience in language acquisition, lent their expertise to this validation process. Their validation card, which included their personal and work information, type of degree, and a legitimate signature, serves as a testament to the rigorous validation process and instills confidence in the study's credibility.

Finally, once the test was designed and approved, the pre-test was administered to the students during the first week of class. To document the results, the researcher used a spreadsheet on Microsoft Excel. After two months of intervention, the investigator administered a post-test to the students, similar to the first test. The documentation process includes using technology to provide the tests, receiving the results via Google Forms, and providing general instruction via Microsoft Teams. The test had the following design. There was a total of six questions. Every question measured different aspects of vocabulary acquisition, such as meaning, spelling, and pronunciation.

Similarly, the investigator adopted a systematic and meticulous approach for gathering information on the post-test, with all data meticulously recorded in a separate document of Microsoft Excel. After the intervention phase, all this data was finally collated and organized into different categories: meaning, spelling, and pronunciation. Creating a comprehensive table helps list the names of all the participants and the grades they obtained in the pre-test. The same meticulous process was repeated for the post-test data. Once the researcher had collected the information from both the pre-test and post-test, the robust SPSS software was employed to analyze it, providing a reliable measure of the progress level achieved by the students during the intervention. This thorough process ensures the reliability and accuracy of the study's findings.

Given that the number of participants was less than 30, the Wilcoxon Test, a statistically robust method widely used in scientific research, helped to process the comparison between the pre-test and post-test. It is crucial to note that vocabulary acquisition was measured, taking into account its three main aspects: meaning, spelling, and pronunciation. The Wilcoxon Signed Rank Test was used for data processing, as a pre-test and a post-test were applied to the same students on two occasions. The results from the pre-test were then compared with those from the post-test, providing a comprehensive view of the vocabulary acquisition scores obtained before and after the intervention. This analysis, backed by the statistical robustness of the Wilcoxon Test, was instrumental in highlighting the effectiveness of Quizlet on vocabulary acquisition.

As mentioned earlier, the investigator used the software Statistical Package for the Social Sciences (SPSS) to process the data obtained in the pre-test and post-test. This scientific research had two variables: Quizlet and vocabulary acquisition. However, the test was the instrument used to measure the progress of vocabulary acquisition after using Quizlet. The data from the pre-test served to compare to the data obtained in the post-test. It was feasible to do the statistics using the relational data basis that SPSS has.

Characterization of the institution

Catholic University Ambato Campus, a prestigious private university in Ambato City, is deeply committed to providing comprehensive education. This commitment

extends to its English language program, which is required for all students across various careers, including Administration, Systems Engineering, Psychology, Accounting, and Design. It ensures that all its students, regardless of their chosen degree path, are equipped with a strong foundation in English, studying it for at least six levels to graduate. It also offers open English courses for teenagers from different high schools in Ambato, demonstrating our dedication to fostering English language proficiency.

The language department strives to make learning English as convenient and accessible as possible. It offers eight levels of English classes from A1 to B2, and upon completion, students receive a certificate. Classes are scheduled for two school hours from Monday to Friday, allowing students to balance their academic workload effectively. Its use of technology, such as the Moodle platform and Microsoft Teams, further enhances accessibility, allowing students to join their virtual classes with a simple click of a link. Currently, it has four hundred students benefiting from this convenient and accessible approach to English language education.

In this university, students take English classes as a foreign language. Therefore, the number of hours is significant. Moreover, it is considerable enough to accomplish the goals established in this study. There are a total of 20 English teachers in the Language Department. However, students are reluctant to speak English; if they do so, they usually have a minimal vocabulary because its primary focus is grammar. For instance, students need a higher language use level. It is a big problem, but students pretend to achieve the B1 certification.

Most of the participants were 18 years old. They had yet to be exposed to the language efficiently. Therefore, they considered the pre-test very unfamiliar, and the facilitator gave extra instructions to the participants about how to take the test. It is essential to mention that technology was the means of communication during this experiment. Finally, it required the students to have access to the Internet. Doing homework and completing tasks from the class after school was necessary.

2.3. Research proposal

The proposal was to create Quizlet vocabulary cards aligned with Life Book to generate a webinar for teachers about using this interactive platform. Therefore, the

proposal was divided into two parts. The first one concerns the use of this technological tool in class, and the second one is the webinar that was presented to teachers to train them about using Quizlet in class.

For the first part of the proposal, it was imperative to focus on the six first units of the book and the new words used for each unit. There were six sets of flashcards created according to the Life Book. Table 5 below outlines the six units used within a semester. It describes the topic, objective, and vocabulary used for this investigation. They were applied to improve their English vocabulary acquisition—the activities used during the lessons required technology resources. Every unit had a specific objective according to level A1 and emphasized acquiring new vocabulary.

Table 5
Outline of units within a semester

No. Unit	Topic	Aim	Materials	Teacher's role	Student's roles
1	People	To share personal information and family. (Possessive adjectives)	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered
2	Possessions	To describe people and objects. (Plural nouns and preposition of place)	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered
3	Places	To tell the time and describe places. (Adverbs of frequency)	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered
4	Free Time	Students will be able to talk their free time. (Expressions of frequency)	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered
5	Food	To talk about food. (Countable and uncountable nouns)	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered
6	Money.	To read and write about the past. (Regular and irregular verbs)	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered

Note: Life's Book detailed units

Evidently, the contents of the different units from the book "Life Book" for students from A1 level at Catholic University were not part of the duration of the study. However, the researcher used only the units that Table 6 shows. It has the unit studied, the lessons covered in the process, and the teacher's methodology, including a technological tool in every lesson. It used a specific sequence, keeping the main focus on vocabulary acquisition due to the objective of this research. On the other hand, vocabulary acquisition reinforces the other skills, such as reading, writing, and listening, demonstrating the relevance of this subject to be studied.

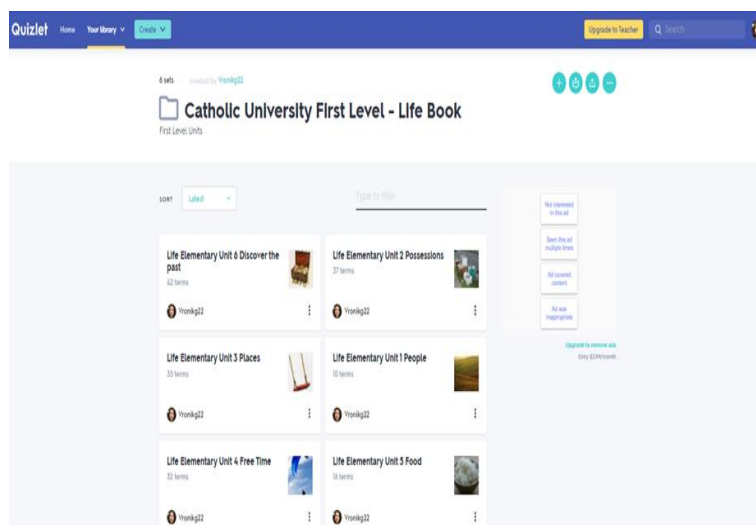
Table 6

Outline of the lessons studied

No. Unit	Topic	Aim	Time	Materials	Teacher's role	Student's roles
1	6a: The Face of Money	To practice vocabulary using Quizlet	2 hours	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered
2	6b Discover the Past	To practice vocabulary using Quizlet	2 hours	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered
3	6c A Cashless World?	To practice vocabulary using Quizlet	2 hours	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered
4	6d Help!	To practice vocabulary using Quizlet	2 hours	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered
5	6e Thanks!	To practice vocabulary using Quizlet	2 hours	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered
6	6 Review.	To practice vocabulary using Quizlet	2 hours	Computer Students' book Workbook CDs	Guide/facilitator	Learner centered

Note: Life's Book detailed lessons studied using Quizlet

Figure 13: Set of cards according to the units



Source: Set of studies aligned to Life's Book

The researcher presented this proposal to this private university's principal, who enthusiastically accepted it. The principal knew that this group would highly use technology in their English classes, and indeed, students received plenty of input from the technology tools used in class by the teacher. The principal strongly supported the quasi-experimental study, allowing the virtual class to be the space for participants to embrace new experiences in learning English as well.

Thus, students are presented with a set of flashcards every class to help them learn. The researcher presents a lesson plan as an example of how the English classes took place using the Quizlet platform. This is the first plan presented for the teaching-learning process. Even though students receive one hour of class every day, the plan is designed for two hours of class. The researcher presented this proposal to this private university's principal, who enthusiastically accepted it. The principal knew that this group would highly use technology in their English classes, and indeed, students received plenty of input from the technology tools used in class by the teacher. The principal strongly supported the quasi-experimental study, allowing the virtual class to be the space for participants to embrace new experiences in learning English as well.

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Pontifical Catholic University of Ambato

Lesson Plan No. 30

Topic: Money (The face of the money)

Class and course background: young adults, elementary level (A1)

Hours: two school hours.

Aim: to introduce the simple past. Students will be able to talk about what their family did yesterday using regular verbs.

Preparation and materials

Computer, student's book (page 70 to 71), workbook, CDs, smart phones

Presentation Phase (25 minutes)

Teacher's activities

- The teacher introduces ask the students to look at the picture on page 70 and describe it.
- Introduce new vocabulary using the applications Quizlet.com (change, earn, give, spend, save).
- Connect new vocabulary with sentences to keep students' attention. Save in a bank, give in the street, change at a currency, spend in stores, earn at work.
- Check understanding by asking them questions about money.

Students' activities

- Give opinions about what they see on the picture.
- Listen and repeat new words and identify their meaning according to the picture.
- Play a game in Quizlet to reinforce the knowledge.
- Complete activity No. 1 and 2 from the book using the verbs learned,

Practice Phase (25 minutes)

Teacher's activities

- Ask students to listen to a conversation about the history of money.
- Provide students with a worksheet about the past. Question: collocation did you hear? Spend money.
- Review the answers with the group.
- Ask the list of questions to 5 different students. Then, the teacher asks the same students to ask the questions back to her.
- Have students record their answers

Students' activities

- Work on the worksheet completing the drill about past activities.
- 5 students will answer the questions and then they will ask the following question: what did you do yesterday?
- Record their answers.

Productions Phase (30 minutes)

Teacher's activities

- Guide students in a controlled dialogue where they will interact with each other in class using the new vocabulary
- Have students work in pairs asking the list of questions to 5 classmates. Then, using their classmate's name they will ask: What currency was used before the dollar?
- Assign to the students to take a test in Quizlet.

Students' activities

- Complete activity No. 5 on page 71 from the "*Life Book*" book. Then, they will talk with their partners about what they did yesterday.
- Work on the workbook. Complete activity No. 1 and 2 on page 70.
- Take a quiz on Quizlet ranking the first place.

This lesson plan was applied at the beginning of unit six, October the 26th, 2020. It is relevant to mention that the students took a little time to get familiarized with this

methodology. However, once they could understand the sequence, it became easier and fluid. Student's names during this research are replaced with numbers from 1 to 14 to protect their identity since.

Additionally, the process of the class should have followed an unchangeable structure because the interference of six week emphasized the use of Quizlet. The application Quizlet application was used in this first phase of every class. Students went over the words with the teacher and then they have to click on the link and do the activities required in this app. As Quizlet offers different features to learn vocabulary, every class offered a different setting for acquiring vocabulary using a study or play mode.

Once the students were able to identify the meaning of the words the teacher connected them in the appropriate context using short sentences. Most of the time the teacher talked in the class and made sure the students understand the meaning of the words. All the presentation was with PowerPoint slides. They were shared on the screen of Microsoft Teams. The time for these activities of repetition, answering questions, and explanation was of 25 minutes. Even though the main focus vocabulary, listening and reading were also developed in class. The materials used were the student's book and the CD-Room. One of the strategies used in this phase was repetition to reinforce the correct pronunciation of the students.

Once the Quizlet vocabulary cards were created aligned with Life Book it was time to share it with the other English teachers about the use of this interactive platform through a webinar.

Figure 14: Quizlet Flyer



Source: Proposed flyer by the researcher

Quizlet webinar for teachers.

Informative Data

Institution: Pontifical Catholic University of Ambato

Province: Tungurahua

City: Ambato

Address: Manuelita Saenz Avenue

Phone Number: 593-961515010

Department: English Department

Proposal Background

Vocabulary refers to a word or group of words used by a person to share their thoughts, opinions, and feelings. When students learn a new language like English is imperative to learn new words to speak, read, understand, and write. Nowadays that all institutions have online classes because of the Pandemic. It is imperative to get equipped with the knowledge of technological tools such as Quizlet. Students at the A1 level must learn new words from the first day of class. Therefore, the need for an appealing application. Teachers need to be innovative and meet the student's needs by the use of technology.

The webinar wants to train teachers about the use of Quizlet. Therefore, they can take advantage of this great tool. Besides, by using Quizlet in their virtual classes, students enhance the knowledge of new words related to each unit.

Justification

Students from the first level must acquire vocabulary. Then, they can understand and produce the language. It does not matter if they are beginners. They still can do it as long as they have a good process of learning new vocabulary. The technological tools make this process easy and enjoyable.

Professors need to motivate students by using applications that make the teaching process more enjoyable in the language department. Besides that, it allows the teacher to take advantage of the time by having all students work individually on this platform. Therefore, professors must be knowledgeable about the use of it.

This webinar about Quizlet is feasible because teachers and students have access to a laptop and smartphones by just clicking on a link. Therefore, they would dynamically teach English.

General objective

- ✓ To generate a webinar about the use of Quizlet.

Specific objectives

- ✓ To create slides about the definition of Quizlet.
- ✓ To propose Quizlet as the technological tool to learn vocabulary at the language department.
- ✓ To share the six sets of flashcards from the Life Book in Quizlet with the English professors.

Proposal topics

- ✓ Getting started with Quizlet
- ✓ Why Quizlet?
- ✓ Quizlet and education
- ✓ How to create a set of flashcards
- ✓ How to grade a lesson in Quizlet
- ✓ How to share a set of flashcards in Quizlet.
- ✓ How to make flashcards from other authors
- ✓ How to use the Live activity

Proposal procedure

It was necessary to consider the following steps for the webinar to take place

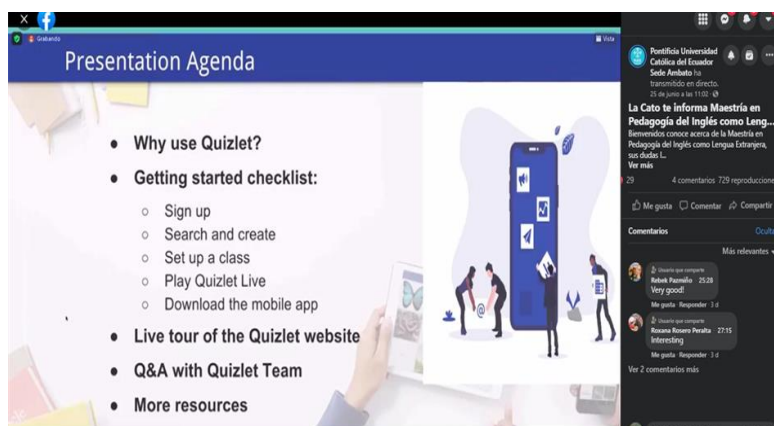
- 1.- Authorization letter by the academic Director at Pontifical Catholic University of Ambato.
- 2.- Create PowerPoint slides
- 3.- Create six sets of flashcards about the 6 first units of the Life Book for the A1 level students.
- 4.- Create the link for the meeting.

Figure 15: Quizlet Flyer for the Webinar



Source: Proposed flyer by Pontifical University of Ambato

Figure 16: Online Webinar at Pontifical Catholic University of Ambato



Source: Webinar's transmission, Facebook Webpage

CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION

As was mentioned in the previous chapter, the current research project used a quasi-experimental statistical design to measure the effect that one variable had on another. Therefore, comparing the means of results of the pre-test and post-tests was developed through a T-Test and a Wilcoxon test. The second is a nonparametric statistical test that compares two tests. The versions of this test are the Rank Sum test or the Signed Rank test. Both versions of the model assume that the pairs in the data come from the same participant. This test tends to decide the difference between two groups in a statistical way. Therefore, it compared them and pointed out the differences from one to the other.

Table 7 shows that the data distribution on pronunciation and spelling was not statistically normal; therefore, the researcher cannot use a T-test. Besides that, data shows that meaning measurements are not independent of each other; consequently, the researcher cannot use a Mann-Whitney U-test.

Table 7

Test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test meaning	0,205	14	0,116	0,880	14	0,059
Pre-test spelling	0,210	14	0,095	0,862	14	0,033
Pre-test pronunciation	0,284	14	0,003	0,905	14	0,133
Post-test meaning	0,155	14	0,200*	0,918	14	0,203
Post-test spelling	0,229	14	0,044	0,905	14	0,135
Post-test pronunciation	0,321	14	0,000	0,762	14	0,002

Note: *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

P value > 0,05 is a normal distribution

P value < 0,05 is not a normal distribution

Pre-test meaning → P value (Sig=0,059) >0,05 follows a normal distribution

Pre-test spelling → P value (Sig=0,033) <0,05 doesn't follow a normal distribution

Pre-test pronunciation → P value (Sig=0,133) >0,05 follows a normal distribution

Post-test meaning → P value Sig=0,203) >0,05 follows a normal distribution

Post-test spelling → P value (Sig=0,135) >0,05 follows a normal distribution

Post-test pronunciation → P value (Sig=0,002) <0,05 doesn't follow a normal distribution

Consequently, Table 7 shows that a T-Test serves to compare meaning in the pre-test and post-test, and a Nonparametric Wilcoxon Test compares spelling and pronunciation in the pre-test and post-test.

As the normality test shows that the pre-test meaning and the post-test meaning follow a normal distribution, the researcher uses a Parametric T-Test to compare both variables. Table 8 shows a Paired Sample T-Test Statistics used to compare the variables related to meaning dimension

Table 8

Paired Sample T-Test Statistics

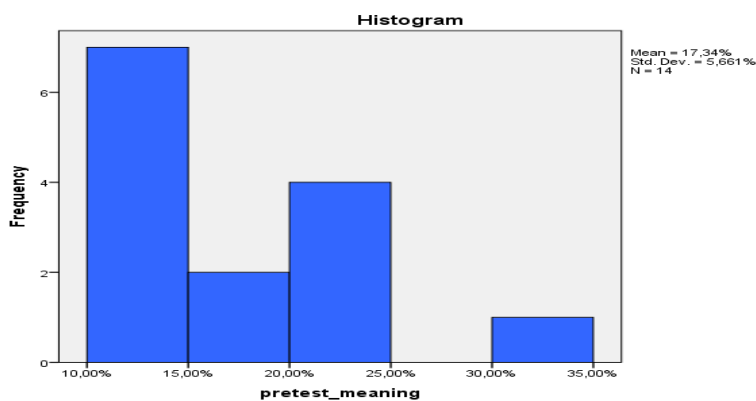
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test meaning	17,3429%	14	5,66089%	1,51294%
Post-test meaning	51,5214%	14	4,10931%	1,09826%

Note: Pre-test and post-test meaning results

As it is visible, the results in the post-test related to meaning dimension are higher than the pre-test. The results point out that meaning increased in participants after the intervention. A 17,3 percentage at the beginning shows how students increased in meaning after the exposition to Quizlet to 51, 5 percentage.

Figure 17 shows how meaning dimension was at the beginning of the process before presenting the Quizlet application to students at the Catholic University of Ambato with a mean of 17.34 and derivation of 5.7%.

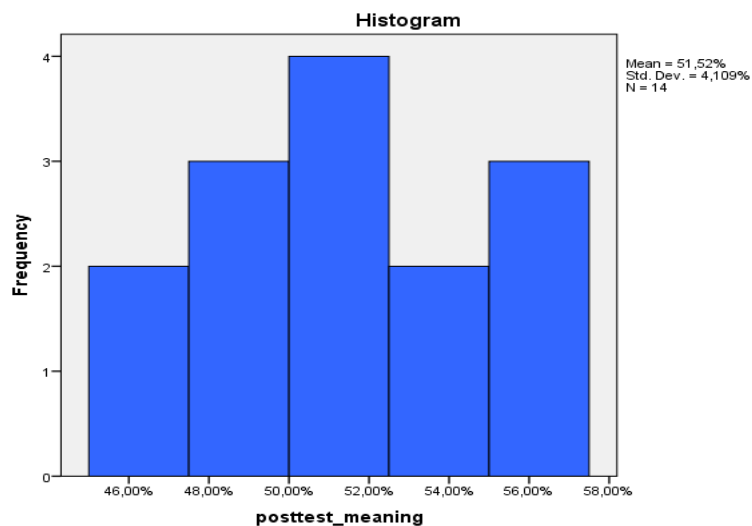
Figure 17: Frequency of responses of the meaning pre-test



Note: Meaning dimension at the beginning of the process

Figure 18 shows the increase that meaning dimension had after the treatment. It indicates the post-test frequency with a mean of 51.52% and derivation of 5.66%.

Figure 18: Frequency of responses of the meaning post-test



Note: Meaning dimension at the end of the process

Table 9 shows the confidence between meaning dimensions in the pre-test and post-test using a Paired Sample T-Test Confidence with a mean of -34,17%.

Table 9

Paired Sample T-Test Confidence

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test meaning – post-test meaning	-34,17857%	6,81302%	1,82086%	38,11229%	30,24485%	-18,771	13	0,000

Note: Paired differences

In addition, the pre-test spelling does not follow a normal distribution and the post-test spelling follows a normal distribution. A non-parametric Wilcoxon is needed to compare both variables. Likewise, the pre-test pronunciation follows a normal distribution, and the post-test pronunciation does not follow a normal distribution. For that reason, table 10 shows the comparison of both variables in spelling dimension using a non-parametric Wilcoxon Test. According to this, there is just one

student who is in the negative rank. Eleven students show that the post-test spelling is over the pre-test. Finally, it shows that there are two ties.

Table 10

Wilcoxon Signed Ranks Test

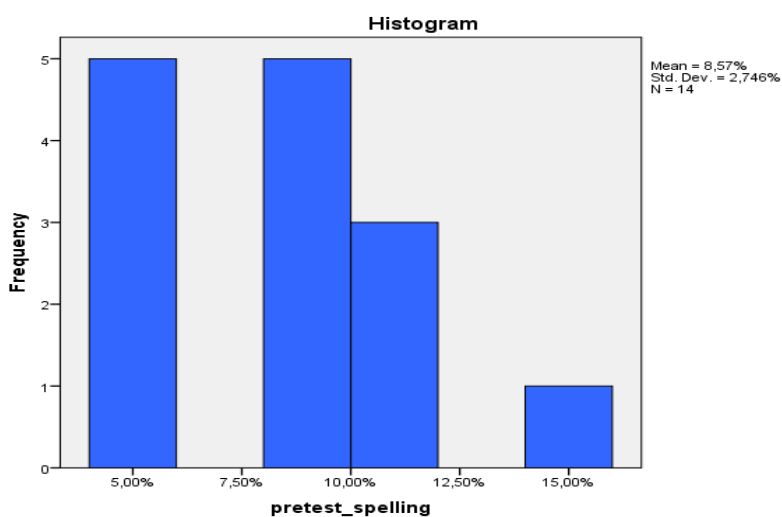
		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test spelling - Pre-test spelling	Negative Ranks	1 ^a	6,00	6,00
	Positive Ranks	11 ^b	6,55	72,00
	Ties	2 ^c		
Total		14		

a. post-test spelling < pre-test spelling

b. post-test spelling > pre-test spelling

c. post-test spelling = pre-test spelling

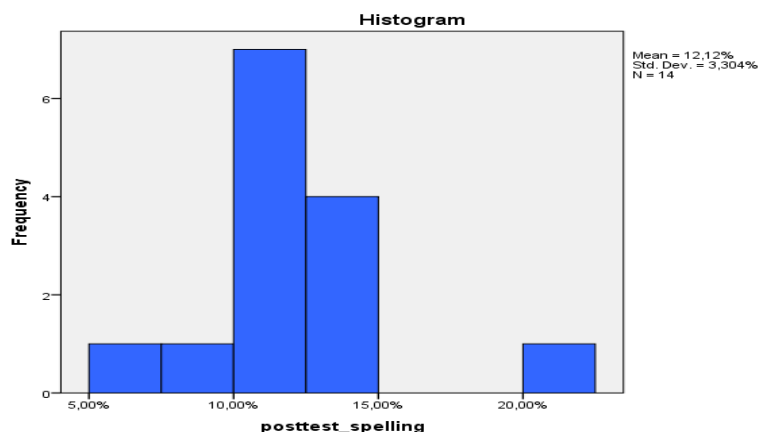
Figure 19 refers to the frequency of responses of the spelling pre-test among the 14 participants.

Figure 19: *Frequency of responses of the spelling pre-test*

Note: Spelling dimension at the beginning of the process

Figure 20 shows the post-test measurement and indicates significant changes when spelling after the treatment with a mean of 12.12% and derivation of 3.30%..

Figure 20: Frequency of responses of the spelling post-test



Note: Post-test spelling dimension after the process

Table 11

Wilcoxon Signed Ranks Test

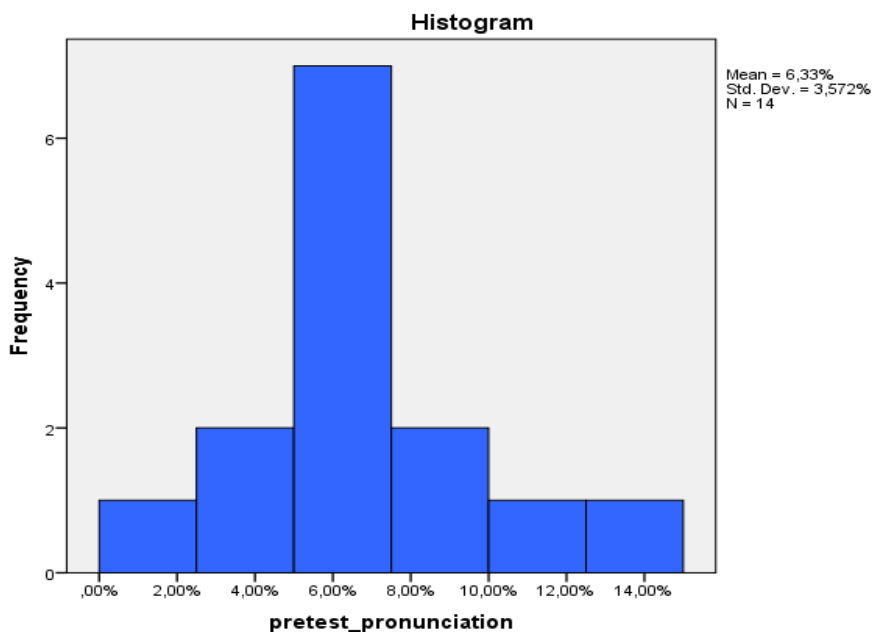
		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test pronunciation - pre-test pronunciation	Negative Ranks	3 ^d	5,33	16,00
	Positive Ranks	9 ^e	6,89	62,00
	Ties	2 ^f		
Total		14		

Note: d. post-test pronunciation < pre-test pronunciation

e. post-test pronunciation > pre-test pronunciation

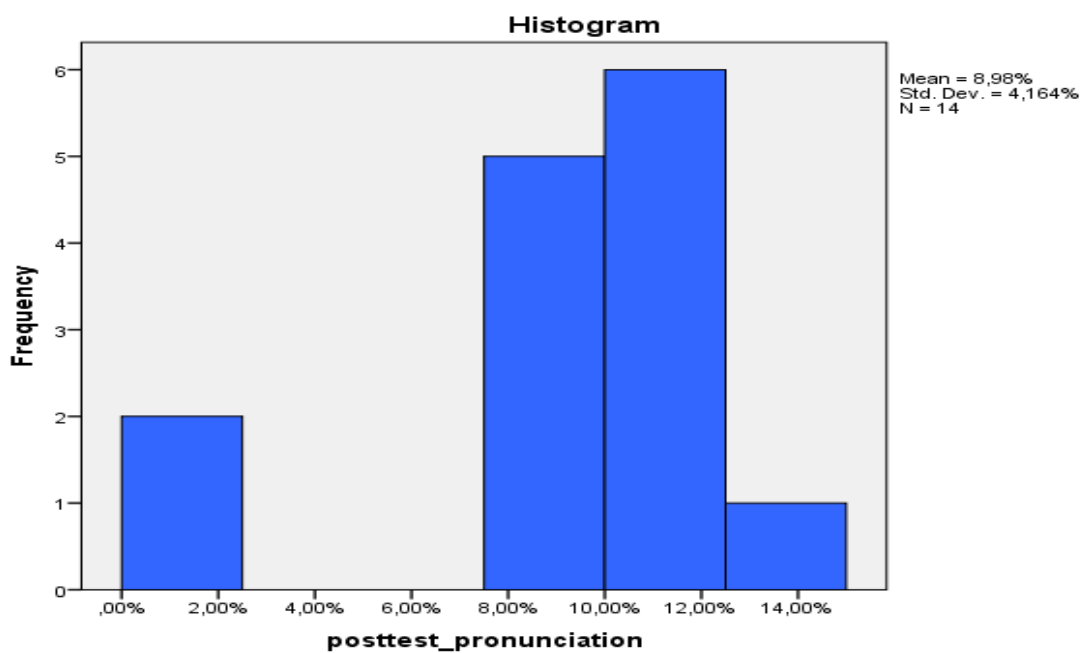
f. post-test pronunciation = pre-test pronunciation

Figure 21 displays a measurement in the pre-test pronunciation aspect with a mean of 6,33% and derivation of 3.5%.

Figure 21: *Frequency of responses of the pronunciation pre-test*

Note: Pre-test pronunciation

Figure 22 shows the frequency in the post-test. It presents a significant change when pronouncing after the treatment with a mean of 8.98% and derivation of 4.16%.

Figure 22: *Frequency of responses of the pronunciation post-test*

Note: Post-test pronunciation

Table 12 shows the ranks tests in the pre-test and post-test in spelling and pronunciation using a Wilcoxon Signed Ranks Test.

Table 12

Test Statistics

	posttest_spelling - pretest_spelling	posttest_pronunciation - pretest_pronunciation
Z	-2,601 ^b	-1,847 ^b
Asymp. Sig. (2-tailed)	0,009	0,065

Note: a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Indeed, the defended idea indicates that Quizlet contributes to the development of vocabulary acquisition effectively among A1 level students from the Pontifical Catholic University of Ambato. When the z values are lower than 0.05, it means that the defended idea is significant.

Furthermore, the defended idea is accepted because the z-value is lower than the significant level of 0.05 in all aspects of vocabulary acquisition according to the pre-test results compared with the post-test. These results indicate that Quizlet does contribute to the development of vocabulary acquisition effectively among A1 level students at the Pontifical Catholic University of Ambato. Consequently, it has statistically significant evidence in meaning, spelling, and pronunciation.

Each student reacted differently toward Quizlet. Therefore, there were some key points to highlight in the process of the intervention. First, Quizlet used in the sessions was very interesting for students. For instance, most of them participated in class. However, at the beginning of the intervention, two students were reluctant to participate in the activities since they were involved in technology and were not knowledgeable regarding technological tools. Finally, after some practice, they mastered its management.

CONCLUSIONS

- Students who use the Quizlet platform for the acquisition of new vocabulary at the A1 level of the Catholic University have had better results and significant progress when using it compared to those who have not used it and They have been able to achieve some skills and improve others that they did not have before using the application.
- Quizlet platform provides many advantages for students, such as learning common words and phrases, learning to give them a practical context, being able to use visual resources, having short and long-term retention, being able to listen. and pronounce words well and construct simple sentences in addition to developing basic reading comprehension.
- Making cards for the use of learning new vocabulary is one of the most important options to obtain good results from teachers within English classes since it transforms learning into an interactive workshop. where vocabulary knowledge can be built.
- Vocabulary learning of the students of the Catholic University while using the Quizlet platform has been significantly more advanced than with other methods, however, different limitations arise like any other method but when combined with the mentoring of the tutors. and teachers achieve a high level of English language learning.

RECOMMENDATIONS

- All the levels of English at the Pontifical Catholic University of Ambato should use Quizlet as a resource that contributes to vocabulary acquisition.
- Professors should use Quizlet in their teaching-learning process to enrich self-learning by using technological tools.
- The Pontifical Catholic University of Ambato should offer more Quizlet webinars to enrich more projects like this.
- For future studies, researchers should use more instruments that gather more helpful information from English teachers who use other platforms.

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ANNEXES

Annexes 1 Vocabulary acquisition pre-test and post-test

Vocabulary Acquisition Pre-test and Post-test

A1 Level students at Pontifical Catholic University of Ambato

Google Form: <https://forms.gle/zEJPdqiEeKxKVBee8>

Name: _____ Total: 35 marks Grade: /10

Instructions:

- Read the questions carefully and answer them.
- Good Luck!

Vocabulary

A. Write the following words in the correct categories. (10 marks)

Words: Lemons, tea, chicken, apples, onions, juice, lamb, bag, coffee, peppers, milk, potatoes, oranges, can.

Fruit:

Vegetables:

Drinks:

Meat:

Container:

B. Complete the sentences with one word. (6 marks)

Words: bread, oil, candy, tuna, chocolate, water

I need a bottle of _____.

I need a piece of _____.

I need a slice of _____.

I need a glass of _____.

I need a can of _____.

I need a bag of _____.

C. Choose the correct option. (4 marks)

The movie was very **tired/ tiring**. It lasted for three hours.

Peter is **interested/interesting** in coins.

The book was **bored/boring**.

He was **excited/exciting** to know vocabulary.

D. Reorder the letters in parentheses to complete sentences. (3 marks)

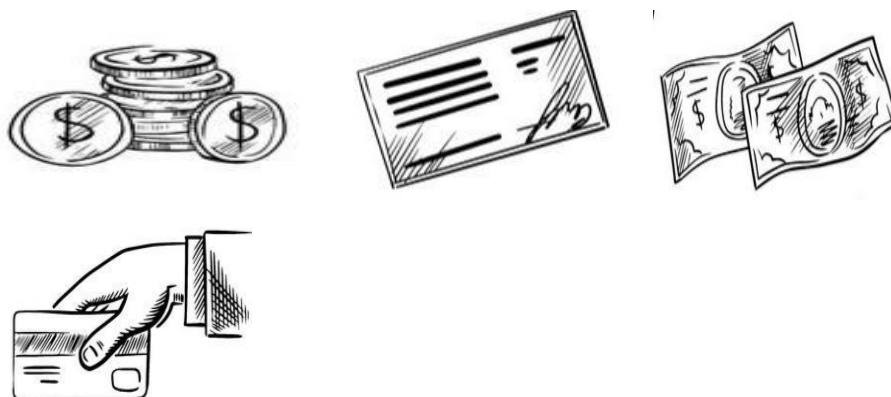
Rafaela is 21 years old. She is in her _____. (elyar-etistwen)

Amy is 55 years old. She is in her _____. (dim-ftiesif)

Andrés is 69 years old. He is in his _____. (tale-sitisex)

E. Look at the picture and write the words. (4 marks)

bill	coins	credit card	check
------	-------	-------------	-------

**F. Read aloud the following words. (8 marks) (Send a WhatsApp Voice message)**

potato:

years old:

interesting:

coin:

RUBRIC

Words: potato, years old, interesting, coin.

Word pronunciation rubric

Value	0	0.25
Component		
Accuracy	Somewhat difficult to understand	Easy to understand
Loudness	Didn't speak loud enough to be heard clearly.	Speak loud enough to be heard clearly.
Syllable Stress	Incorrect syllable stress	Correct syllable stress

Answer key

Vocabulary Acquisition Pre-test and Post-test

A1 Level students at Pontifical Catholic University of Ambato

Google Form:

Name: _____ **Total: 35 marks Grade: /10**

Instructions:

- Read the questions carefully and answer them.
- Good Luck!

Vocabulary

A. Write the following words in the correct categories. (10 marks)

Words: tea, chicken, apples, onions, lamb, bag, peppers, milk, oranges, can.

Fruit: apples, oranges

Vegetables: onions, peppers

Drinks: tea, milk

Meat: chicken, lamb

Container: bag, can

B. Complete the sentences with one word. (6 marks)

Words: bread, oil, candy, tuna, chocolate, water

I need a bottle of oil.

I want a piece of chocolate.

I need a slice of bread.

I want a glass of water.

I need a can of tuna.

I want a bag of candy.

C. Choose the correct option. (4 marks)

The movie was very **tired/ tiring**. It lasted for three hours.

Peter is **interested/interesting** in coins.

The book was **bored/boring**.

He was **excited/exciting** to know vocabulary.

D. Reorder the letters in parentheses to complete sentences. (3 marks)


Rafaela is 21 years old. She is in her early-twenties. (elyar-etistwen)

Amy is 55 years old. She is in her mid-fifties. (dim-ftiesif)

Andrés is 69 years old. He is in his late-sixties. (tale-sitisex)

E. Look at the picture and write the words. (4 marks)

bill	coins	credit card	check
------	-------	-------------	-------



coins check bill credit card

F. Read aloud the following words. (8 marks) (Send a WhatsApp Voice message)

potato:

years old:

interesting:

coin:

RUBRIC

Words: potato, years old, interesting, coin.

Word pronunciation rubric

Value	0	0.25
Component		
Accuracy	Somewhat difficult to understand	Easy to understand
Loudness	Didn't speak loud enough to be heard clearly.	Speak loud enough to be heard clearly.
Syllable Stress	Incorrect syllable stress	Correct syllable stress

Annexes 2 Pre-test and post-test validation card 1



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR-SEDE AMBATO
ESCUELA DE IDIOMAS
PROGRAMA DE MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA
EXTRANJERA
Cohort 1
VALIDATION FORM

Nombres: Gabriela del Rocío Armijos Ango	
Título de Postgrado: Magister En La Enseñanza Del Idioma Inglés Como Lengua Extranjera.	
Área: Educación	
Institución: Universidad Técnica de Ambato	
Dirección: Pasaje Velastegui y Av. Manuela Saenz	
Celular: 0992577830	Convencional: 032587277
Correo Electrónico: gd.armijos@uta.edu.ec/ gabytarmijos@gmail.com	

(Firma) _____ 

(Cedula de Identidad) 1803729464

Annexes 4 Proposal lesson plans

Pontifical Catholic University of Ambato**Lesson Plan No. 30**

Topic: Money (The face of the money)

Class and course background: young adults, elementary level (A1)

Hours: two school hours.

Aim: To introduce the simple past. Students will be able to talk about what their family did yesterday using regular verbs.

Preparation and materials

- ❖ Computer, student's book (page 70 to 71), workbook, CDs, smartphones

Presentation Phase (25 minutes)**Teacher's activities**

- ❖ The teacher asks the students to look at the picture on page 70 and describe it.
- ❖ Introduce new vocabulary using the applications Quizlet.com (change, earn, give, spend, save).
- ❖ Connect new vocabulary with sentences to keep students' attention. Save in a bank, give in the street, change at a currency, spend in stores, earn at work.
- ❖ Check understanding by asking them questions about money.

Students' activities

- ❖ Give opinions about what they see in the picture.
- ❖ Listen and repeat new words and identify their meaning according to the picture.
- ❖ Play a game in Quizlet to reinforce the knowledge.
- ❖ Complete activity No. 1 and 2 from the book using the verbs learned,

Practice Phase (25 minutes)**Teacher's activities**

- ❖ Ask students to listen to a conversation about the history of money.

- ❖ Provide students with a worksheet about the past. Question: collocation did you hear? Spend money.
- ❖ Review the answers with the group.
- ❖ Ask the list of questions to 5 different students. Then, the teacher asks the same students to ask the questions back to her.
- ❖ Have students record their answers

Students' activities

- ❖ Work on the worksheet completing the drill about past activities.
- ❖ Five students will answer the questions, and then they will ask the following question: what did you do yesterday?
- ❖ Record their answers.

Productions Phase (30 minutes)

Teacher's activities

- ❖ Guide students in a controlled dialogue where they will interact with each other in class using the new vocabulary
- ❖ Have students work in pairs asking the list of questions to 5 classmates. Then, using their classmate's name, they will ask: What currency did people use before the dollar?
- ❖ Assign the students to take a test in Quizlet.

Students' activities

- ❖ Complete activity No. 5 on page 71 from the "Life Book" book. Then, they will talk with their partners about what they did yesterday.
- ❖ Work on the workbook. Complete activities No. 1 and 2 on page 70.
- ❖ Take a quiz on Quizlet ranking first place.

Pontifical Catholic University of Ambato

Lesson Plan No. 31

Topic: Money (Discover the past)

Class and course background: young adults, elementary level (A1)

Hours: two school hours.

Aim: To introduce the simple past and -ed/-ing adjectives. Students will be able to talk about yesterday's activities using regular and irregular verbs.

Preparation and materials

- ❖ Computer, student's book (page 72 to 73), workbook, CDs, smartphones

Presentation Phase (25 minutes)

Teacher's activities

- ❖ The teacher introduces asks the students to look at the picture on page 72 and describe it.
- ❖ Introduce new vocabulary using the applications Quizlet.com.
- ❖ Connect new vocabulary with sentences to keep students' attention.
- ❖ Check understanding by asking them some questions from the unit.

Students' activities

- ❖ Give opinions about what they see in the picture.
- ❖ Listen and repeat new words and identify their meaning according to the picture.
- ❖ Play a game in Quizlet to reinforce the knowledge.

Practice Phase (25 minutes)

Teacher's activities

- ❖ Ask students to listen to a conversation.
- ❖ Provide students with a worksheet about the past. Make some questions.
- ❖ Review the answers with the group.
- ❖ Ask the list of questions to 5 different students. Then, the teacher asks the same students to ask the questions back to her.

- ❖ Have students record their answers

Students' activities

- ❖ Work on the worksheet completing the drill about past activities.
- ❖ five students will answer some questions
- ❖ Record their answers.

Productions Phase (30 minutes)

Teacher's activities

- ❖ Guide students in a controlled dialogue where they will interact with each other in class using the new vocabulary
- ❖ Have students work in pairs asking the list of questions to 5 classmates.
- ❖ Assign the students to take a test in Quizlet.

Students' activities

- ❖ Complete activity No. 3 on page 72 from the "Life Book" book.
- ❖ Work on the workbook. Complete activities No.1, 2, and 3 on page 72.
- ❖ Take a quiz on Quizlet ranking first place.

Pontifical Catholic University of Ambato

Lesson Plan No. 32

Topic: Money (A cashless world?)

Class and course background: young adults, elementary level (A1)

Hours: two school hours.

Aim: To introduce the simple past. Students will be able to talk about past activities.

Preparation and materials

- ❖ Computer, student's book (page 74 to 75), workbook, CDs, smartphones

Presentation Phase (25 minutes)

Teacher's activities

- ❖ The teacher introduces asks the students to look at the picture on page 75 and describe it.
- ❖ Introduce new vocabulary using the applications Quizlet.com
- ❖ Connect new vocabulary with sentences to keep students' attention.
- ❖ Check understanding by asking them questions in exercise 1.

Students' activities

- ❖ Give opinions about what they see in the picture.
- ❖ Listen and repeat new words and identify their meaning according to the picture.
- ❖ Play a game in Quizlet to reinforce the knowledge.
- ❖ Complete activity No. 1 and 2 from the book using the verbs learned.

Practice Phase (25 minutes)

Teacher's activities

- ❖ Ask students to listen to a conversation.
- ❖ Provide students with a worksheet about the grammar studied
- ❖ Review the answers with the group.
- ❖ Ask the list of questions to 5 different students. Then, the teacher asks the same students to ask them questions back.
- ❖ Have students record their answers

Students' activities

- ❖ Work on the worksheet completing the drill about past activities.
- ❖ Five students will answer the questions
- ❖ Record their answers.

Productions Phase (30 minutes)**Teacher's activities**

- ❖ Guide students in a controlled dialogue where they will interact with each other in class using the new vocabulary
- ❖ Have students work in pairs asking the list of questions to 5 classmates.
- ❖ Assign the students to take a test in Quizlet.

Students' activities

- ❖ Complete activity No. 5 on page 75 from the "Life Book" book.
- ❖ Work on the workbook. Complete activities No. 1 and 2 on page 74.
- ❖ Take a quiz on Quizlet ranking first place.

Pontifical Catholic University of Ambato

Lesson Plan No. 33

Topic: Money (Help!)

Class and course background: young adults, elementary level (A1)

Hours: two school hours.

Aim: to introduce requests. Students will be able to make requests.

Preparation and materials

- ❖ Computer, student's book (page 76), workbook, CDs, smartphones

Presentation Phase (25 minutes)

Teacher's activities

- ❖ The teacher introduces asks the students to look at the picture on page 76 and describe it.
- ❖ Introduce new vocabulary using the applications Quizlet.com
- ❖ Connect new vocabulary with sentences to keep students' attention.
- ❖ Check understanding by asking them questions about the unit.

Students' activities

- ❖ Give opinions about what they see in the picture.
- ❖ Listen and repeat new words and identify their meaning according to the picture.
- ❖ Play a game in Quizlet to reinforce the knowledge.

Practice Phase (25 minutes)

Teacher's activities

- ❖ Provide students with a worksheet about requests.
- ❖ Review the answers with the group.
- ❖ Ask the list of questions to 5 different students. Then, the teacher asks the same students to ask the questions back to her.
- ❖ Have students record their answers

Students' activities

- ❖ Work on the worksheet completing the drill about past activities.
- ❖ Five students will answer the questions.
- ❖ Record their answers.

Productions Phase (30 minutes)**Teacher's activities**

- ❖ Guide students in a controlled dialogue where they will interact with each other in class using the new vocabulary
- ❖ Have students work in pairs asking the list of questions to 5 classmates.
- ❖ Assign the students to take a test in Quizlet.
- ❖ Students' activities
- ❖ Complete activity No. 3 on page 76 from the "Life Book" book. Then, they will talk with their partners about what they did yesterday.
- ❖ Work on the workbook. Complete activity No. 1 and 2 on page 76
- ❖ Take a quiz on Quizlet ranking first place.

Pontifical Catholic University of Ambato

Lesson Plan No. 34

Topic: Money (Thanks)

Class and course background: young adults, elementary level (A1)

Hours: two school hours.

Aim: to introduce thank you messages. Students will be able to write a thank you message.

Preparation and materials

- ❖ **Computer, student's book (page 77), workbook, CDs, smartphones**

Presentation Phase (25 minutes)

Teacher's activities

- ❖ The teacher asks the students to look at the picture on page 77 and describe it.
- ❖ Introduce new vocabulary using the applications Quizlet.com
- ❖ Connect new vocabulary with sentences to keep students' attention.
- ❖ Check understanding by asking them questions about the unit.

Students' activities

- ❖ Give opinions about what they see in the picture.
- ❖ Listen and repeat new words and identify their meaning according to the picture.
- ❖ Play a game in Quizlet to reinforce the knowledge.

Practice Phase (25 minutes)

Teacher's activities

- ❖ Provide students with a worksheet about formal and informal messages.
- ❖ Review the answers with the group.
- ❖ Ask the list of questions to 5 different students. Then, the teacher asks the same students to ask the questions back to her.
- ❖ Have students record their answers

Students' activities

- ❖ Work on the worksheet completing the drill about past activities.
- ❖ Five students will answer the questions
- ❖ Record their answers.

Productions Phase (30 minutes)**Teacher's activities**

- ❖ Guide students in a controlled dialogue where they will interact with each other in class using the new vocabulary
- ❖ Have students work in pairs asking the list of questions to 5 classmates. Then, using their classmate's name, they will ask:
- ❖ Assign the students to take a test in Quizlet.

Students' activities

- ❖ Complete activity No. 5 on page 75 from the "Life Book" book. Then, they will talk with their partners about what they did yesterday.
- ❖ Work on the workbook. Complete activities No. 1 and 2 on page 74.
- ❖ Take a quiz on Quizlet ranking first place.

Pontifical Catholic University of Ambato

Lesson Plan No. 36

Topic: Money Review

Class and course background: young adults, elementary level (A1)

Hours: two school hours.

Aim: to review vocabulary from unit 6.

Preparation and materials

- ❖ Computer, student's book (page 80), workbook, CDs, smartphones

Presentation Phase (25 minutes)

Teacher's activities

- ❖ The teacher introduces asks the students to look at the picture on page 80 and describe it.
- ❖ Introduce new vocabulary using the applications Quizlet.com
- ❖ Connect new vocabulary with sentences to keep students' attention.
- ❖ Check understanding by asking them questions about the review lesson

Students' activities

- ❖ Give opinions about what they see in the picture.
- ❖ Listen and repeat new words and identify their meaning according to the picture.
- ❖ Play a game in Quizlet to reinforce the knowledge.
- ❖ Complete activity No. 1 and 2 from the book using the verbs learned,

Practice Phase (25 minutes)

Teacher's activities

- ❖ Ask students to read and complete exercise 1.
- ❖ Provide students with a worksheet about a review of the unit.
- ❖ Review the answers with the group.
- ❖ Ask the list of questions to 5 different students. Then, the teacher asks the same students to ask the questions back to her.
- ❖ Have students record their answers

Students' activities

- ❖ Work on the worksheet, completing vocabulary and grammar studied.
- ❖ Five students will answer some questions
- ❖ Record their answers.


Productions Phase (30 minutes)**Teacher's activities**


- ❖ Guide students in a controlled dialogue where they will interact with each other in class using the new vocabulary
- ❖ Have students work in pairs asking the list of questions to 5 classmates
- ❖ Assign the students to take a test in Quizlet.





Students' activities

- ❖ Complete activity No. 9 on page 80 from the "Life Book" book.
- ❖ Work on the workbook. Complete activity No. 1 and 2 on page 80.
- ❖ Take a quiz on Quizlet ranking first place.

Annexes 5 Webinar's Authorization

Autorización Departamento de Lenguas - Webinar 

 Verónica Gavilanes
Msc. Torres Miguel Director Académico Universidad Católica del Ecuador Sede Ambato Presente. De mi consideración: Y... Mar 15/6/2021 16:01

 Miguel Augusto Torres Almeida <mtorres@pucesa.edu.ec>
Vie 18/6/2021 12:36    ...

Para: Usted
CC: Yesenia Yomara Jimenez Sanchez


Estimada Verónica, muy buenos días.

Su solicitud ha sido aprobada, por lo que le solicito se ponga en contacto con la Mg. Yomara Jiménez, Coordinadora de Marketing y Comunicación, quien nos lee en línea, el día lunes 21 de junio, correo: yjimenez@pucesa.edu.ec, con la finalidad de coordinar como se llevaría el Webinar, mismo que tendría que ser grabado antes de su salida.

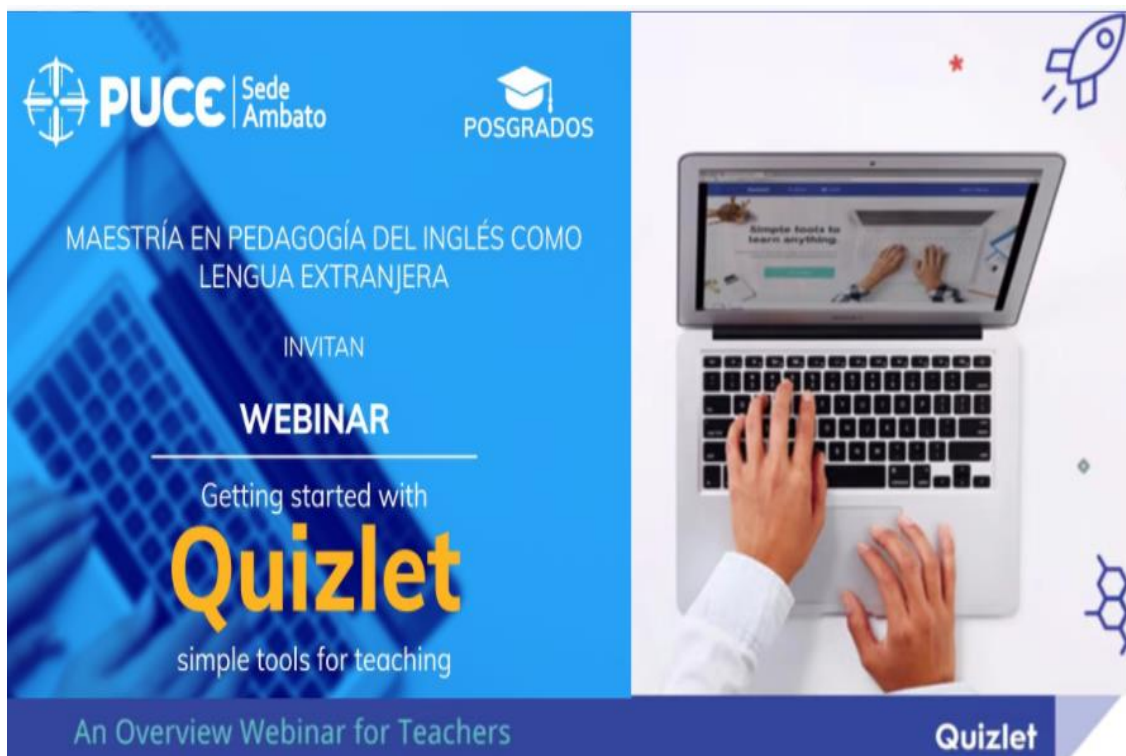
Incluso el Webinar podría ser dirigido a docentes de idiomas en general (internos y externos), de considerarlo de importancia usted y la Mg. Yomara Jiménez.

Cordialmente,

Miguel Augusto Torres Almeida
DIRECTOR ACADÉMICO
(593) 2586016 ext. 113
Av. Manuela Sáenz, Sector El Tropezón
Ambato - Ecuador

 Pontificia Universidad Católica del Ecuador

Annexes 6 Webinar's Slides



PUCE Sede Ambato

POSGRADOS

MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

INVITAN

WEBINAR

Getting started with

Quizlet

simple tools for teaching

An Overview Webinar for Teachers

Quizlet

Presentation Agenda

- **Why use Quizlet?**
- **Getting started checklist:**
 - Sign up
 - Search and create
 - Set up a class
 - Play Quizlet Live
 - Download the mobile app
- **Live tour of the Quizlet website**
- **Q&A with Quizlet Team**
- **More resources**



Quizlet

The Quizlet Story

- Founded in 2005 by a high school sophomore, Andrew Sutherland
- Public website launched in 2007
- Current stats:
 - 153 million sets created by our users
 - 20 million users every month
 - Used by 1 in 3 U.S. high school students
- Quizlet's mission:
 - *To help students everywhere practice and master whatever they are learning by providing engaging, customizable activities.*

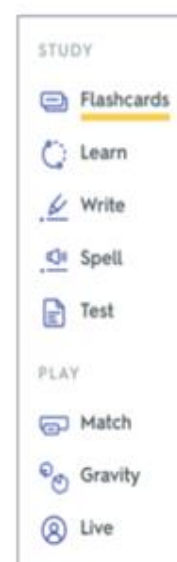


Quizlet

Why use Quizlet?

For teachers: Allows you to assign work remotely and measure class progress in what students have studied.

For students: Allows learning in multiple styles on **any device**

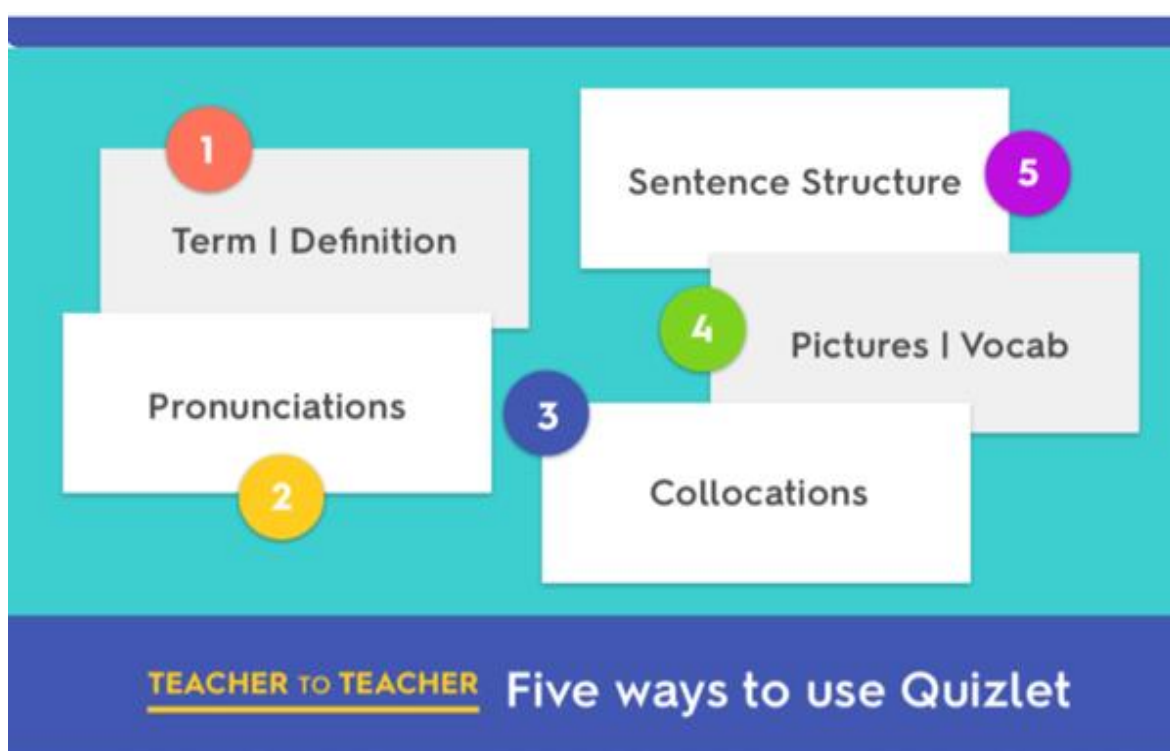


Get started on Quizlet in 5 easy steps:

1. Sign up
2. Create a class
3. Invite students to your class
4. Create/ find sets and share with class
5. Engage students in study activities and review class progress



[Quizlet New Teacher Guide](#)



1. Sign Up for a Quizlet Teacher account

The screenshot shows the Quizlet sign-up interface. At the top, there are two buttons: "Continue with Google" and "Continue with Facebook". Below these is a "OR EMAIL" separator. The "BIRTHDAY" section has three dropdown menus for "Month", "Day", and "Year", followed by a calendar icon. The "USERNAME" field contains the text "Andrew123". The "EMAIL" field contains "user@quizlet.com". The "PASSWORD" field is filled with ten dots. Below the password field is a checkbox labeled "I accept Quizlet's Terms of Service and Privacy Policy". At the bottom, there is a "Sign up" button and a link that says "Already have an account? Log In".

1. Go to Quizlet.com
2. Click on Get Started
3. Select "I am a teacher" when you enter your info

Pro tip! Use Google to sign up in a single click

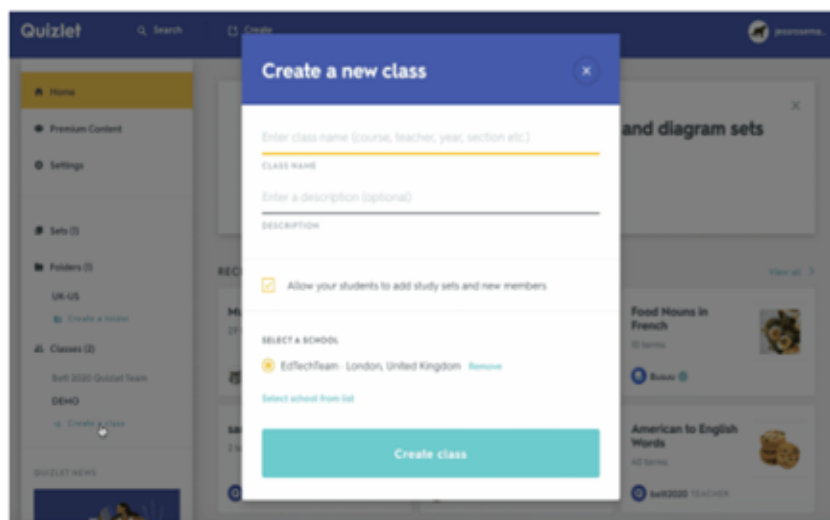
7

2. Create a class

The screenshot shows the "Create a new class" dialog box in the Quizlet interface. The dialog has a title bar "Create a new class" with a close button. Below the title bar, there is a text input field for "Enter class name or course name here". Underneath, there is a "CLASS NAME" label and a text input field containing "describe your class (e.g. AP Spanish Language)". Below this is a "DESCRIPTION" label and another text input field. There is a checkbox labeled "Allow your students to add study sets and new members". Underneath, there is a "SELECT A SCHOOL" section with two radio button options: "Aragon High - San Mateo, CA" and "Stanford University - Stanford, CA". Below the school options is a link "Select school from list". At the bottom of the dialog is a large teal button labeled "Create class".

1. Click "Create a class" on the sidebar
2. Give your class a name and description
e.g.
Biology
Remote learning
3. Align to your school

3. Invite students to your class



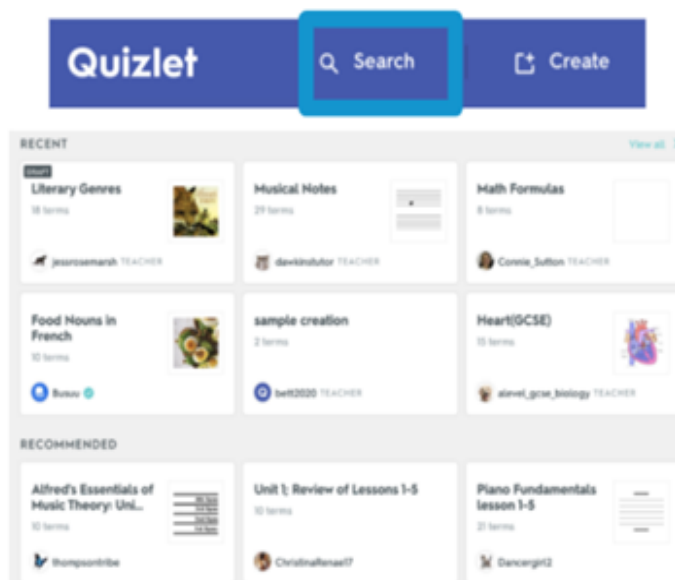
Option 1:

Share a link with your students via email or post on your LMS

Option 2:

Add students via email address or Quizlet username

4. Find sets



1. [Simple, easy search](#)
2. All subjects covered
3. More than **350 million** study sets on thousands of topics
4. **FREE** to use and customize - click [Customize to copy](#) a set and save it to your account.

5. Create sets

1. [Import previous lists](#) or [scan documents](#)
2. [Multiple languages available](#) - enable text-to-speech option
3. Include [diagrams](#), [images](#) and more
4. Upgrade allows uploading of own [audio](#) and [images](#)

Quizlet

Q Search

Create

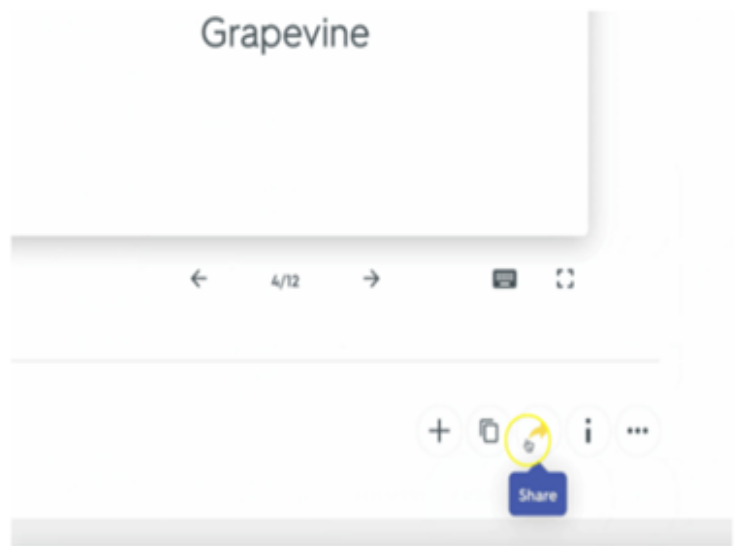


Once you're all set up as Quizlet teacher...




Share with your class

1. [Add](#) or [customize](#) sets
2. **Share** via [Google Classroom](#), [Remind](#), or whatever LMS your school uses.



Engage students with different study activities

STUDY

-  **Flashcards**
-  Learn
-  Write
-  Spell
-  Test

PLAY

-  Match
-  Gravity
-  Live

Quizlet offers several **different learning activities** that students can use based on what works for them, and that allow them to study **at their own pace**.

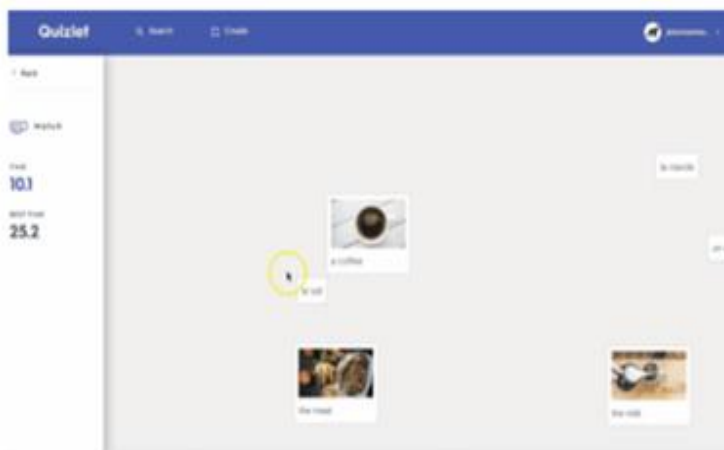
Make studying fun

Match -

students match terms to definitions (or vice versa) as quickly as they can.

Gravity -

students save the world with correct answers that prevent asteroids from hitting their planet.



11

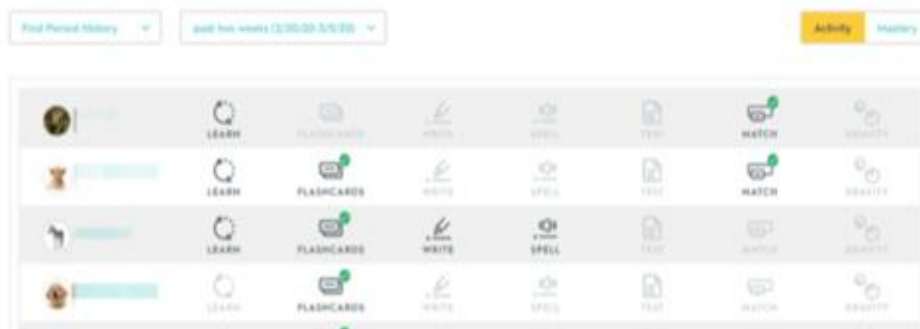
Monitor student learning

With class progress, teachers can assign specific study sets to their different classes and track individual student progress and study activity.

Class progress

for US History A: Early America - Reconstruction

VIEW STUDY DATA FOR YOUR CLASSES OR STUDENTS



1

Need help or more ideas?



For Teachers: quizlet.com/teachers

Quizlet Help Center: help.quizlet.com

Stay in touch: twitter.com/Quizlet



Quizlet teacher resources

[Get started with Quizlet](#)

[Presentation for Teachers](#)

[Youtube Channel](#)

[Quizlet Diagram](#)

[Quizlet Teacher Blog](#)

Quizlet