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**TITLE**

**STRUCTURAL-APPROACH-INTERACTIVE STRATEGIES TO ENHANCE ENGLISH  
LEXICAL ACCURACY IN ELEMENTARY STUDENTS.**

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría en  
Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Enseñanza de Inglés

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## **DEDICATION**

To the Ecuadorian student;  
and as promised; to my brother Marlon Leonardo Román Tarapués,  
you were a good man.

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To the authorities, the English language teachers, and students from “Unidad Educativa José Julian Andrade” without whom this work would not have been possible, I am and will be forever grateful.

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## RESUMEN

El presente trabajo de investigación se realizó de acuerdo al enfoque mixto, donde el objetivo general fue determinar estrategias interactivas del enfoque estructurales que puedan mejorar la precisión léxica en inglés de los estudiantes de primaria. El tipo de investigación fue descriptivo, y la mayor parte de la información se obtuvo de recursos bibliográficos. Los procedimientos de recolección de datos se llevaron a cabo a través de una entrevista estructurada dirigida a profesores de inglés, seguida de dos encuestas, una para estudiantes y otra para profesores, las cuales se centraron en identificar los diversos enfoques y estrategias de enseñanza utilizados para mejorar la subdestreza de vocabulario de los estudiantes de primaria. Los resultados de este estudio llevaron al desarrollo de cinco estrategias interactivas basadas en la tecnología y el estudio del enfoque estructural. Los hallazgos revelaron que algunas de las aplicaciones móviles encontradas y utilizadas para esta investigación compartían los principios de los enfoques estructurales; por lo tanto, las estrategias interactivas se desarrollaron para ayudar a los estudiantes y maestros del idioma inglés a trabajar de manera más efectiva en esta base de desarrollo esencial. La etapa final de este trabajo fue la creación de un sitio web que formaba parte de la propuesta para ayudar a los estudiantes del idioma inglés a mejorar su precisión léxica en un nivel elemental.

**Palabras clave:** El enfoque estructural, estrategias interactivas, precisión léxica, vocabulario, herramientas tecnológicas.

## **ABSTRACT**

This research work was conducted under the guidelines of the mixed approach where the general objective was to determine structural-approach-interactive strategies that will enhance English lexical accuracy in elementary students. The type of research was descriptive and most of the information came from bibliographic resources. As part of the data collection procedures, a structured interview was applied to English language teachers, and one survey for students and another for teachers were used to identify the approaches and strategies being used to enhance the vocabulary sub-skill in elementary students. With the results obtained through the application of the instruments, five interactive strategies based on technology and the principles of the structural approach were developed, here It was found that some mobile apps shared the principles of the structural approach therefore the interactive strategies were developed following its principles to help English language learners and teachers to work more effectively on this essential building block. The final result of this work was the creation of a website which was part of the proposal to help English language learners improve their lexical accuracy at an elementary level.

**Key words:** The structural approach, interactive strategies, lexical accuracy, technological tools



# CHAPTER I

## THE PROBLEM

### 1. Introduction

In recent years, a substantial increase in the access to information has been observed. This has taken place because of technology. This experience has created changes in the way things are perceived and done, specifically in language learning and teaching areas. Education has managed to adopt these changes and adapt them toward the benefit of learners and educators. Many countries have embraced this approach towards the benefits that technology and information offer and Ecuador is not an exception.

Nevertheless, it is commonly known that there are specific geographical areas or places and specific groups to whom this information that focuses on the use of technology to teach and learn languages have not reached yet. As a consequence, language learning and teaching encounter disadvantages because they cannot catch up with the language acquisition processes as other areas or institutions do, particularly students of primary schools; these struggles can be noticed mainly when learners are performing academic matters such as assignments, assessment or even simple tasks.

As a result, it was possible to link these setbacks and relate them with areas such as lexis or vocabulary, which is a very essential starting point in the language learning process, and establish that they are disregarded since more attention is given to other skills. Therefore, this research tries to find solutions to the issues that lexical accuracy appears to have more difficulties, where the main objective attempts to determine suitable strategies to help this area. Hence, if these strategies were combined with technology, the outcome could help

improve knowledge in other areas related to language learning, not holistically but at a certain level, plus the benefits of helping specific members of an institution to overcome setbacks that are present in learning and teaching.

### **1.1. Problem description**

It has been observed that English language learners at elementary level have difficulties producing, recognizing and showing mastery of lexis or the vocabulary necessary to start building ideas and thoughts in a language. Research shows that vocabulary is not usually strengthened and learners have a low level in English (Chulde, 2016).

The consequences and causes can include several factors among them the current activities exercised by English language teachers to help students acquire standard vocabulary. Some of the activities used in the teaching practice need updating since students have difficulties when they have to perform basic productive tasks or informal assessment. The mismanaged, uncontrolled and wide use of the Google translator that students get help from to fast fulfill their assignments is something that tends to escalate and make English language learning get worse; an app which is getting more widespread every day, but unfortunately it is not properly helping language acquisition processes since the information is simply typed, copied and submitted without being processed. Moreover, basic features of language such as spelling and grammar structures to be used in assignments, which were also meant to be learned by previous explanation through activities in the classroom, remain unused and written in a notebook and textbook because the new information requested in the assignments does not represent something attractive for students. Furthermore, there is not enough time since the teachers' valuable explanations given in the classroom have to go fast one after the other, making the vocabulary that was reviewed stop from becoming

internalized. This affects students when they have to show they have achieved a specific proficiency level according to parameters established by the Ministry of Education based on the Common European Framework of Reference for Languages. Consequently, students' final result is displayed as a non-achieved Exit Profile despite having concluded one more level of their language learning program.

Finally, after considering causes and effects in areas related to language learning and language production, the development of this project specifically helped get lexical acquisition issues sorted out and more importantly, it will help enhance them effectively to aid the development of English language which begins with the learning and use of lexical accuracy. For this reason, it is necessary to specify highly relevant aspects that are required to carry out this research work, such as the geographical space which corresponds to José Julián Andrade school, located in Ecuador, province Carchi, counting on the cooperation and collaboration of the 8<sup>th</sup> grade students in the school year 2020-2021.

### **1.1.2 Research question**

To what extent will students' vocabulary acquisition improve using technological strategies based on the structural approach among 8<sup>th</sup> grade students of elementary level from José Julián Andrade school?

## **1.2 Backgrounds**

### **1.2.1 The Structural Approach**

For long time researchers and linguists have been trying to find new perspectives and mechanisms to better suit language teachers and language learners' needs, finding setbacks and improvements along the way, all of that on behalf of students' language development.

Although the structural approach may seem like one of the oldest approaches among the teachers' repertoire, within the structural approach graded structures and lexis control are considered crucial characteristics (Verghese, 1989). It can come in handy in the area of teaching English as second language, mainly because The Structural Approach helps speed up this linguistic process of learning a language (Elizabeth & Bhaskara, 2004). The Structural Approach clarifies and can help make lexical characteristics related to the language more efficient because among the features that this approach brings, there are aspects such as functions, productive skills and the teaching of form and vocabulary (Mukalel, 2005). This makes this language approach perfectly fit to the parameters and specific aims and levels that are sought by teachers since it shares the values and principles necessary to fulfill the language teaching and learning requirements to help achieve accuracy.

### **1.2.2 Strategies**

The importance and definition of strategies is another paramount aspect to be pondered. A strategy could well be a group or set of techniques that share principles and philosophies that work altogether to be implemented in a method (Herrera & Murry, 2005). These strategies have to be carefully selected to help the English teacher achieve the objectives in his classroom. Because effective teachers not only make selection of the approach to be used to have orientation, they also pick out their own suitable strategies (Herrera & Murry, 2005). Hence, pedagogy holds great significance and plays an important role when a specific teaching methodology needs to be selected so that it can lead towards the way on how to help students and teachers achieve better outcomes. In addition, teaching strategies have to be aligned with the reality and also classroom parameters in which they are meant to be used, always taking into account classroom teaching time (Pavičić, 2008).

Finally, as instruction is developed to meet the students' needs by determining valuable aspects such as appropriate contents, procedures, products and learning atmosphere, teaching and learning strategies require comprehensive knowledge and understanding because they are essential to guarantee all lessons are effective and lead to positive results (Whitton, 2015).

### **1.2.3 Vocabulary**

Another variable to be mentioned falls upon vocabulary range. Here, lexis refers to vocabulary or groups of words that have detailed conceptualization (Spratt, Pulverness, & Williams, 2011). It is suggested that vocabulary, but more specifically lexical accuracy, is a strong and essential base for acquisition, production and development of language. Unlike fluency, accuracy focuses on the degree of language comprehension and production to be performed by the student avoiding making mistakes (Whong, 2011). Hence, it is necessary to distinguish fluency from accuracy and be familiarized with rules for language formation to properly produce the target language; therefore, if emphasis is first given to lexical accuracy and then to fluency, chances are higher to acquire better results in the language learning process since language acquisition can improve if learners have a clear picture of the connotative meaning and the rule formation that language and specific words have.

On the other hand, another feature to be described in this research is the importance of international standards as the Common European Framework. It is advisable for users to keep in mind aspects such as grading, aims and contents as CEFR declares. The teachers' interests to reach specific levels have to match their targets, syllabi and ongoing testing activities (Council of Europe, 1997).

According to the Ecuadorian Ministry of Education, there is suggested and specific criteria taken from Common European Framework that foreign language students must be familiar with within A2 levels.

- Students at this stage are able to understand statements and frequently used terms related to matters and issues of most immediate significance, for example simple personal and family information, buying clothes, familiar places, study or work (Council of Europe, 1997).
- Students at this stage are capable of communicating in simple and daily basis tasks requiring a basic and straightforward exchange of information about familiar and repetitive activities (Council of Europe, 1997).
- Students at this stage are able to describe in basic words aspects of their past, immediate location and aspects in areas of necessity that require quick attention (Council of Europe, 1997).

On the other hand, information suggests it is necessary to delimit what is far more requested regarding specific areas of vocabulary since that is one of the main starting points when a person begins the study and acquisition of a language it is important to consider the General linguistic range A2.

- Students at this stage hold a repertoire of simple language which makes them capable of dealing with daily situations with foreseeable contents, although they will generally have to negotiate with the message and look for words (Council of Europe, 1997).

- The student at this point is able to come up with quick daily expressions to satisfy simple concrete needs, personal affairs, daily activities, desires, requesting for information (Council of Europe, 1997).
- The student at this point is capable of using simple sentence patterns, and speak with expressions learnt by heart, collect expressions and structure about himself and other people, what he is up to, locations, and what he possesses (Council of Europe, 1997).
- The student at this point has got an incomplete repertoire of short expressions learnt by heart that cover predictable survival scenarios; frequent interruptions and misunderstandings take place in non-routine circumstances (Council of Europe, 1997).
- Lexical competence refers to information and aptitude to interact with the vocabulary of a language using lexical and grammatical elements (Council of Europe, 1997).

### **Vocabulary range A2**

- Students at this level have got enough vocabulary to conduct routines, daily transactions about familiar matters (Council of Europe, 1997).
- Students at this level have got enough vocabulary for the expression of basic communicative requirements (Council of Europe, 1997).
- This student has enough vocabulary for dealing with basic survival requirements (Council of Europe, 1997).

## **Vocabulary control A2**

- Students at this level are able to control a small repertoire coping with concrete daily needs (Council of Europe, 1997).

### **1.2.3 Related studies**

In previous studies in Ecuador, it was found that lexical development and the pursuit of strategies have been on the lens and had the attention of researchers, making them want to give an adequate and even more consideration as it is given to primary skills. In previous years, several studies were developed in regard to this linguistic issue, among them, Paucar (2016) in her descriptive research was seeking to determine activities necessary to acquire vocabulary in A2 level, reaching the conclusions that strategies to acquire vocabulary were unknown and therefore remained unused by teaching staff. The recommendations of this research work aim to persuade teaching staff to use group work strategies to help students reach the requested level.

Similarly, studies found that resources can also make contributions to vocabulary development. Maza (2017) found in his field research that didactic tools are often used by teachers to help develop vocabulary in students, suggesting to keep up its use more frequently to reach more adequate levels. In the same year, Anguaya (2017) in her Mixed research sought to describe what contribution didactic tools gave to vocabulary learning, concluding that students are more susceptible to learning after receiving exposure to these elements.

Likewise, in a previous study Basantes, Naranjo, Gallegos, Betancourt, and Quiña (2017) found that m-learning could change the increasing process in and outside the classroom. The approach that uses mobile devices for learning anytime and anywhere is known as mobile



learning (Zhang, 2015). This implies that the use of technology addressed to educational areas, no matter the place of its application, will contribute to changing the way language can be taught. However, there is a requirement for the professionals who want to try this technology inside or outside the classroom, and that is the development of strategies to be able to apply them (Basantes et al., 2017). This again can be inferred that there are resources and motives to look for and implement alternatives for aiding learning processes. Benefits achieved from m-learning could have a great impact on every human level of development specially child development if they were to be integrated into the teaching and learning field (Basantes et al., 2017). Therefore, as it is observed, suggested evidence points out that clear and defined concerns are given to the pursuit of strategies and language enhancement that could be directed towards more basic language features such as vocabulary.

#### **1.2.4 Base theory for research**

The base theory for this research lies upon the exercising of approaches and strategies, which are and have been proven to be effective in the teaching and language learning field. According to research, learners are more likely to recognize vocabulary when this lexicon is taught by using certain procedures (Tileston, 2004). Among such approaches, Mobile Assisted Language Learning (MALL), is a process that has recently begun its work with didactic activities from a structural point of view (Seiz, 2015). This approach shares the core values and methods that are required and needed in this research area. Among the main strategies, Oxford (1996) includes Cognitive strategies such as repetition, translation, making use of formulas and patterns; memory strategies such as grouping; social strategies such as pair work cooperation; compensation strategies such as word combination. All of them fit perfectly among the vast list of resources available since they also share the core values being

sought. Other important strategies such as using technology in the class, gamification strategies, space repetition, and visual input are making their way into the current learning and teaching process as: “Some elementary teaching factors are bound to be replaced by the new ones after the integration of information technology” (Tang & Zhang, 2013, p. 1807). Inevitable changes are currently being witnessed and these are making room for some more believing that education itself gives ground to experimentation and creation of new models and philosophies, especially when fields of education and technology are bound together. The use of smart phones gives ground to a new concept that involves pair work, optimization of time and place, also adding one’s own material and ideas because learning can happen by making use of the materials that members of a group bring (McCarty, Sato, & Obari, 2017). These new teaching and learning philosophies include students’ own resources that can be brought into the education field, and become a more effective complement, tool or even an approach itself in the language learning process.

## **1.3 Objectives**

### **1.3.1 General objective**

To determine structural-approach-interactive strategies that will enhance English lexical accuracy in elementary students of 8<sup>th</sup> grade from José Julián Andrade school, in the academic year 2020-2021.

### **1.3.2 Specific objectives**

- To support strategy development for teaching vocabulary using the principles of the structural approach.
- To provide interactive resources that support the development of vocabulary- learning strategies.
- To identify the strategies that the English teachers use for vocabulary development.
- To design an instructional website equipped with information about technological tools that uses structural-approach strategies to enhance lexical accuracy of English.

## **1.4 Justification**

The main reasons to carry out this research embrace the following professional and socio-academic aspects. These have the aim to give support to the internal challenges that exist in the process of learning English as a foreign language in Ecuadorian scenarios. First of all, it is appropriate to mention that there are particular interests to perform this work, highlighting essentially the academic benefits to be obtained by the researcher once the final outcomes are achieved, benefits such as acquiring worldwide, up-to-date information, a notable increment in the language proficiency and most importantly, the skillset to be brought and applied towards new working scenarios. All of this can be obtained under the lens and direction of the Master's program and the mission and vision of Técnica del Norte University.

On the other hand, the socio-academic motives that push this research work forward lean on the idea that there is a great deal of valuable, free resources and language teaching material available on the internet that have remained unseen and therefore unused by language professionals and learners, making this the perfect opportunity to explore the information and thus to learn, obtain and share all benefits out of these resources. In view of this fact, technology is very likely to create changes in determined areas of knowledge where it gets applied (Tang & Zhang, 2013). Among this information there are specific resources such as online applications that have been created to enhance and provide direct aid towards the development of lexical accuracy such as Duolingo, Quizlet, LyricsTraining, Cake, Instant transcript, Games to Learn English, Prefix Root and Suffixes, and Instagram. Students are able to go beyond classroom regular activities such as grouping and move to creating mobile groups, in here they can discover things while doing them, and share their own findings with their group, texting questions, comments, attaching information adding text or media such as

videos or pictures (McCarty et al., 2017). Interestingly some of these mobile applications that share the principles of Language Learning Approaches such as Structural, and M-learning can certainly help to make a positive impact if used properly under the guidelines of specific strategies to be introduced in this work.

Consequently, the use and execution of these findings will provide a highly strong base that can support English language learners to achieve the outcomes and overcome challenges of reaching the performance levels that are found in the CERF regarding elementary level, explicitly in the area of vocabulary. It is worth mentioning that under no circumstances does this research seek or intend to solve language production holistically, it is focused mainly on how specific information can be better acquired through new perspectives, and thus build solid basis making teachers and elementary students of 8<sup>th</sup> grade from José Julián Andrade school be direct beneficiaries of the results found in this research work, through the design of an instructive website equipped with information about technological tools that uses structural-approach strategies to enhance lexical accuracy of English. Therefore, the research base line for this work is Technology as a didactic tool for teaching and learning English as a foreign language.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 The Structural Approach**

The structural approach refers to the combination of words that will result in an organized statement (Patel & Jain, 2008). The structural approach is a theory that gives attention and concentration towards the teaching and learning of structures. The structural approach starts with basic statements and moves forward until it reaches a more complex stage. Inside this approach three main points can be highlighted: principles, advantages and disadvantages from which something valuable can later be regained despite being a long-standing approach.

One important point to highlight is that the structural approach has its basis on behaviorism:

For behavior analysts, behaviorism is the philosophy of science underlying the science of behavior. It takes behavior as a subject matter in its own right, and applies the principles and methods of other natural sciences to develop theories and explanations. (Moore, 2011, p. 460)

Thus, for teaching a language through this approach it is important to understand the organization and structure of the language since all languages have a structure of their own (Patel & Jain, 2008). Furthermore, it can be observed that language development is a habit formation process. Language learners have to comprehensively rehearse patterns in order to create habits (Patel & Jain, 2008). In that sense, users of the structural approach will be able to understand input and produce comprehensible output after having received the necessary exposure to the structures of a language.

### 2.1.1 Principles

The principles of any type of teaching approach should be addressed before choosing the strategies and material with which the learning and teaching practices will be carried out, in that way the guidelines along with the process are aligned with the desired outcome.

- During the process of teaching a foreign language a lot of importance and attention are given to speech as language is in essence speech (Mukalel, 2005).
- Mastering the set system of structures is the main target of the language learning process (Mukalel, 2005).
- There is a logical order in the structures, and during the language teaching, these structures have to be graded (Mukalel, 2005).
- A fully graded presentation of the structure both in the textbook and in the classroom is a basic requirement in the structural approach (Mukalel, 2005).
- *Structural* words and *content words* are the two essential sets of words in the English language (Mukalel, 2005).
- Structural words organize content words into sentence patterns (Mukalel, 2005).
- Learning English involves learning of structural words and sentence patterns as well as vocabulary (Mukalel, 2005).
- In the structural approach *grammar* includes the content words of the language from the *lexicon*. And also, the structural words along with sentence patterns (Mukalel, 2005).

- The learner will obtain mastery of the structures through using and practicing them (Mukalel, 2005).
- Language is based on a system of signals and structure; learners can pick up language if the teaching is related to structures (Patel & Jain, 2008).
- Arranging words in proper patterns helps in the formulate and construct language habits (Patel & Jain, 2008).
- When language is introduced in short structures the language acquisition process may turn easier (Patel & Jain, 2008).
- Using mother tongue to introduce structures, language learning becomes more effective (Patel & Jain, 2008).
- Since native and foreign languages are different, a contrastive analysis of both L1 and L2 is necessary (Genc, 2018).
- How effective language learning can be, depends upon the number of topics and contents seen in the subject matter. By applying proper gradation to the subject matter, effective instruction may be possible (Patel & Jain, 2008).

### **2.1.2 Advantages**

It is possible for English language teachers to find the necessary back-up that they need among the advantages of this approach since other approaches as effective as they may seem, they do not usually meet their requirements for their teaching practices.



- The structural approach is a flexible language teaching theory in which alternative methods can be used inside of it giving teachers freedom to change, adapt, plan and organize the learning activities for their students (Genc, 2018).
- Learning takes place fast since subject matter is introduced in structures. Therefore, students comprehend contents easily (Patel & Jain, 2008).
- Language learners acquire language through input given by the teacher developing speaking skills first and then reading and writing (Patel & Jain, 2008)
- By learning language structure, grammar is acquired automatically along with understanding of word order, word function and pattern to create sentences (Patel & Jain, 2008).
- The structural approach encourages the use of everyday English (Patel & Jain, 2008).
- Students and teachers have active roles (Patel & Jain, 2008).
- Every language learner can adopt and work using this approach (Patel & Jain, 2008).

### **2.1.3 Disadvantages**

Every language teaching approach has aspects that are challenging to work with as these might not meet the learners and teachers' needs, or help achieve the learning outcome completely. Nevertheless, a disadvantage can be turned into a strength and used in favor of the language learning and for that they are highlighted in the following list.

- The structural approach grades its structures but does not have specific solutions for teaching English (Patel & Jain, 2008).
- Structural model of language or some variations on them offer the axioms and framework theory that may influence on a certain teaching methodology, for example Audiolingual approach; however, in itself it is incomplete and needs to be supplemented by other theories (Richards & Rodgers, 1986).
- The structural approach does not give educators material to teach (Patel & Jain, 2008).
- The structural approach does not give recommendations about the materials for exercising writing skills (Patel & Jain, 2008).
- Higher levels should not use the structural approach (Patel & Jain, 2008).
- Classroom atmosphere is not exciting due to drilling exercises (Patel & Jain, 2008).
- It is recommended to select specific sentence patterns to be taught (Patel & Jain, 2008).
- Teaching of precise textbook cannot be done (Patel & Jain, 2008).
- Additional teaching materials are necessary to aid the structural approach (Patel & Jain, 2008).
- Syllabus of structures is hard to complete if structures are strictly followed (Patel & Jain, 2008).

## **2.2 Technology in language learning: A brief review of CALL and M-Learning**

Advances in technology and education have been undeniably convenient for language teaching growth as these changes come up with products that are hard to resist, easy to use and convenient to apply for instance, Ürün (2015) highlights ICT, which stands for Information and Communications Technology, is being currently used instead of the term Computer Assisted Language learning CALL.

The term includes technologies in which the computer plays a central role, i.e. Computer Assisted Language Learning (CALL), the Internet, and a variety of common computer applications. Moreover, Cloud, Twitter, Facebook, webquests, games, mobile devices (tablets and smart phones) stand out as the newest ICTs that are used for learning/teaching a language. (Ürün, 2015, p. 78)

Consequently, technology moves and evolves and so do educators and language learners; approaches and methodologies adapt, and so do resources and materials such as platforms and the devices in which new software is executed. Bagateeva, Aydarova, Vildanova, Koroleva, Strahova, and Mazaeva (2020) suggest that the process of quick implementation of new Information Communication Technologies constructs fresh, genuine teaching activities for foreign languages in the education field. Technology then, allows and gives educators an opportunity to create and test brand new ideas; it connects them with more advanced technologies and their resources in order to aid the components of the classroom atmosphere and mainly the teacher, the student and the academic learning experiences.

The information gets conveyed to users, and it may help develop additional materials and resources in their respective areas, since ICT could be granting access and use of this

information that is created and brought by other users, and a suitable way to apply the information is by adhering other concepts, in this case m-learning. It is important to notice that mobile technologies aid to the implementation of mobile learning (Bagateeva et al., 2020).

A final distinction between traditional language teaching and language teaching based on the use of technology is that the latter can show effectiveness depending on the social and academic context (Ürün, 2015). Hence appropriate resources and spaces with proper connectivity are needed, or at least the basic instruments such as devices and an internet connection to carry out the academic instructional process. Then, as long as there is a concern that comes from foreign language teaching, mobile technologies such as video communication, emails, blogs and online dictionaries, can be applied in an effective way (Bagateeva et al., 2020).

### **2.2.1 M-learning**

The increasing amount of cellphone users can be notably seen as these devices have become part peoples' daily lives, either because of their multiple functions and portability or the contents to which users can have access to. At some point it would have been normal to expect that the concept of education, especially of language learning and these devices begin working as one. In fact, the approach that joins these ideas and more is called Mobile Learning or M-Learning.

M-learning also known as Mobile learning makes use of mobile devices such as cellphones and tablets giving way to learning activities at any time, at any place (Zhang, 2015). A very brief description related to this form of education can be defined as a different form of online learning (Zhang, 2015) because the resources it uses are not big devices such

as desktop computers or laptops. Instead, they are tablets, cellphones or any small gadget that allows to work with multimedia and apps.

### **2.2.1.1 Principles**

In order to state the principles, it is important to identify first the users. There are those who are defined as digital natives and digital immigrants (Prensky, 2001). The people, whose positioning of technology in relationship to their social and natural growth have been alongside technological developments since birth are known as digital natives, and those whom technology was brought to are known as digital immigrants.

Secondly, if the content to be used for learning is brief, then the experience will also be seen as easy and pleasant, and thus the learner will get used to the method more effectively (Zhang, 2015). The current content, consequently, has to have modifications and be adapted to the new teaching and learning mechanisms. M-learning is not against other methods, instead it works as an auxiliary. Nonetheless, it does not agree with the traditional materials used in classrooms. Current and common materials used in classrooms do not always meet language learners needs (Prensky, 2001). Consequently, there should be a modification in the traditional methods used in education to better suit students' needs (Zhang, 2015).

On the other hand, young learners show great ability to master technological instruments sometimes even faster than adults; hence, new methodologies and the technology are easily adapted to learners' styles (Zhang, 2015). This ability is a feature that learners can use to carry out the objectives set in these new methodologies. However, it is worth noticing that students or the education experience do not fall under the principle of mobility since it applies to devices (Pegrum, 2014).

Furthermore, this final principle highlights aiming to achieve a positive outcome by working with a couple of current spectrums: m-learning and online learning. It can be stated that mobile-learning does not only refer to education in social networks that work online, m-learning is related to education on daily social realities and its main point is gaining knowledge in the middle of both (Pegrum, 2014).

#### **2.2.1.2 Advantages**

Among the advantages, Mobile learning promotes and encourages users to become agents and co-creators responsible for their education and learning (Pegrum, 2014). In other words, this concept can also be presented to English language elementary learners and educators, as an idea that promotes and gives them support in teaching and the development of autonomy in learning.

Secondly, another advantage for learners is that no matter where they are, they can find space for learning. People dedicate a huge amount of time to a device such as a smartphone which can be used at any specific location, day and night (Zhang, 2015). As a result, more emphasis can be given to basic components that help build language such as lexis.

Furthermore, over the last years, mobile transfer has been improved and this has given access to users to implement interactive applications, and also has handed out learners new opportunities for exploring, practice and experimentation (Zhang, 2015). Now these applications if explored properly, educators can use them to get a better performance that favors language development, specifically the area of lexis in elementary levels, which can also result in opportunities for creating strategies and activities to improve learning and continue to enhance language main skills and sub-skills.

### **2.2.1.3 Disadvantages**

As in every aspect related to education or progress, there are disadvantages mainly in the new methods, and especially those related to technology as it is in mobile learning. Among the disadvantages to be listed, there are costs to pay for affording a mobile network, and the price of the device itself (Zhang, 2015). Certainly, these are the major inconveniences; however, more detailed information points that the biggest factor playing against mobile learning is then connectivity, which could be an impediment for applying teaching strategies that use mobile apps; by the simple reason that not every app works without an internet connection (Zhang, 2015).

Another example is the compatibility with the formats or software of the online learning platforms, these have to be taken into account in view of the range of operating systems with which they work (Mora-Vicarioli, 2013). Some of these operating systems do not allow their users to install software from other systems which is a great setback for this type of advanced technologies.

Finally, another notorious disadvantage of mobile technology and m-learning is argued to still be developing to begin replacing what is known as normal education, which is true from technological, social and psychological aspects. Nevertheless, m-learning could well work as a counterpart that can help traditional education (Zhang, 2015).

### **2.3 Analysis and reflection of how these concepts can work together.**

Considering certain principles, advantages and even the disadvantages found in the structural approach and combining them with specific features of m-learning, it is possible to head towards the development of the idea and tenets that will support the enhancement of lexical accuracy that is intended to reach in this research.

First and most importantly, in spite of the assumption that m-learning is not against other approaches, and it is known to work as a supporting method for them, it does not agree with the traditional materials these methods or approaches use. Thus, the characteristics it has, do not necessarily imply to change an approach or method holistically, but there could be adaptations towards the strategies it uses along with the materials.

In the case of the teaching materials that the structural approach requires, teaching materials to perform teachers' work are not provided, nor are given suggestions about the way structures should be introduced to students, consequently, and as a solution mobile apps are presented, used and combined as part of the material that requires and comes from m-learning. Therefore, these apps can and will help to meet not all the needs that students have but the basic ones that are related to lexis in language learning.

Finally, based on the assumption that young learners have great capacity to master technological instruments, and fast adapt to these technological tools or apps, leaves out the option to use specific textbooks and other traditional materials whose contents learners may or may not understand because of their level and also because the way information might be introduced. Students, however, can now focus on and start taking advantage of the contents that are given inside selected apps which now work as a complement that can indeed support common education with new resources.

#### **2.4 Relationship between vocabulary and the structural approach**

To begin with, authors as Behlol and Dad (2010) see the structural approach of teaching vocabulary as a procedure where a word is analyzed and turned into morphological segments such as its roots, prefixes and suffixes. This methodology exemplifies lexis to help learners get the meaning of new words in coherent and sequential ways. This teaching approach also



makes the construction of vocabulary easy and practical since analyses are done to words, and not to sentences. In other words: “The structural approach to teaching vocabulary focuses on the morphological analysis where words are broken down into prefixes, roots, and suffixes” (Genc, 2018, p. 5).

By using this approach, learners at lower levels seem to perform better than other learners, gain confidence and understanding by making use of the structural approach that teaches vocabulary through the morphological analyses that is carried out (Behlol & Dad, 2010).

Furthermore, regarding the importance and also the description of vocabulary in early stages, researcher Sprenger (2014) considered the idea of the brain looking like a filing cabinet where data could be stored, amplified and used for future language purposes. “If you create a file for each word you hear and continually add to it, the file will eventually be full of word information, and the cabinet drawer will become well-worn and easy to open” (Sprenger, 2014, p.4).

Hence, the reason for which certain words are accessible, it is because they have become part of a person’s vocabulary, then if there is plenty of information available about a word, the more useful that word can be for the learner (Sprenger, 2014). This implies that having a basis for lexis and adding more information to it, in this case related vocabulary and terms, it can increase chances for future language learners to help keep up the development of their own language. In other words, if more terms are studied, it will be easier then to create connections with the new words that are obtained, and thus begin to form categories (Sprenger, 2014).

There are several categories within lexis, and among them, there are synonyms, antonyms, lexical set, word family, homophones, homonyms, false cognates, word root plus prefix or suffix, and compounds (Spratt et al., 2011). This suggests that if one word is learned, the student can find more words linked to it (Sprenger, 2014). Therefore, and eventually it can help to create categories that are more complex and as a result, cognitive skills will get boosted (Sprenger, 2014). Subsequently, vocabulary seems to help acquire the desired linguistic target by strengthening the primary basis that makes up the structural approach and thus turn into that building block that is part of this bigger system known as language.

To conclude the relationship between these elements that adapt properly one into the other, lexis if used properly can function as a basic component from a long list of hierarchical elements that make up and carry out language growth. Therefore, this union and analysis of the elements of a word can help develop language, not completely at the beginning, since more features are needed, but by simply acknowledging their importance, it can and will generate the information necessary to grow a strong basis for English language learning. Keeping that in mind, the focus of this research is not to develop language holistically. Instead, it intends to help English language teachers to be able to support students, from elementary levels specifically, to strengthen the initial-building blocks, and thus to enhance language and support knowledge construction through the use of basic element of lexis.

## **2.5 Integrating Structural point of view with strategies & technology to make them interactive.**

After having established the link between vocabulary and the structural approach, now it is appropriate to illustrate how the use of technology fits inside the structural framework. One reason to begin with is that one of language educators' main responsibilities is to help their learners understand how the norms of language and culture work (Chun, Smith & Kern, 2016). Among the several and additional teachers' tasks and responsibilities which they have to fulfil, there is self-development because: "it is important for teachers to address how language is used in ways both old and new across different material mediums and technologies" (Chun et al., 2016, p. 65). Hence, technology and m-learning unlike the structural approach, have their means of work defined along with their contents which can reinforce accurately aspects of language vocabulary if put together. Additionally, they fit inside the structural framework because the principles of this approach are open to external aid, beginning from the idea that: "teachers have discovered that a structural approach gives the best results and that pupils can be led a surprisingly long way into the heart of a language without ever opening a book or taking a single note" (Nagaraj, 1996, p. 32). This principle highlights how leaving aside the use of textbooks could lead to achieve a desired outcome. Additionally, it implies and gives ground to the use of something different, in this case software and applications that offer more up-to-date means to interact and learn content than traditional materials.

### **2.5.1 Language is based on a system of signals and structure**

As stated in the principles of the structural approach, language is based on a system of signals and structure, learners can pick up language if the teaching is related to structures (Patel & Jain, 2008). The use of technology gives students the opportunity to visualize grammar not as parameters and theory, but as a skill, and use that skill to pick out suitable language forms for certain circumstances (Nushi & Eqbali, 2017). It seems possible that this principle can be represented and illustrated with technology, emulators or applications that use structures and turn them into something visual, interactive, colorful and organized, which drives language learning first steps from discovering or picking up to remembering and finally understanding information.

### **2.5.2 Construction of language habits**

In order to create a language habit, technology nowadays offers the possibility to work on the daily basis with different tools and software since these components facilitate the educational process thank to their advanced settings. For instance, arranging words in proper patterns helps to the formulation and construction of language habits (Patel & Jain, 2008). One example of software is the Duolingo app which requests users to choose a daily goal from the list of settings it displays, the daily goals start from casual 5 minutes, regular 10 minutes, serious 15 minutes and insane 20 minutes (Nushi & Eqbali, 2017), among those tools and software there is the possibility to have access to more interactive mobile application and their contents, where one can actually practice creating coherent statements day by day, and these contents have to be assembled from previously separated patterns to achieve meaning, which eventually leads to the creation of language habits and understanding.

### **2.5.3 Mother tongue to introduce structures**

The use of mother tongue to help English language learners is something that is widely discussed among the teaching and learning community. Nevertheless, it is undeniable the amount of aid that it can bring to teachers and learners to fast understand abstract concepts or words, especially where language interaction only happens in the classroom. “Language learning may be very effective if the structure of the language is presented in the context of the child's mother tongue” (Patel & Jain, 2008, p.92). By using mother tongue to introduce structures, the language learning process becomes more effective (Patel & Jain, 2008). Research points toward evidence that translation has a beneficial role: “translation offers a route to learning in both the source and the target (typically native) language through structural comparison, vocabulary and stylistic equivalence and can offer a quick breakthrough in comprehension impasses” (Partridge, 2006, p. 68). The use of translation and mother tongue can aid briefly the stages that are difficult to understand at first glimpse. Therefore, when structures in first and second language become drastically different, translation can prove to be useful (Korošec, 2013).

One of the advantages that any type of technology learners can use nowadays comes with this special feature which adapts, displays and reinforces target information by using learners’ first language. Hence, primary expressions or specific vocabulary is acquired with a solid base supported by mother tongue. As an example, the application Duolingo unlike other applications uses translation in its teaching approach (Nushi & Eqbali, 2017). Besides, when language is introduced in short structures the language acquisition process may turn easier (Patel & Jain, 2008). Similarly, as stated above, a great number of applications have and are developed with functions that are related to this principle. Vocabulary in particular

as the main skill in this research is introduced with these required features, making language acquisition easier.

#### **2.5.4 Automatic acquisition of sentence patterns**

Often times it is easier for learners to remember and follow a predesigned path than figure it out on their own, unless there is some professional guidance, however, not every learner can have access to this guidance hence technology comes in handy. Within the structural approach principles, it is recommended to select specific sentence patterns to be taught (Patel & Jain, 2008). In this regard, teachers can select from a variety of resources that have contents according to their students' needs. Students can interact using mobile applications that have previously-established-sentence patterns immersed in the exercises such as the Duolingo app which contains the several types of exercises.

Since students struggle when they are conducting basic productive tasks or informal assessment, translation exercises are the option to go. In this mobile app students translate from their first language to the target language either by multiple choice or typing the correct answer (Nushi & Eqbali, 2017). Learners could partially set aside the use of the Google translator app and move forward to a more interactive app that offers a solid base as part of the benefits of interacting with it. In that sense, students get help to increase their vocabulary and elementary language notions, and consequently they understand and do their assignments without the level of difficulty they were experiencing before as a strong base is being constructed.

Mobile apps like this can help achieve a better internalization process. A way to achieve this is through exercises such as matching exercises, where students are shown a picture and they have to match it with the word that truly represents it (Nushi & Eqbali, 2017). Pairing

exercises, where students are given two groups of words from both languages and have to pair them with their corresponding translation (Nushi & Eqbali, 2017). Translation listening exercises, where students listen to a short statement in the target language and have to select and organize the correct translation (Nushi & Eqbali, 2017). Here, learners not only enhance vocabulary but also other basic features of language such as spelling and grammar structures indirectly. Dictation listening exercises where students listen to a short statement in the target language and type it correctly (Nushi & Eqbali, 2017). If learners carry out dictation exercises, not only they become familiar with spelling, but also stress patterns and intonation which are features hard to achieve at elementary levels. Finally, pronunciation exercises where students have to repeat what they read and hear (Nushi & Eqbali, 2017). By constantly doing this type of activities, instant feedback is given to learners at any time which means that the internalization processes will work more effectively and consequently, teachers can implement other communicative activities while students are holding already a strong lexical base to carry on building their target language.

It is suggested that basic language features such as lexis and language itself could well be acquired by learners spontaneously. Nonetheless, that depends on several factors, but for students who are not likely to match the pace of other learners, the use of technology and mobile apps goes over these barriers and gives equal opportunities to understand such processes in a deductive and interactive way. In other words, by learning language structure, grammar is acquired automatically along with understanding of word order, word function and pattern to create sentences (Patel & Jain, 2008).

### **2.5.5 Student-centered activities using Technology.**

Technology has a diverse range of positions on how learning has to occur in relationship to student activities, Greer and Mott (2010) suggested some concepts for learner-centered approaches that are aligned with technology as it can be seen below

a) Creating an environment where social relationships were met with students' needs. Currently the word environment not only refers to a physical location it can also mean a virtual area for actual interaction.

b) Using strategies that adapt to all the different learner styles. As it is known there are a variety of strategies where each one can attend learners needs in an integrated fashion.

c) Modifying strategies that permit students' enhanced control over education. Changes in education allow learners to interact and experiment with their own learning.

d) Measuring how effective technology is in order to meet group and individual learning needs. There is a current variety of resources and educators as well as learners have the ability to test them before making the choice to work with these technologies.

Finally, another quality that is worth highlighting among the student-centered activities that use technology is self-study. Self-study is essential when learning a language and there are useful language applications as Duolingo, which can give students rehearsal and structured process to learn a language individually (Nushi & Eqbali, 2017). Therefore, by following this principle, students are able to choose their own apps and stop waiting for material (Pegrum, 2014). And thus, begin to create their own learning path and turn it into an ongoing individual experience of knowledge acquisition.



### **2.5.6 Specific and stimulating solutions for teaching English**

Educators need to find the most suitable activities for their learners. If learners belong to an elementary level and they are not able to develop their skills and subskills due to extraordinary circumstances that are out of everyone's hands, a principle from the structural approach could give some aid. For instance, the structural approach grades its structures but does not have specific solutions for teaching English (Patel & Jain, 2008). Hence, in order to establish solutions, specific strategies and activities from other methods could be borrowed to teach languages. For instance, mobile devices can be taken into account to teach English as a foreign language in areas related to lexis, frequent words or sight words and structures in order to support literateness (Gonzalez-Acevedo, 2016). This would also help to change the perspective that labels the structural approach. The structural approach in classroom atmosphere is not exciting due to drilling exercises (Patel & Jain, 2008). Situations like these are common not only in this approach, nevertheless, technology offers a more interactive solution in which learning can be a more dynamic and enjoyable process. The development of applications for smartphones can make the learning process more thrilling and adapted to learners (Nushi & Eqbali, 2017). As the skill of vocabulary is the one currently being exercised at an elementary level, the educational atmosphere can in possibly turn into a more pleasant environment.

### **2.5.7 Teaching-Instructional materials**

Additional teaching materials are necessary to aid the structural approach (Patel & Jain, 2008). To highlight this aspect, it is essential to focus on aspects that go and work together. For instance, technology as previously stated can be part of the materials needed by the structural approach and this could support linguistic development in the specific area of this

research which is related to vocabulary. Nevertheless, the term technology can often create anxiety in both teachers and learners (Greer & Mott, 2010).

Learners with different levels of expertise experience these issues differently since everyone has different backgrounds and also for those who have gone through diverse levels of instruction; whether formal, informal, self-instruction or maybe none. On the other hand, technology can also be associated with something fairly modest that helps in the educational process (Greer & Mott, 2010). Therefore, it should be considered something that is here to aid, and not to stress out users.

In addition, it can be assumed that learners attend a classroom having a certain amount of knowledge about lexis, and it is also known that they acquire more through input such as reading and dialogues (Sprenger, 2014). Therefore, if there were simple questioning about what they like and how they perceive the world and the information by which they feel attracted, the input given in school could help to increase the knowledge students already have. Teachers then have to be thoughtful and notice what their students hear, and also pay attention to the resources students use such as websites and technology (Sprenger, 2014). As a result, alternative suggestions from in this research, along with information that describes materials and how to use them, could be taken into account because the concept that the structural approach does not give educators material to teach (Patel & Jain, 2008).

## **2.6 Mobile repertories**

Educators should have a different perception of a mobile phone nowadays, these should start being seen as portable devices that will do anything the user needs to do, along with the performance of functions at the moment the user needs it to. This idea has to be aligned with education. If a student is assigned to perform a task, it is possible to go beyond the current

trend of copying and pasting the required information from translating apps, as traditionally done, instead students possibly will be able to learn as they interact and play with the information that is found in specific apps designed for learning, as well as receiving immediate feedback on the mistakes that are made while carrying out the rehearsal exercises.

Thanks to engineering and technological development that has taken place in the recent years, the number of mobile apps that can be chosen for educational purposes is unlimited. However, the mobile apps considered to be mentioned in this research are limited. A brief description of these useful tools as the example used and mentioned in some perceptions above, are described next.

### **2.6.1 Duolingo.**

Duolingo is a mobile app and also a website that allows its users to deduce patterns without concentrating on grammar similarly as language acquisition happens in a child. Duolingo works with an approach known as implicit learning, which is suitable to build linguistic knowledge (Duolingo, n.d.). This mobile app can be suitable for learners who are at an elementary level, because the contents and features are friendly for the user; it adds the feature of mother tongue as a main resource to provide feedback and explanation to help to acquire a better understanding. This mobile app and website additionally provide the feature of accessing to tales which are brief exercises where the learner is tested to infer from a short conversation and answer according to the given listening and reading exercises, as well as instant feedback from the mistakes done in the exercises.

### **2.6.2 Quizlet**

Quizlet is an app and website where students can have access to contents related to general education, or specific contents such as vocabulary and useful expressions of a target language supported either by the student's mother tongue or visual representations. Teachers can use Quizlet mobile app or website to help students gain knowledge about any topic they need to learn by using game mode where learning can become exciting experience (Quizlet, n.d.). The information stored in Quizlet can be sought and added to personal folders according to the student's needs or topics to be studied. Finally, Quizlet allows its users to train recalling data and information through the use of drills. As a result, if information is constantly retrieved from memory, there is great level of certainty to remember and use what was practiced before (Quizlet, n.d.). Additionally, this mobile app and website provide with immediate feedback if the learner makes a mistake while performing the exercises.

### **2.6.3 Cake**

Cake is a mobile app that uses visual and auditory resources along with repetition drills. This is a mobile app that provides enjoyable and quick English conversations using videos (Cake, n.d.). One of the most distinguished features is that it combines examples of conversations with popular and commonly used expressions, and everyday useful vocabulary introduced in contextualized videos. Cake allows its users to learn English by using real examples of from YouTube (Cake, n.d.). One of the greatest features of this mobile app is that it provides rehearsal for lexis and listening through the use of challenges or dictation exercises where new vocabulary is learned through chunks. Whereas for speaking, it gives the option to mimic briefly to English speakers where mother tongue option is frequently present

as main source of feedback for better understanding. Users from this app can review their pronunciation and get feedback using the special speech recognition tool (Cake, n.d.).

#### **2.6.4 LyricsTraining**

LyricsTraining is a mobile app and a website suitable for learners that enjoy learning while listening to music. Since language is a process that is developed by receptive input first, the use of a website and app which shares such features could help make language learning an easy, achievable activity. This is a mobile app and a website where learners can choose songs and learn languages practicing by filling up missing words or by picking out among a list of four available options (LyricsTraining, n.d.). The website also offers the possibility to rehearse and learn languages through songs by selecting the writing mode, which contains dictation exercises.

This mobile app or the website allows users to improve fast their pronunciation, listening and reading comprehension, enlarge their lexis through the acquisition of new expressions by showing a vocabulary list with words translated in the mother tongue, and enhance their skills for grammar (LyricsTraining, n.d.). Learners can also choose the level in which they want to practice, starting from beginner, intermediate, advanced and finally expert. Users of LyricsTraining do not memorize long lists of vocabulary, they interact and enjoy the experience as they practice and learn spontaneously (LyricsTraining, n.d.).

#### **2.6.5 Games to Learn English**

Games to Learn English is another user-friendly website developed to help English language learners become familiar with basic language elements such as lexis and common expressions which are combined with visual and auditory features. This is a website whose

goal is to provide fun and pleasant practice for English language learners and help them become more independent by using its resources (Dwyer, n.d.). Learners can develop practice activities on their own, repeat them as many times as they need, and spend as much time as they would do in another app that offers less educational content. The contents that Games to Learn English website has, are designed for students at an elementary or pre-elementary level (Dwyer, n.d.).

### **2.6.6 Live Transcribe**

Among the mobile apps that have been described, most of them share the similarity of having pre-set contents that are focused on comprehensive input. However, there is no enhancement if there is no production or use, which is why this mobile app has been taken into account to aid in the production and improvement of lexis. Live Transcribe is a mobile app whose function is to convert speech sounds to text transcription, in order to help users that have special needs related to hearing (Google, n.d.). If elementary learners are able to see what they say and get immediate feedback, the more accurate their perception of language will be. For instance, by using this app, learners could read out loud minimal pairs and later see and distinguish between these words and notice that have different pronunciation, or spelling; these functions come useful when a learner makes contrast among words or any variety of lexical items specially their phonemes. This mobile app turns the speech sounds a person says into words on the screen of a phone, making it possible to easily interact in dialogues and daily life situations (Google, n.d.). Transcripts can be stored for a minimum of three days with the option to copy and paste them to other documents and keep a record of the practice a learner carried out.

### **2.6.7 Instagram**

Instagram is a popular mobile app and website that allows its users to create, watch and share multimedia content such as pictures and videos with other users (Instagram - Apps En Google Play, n.d.). One of the greatest advantages of this mobile app and website is that the examples of vocabulary can come either from experts or other language learners from other countries, so the material is authentic and more realistic.

The contents found on Instagram are related to any topic of interest, and specific information related to how to learn and increase a language learner lexis can be found in great quantity and quality. In order to get more information about a topic of interest, users need to follow specific accounts to get access to that information, fortunately, most of the accounts and profiles are open, so that the contents are explored and even saved for future usage.

On a daily basis, users of social media apps spend a considerable amount of time scrolling down and looking at contents such as videos also known as reels, and posts related to entertainment, therefore, most of their time might not be properly invested, as there is not a specific benefit for education. Nevertheless, as stated above, Instagram could become an outstanding source for educational content and production specially in the area related to vocabulary or any other type of skill, as there are content creators from all over the world who upload short-self-recorded and self-made material specially related to vocabulary and there are brief and clear examples of synonyms, antonyms, lexical set, word family, homophones, homonyms and false cognates. This material can be watched, downloaded, liked and shared and creators and users even challenge other users to comment and give their examples in real time, and even upload their own versions of or their own material. Popular posts, videos or reels contain the categorized vocabulary a teacher would need for a

classroom as these videos are short, understandable and some of them come with subtitles or have their corresponding translation in the learners' mother tongue.

### **2.6.8 Prefixes Suffixes & Root Word**

This mobile app unlike the rest of the apps is not as interactive as the user would like it to be; nevertheless, it contains valuable information for advanced language users such as teachers or educators who could take advantage of the contents that are available in the app.

Several words in the English language are created by making word combinations of prefixes and suffixes, these are usually attached to what is known as a root, and roots are the basis of any new word; roots can be words themselves. For instance, the word sadness consists of the word sad and the suffix -ness and its root is sad (*Prefixes Suffixes & Root Word - Aplicaciones En Google Play*, n.d.).

Therefore, combining the resources of this app along with suitable learning activities, new vocabulary could be obtained as these words become part of the new lexical set of the learner. Elementary learner's vocabulary could increase as this app provides educators with some basic material and examples of both prefixes and suffixes and what they mean.

### **2.7 Strategies**

Strategies in education can have varied definitions around the globe and each definition can vary depending on the person's background and experiences. For instance, strategies can be a set or group of techniques that share principles, tenets and philosophies that perform altogether to be implemented or carried out in a method (Herrera & Murry, 2005). However, this research suggests that a strategy could be creative ways to come closer to accomplish



established targets. Consequently, the strategies created to work with the structural approach principles (and which are based on the use of technology and apps) are the following.

### **2.7.1 Strategy 1: The Highest Score Strategy**

#### **Description**

In this strategy the main idea is to assign value and score to every single activity or specific activities students perform, especially when interactive games and tools are used. There are psychological aspects such as motivation, compromise, personal growth and socialization that are sought by users inside and throughout the game domain (Zhang, 2015). Consequently, it is possible to bring into the English language classroom this learning experience because: “Through the utilization of game design and mechanisms, it is envisioned that these positive experiences and results can be extrapolated to other situations” (Zhang, 2015, p. 92). Additionally, learners usually work or complete their activities still under the constructivism paradigm that describes when an activity is well-done and completed, a reward that acknowledges their effort should be given. As this concept has been applied for a long time not only at school, but mainly at home, it is very likely to work and be effective towards the achievement of the desired outcomes.

### **2.7.2 Strategy 2: Regions of Language Strategy**

#### **Description**

This strategy helps learners gain some insight and slight introduction to the variety of lexis of the same language which is found around the world through the use of mobile apps. The variety of resources for this strategy are available and ready to use: “there are many types of digital games, from individual games for mobile devices (e.g., for vocabulary learning) to

massively multiplayer online games (e.g., for role-playing, simulations, sports)” (Chun et al., 2016, p. 72).

Therefore, extensions of lexis can be brought to be learned through this strategy. Take the word robot, by its similarity to the word *robot* in Spanish, it might be referred to as a cognate or a borrowed word from English language; however, in other countries the word robot in English language can also mean *traffic light*. Thus, this strategy allows learners to acquire this type of vocabulary and add it to their repertoire adding to it the notion of varieties in the English language lexis.

### **2.7.3 Strategy 3: Choose your Challenger Strategy**

#### **Description**

The main idea in this strategy is to get students involved in collaborative, pair work or group work to expand the view on how language learning occurs.

In fact it's clear that all learners, but perhaps language learners in particular, need to acquire a range of digital literacies to complement their traditional language and literacy competencies, and a range of 21st century skills to allow them to communicate and collaborate effectively. Without these literacies and these skills, their language learning will be impoverished. New literacies and new skills, after all, don't only improve the chance of self-realisation through economic opportunity – though they must surely include this – but increase the richness of personal and social lives, and make it easier to acquire a voice in local, national and international conversations. (Pegrum, 2014, p. 35)

By doing that, learners can acknowledge that education can also be a process that takes place in supportive and interactive ways, especially when there is another learner or learners working on their side or competing against them and this educational process will have an impact on their lives depending how many competencies they have acquired. Learners can make their groups with other learners who have found something new, and thus, start sharing perceptions, contributing, and helping their peers (Pegrum, 2014).

#### **2.7.4 Strategy 4: The Visual Artist Strategy**

##### **Description**

This is a strategy that could help students develop lexical accuracy by collecting and using their perspective of how they see things. English language instructors have several resources and follow methodological concepts that they find useful to teach vocabulary, among the resources to be considered, there is the use of particular cultural context for learning vocabulary, and the use of visual aids (Behlol & Dad, 2010). The main idea of this strategy consists of picturing the new vocabulary that has been introduced in the class, or found in the exercises in the mobile app that has been selected to use, and then, placing this new lexis on home resources such as posters hanging on one wall, in that sense the learners not only visualize but also creates his own means and resources to remember and expand the information that is presented.

### **2.7.5 Strategy 5: The Flawless Statement**

#### **Description**

This strategy is related to the digital production and visualization of vocabulary. Often, activities in a classroom are initially addressed to develop receptive skills, however, sometimes there is not enough space or time to help develop students' productive skills as planned because several factors are involved in the teaching and learning process such as: the materials used in class, textbook, worksheets; the priority that is given to other skills; the limited amount of time for each learner. Nevertheless, there are fun, interactive and useful and quick phonological activities that can be performed if the right mobile apps are used alongside them. Currently, there are materials that can make this practice more meaningful: "In addition to these new ways of dealing with traditional texts, digital technologies also make possible new kinds of texts, allowing writing to be combined with voice, images, music, sound, and video in a single document" (Chun et al., 2016, p. 68).

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

#### **3.1 Description of the study area/ group**

The geographical space in which the units are found corresponded to José Julián Andrade school, located in Ecuador, province Carchi, counting on the cooperation and collaboration of the 8<sup>th</sup> grade students in the school year 2020-2021. The number of students in each classroom was: classroom 8<sup>th</sup> A, 29; classroom 8<sup>th</sup> B, 31; classroom 8<sup>th</sup> C, 29; classroom 8<sup>th</sup> D, 29. Making a total of 118 students and 6 English teachers. The institution works with three levels of education, Inicial (Kindergarden), EGB (primary school) and Bachillerato (secondary school); In secondary school there are four programs that include: Technical; International; BGU (General Unified Bachillerato) and EBJA (Basic Education for Young and Adults).

#### **3.2 Research Approach/ Type of Research**

This research work was conducted under the guidelines of the Mixed approach which combines qualitative and quantitative features; the use of this approach allowed to identify clearly the research path as some of the procedures required analysis of the information found in textbooks and also statistical analysis of the information obtained from the instruments.

The type of information that supports this research was documentary which was collected from primary sources such as research reports, thesis and dissertations from studies.

According to the type of research, this work is considered to be of a descriptive type, as the aim is to specify the features of an object in a specific context (Hernández-Sampieri & Mendoza, 2018)., meaning that in this research the tenets, advantages and disadvantages of

the language approaches used were defined and specified within the context of lexical development.

This type of research helped describe the information about learning tools and matched it along with pedagogical information such as teaching approaches and strategies in an innovative and practical way, in view of the fact that strategies to teach and learn vocabulary through the use of technological tools are useful when applied at elementary levels.

The methods in this work were based on the use of induction and deduction. Because according to Hernández-Sampieri and Mendoza (2018), the inductive approach suggests to first explore and describe individual features so that ideas or theory can emerge afterwards. Then, holding this principle, activities for language development and the conclusions were settled at the end of this work. On the other hand, deductive thinking initiates with a theory from which hypothesis are tested later on (Hernández-Sampieri & Mendoza, 2018). For that reason, the information collected from specific sources helped to generate and select the activities for the proposal work.

### **3.2.1 Population and sample**

To begin with the description of the population, as Hernández-Sampieri and Mendoza (2018) point out, a probabilistic sample is suitable depending on the sample size. That is why the total number of the four classrooms was 118 students, and the number of teachers was 6. Hence, a probabilistic sample was used, and as a result of the statistical formula, the total number of students that were surveyed was 90; the formula worked with a reliability level of 95%. Additionally, the 6 English language teachers were surveyed and interviewed as well.

Sample size was determined in two steps: First, calculate the sample size for infinite population. Second, adjust sample size to required population Cochran (1977).

**Calculate the sample size for infinite population.**

$$S = Z^2 * p * (1-p) / m^2$$

S = sample size for infinite population

Z = z score

P = population proportion (assumed to be 50% = 0.5)

M = margin of error

Z score is determined based on confidence level

Confidence level = the probability that the value of the parameter falls within a specific range of values.

Confidence level = 95%

Z value = 1.96

Margin of error = a small amount that is allowed in case of miscalculation or change of circumstances.

General margin of error considered

M as 5% = 0.05

$$S = (1.96)^2 * 0.5 * (1 - 0.5) / (0.05)^2$$

$$S = 384.16$$

Sample size for infinite population is 384.16

### **Adjust sample size to required population**

If some modification in the sample size is required for population of 118 then adjust the sample size.

$$\begin{aligned} (s) &= (s) / 1 + [(s - 1) / \text{population}] \\ &= 384.16 / 1 + [(384.16-1) / 118] \\ &= 384.16 / 4.24 \\ &= 90 \end{aligned}$$

So adjusted sample size for 118 population are 90

**Table 1**

*Population size*

Participants	Universe	Sample
Surveyed students	118	90
Surveyed and interviewed	6	6
Teachers		

Source: the author

There was no sampling for the teachers as the number of teachers was under the required quantity to apply the corresponding formula.

### **3.3 Procedures**

This work was developed in four main stages, it was feasible to fulfill the specific objectives of this research. First of all, in order to establish theoretical information, the research used the mixed approach. The combination of qualitative and quantitative strengths can help develop a much stronger comprehension of the investigation problem than what would be achieved individually (Creswell, 2014). Hence, the use of documentary and non-documentary resources as part of the qualitative approach, adding the analysis obtained from



statistical information to support the proposal was up for consideration to get foundation that can back up the theory about the strategies needed that were presented as a solution for the research problem.

Secondly, the research methodology used to collect and analyze information for the research work followed the sequential explanatory design. Tashakkori and Teddlige (2003) describe it as a process for gathering and analyzing quantitative information which is later followed by the collection and analysis of qualitative information. Therefore, quantitative information was obtained from the instruments and it was later processed and interpreted to state theoretical purposes such as the description of the strategies for this study.

### **3.3.1 Instruments**

Among the techniques and instruments, the technique of survey helped to collect data from the units. Two online surveys with 12 items for students and 12 items for teachers with multiple choice questions were used to obtain information regarding the variables of study, to determine detailed features that helped to develop the research work final proposal.

As for Pawar (2004) a survey is an effective instrument to collect data when using it as a research method, this instrument was applied to students. Moreover, a structured interview with 10 items with multiple choice options and was applied to teachers: The interviewer carries out this work by following a detailed and previously organized question guide, being subjected explicitly to it Hernández, Fernández & Baptista (2014). Therefore, a structured interview was developed and introduced to teachers to carry out the data collection task.

This research work used the Expert judgement technique where 3 experts in education and research validated the instruments under the following criteria:

**Table 2***Values of Validity Levels*

Nothing	Low	Middle	High
1	2	3	4

Note: Author PUSDÁ (2021).

Once the Expert judgement was emitted it was possible to appreciate that the values of validity levels were high in all of the instruments used in this research work.

**Table 3***Validation criteria*

<b>Evaluation parameters</b>	<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Belonging</b>	Does the questionnaire have a logical relation with the thesis objective?				
<b>Importance</b>	What is the instrument level importance with related to the investigation?				
<b>Organization</b>	Is there a logical organization with the questions display?				
<b>Writing organization</b>	Are the question clear and concise?				
<b>Observations</b>					
<b>Item</b>					

Note: Author PUSDÁ (2021).

The validity of the items in the instruments had a strong correlation between the research objectives and the variables. All the items reached a high score in the values of validity levels.

Among the procedures to be carried out afterwards, it was considered to set a proposal, which was conducted towards the design of an instructive website equipped with information about technological tools that uses structural-approach strategies selected from the research. Here, the researcher made use of computer skills to design and upload information about how to enhance lexical accuracy of English by using free technologies such as mobile apps.

Finally, the last stage established conclusions and recommendations from the data obtained throughout the whole research and especially from the analysis and interpretations of the results.

### **3.4 Bioethical considerations**

In this last stage, this research work reassures that the bioethical principles were respected concerning knowledge and information, shared by the participants in the interviews and the questionnaires applied, by always keeping identities undisclosed. Additionally, it counted on the legal documents issued by the authorities that backed up the procedures to be followed for the research execution and development, counting also on teachers' staff approval and help.

## CHAPTER IV

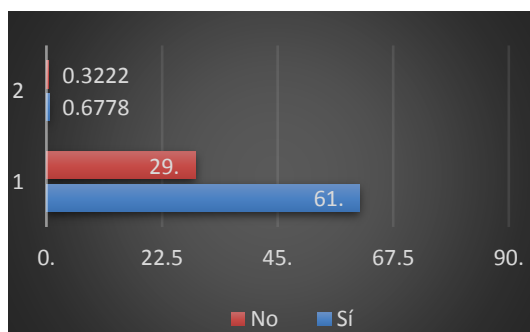
### 4 RESULTS AND DISCUSSION

This chapter describes the results of three instruments, two of which were surveys, and they were applied to a sample of 90 students from 8<sup>th</sup> grade and 6 English language teachers from José Julián Andrade school, and one structured interview which was applied only to the English language teachers. The results of the survey that was applied to a sample of 90 students were the following:

#### 4.1 Results of survey applied to students

**Figure 1**

- *Question 1. ¿Tiene acceso a un dispositivo móvil de alta gama (Teléfono celular con conexión a internet, reproductor de audio, cámara etc.)?*

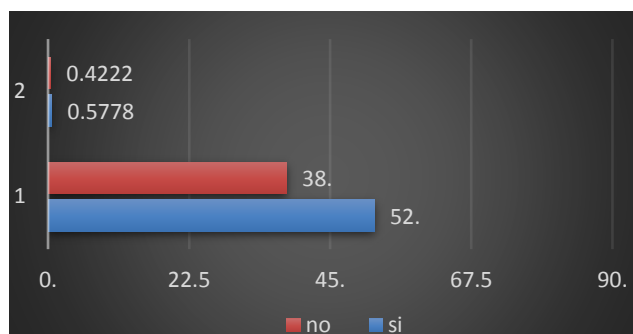


Note: From the students' survey, July 26, 2021

Regarding **question one**, 68% of the population confirms to **have access to a smartphone** for their learning activities and 32% of the population **does not have access to this type of device**. After making the proper analysis, inevitably, it can be confirmed that among the disadvantages of remote learning, not all of the students are able to afford a mobile device (Zhang, 2015).

## Figure 2

Question 2. ¿Tiene acceso a una computadora de escritorio o Laptop (computador portátil)??



Note: From the students' survey, July 26, 2021

Regarding **question two**, 58% of the population confirms to have access to a desk computer or laptop and 42% of the population does not have access to this resource. Having access to resources that allow learners to attend to classes is a clear advantage on those who do not have the access, fortunately more than 50% confirms they might carry out their learning activities in this device.

## Figure 3

1. Question 3. Para sus actividades de aprendizaje, usted cuenta con conexión a internet:

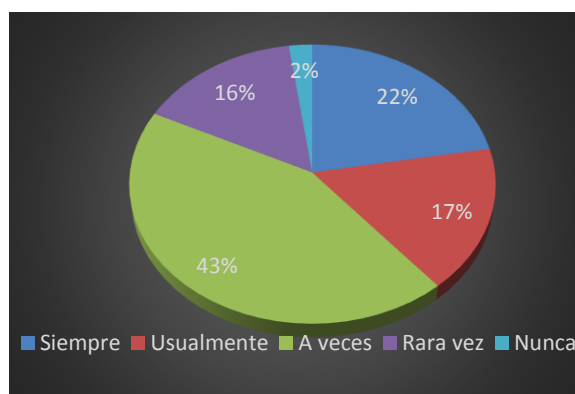


Note: From the students' survey, July 26, 2021

Regarding **question three**, 70% of the population answered that **they have access to an internet connection at home**. Nevertheless, 15% answered that **they depended on other resources to have access to an internet connection**. 11 % of the population depended on **pre-paid mobile data**, 3% affirmed they had access to **post-paid mobile data**, and 1% answered **not to have access**. After making the proper analysis, it can be confirmed that among the disadvantages of remote learning, not all of the students have the economic resources to afford an internet connection.

**Figure 4**

*Question 4. ¿Con qué frecuencia usa el traductor de Google para ayudarse en sus tareas?*

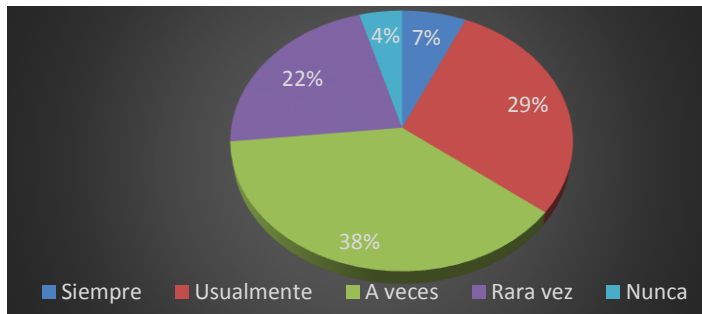


Note: From the students' survey, July 26, 2021

Regarding **question four**, 43 % of the students admitted that **Sometimes they** have made use of Google translate to do their assignments and 22% affirmed that they have **Always** made use of this tool, as well as 17 % who admitted that they **Usually** make use of Google translate, 16% affirmed to **Rarely** make use of this tool and a 2% declared to **Never** make use of it.

**Figure 5**

*Question 5. ¿Con qué frecuencia aplica el auto aprendizaje vocabulario en el idioma Inglés?*

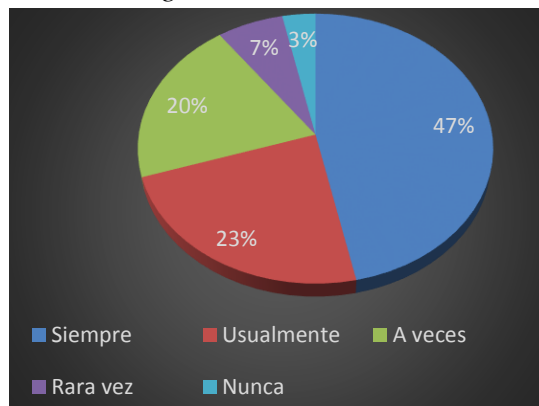


Note: From the students' survey, July 26, 2021

Regarding **question five**, 38% of the sample affirmed that they **Sometimes** practice their vocabulary voluntarily in the English language. However, 29% answered that they **Usually** practice this subskill and 22% answered that they **Rarely** carry out any type of practice related to vocabulary. Finally, 4% admitted to **Never**, and 7% answered that they **Always** make practice of vocabulary correspondingly. The position in which learners stand regarding the amount of practice they carry out on their own is questionable as there are diverse percentages in the answers given as teachers might give emphasis to other subjects.

**Figure 6**

1. *Question 6. ¿Con qué frecuencia su profesor promueve la práctica y refuerzo del vocabulario en la clase del idioma Inglés?*

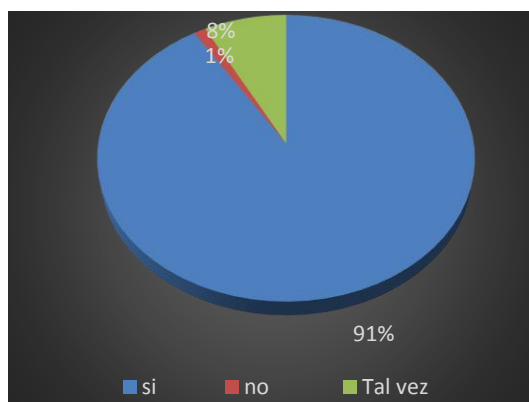


Note: From the students' survey, July 26, 2021

Regarding **question 6**, 47% of the sample answered that their English language teacher Always make them practice vocabulary, 23% affirmed that they **Usually** have this practice, 20 % answered that **Sometimes** their English teacher make them practice, 7 % answered that they **Hardly ever** do this practice. Finally, 3% stated that they **Never** make any practice about vocabulary. The position in which learners stand regarding the amount of practice they carry out on their own is questionable as there are diverse percentages in the answers given as teachers might give emphasis to other skills.

**Figure 7**

*Question 7. ¿Si comete un error en algún deber de Inglés, le gustaría recibir una explicación automatizada del porqué se equivocó?*



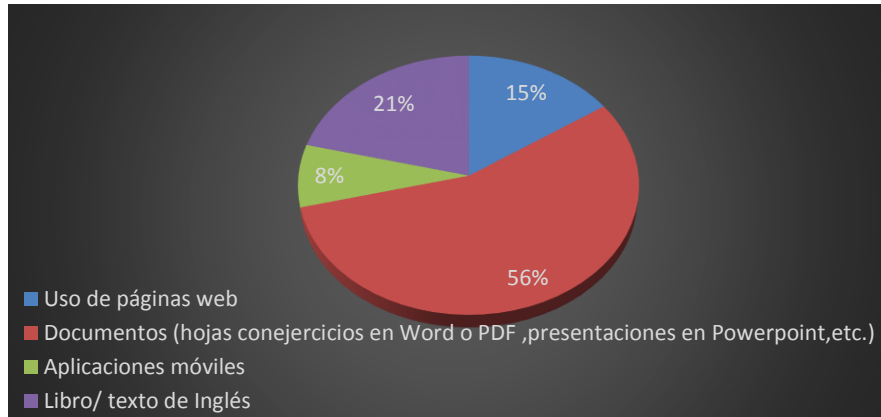
Note: From the students' survey, July 26, 2021

Regarding **question 7**, 91% of the sample confirmed that they would like to get an automatic explanation of why they made a mistake in an assignment, also 8% answered that maybe they would like to get an explanation, and 1% answered they would not like to get automatized explanations when they make a mistake. It is evident that learners wish to have some feedback after making mistakes in their assignments, luckily for teachers and learners most of the current software has this option available.



## Figure 8

*Question 8.* ¿Cuál de las siguientes herramientas ha sido la más usada por su profesor para ayudarle a practicar vocabulario en el idioma Inglés?

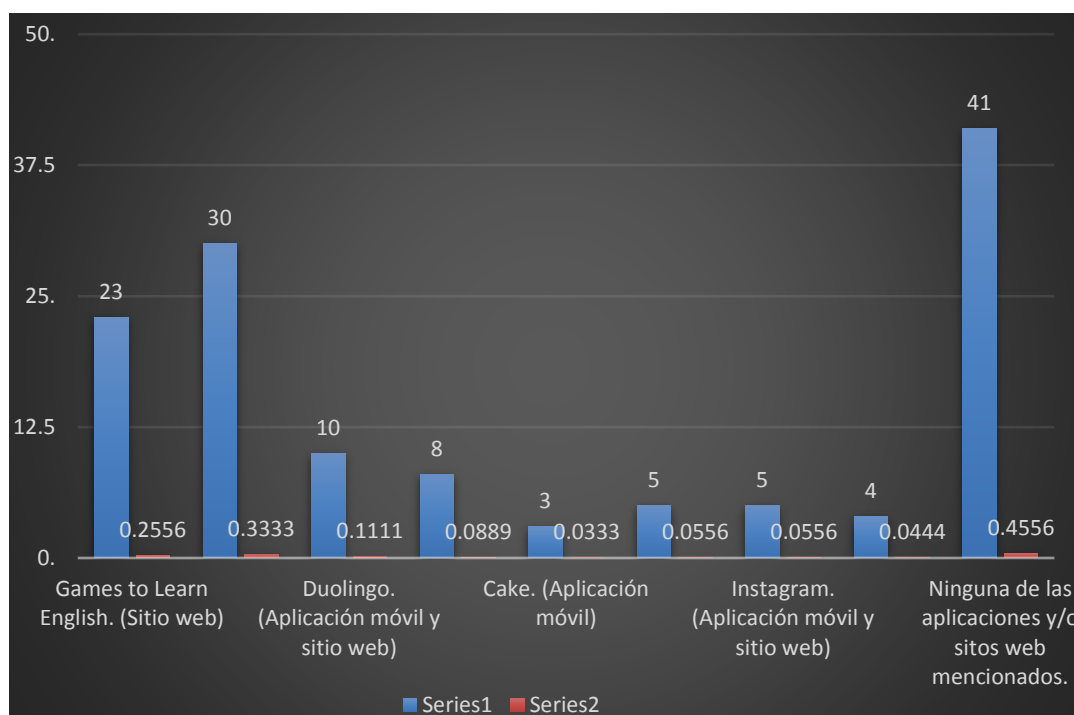


Note: From the students' survey, July 26, 2021

Regarding **question 8**, 56% affirmed that **File documents** were the most used tool to practice vocabulary used by their teachers, 21% answered that it was **the English textbook**. On the other hand, 15% affirmed it was the **Use of websites**, and 7% answered that the most used tool was **Mobile apps**. It can be evidently stated that students make use of pdf documents for their learning activities giving ground to alternative tools.

**Figure 9**

1. *Question 9.* Seleccione las aplicaciones móviles/ sitios web más frecuentes que su profesor le ha pedido utilizar para aprender vocabulario en inglés.



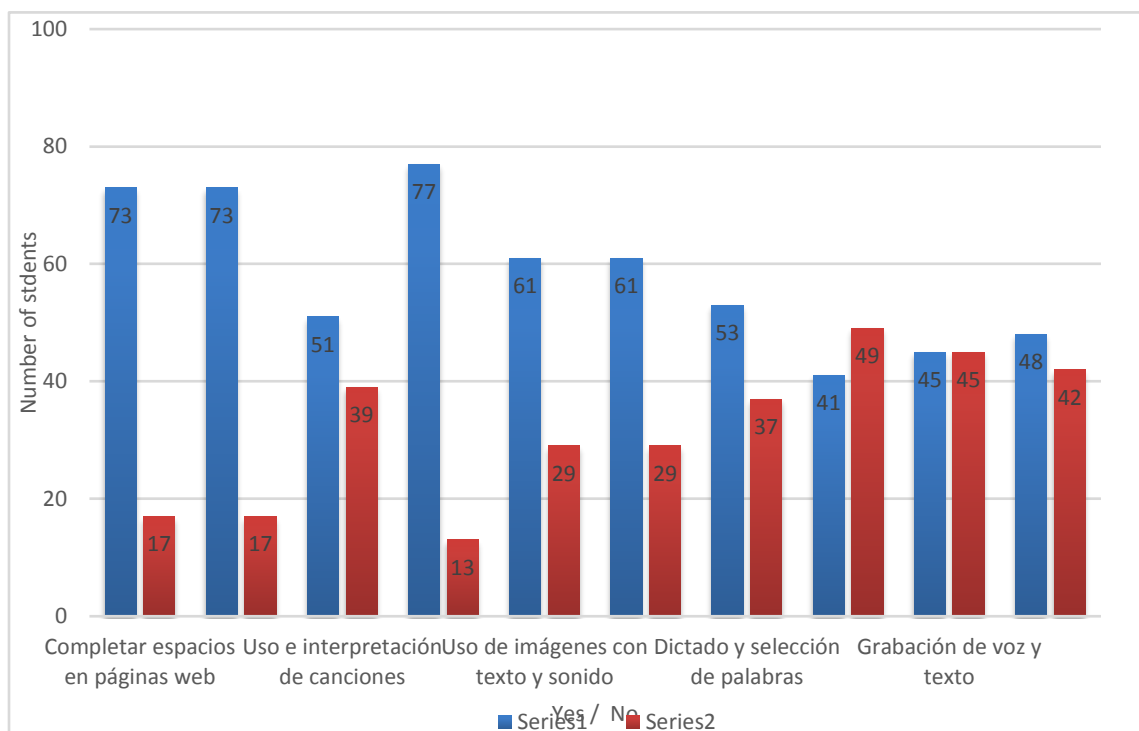
Note: From the students' survey, July 26, 2021

Regarding **question 9**, it is worth highlighting that in this question it was possible to choose more than one option, therefore the results are explained in function of the options given in the survey. Out of 90 students, 41 (46%) chose the option **None of these mobile apps and websites have been used by their English language teachers to help them learn vocabulary**. On the other hand, 30 (33%) students answered that they had used the mobile app and website **Quizlet**. Additionally, 23 (26%) students answered that they had used the website **Games to learn English**. In the same way 10 (11%) students affirmed that they have made use of the mobile app and website **Duolingo**. Eight (9%) students answered they had used the mobile app and website **LyricsTraining**. Five (6%) students affirmed that they had

used the mobile app **Instant transcript**. Likewise, Five (6%) students affirmed that their teacher had made them use the mobile app and website **Instagram**. Similarly, four (4%) students affirmed to have used the mobile app **Prefixes Root Suffixes**, and finally three (3%) students affirm to have been instructed in the use of the mobile app **Cake**. Clearly, most of the students that were interviewed have not used the mobile apps proposed in this work as seen in one of the options given.

**Figure 10**

*Question 10. Seleccione las posibles actividades con las que su profesor le ha pedido trabajar para mejorar su vocabulario en el idioma Inglés.*



Note: From the students' survey, July 26, 2021

Regarding **question 10**, it is worth highlighting that in this question it was possible to choose more than one option about the activities the English language teacher has used, therefore the results are explained in function of the options Yes or No. Out of 90 students, 77 answered Yes, their English language teachers had made them worked **with Translation**

**of short words and phrases** and 13 answered No. On the other hand, 73 students answered Yes to the option **Filling gaps on websites** and 13 answered No. Similarly, 73 students answered Yes to the option **Repetition and writing in notebooks** and 13 answered No. In addition, 61 students answered Yes to the option **Use of pictures with sound and text** and 29 answered No. Similarly, 61 students chose Yes to the option **Videos with subtitles** and 29 answered No. On the other hand, 53 answered Yes to the option **Dictation and selection of words** and 37 answered No. Out of 90 students, 51 answered Yes to the option **Use and interpretation of songs** and 39 answered No. Almost similarly, 48 answered Yes to the option **Making vocabulary posters** and 42 answered No. 45 answered Yes to the option **Voice to text recording** and 45 answered No. Finally, 41 answered Yes to the option **Group practice** and 49 answered No.

A brief description of this question is that there were 10 options. In seven out of the ten options more than 50% of the population answered **Yes** to the options given. The remaining 3 options were answered **No** by less than 50% of the population.

**Figure 11**

*Question 11. ¿Cuál de las siguientes opciones considera más conveniente para que el vocabulario nuevo sea aclarado de forma efectiva?*

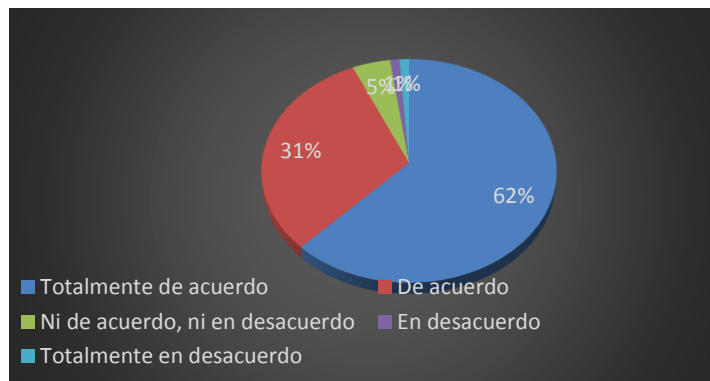


Note: From the students' survey, July 26, 2021

Regarding **question 11**, 40% of the sample chose the answer that the most convenient option to clarify vocabulary is Virtual- written exercises in English and Spanish while 39% of the sample chose the option Videos with subtitles in English and Spanish, and 21% of the sample replied that Pictures with sounds in English and Spanish as the most convenient option. The activity with written exercises seems to be the most appealing among students.

**Figure 12**

- Question 12. Debido a la emergencia sanitaria actual por Covid 19, y a la modalidad de educación que se está llevando a cabo ¿Cree que un sitio web instructivo con información sobre actividades interactivas y aplicaciones móviles sería útil para ayudarle a mejorar su vocabulario en el idioma Inglés?*



Note: From the students' survey, July 26, 2021

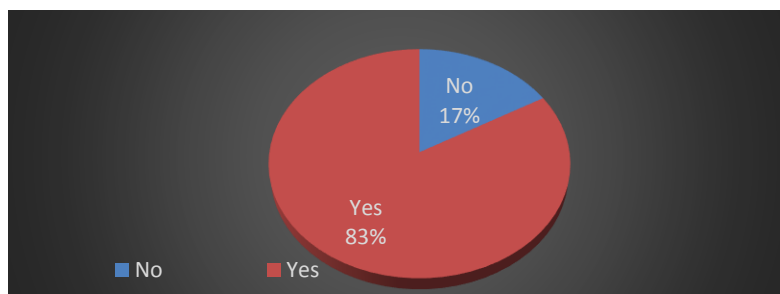
Regarding **question 12**, 62% of the sample responded that they Totally agree with the creation of the website that would contain information on how to improve vocabulary, 31% of the sample Agree, 5% remained neutral. On the other hand, 1% answered that they disagree and similarly, and 1% responded that they Totally disagree. Clearly, most of the participants agree with the statement in question.

## 4.2 Results of survey applied to teachers

This chapter describes the results of the survey that was applied to a sample of 6 English language teachers, from José Julián Andrade school. The results were the following:

### Figure 13

*Question 1. Do you have access to a high-end mobile device (cell phone with internet connection, audio player, camera, etc.)?*

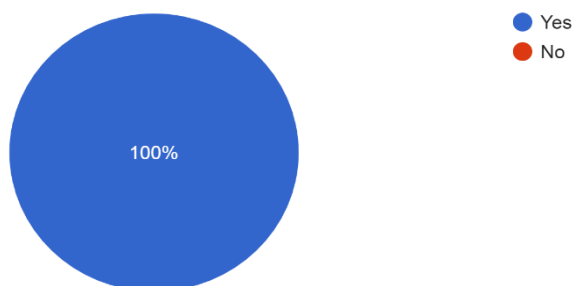


Note: From the teachers' survey, July 26, 2021

Regarding **question one**, 83% of the sample confirms to have access to a smartphone for their teaching activities and 17% of the sample does not have access which might imply that there is a high possibility to work with the interactive strategies.

### Figure 14

*Question 2. Do you have access to a desktop or laptop computer?*



Note: From the teachers' survey, July 26, 2021

Regarding **question two**, 100% of the sample confirms to have access to a desk computer or laptop. This implies that there is a very high possibility to work with the interactive strategies.

**Figure 15**

*Question 3. For your teaching activities you have*

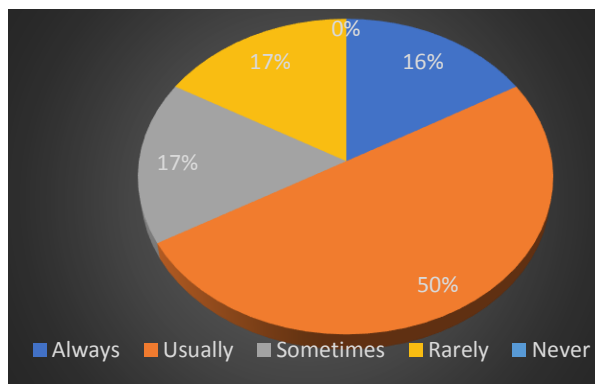


Note: From the teachers' survey, July 26, 2021

Regarding **question three**, 100% of the population answered that they have access to an internet connection at home.

**Figure 16**

*Question 4. How often do you think your students use Google Translate to help themselves with their homework?*

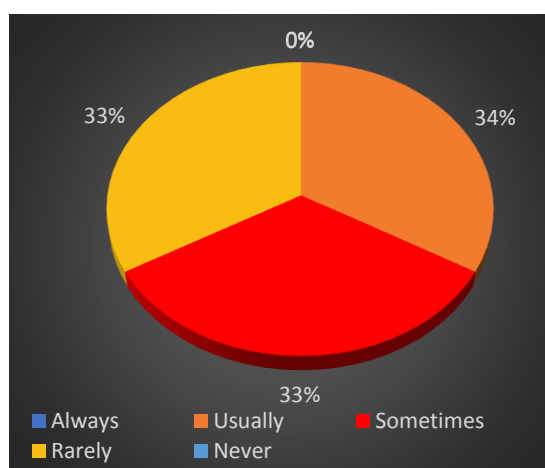


Note: From the teachers' survey, July 26, 2021

Regarding **question four**, 50 % of the English language teachers acknowledged that their learners **Usually** use Google translate to do their assignments. The percentage of the answers given by teachers contrasted with the learners' response, in which 40% of the learners answered that they **Sometimes** make use of this tool. This implies that the use of this instrument is directly influencing the students' activities and language learning itself. On the other hand, 17 % reckon that their learners **Sometimes** make use of Google translate. Similarly, another 17% affirmed that their learners **Rarely** make use of this tool and 1% of the teachers affirms that their learners **Always** make use of it.

**Figure 17**

*Question 5. How often do your students practice voluntarily (on their own) and make reinforcement of their English language vocabulary?*



Note: From the teachers' survey, July 26, 2021

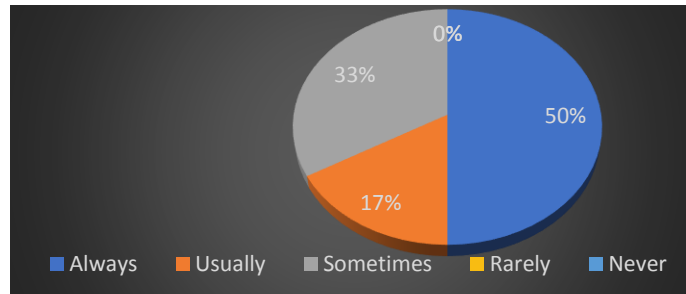
Regarding **question five**, 33% of the English language teachers think that learners **Usually** carry out of practice related to vocabulary. Contrasting this information with learners' answers, the frequency of practice related to vocabulary does not match with the beliefs and



teachers' thoughts. Similarly, 33% of the teachers think that learners **Sometimes** do this practice and another 33% thinks that learners **Rarely** do any practice related to vocabulary.

**Figure 18**

*Question 6. How often do you carry out practice and reinforcement of the vocabulary in the English language classroom?*

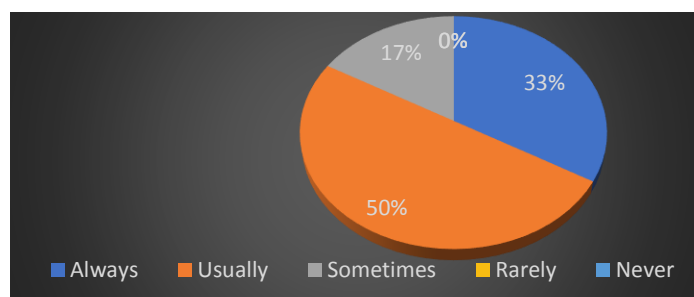


Note: From the teachers' survey, July 26, 2021

Regarding **question 6**, 50% of the English language teachers answered that they **Always** make students practice vocabulary. Nevertheless, students' answers contrast part of the teachers' as their opinions are varied regarding their frequency. On the other hand, 33% of the English language teachers answered **Sometimes**, and 17% of the sample answered that they **Usually** carry out any type of reinforcement.

**Figure 19**

*Question 7. If your students make a mistake in their assignments, how often do you think an explanation should be given about why that mistake happened?*

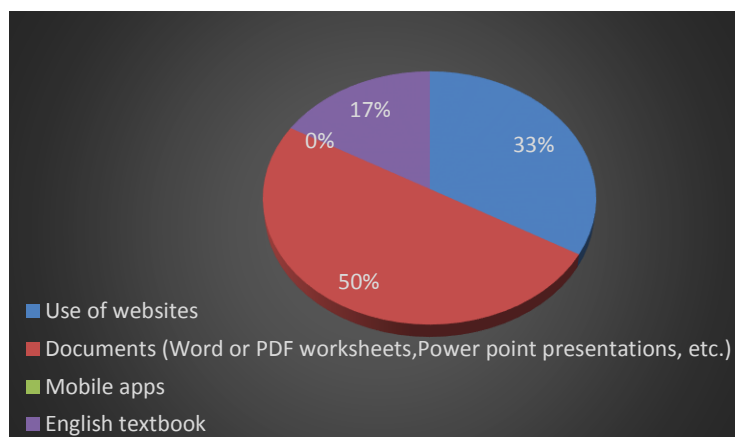


Note: From the teachers' survey, July 26, 2021

Regarding **question 7**, 50% of the English language teachers answered **Usually** to the frequency with which an explanation should be given if learners make a mistake. The amount of acceptance among teachers and learners is highly similar as both groups agree that corrections should be given. Moreover, 33% of the sample chose **Always** as a second option. And finally, 17% of the sample chose the option **Sometimes**.

### Figure 20

*Question 8. Which of the following tools has been the most used to help your students practice vocabulary in the English language?*

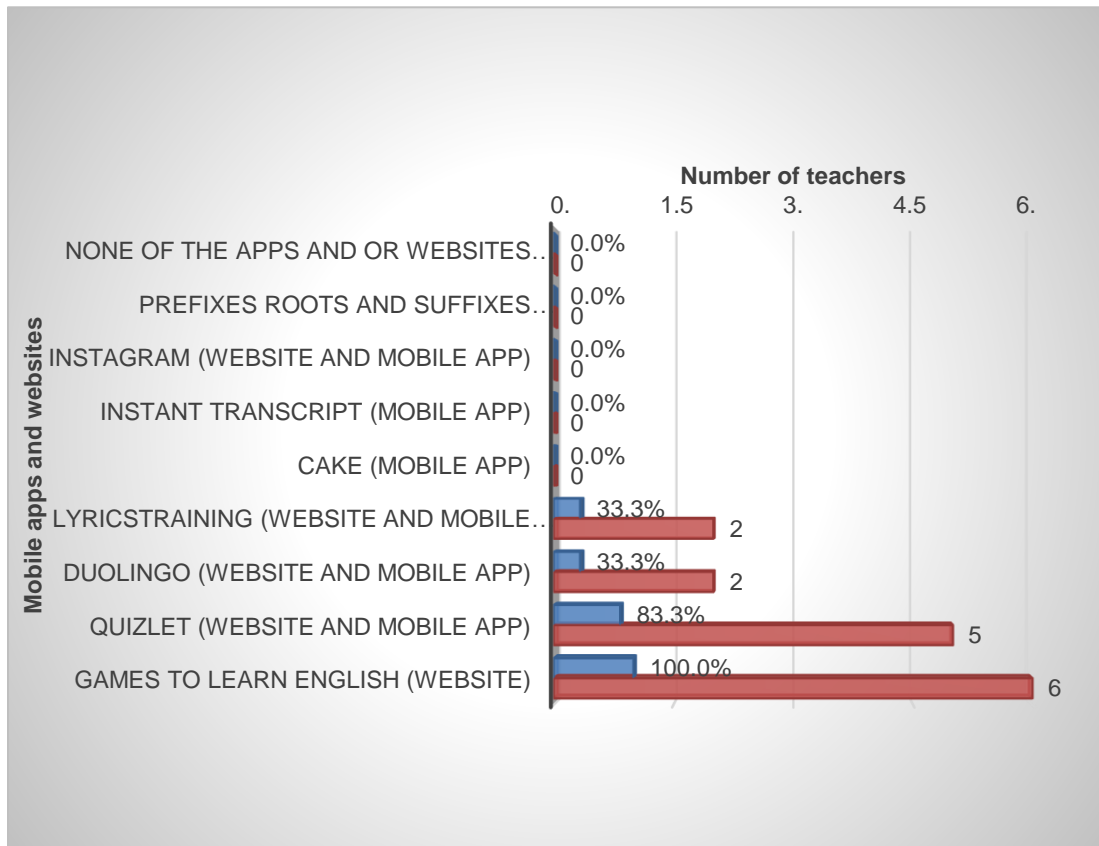


Note: From the teachers' survey, July 26, 2021

Regarding **question 8**, 50% of the English language teachers affirmed that **File documents** were the most used tool to practice vocabulary. The percentage of similarity among teachers and learners in this question suggest that both groups agree to have used the same resource. 33% affirmed it was the **Use of websites**, and 21% answered that it was the **English textbook**. Nevertheless, another similarity among both groups is that they also agree not to have used **Mobile apps** as a main resource or tool which implies that there are unexplored options that might help in the field of vocabulary.

**Figure 21**

*Question 9. Select the mobile apps / websites which you have used to help your students practice vocabulary in the English language with.*



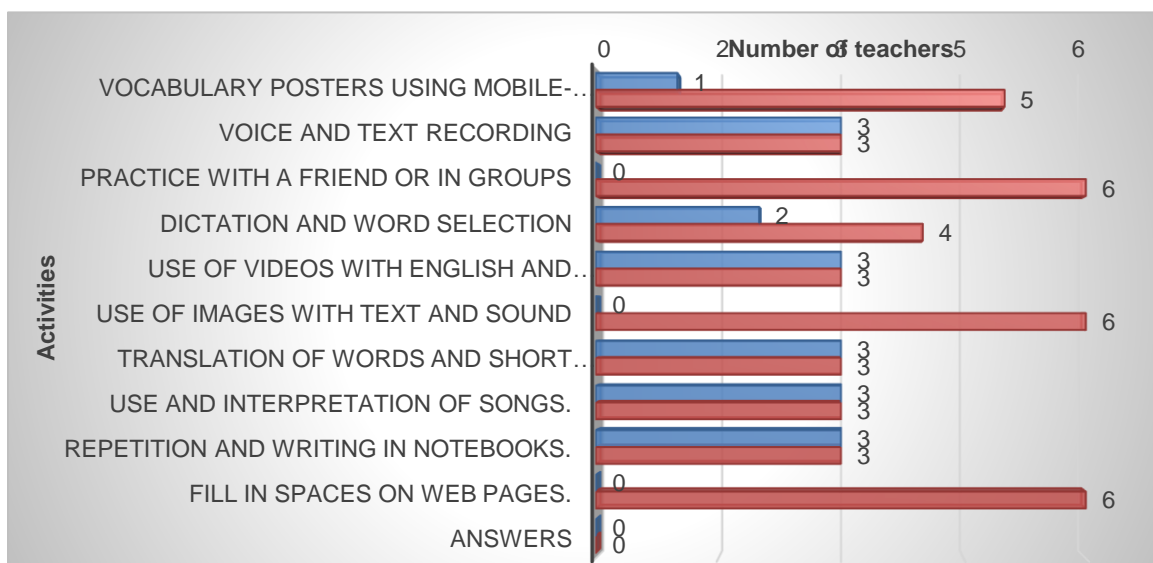
Note: From the teachers' survey, July 26, 2021

Regarding **question 9**, it is worth highlighting that in this question it was possible to choose more than one option, therefore the results are explained in function of the options given. Out of six English language teachers, six teachers claim to have used the website **Games to learn English**. On the other hand, out of six teachers, five answered that they had used the mobile app and website **Quizlet**. Out of six English language teachers, two affirmed that they have made use of the mobile app and website **Duolingo**. Out of six English language teachers, two answered they had used the mobile app and website **LyricsTraining**.

Nevertheless, none of the English language teachers affirm to have made use of the mobile app **Instant transcript**, similarly with the mobile app and website **Instagram**, as well as the mobile app **Prefixes Root Suffixes** and finally, none of the English Language teachers claim to have used the mobile app **Cake**. Most of the percentages and options chosen by the students do not match with the percentages related to the options chosen by the English language teachers. Learners may have been exposed to other resources or websites and mobile apps which makes room for additional activities that come from the use of these resources.

**Figure 22**

*Question 10. Select the likely activities that you have most made your students work with to improve their vocabulary in the English language.*



Note: From the teachers' survey, July 26, 2021

Regarding **question 10**, it is worth highlighting that in this question it was possible to choose more than one option about the activities the English language teacher has used, therefore the results are explained in function of the options Yes or No.

Out of 6 English language teachers, all 6 answered Yes to the option **Group practice**. Here, the information collected from the teachers differs from the information gathered from the students' answers nearly by half of the percentages, meaning that less than 50% of the students answered that they have not worked with this activity while 100% of the teachers affirm they have.

Similarly, out of 6 teachers, 6 answered Yes to the option **Use of images with text and sound**. The information collected from the teachers slightly matches with the data gathered from students' answers.

In the same way, out of 6 teachers, 6 answered Yes to the option **Filling gaps on websites**. The information collected from the teachers slightly matches with the data gathered from students' answers.

Almost similarly, out of 6 teachers, 5 answered Yes to the option **Making vocabulary posters** and 1 answered No. Here, the information collected from the teachers differs from the information gathered from the students nearly by half of the answers.

On the other hand, out of 6 teachers, 4 answered Yes to the option **Dictation and selection of words** and 2 answered No. The information collected from the teachers slightly matches with the data gathered from students' answers.

Out of 6 teachers, 3 answered Yes to the option **Voice to text recording** and 3 answered No. The information collected from the teachers equally matches with the data gathered from students' answers.

Similarly, out of 6 teachers, 3 answered Yes to the option **Videos with subtitles** and 3 answered No. Here, the information collected from the teachers differs from the information gathered from the students by more than half of the answers.

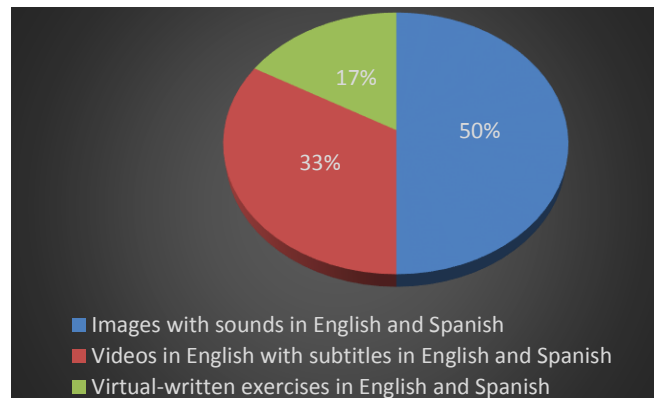
In the same way, out of 6 teachers, 3 answered Yes to **Translation of short words and phrases** and 3 teachers answered No. Here, the information collected from the teachers differs from the information gathered from the students by more than half of the answers.

Out of 6 teachers, 3 answered Yes to the option **Use and interpretation of songs** and 3 answered No. The information collected from the teachers slightly matches with the data gathered from students' answers.

Finally, and similarly, 3 English language teachers answered Yes to the option **Repetition and writing in notebooks** and 3 answered No. Here, the information collected from the teachers differs from the information gathered from the students by more than half of the answers.

### Figure 23

*Question 11. Which of the following options do you consider most convenient to quickly clarify the new vocabulary students are learning?*

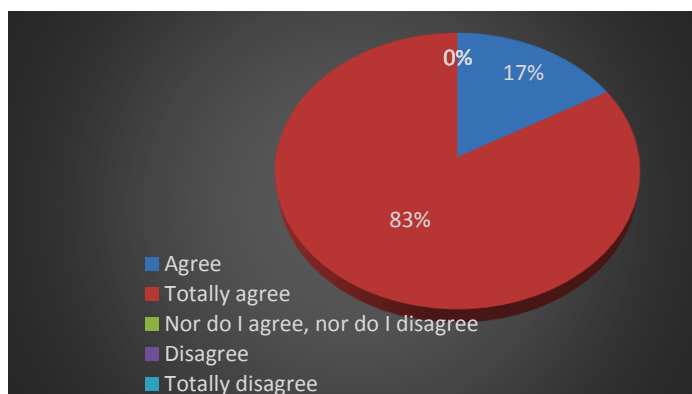


Note: From the teachers' survey, July 26, 2021

Regarding **question 11**, 50% of the English language teachers replied **Images with sounds in English and Spanish** as the most convenient option while 33% of the sample chose the option **Videos with subtitles in English and Spanish**, and 17% of the sample chose the answer that the most convenient option to clarify vocabulary is **Virtual- written exercises in English and Spanish**. Here, the information collected from the teachers differs from the information gathered from each other; learners and teacher have a varied perspective on how to clarify new vocabulary.

#### **Figure 24**

*Question 12. In view of the current health emergency caused by Covid 19, and the education modality that teaching and learning are being carried out. Do you think an instructional website with information about interactive strategies and mobile apps would be useful to help enhance students' vocabulary in the English language?*



Note: From the teachers' survey, July 26, 2021

Regarding **question 12**, 83% of the English language teachers responded that they **Totally agree** with the creation of the website that would contain information on how to improve vocabulary, in the same way 1% of the teachers **Agrees**. The information collected from the teachers equally matches with the data gathered from students' answers.

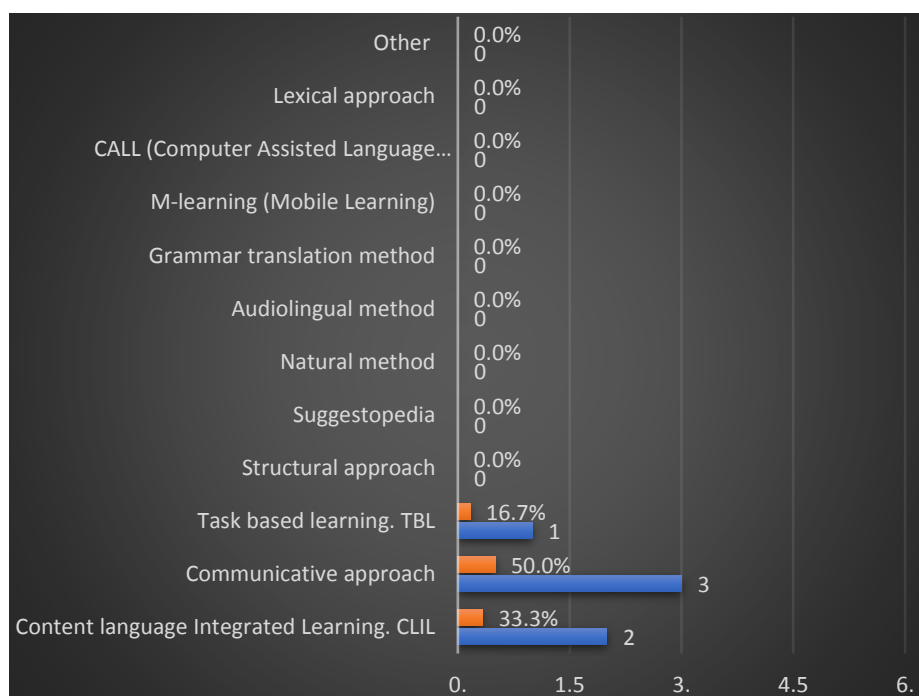
### 4.3 Results of structured interview applied to teachers

This chapter describes the results of the structured interview that was applied to a sample of 6 English teachers, from José Julián Andrade school. In view of the fact that there were very few members to participate, the contents of this structured interview had a slight resemblance to the survey that was also applied to the same group of teachers with the difference that in this structured interview the participants had the option to add more information, in other words, give a personal answer to most of the options that required an answer. Thus, contrast the information given in both instruments.

The results were the following:

**Figure 25**

*Question 1. What approach or method do you use the most to teach and help your students learn English vocabulary?*



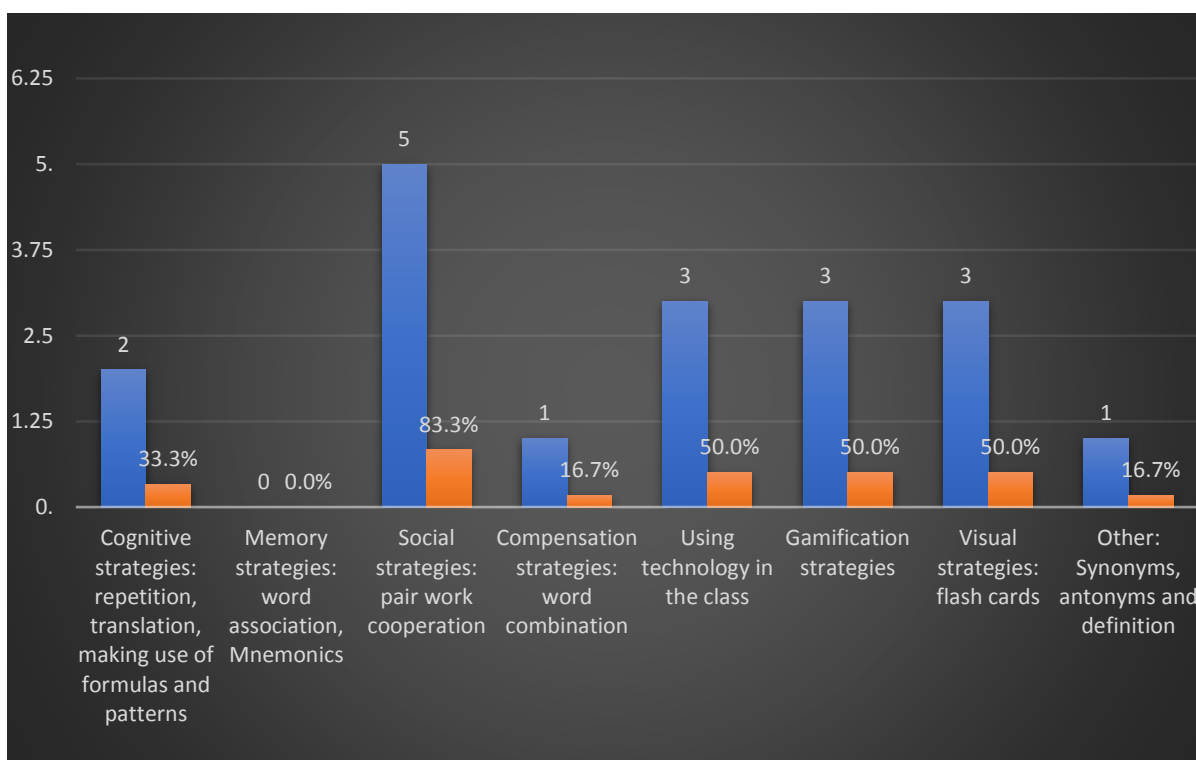
Note: From the teachers' survey, July 26, 2021



Regarding **question 1**, It is worth highlighting that in this question it was possible to choose more than one option, and give a personal answer in the option **Other** about the approaches and method that the English language teachers have used. 50% of the sample answered that they use the **Communicative approach** for their teaching activities related to vocabulary. Nevertheless, 33.3% of the sample answered that their teaching approach or method is **Content and language integrated learning CLIL**. On the other hand, 16.7% of the sample answered that they use **Task based learning** for their vocabulary teaching activities. The remaining options including the option **Other** obtained **0%**.

**Figure 26**

*Question 2. Which strategy or strategies do you use the most to teach and help your students learn English vocabulary?*

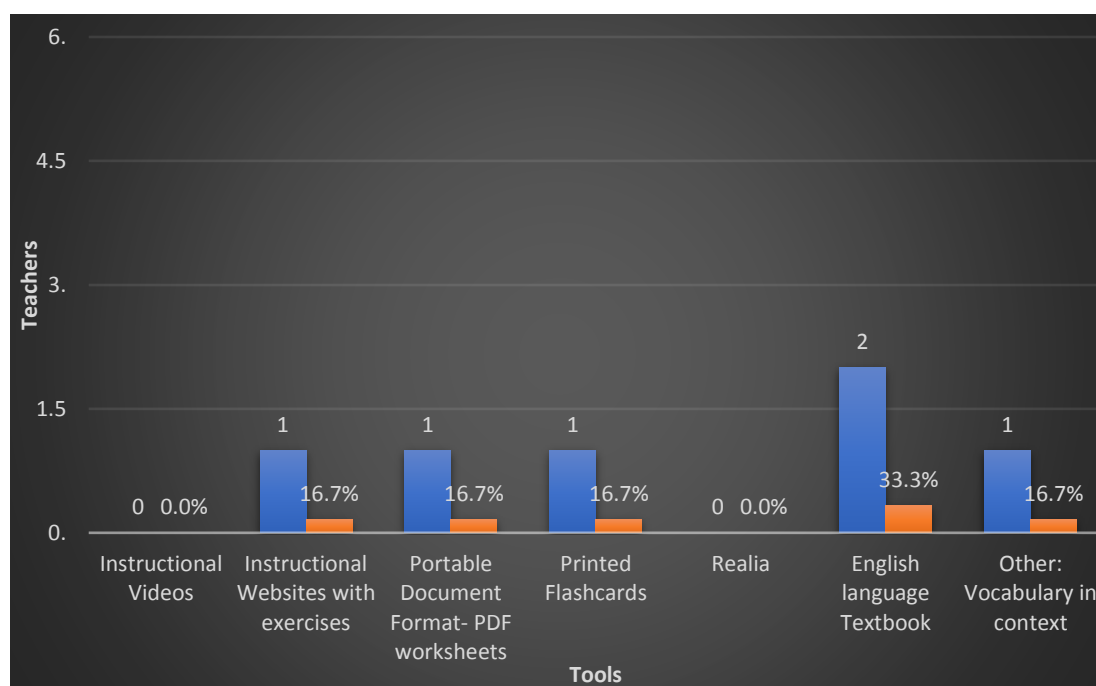


Note: From the teachers' survey, July 26, 2021

Regarding **question 2**, it is worth highlighting that in this question it was possible to choose more than one option, and give a personal answer in the option **Other** about the teaching strategies English language teachers use, therefore the results are explained in function of the options given. Out of 6 English language teachers, five (83.3%) teachers chose **Social strategies**, three (50%) teachers chose Visual strategies. Similarly, three (50%) teachers chose **Gamification strategies**. Similarly, three (50%) teachers chose **Using technology in the class strategy**. However, two (33.3%) teachers chose **Cognitive strategies**. Finally, one (16.7%) teacher chose **Compensation strategies**. And regarding the option Other, one (16.7%) answered that they used “Synonyms antonyms and definition” for their vocabulary teaching activities.

**Figure 27**

*Question 3. Which tool do you use the most to teach and help your students learn English vocabulary?*

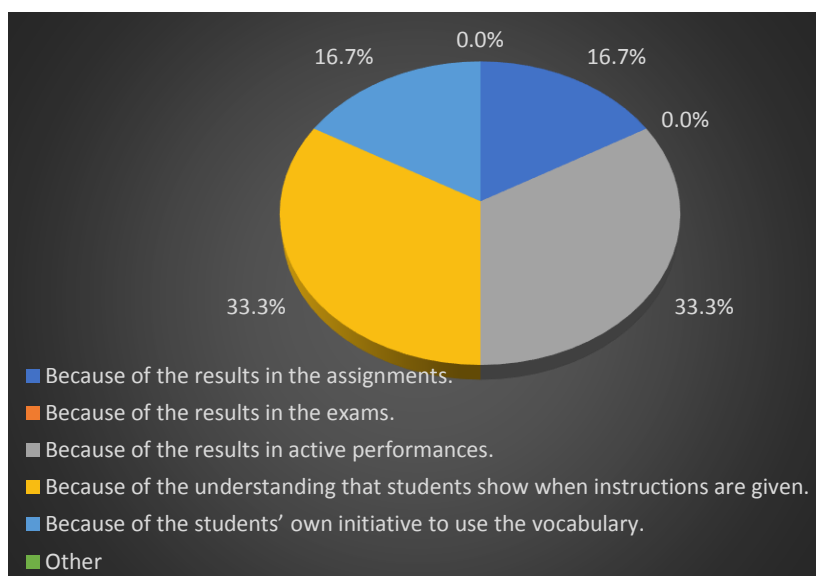


Note: From the teachers' survey, July 26, 2021

Regarding **question 3**, it is worth highlighting that in this question it was possible to give a personal answer in the option **Other** about the tools English language teachers use to help students learn vocabulary, therefore the results are explained in function of the options given. Out of 6, two (33.3%) English language teachers rely on the **English language textbook**. On the other hand, one (16.7%) chose **Instructional websites with exercises**. Similarly, one (16.7%) teacher chose **Portable documents**. In the same way, one (16.7%) teacher chose printed **flash cards**. Finally, in the option **Other** one (16.7%) teacher gave the answer “Vocabulary in context” as a tool to help students learn vocabulary.

**Figure 28**

*Question 4.* How do you know that the strategies and tools you apply are helping to improve your students’ English vocabulary?



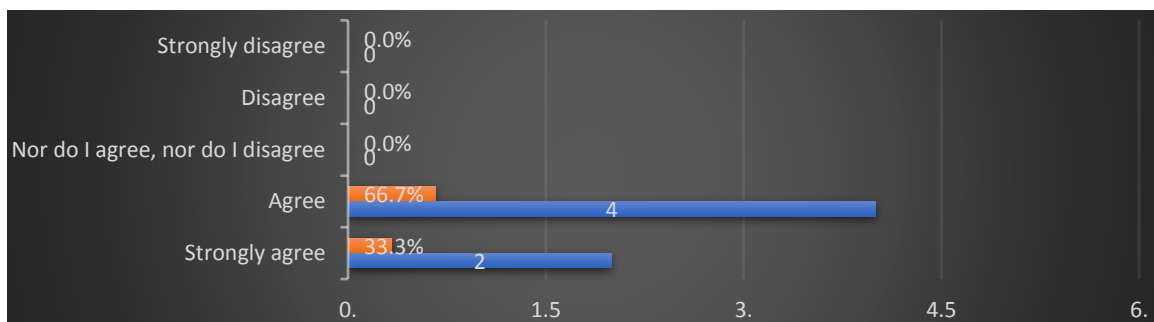
Note: From the teachers’ survey, July 26, 2021

Regarding **question 4**, it is worth highlighting that in this question it was possible to give a personal answer in the option **Other** about the way in which English language teachers perceive vocabulary improvement in their students, therefore the results are explained in

function of the options given. 33.3% of the English language teachers believe it is **because of the understanding learners show when teachers give instructions**. Similarly, another 33.3% of the teachers believe it is because of the results in the active performances. Nevertheless, 16.7% of the English language teachers believe it is **because of the results in the assignments** and similarly, another 16.7% of the teachers say it is **because of the students' own initiative**. The remaining options obtained a 0% as well as the option **Other**.

**Figure 29**

*Question 5. Do you think structural approach and mobile apps can be combined, and used to teach and help your students learn English vocabulary as an alternative to communicative approaches, since these cannot be used properly due to the current health emergency?*



Note: From the teachers' survey, July 26, 2021

Regarding **question 5**, 66,7% of the sample agrees with the idea that the structural approach and mobile apps can be combined and used to help students learn vocabulary as an alternative to communicative approaches. And in the same way 33.3% strongly agrees with the idea. This could mean that communicative approaches are not being effective as the current health emergency does not allow English language teachers to have the right interaction in their classrooms and therefore other alternatives have to be implemented.

**Figure 30**

*Question 6. How much formal or informal information/ training have you received on how to use interactive strategies to help students learn English vocabulary? 0 means No information, and 5 A lot of information.*

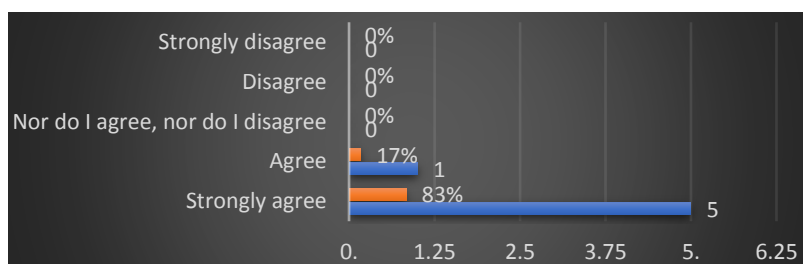


Note: From the teachers' survey, July 26, 2021

Regarding **question 6**, on a scale from 0 to 5 where 0 means **No information** and 5 means **A lot of information**, out of 6 English language teachers 3 (50%) marked 2, which could be interpreted as receiving little formal or informal training on how to use interactive strategies to help students learn vocabulary. On the other hand, 2 (33.3%) teachers marked 5, which could be interpreted as receiving plenty of training, whereas 1 (16.7%) English language teacher marked 4 which, could be interpreted as receiving enough training. There is a clear imbalance among the amount of training that every English language teacher has received related to the strategies to develop the vocabulary sub-skill.

**Figure 31**

*Question 7. It is important to give daily personal feedback to your students.*

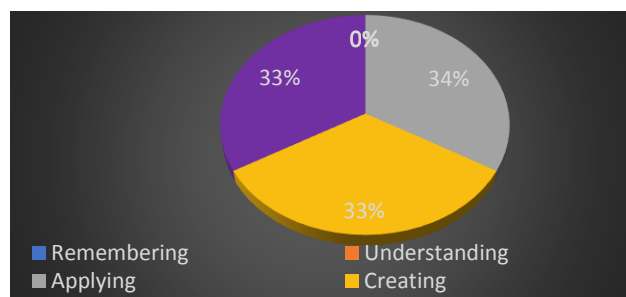


Note: From the teachers' survey, July 26, 2021

Regarding **question 7**, 83.3% of the sample **Strongly agrees** with the idea of giving daily personal feedback to their learners. And in the same way, 16.7% of the sample **Agrees** with the idea. This could imply that teachers may need some additional resources as it is a complex task to carry out and give personal feedback to students.

**Figure 32**

*Question 8. What aspect of vocabulary do your students have most trouble with?*

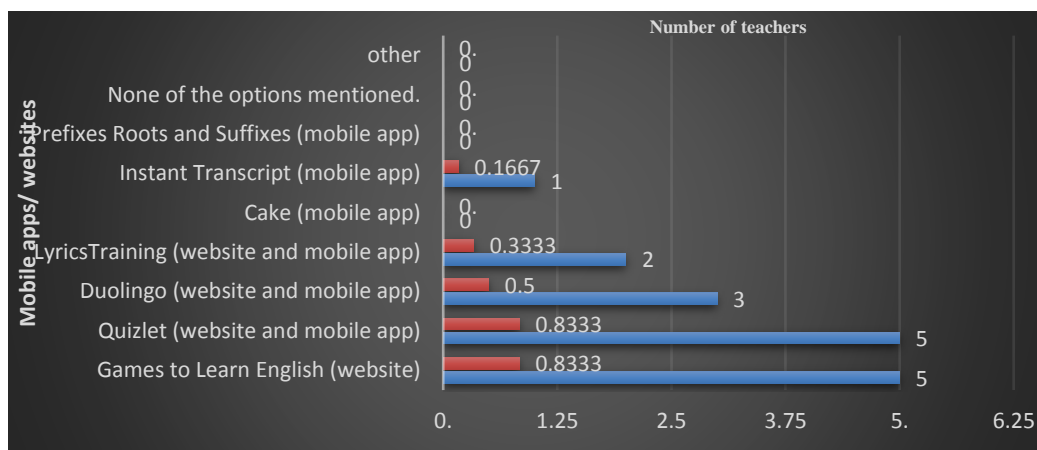


Note: From the teachers' survey, July 26, 2021

Regarding **question 8**, 33.3% of the English language teachers answered that when it comes to vocabulary their students have most trouble with **Pronunciation and spelling**. Similarly, 33.3% of the sample answered that learners have most trouble with **Applying** vocabulary. Finally, 33.3% of the sample answered that their students have most trouble with **Creating vocabulary**. This could be interpreted in the sense that every teacher perceives their students' learning differently and also that they aim at a different outcome.

**Figure 33**

*Question 9. Which of the following mobile apps/websites have you used to teach and help your students enhance their English vocabulary?*



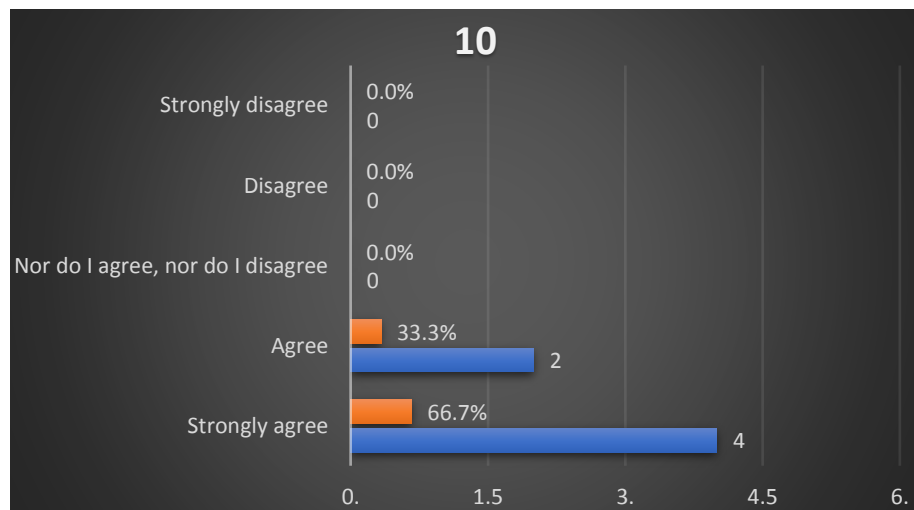
Note: From the teachers' survey, July 26, 2021

Regarding **question 9**, it is worth highlighting that the question was repeated to check that results remained consistent with ones previously obtained, also the main difference was that in this question it was possible to give a personal answer in the option **Other** about the **websites and mobile apps** English language teachers have used to help their learners enhance their vocabulary, therefore the results are explained in function of the options given. Out of 6, five English language teachers answered that they had used the website **Games to learn English**. Similarly, out of 6, five teachers answered that they had used the website and mobile app **Quizlet**. On the other hand, out of 6, three teachers answered that they had used the website and mobile app **Duolingo**. Nevertheless, out of 6, two teachers answered that they had used the website and mobile app **LyricsTraining**. Finally, out of 6, one teacher answered that they had used the mobile app **Instant Transcript**. Nevertheless, none of the English language teachers gave an answer in the option **Other**, in the same way, none of them affirm to have made use of the mobile app and website

**Instagram**, as well as the mobile app **Prefixes Root Suffixes** and finally, none of the English Language teachers affirm to have used the mobile app **Cake**. Some of the percentages and options chosen by the English language teachers do not match with the percentages related to the Survey applied to the same English language teachers. Teachers may have used other resources or websites and mobile apps which makes room for additional activities that come from the use of these resources.

**Figure 34**

*Question 10. Do you think an instructional website with information about interactive strategies and mobile apps would be useful to help enhance students' vocabulary in the English language?*



Note: From the teachers' survey, July 26, 2021

Regarding **question 12**, 66.7% of the English language teachers responded that they **Strongly agree** with the idea that a website with information about interactive strategies would be useful to improve vocabulary, in the same way 33.3% of the teachers **Agree**. The



information collected from the teachers matches with the data gathered from survey applied to students and English language teachers.

#### **4.4 Discussion of Results**

The information found through the use of the data collection instruments showed results that are related with the variables presented in the background of this research. It had been mentioned that it was necessary to pay attention to students' lexical accuracy since this sub-skill is considered an essential building block for the development of primary skills and language itself. Furthermore, it had been established to work with the principles of the structural approach along with the construction of interactive strategies, however, it was necessary to get to know the strategies that were used by the English language teachers to help learners upgrade their vocabulary proficiency.

Basantes et al., (2017) had suggested the development of strategies that could work and help the English language teaching, specially the learning field, as a result it was found that the strategies that are currently used by English language teachers to carry out their teaching practices, although they are relatively similar among most of the teachers as well as their activities, they might not fulfill students' needs in the long term since teaching approaches used are mostly communicative and the conditions in which they are applied, such as remote environment, do not allow to fully develop the necessary interactions that communicative approach requires.

Moreover, some of the activities used to develop vocabulary learning do not match the approach currently used; this could imply that teachers are not taking into account some of the principles of their teaching approaches therefore need assistance from alternative strategies. English teachers' current approach does not necessarily have to change

holistically, as teaching itself allows to work with a diversity of methods and approaches, it only has to be adapted and aligned with more suitable strategies depending on the situation.

In addition, another result that the data collection instruments showed were the specific resources that were used by English language teachers. Most of the resources mentioned are commonly used among the teachers and very few are similar to the ones that are being proposed in the research, and these resources have not been shared with all of the population, therefore, new strategies, activities and resources are needed to enhance vocabulary more adequately.

## **CHAPTER V**

### **ACADEMIC PROPOSAL**

#### **5.1 Title**

##### **“My Lexix 04”**

An instructional website equipped with information about technological tools that uses structural-approach strategies to enhance lexical accuracy of English language.

#### **Website Link**

<https://mylexix04.wixsite.com/mylexix04>

#### **5.2 Rationale**

The current COVID-19 health emergency has affected every single individual and system on the planet, and among the most affected areas is the education system. This suggests that Language Teaching and Learning as part of the system has been affected too. For English Language Teachers it was often times hard to carry out activities in a normal class, however, now it seems to be even more difficult due to the conditions in which classes are taking place.

English language teachers tend to perform and share similar activities in their teaching practices, which might not help accomplish students' needs completely in the long term, just partially since their teaching approach has a communicative basis and the conditions in which it is applied, such as remote environment, do not contribute to entirely carry out the necessary interactions that learning through communication requires.

The aim is to launch a website with information of strategies and resources that explain how these can be adapted to the English language class. Teachers will be able to see the

contents displayed in the website through videos and text, and take this information to their own classrooms to help their learners achieve better results at elementary level, along with the development and expansion of new lexis that replaces the one that learners have already been familiar with for a long time, and consequently help them enhance their lexical accuracy.

### **5.3 Theoretical Framework**

In order to support part of this process, the focus of this proposal is to help learners but more importantly for teachers to continue with their work, giving special attention to a necessary and important sub-skill for language learning and development such as vocabulary.

Lexis is a group of words that have a detailed conceptualization (Spratt, Pulverness, & Williams, 2011) meaning that it is a sub-skill and which is considered an important building block in the development of receptive, listening and reading, and productive, speaking and writing, skills; mainly because language development begins with phonological interaction as the key component and then word formation or morphology takes place to carry out the primary steps of communication. It could be bold to make an affirmation synthesizing both concepts in such a brief description, nevertheless, every language essentially has that beginning.

In the language learning process there will always be a procedure that needs to be followed, or guidelines that can help achieve the desired outcomes; this process or, in other words, approach or method could ensure a logical and sequential acquisition of language, therefore, the approach that has been chosen to work with is the structural approach, as some of its principles are applicable to the strategies that can help in the enhancement of vocabulary.

## **5.4 Objectives**

### **5.4.1 General Objective**

- To establish information that will be uploaded in the website such as the strategies and mobile apps and resources that helps English language teachers and learners from elementary level to enhance their lexical accuracy.

### **5.4.2 Specific Objectives**

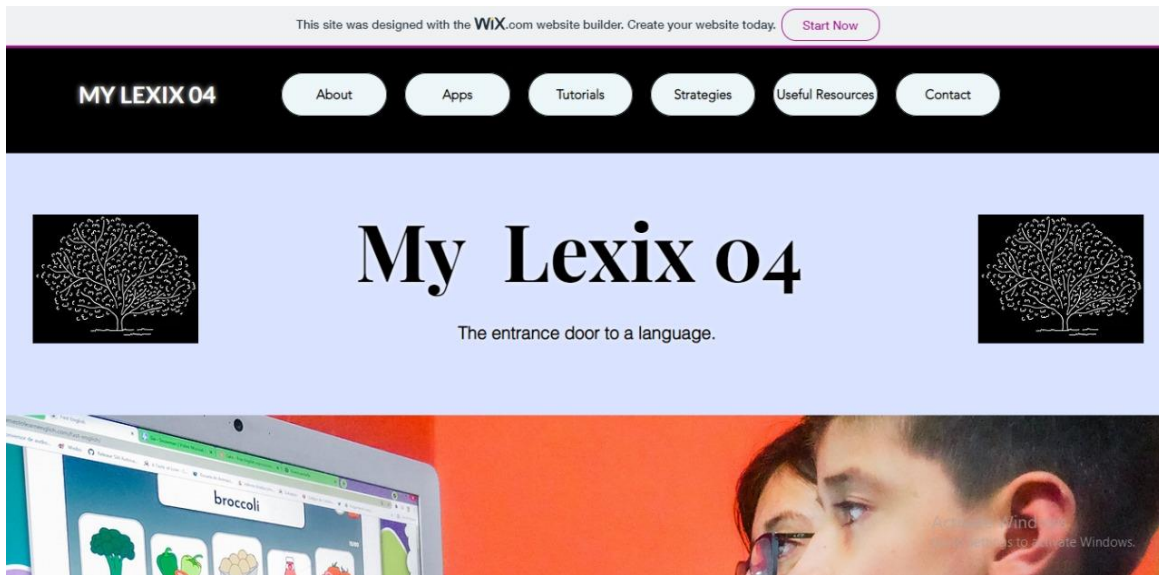
- To create visual resources such as video tutorials that contain information about the mobile applications that can be used to improve English language vocabulary.
- To create visual resources such as video tutorials that contain information about how to use to use the strategies that help learners improve their English language vocabulary.

## 5.5 Proposal development

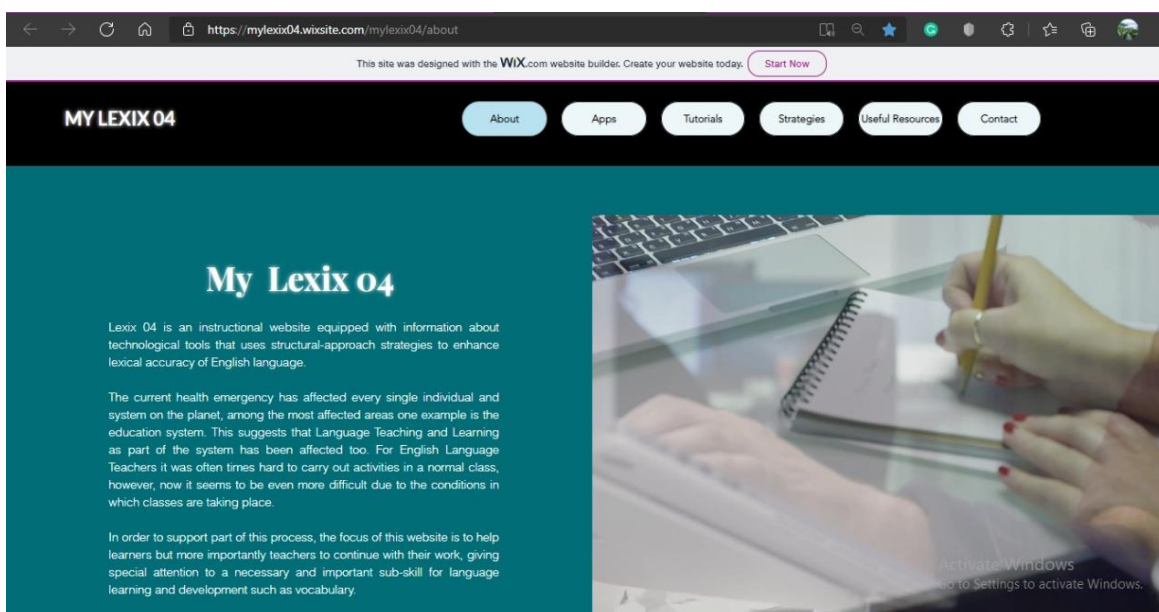
### Components of the website

The following website has been designed using the platform Wix. The information is distributed in six main tabs.

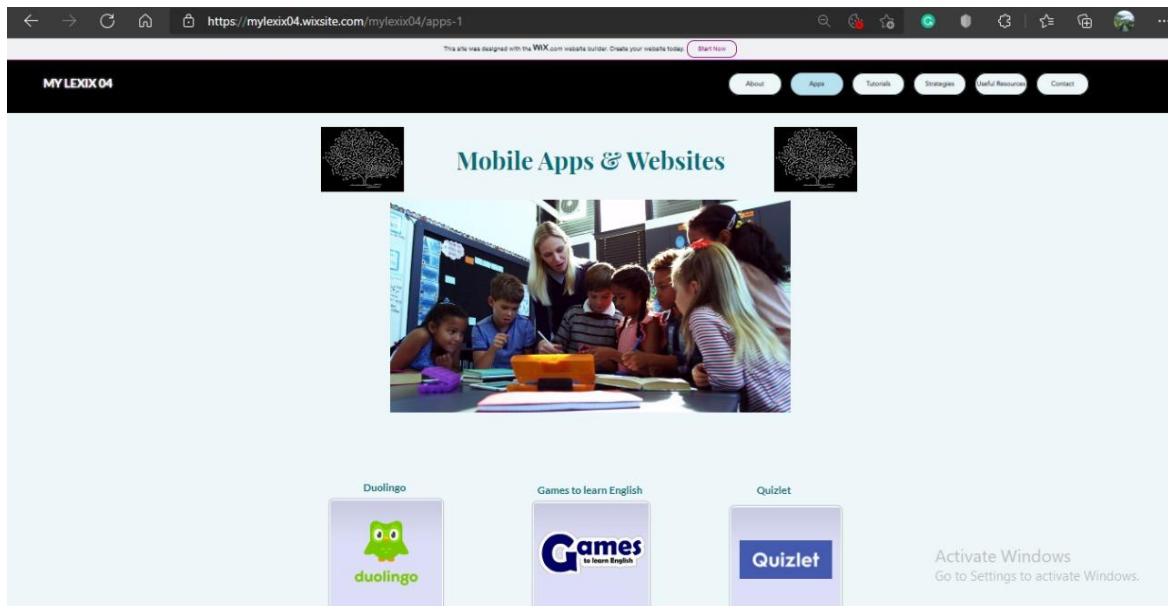
- There is a Home button that displays the front page with the name of the website.



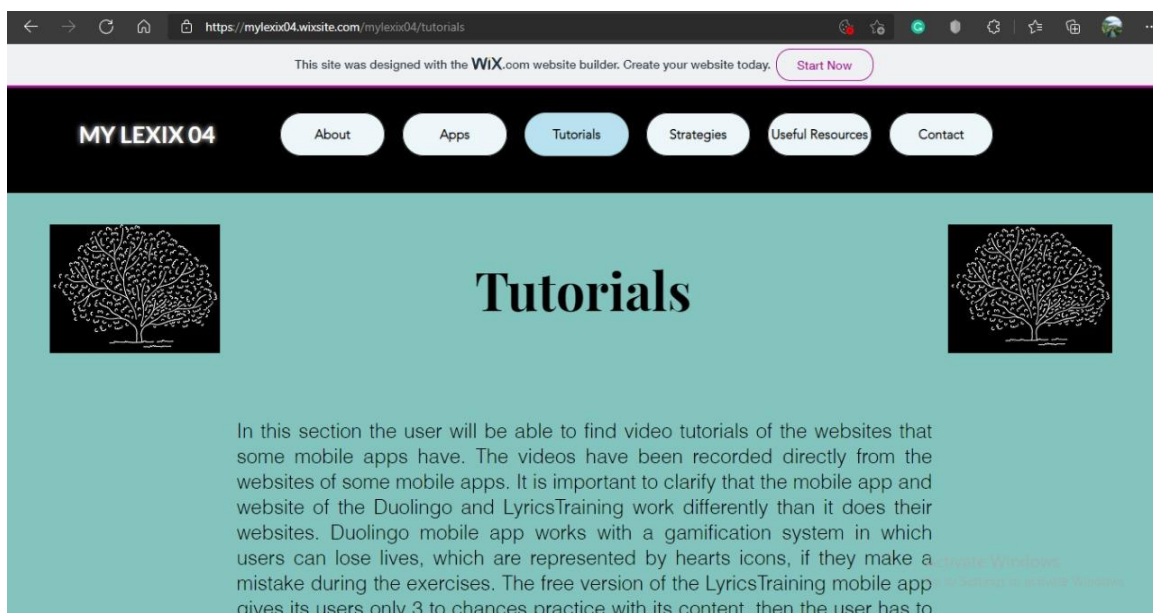
- The first tab is the About tab, it contains the primary reasons for developing the website.

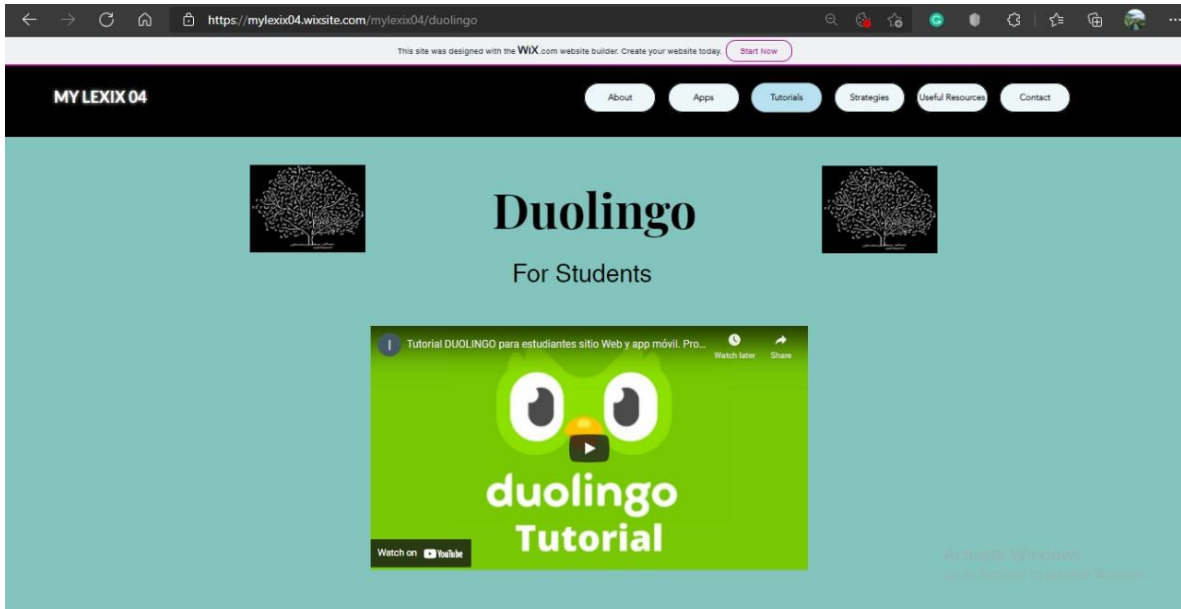


- The second tab is the Apps tab, it contains links to the main websites and mobile apps found in the research.

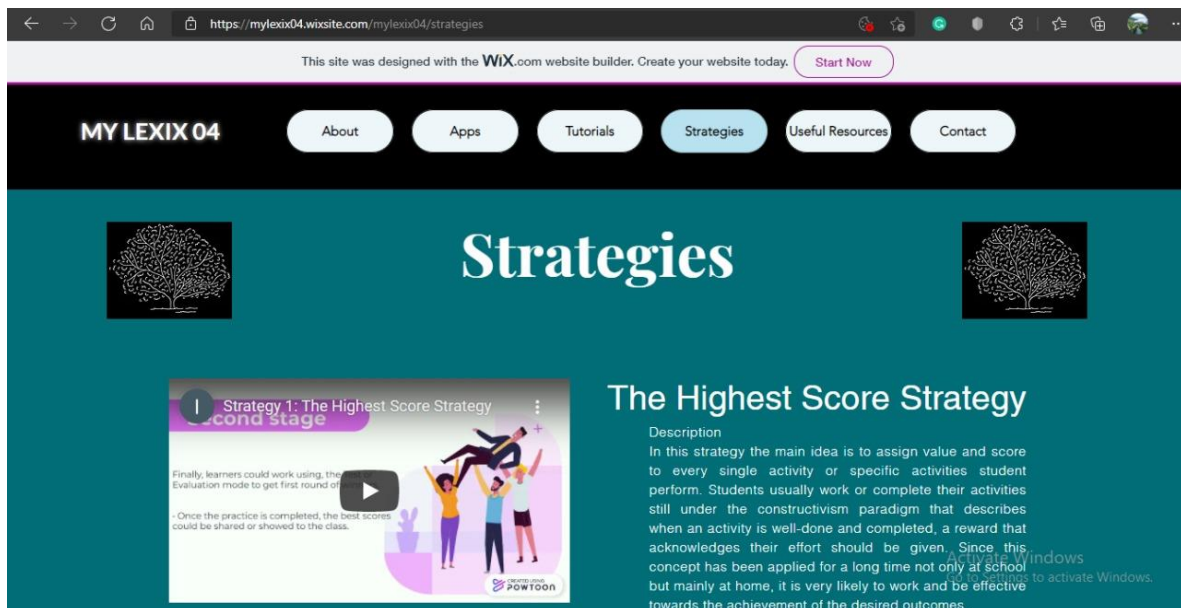


- The third tab is the Tutorials for apps, it contains information about the mobile apps and their websites and on how to install and use them.



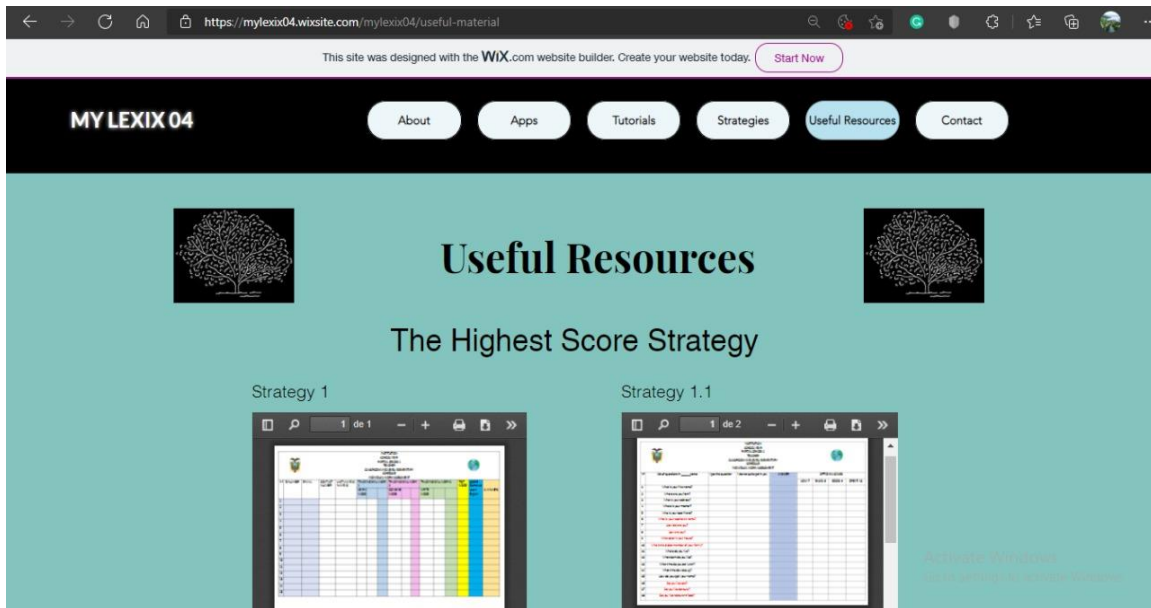


- The fourth tab or the Strategies tab contains information about the interactive strategies with the activities to be carried out to enhance lexical accuracy in elementary levels.

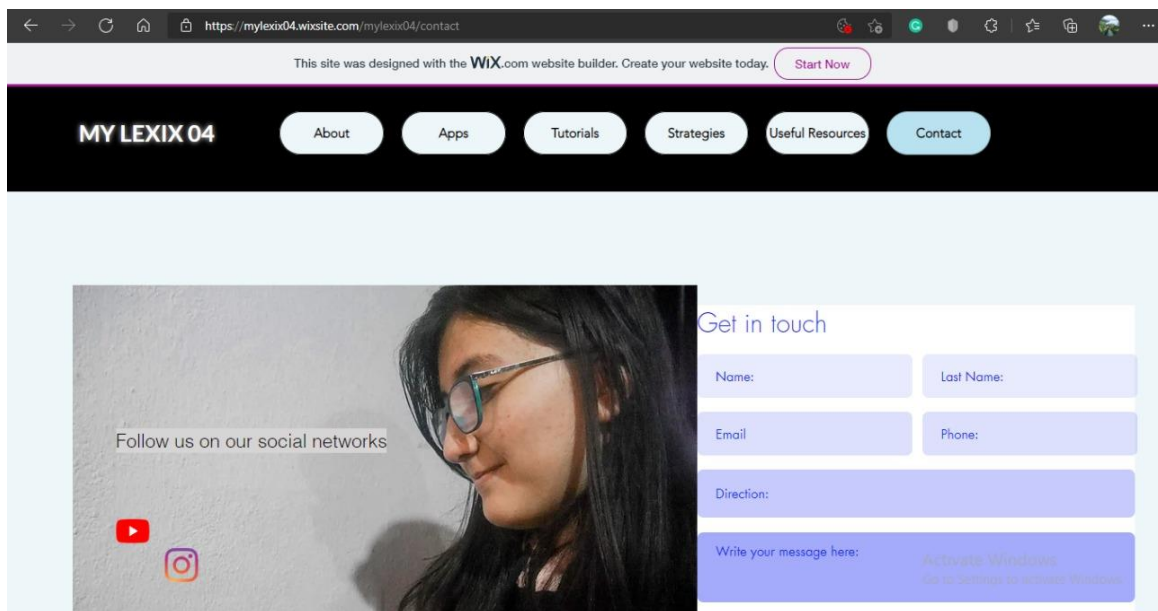




- The fifth tab is Useful Resources, it contains resources that teachers can use to control the way the progress of the activities in the strategies.



- The sixth tab, or Contact tab contains information of the website email account and the website social media.



## **6 Interactive Strategies**

The information in each one of the five strategies will be: strategy name, objective of the strategies, linguistic objective, resources to carry out the strategy, introduction, activity and stages.

### **6.1 Strategy 1: The Highest Score Strategy**

#### **6.1.1 Objective**

To emulate the purpose of games, which is winning by obtaining the highest score in the activities, and adapt it into the English language classroom.

#### **6.1.2 Linguistic objective**

To acquire the basis of essential vocabulary about lexical set of question words and auxiliaries for the elementary level that talk about life activities by means of using mobile apps and websites in order to combine their contents that consequently improve lexical accuracy through drill and repetition.

#### **6.2 Resources**

Laptop, cellphone, screenshots; mobile apps and website that give a score, Quizlet, Games to Learn English; list of students, list of questions.

#### **6.3 Introduction**

Teachers can make learners begin the process of self or guided induction to the use of mobile apps and websites, so that they start figuring out the functions each app has.

They can also create their virtual classes and invite their students as well as select the mobile app or its website and explain how to use it, or share a video tutorial about them.

Students create accounts and/or join to the classes. At the end, students can be rewarded with public acknowledgment at the end of fulfilling assignments such as completing a certain number of lessons or exercises. Thus, take the next step to achieve their own highest score by themselves working on the selected mobile apps in specific amounts of time. All of this can be an effective form of engagement, a good way to enhance and persuade learners to achieve language development and finally a way of pushing students through the process to make self-progress while becoming more autonomous, while enjoying the process.

### **6.1.5 Activity**

#### **6.1.5.1 First stage**

1. Take a subject such as questions and auxiliaries and their lexical sets.
2. Using the contents from the website and mobile app Quizlet as a way to present and rehearse auxiliary words such as: am, is, are, do does, did, can, could etc. and question words such as what, which, how, when, where and why; it could make these basic components, which are part of the elementary vocabulary, be acquired and understood easily.

#### **6.1.5.2 Second stage**

1. Once learners have installed Quizlet, or created an account and enrolled into a class.
2. Students could participate individually in the Questions' Olympics and achieve their best score in a given amount of time.

3. The teacher shares with them the registration link along with the units or exercises.
4. Participants use short Quizlet lessons to go through a warming up process before the competition.
5. They can begin their practice with The Flash cards mode, which is an introductory activity. There is not any score to be obtained in this activity.
6. Later, learners could use Learn mode, which will give the first score of the practice that has been performed.
7. Next, learners could use Combine mode which will give the specific amount of time that the learner took to complete the exercise.
8. Another exercise is the Writing mode which requires a lot of concentration and attention of how words are shown in the exercises, so that they are typed and spelled in the very exact same way, these types of exercises are better carried out choosing a lesson with short lists of words.
9. Finally, learners could work using, the Test or Evaluation mode to get first round of winners.
10. Once the practice is completed, the best scores could be shared or showed to the class.

### 6.1.5.3 **Third stage**

1. Another important aspect aside from knowing questions is being able to use them in controlled scenarios.
2. Students head towards rehearsal using the website Games to Learn English.
3. In this particular website learners can continue to work using the contents available for elementary level.
4. Learners search for the Questions section and select the difficulty level to start their rehearsal.
5. The same amount of time or a longer deadline will be given to learners so that they become familiar, interact and thus, get the highest score.
6. Finally, instructors could register the students' highest score in a list, and announce the winner using social media or in the class.

### **6.1.6 Assessment**

1. As part of the assessment the teacher could have an interview with the students, make them interact with each other individually, or in groups, and ask learners to answer a list of personal or social questions regarding their interests and life activities with vocabulary related to the topic being currently studied such as social activities, school, food, entertainment, home, things in their environment, clothes, familiar places etc.
2. The teacher can use a numbered list of questions.
3. The teacher can include in the list of questions two scales for measuring learners' understanding. Scale one: I got the question. Scale two: I do not quite get it yet.
4. Students can mark with number one whether they understand the question, or if they do not understand the question.
5. If the learner does not understand the question, he can skip it and go to the next one and try to answer it.
6. At the bottom, the teacher or the learners write the number of total questions they answered, understood and did not understand, and therefore give more emphasis on what learners need to rehearse.
7. The list of material can be downloaded in this research work website.

## **6.2 Strategy 2: Regions of Language Strategy**

### **6.2.1 Objective**

To contrast some types of English words from specific regions that help learners gain understanding and knowledge of language through the use of mobile apps.

### **6.2.2 Linguistic objective**

To acquire the basis of essential vocabulary regarding dialect of regions where some English words are said differently, so that learners at the elementary level become acquainted with them by means of using mobile apps and websites that consequently improve lexical accuracy through drill and repetition.

### **6.2.3 Resources**

Laptop, cellphone, internet connection; mobile apps or website that gives a contrast between expressions or words, Quizlet, Instagram; list of participants.

### **6.2.4 Introduction**

Teachers can make learners begin the process of self or guided induction to the use of mobile apps and websites, so that they start figuring out the functions each app has.

They can also create their virtual classes and invite their students as well as select the mobile app or its website and explain how to use it, or share a video tutorial about them.

Using information from apps such as flashcards from Quizlet mobile app, or selected videos from Instagram, to contrast some types of English words from specific regions can help language learners gain basic understanding and knowledge of the language and the world. Students can start by classifying and making short and very basic lists of terms such

as false cognates, synonyms, or interjections; information that is usually not reviewed or it is set aside to give more attention to other vocabulary or structures. By adding all these types of information, it is possible to make language learning meaningful by creating and having a clear distinction between lexis in English language and thus, make a good way to help elementary lexis grow.

The information necessary to be applied here has to come from the needs that students have, or as a recommendation from the teacher according to the topics being studied. Often times, the practice for mastering the expressions and new terms is available in the apps, and the information needs to be shared in the learner's environment or at home.

### **6.2.5 Activity**

#### **6.2.5.1 First stage**

1. In order to activate knowledge, the activity can begin by contrasting real objects that are called differently in a same region.
2. Mother tongue can be used to clarify that certain objects are called differently in one country and in another.
3. *Drugstore* could be an example to contrast in Spanish from Ecuador and Colombia.
4. Teachers highlight and clarify that in the same way, English has different terms for some of its words.



#### 6.2.5.2 **Second stage**

1. Teacher could look for the Instagram account of this research work or accounts of native speakers who give easy and understandable examples of elementary expressions, and also examples of vocabulary that are pronounced or spelled differently.
2. Teachers share the video or its link and learners watch, make lists and contrast how the same terms are written or spelled in different dialects or regions of the world.
3. Learners can represent graphically the regions where words come from.
4. Learners could begin assigning different places at home where they will be able to find these words and expressions that come from these regions or countries, and keep adding more as they make progress in their language course.
5. For example: Livingroom could represent one country, and the bedroom another.

#### 6.2.5.3 **Third stage**

1. Learners can create their language poster with the silhouette of the country where the lexis comes from, along with other terms they find interesting or important.
2. Inside the silhouette learners can fill it out with the new terms.
3. Under the silhouette learners can write information about the country such as: location, traditions, type of currency, interesting landmarks. And the expression, I might go there one day.

### **6.2.6 Assessment**

1. As part of the assessment the teacher could give learners a list of vocabulary to find specific words.
2. Learners go through easily-understandable short videos, or the materials used in the class, and find out how a word is differently pronounced or spelled in different places such as: United Kingdom and The United States, Africa, and Australia, Canada, India etc. See the account of this research work.
3. These words get joined with their variants or synonyms from other countries or regions.
4. If the word is spelled differently it has to be written in the list, if it is pronounced differently, learners can highlight or take a note on the word.
5. Learners proceed to record their own fifteen-to-thirty-second video, or a quick video of themselves showing their work making contrast on how different English words are said in two or more specific regions.
6. Learners could use printed or drawn versions of the words, and also the countries' flags to show in the video where the vocabulary comes from.
7. The teacher could use a check-list that contains: The target word along with its version in the learner's mother tongue; the regions, and the scale with the level of accuracy, Low, Medium and High.

### **6.3 Strategy 3: Choose your Challenger Strategy**

#### **6.3.1 Objective**

To get students involved in collaborative pair work or group work to expand their view on how language learning occurs and acknowledge that education can be a process that takes place in supportive ways.

#### **6.3.2 Linguistic objective**

To simulate examples of vocabulary that is necessary at the elementary level using regular and regular verbs, nouns, adjectives through the use of mobile apps and websites and thus combining and creating one's own examples to improve lexical accuracy through drill and repetition.

#### **6.3.3 Resources**

Laptop, cellphone, internet connection; mobile apps or website that give a score, and models of videos to emulate, Cake, Instagram; list of participants with specific roles.

#### **6.3.4 Introduction**

Teachers can make learners begin the process of self or guided induction to the use of mobile apps and websites, so that they start figuring out the functions each app has.

They can also create their virtual classes and invite their students as well as select the mobile app or its website and explain how to use it, or share a video tutorial about them.

Most of the mobile apps have an option to include a partner and turn them into a learning challenger; others allow their users to store content. Teachers can take advantage of these features and promote language learning competition creating online classrooms or classroom

contests for couples or for groups. Learners themselves could act on their own initiative and challenge their peers, check their own lexical progress and their partners, share and compare results and also learn to distribute their time, and might even start developing some of the 21<sup>st</sup> century skills necessary for academic future and personal growth.

### **6.3.5 Activity**

#### **6.3.5.1 First stage**

1. Teachers make groups or couples according to the number of students they have.
2. Some useful ways to distribute learners could be based on performance, using lists of students in alphabetical order, based on the answers of questions related to personal preferences such as meals, favorite cartoons or shows, things they have seen, skills they have, types of music, or even pairing those who share the consecutive or similar months of birth.
3. Additionally, it is essential to consider a constant distribution of roles such as leaders, monitors or secretaries who can report to the teacher of unusual events or conflict either with technology, academic or personal situations which in turn will empower and motivate students.
4. Using the contents of the mobile app Cake, learners subscribe to a specific channel; they choose one of the videos that focuses on vocabulary development and that also has examples of the words that are mentioned in the subscribed channel.

5. One suggested channel could be the Cake Oxford university Press channel.
6. The contents of the video could include verbs, adjectives, or nouns.
7. The video has to match the elementary level of students.
8. Once learners begin using the mobile app Cake, they carry out exercises and repetition drills known as challenges.
9. Leaders instruct their groups or partner to watch the selected video and become familiar with the ideas and vocabulary given in the video.
10. Understanding of the content from the video will not represent any inconvenience as videos have captions in first and second language.

#### **6.3.5.2 Second stage**

1. The Speaking Challenge inside the Cake app can begin in which learners listen and record the key expressions from the video in the Cake app.
2. Learners should be able to see the required expression once it has been recorded.
3. Then, after watching and reading the information learners have to imitate the vocabulary and expressions, and represent what they saw in the video as closely as possible.
4. For example, learners could watch a video of verbs and imitate.
5. Learners carry out peer correction, and feedback has to be given among the members of the group.

6. Learners will give constructive observations, or their opinions to each member on how accurate their imitation of the contents of the video was.

#### **6.3.5.3 Third stage**

1. The Listening Challenge can begin here, learners listen and organize the vocabulary and sentences that the video will dictate.
2. The mobile app gives the exact amount of time it took to complete the challenge and top percentage the user reached.
3. The lower the amount of time and percentage, the better the performance was.
4. The teacher could ask their students to carry out the exercises of a Listening Challenge.
5. The teachers could then highlight that a certain or specific percentage has to be obtained.
6. Learners carry out the activity and share their results to the class.

### **6.3.6 Assessment**

1. As part of the assessment the teacher could request that the learners individually or in groups make their own personal copies of one video from Cake mobile app and challenge another group or partner to do it as well.
2. Learners could imitate the contents and examples of the videos.
3. Learners will add their own examples using synonyms or antonyms to change some of the words in the videos.
4. The teacher decides who of the two challengers best emulates the video.
5. The teacher could use a check list with scales such as: It seems like someone forgot to practice, You need more practice, You are getting there, Very Good and You mastered it.
6. This product could be uploaded on learners' Instagram accounts and share a link of their video to watch their representation.
7. In order to be able to see the contents posted on Instagram, teachers and learners will have to follow each other's accounts, and learners could help their teachers by tagging them into the videos using @ and the teacher account.
8. Additionally, the teacher could consider creating different chat groups where learners send a message with the link of their assignments, so that the teacher gets all the information classified in these groups.

## **6.4 Strategy 4: The Visual Artist Strategy**

### **6.4.1 Objective**

To create visual resources represented by features such as text and pictures to increase the number of words and expressions in the vocabulary through the use of perception and learners' drawing skills.

### **6.4.2 Linguistic objective**

To increase the basis of essential vocabulary by working with synonyms, antonyms, suffixes and prefixes which are necessary at the elementary level by combining the contents of mobile apps and websites to improve lexical accuracy through drill and repetition.

### **6.4.3 Resources**

Laptop, cellphone, internet connection; mobile apps or website that gives a list of expressions or words, Quizlet, Prefixes Suffixes & Root Word, Duolingo, LyricsTraining; list of participants.

### **6.4.4 Introduction**

Teachers can make learners begin the process of self or guided induction to the use of mobile apps and websites, so that they start figuring out the functions each app has.

They can also create their virtual classes and invite their students as well as select the mobile app or its website and explain how to use it, or share a video tutorial about them.

Learners use Duolingo and LyricsTraining mobile apps and their websites, and begin their lexis improvement by selecting and working with the contents and carrying out the repetition, the matching, listening and selecting, and the translation exercises and drills. Once the contents of the Mobile app and website Duolingo are selected, learners can start working on



the modules of Section one. Learners can begin to complete exercises and keep a record and classification of the new lexis.

Learners could also work using the LyricsTraining app and website, and use both its modes, written and multiple choice, in four different levels: beginner, intermediate, advanced or expert.

#### **6.4.5 Activity**

##### **6.4.5.1 First stage A**

1. A language learner who is also a mobile learner can experience an overwhelming pressure after encountering some or several new words inside the contents, either discovered by themselves or taught in a given day, and to release that pressure this strategy is suitable.
2. Learners can begin with the modules of the Duolingo app from the start, or take a placement test to set their level.
3. It is advisable to begin from start so that basic features and lexis is covered.
4. Learners can begin with the first module in the Duolingo app and work on the multiple exercises given.
5. Teachers should give a suitable deadline so that learners work on their target modules and get a specific number of crowns in each module, or even to complete a whole module.
6. Modules turn into goldish color when reaching five crowns, which means they are complete.

#### **6.4.5.2 First stage B**

1. As for the app lyricsTraining, learners choose or go to a song given by the instructor.
2. It is advisable to use parts of songs with the type of grammatical structure, or the vocabulary that is being taught in the classroom lesson.
3. Learners listen to a song and practice using the two modes of the app: written mode, multiple choice mode.
4. Learners should choose the multiple-choice mode first, then once the song is fully learned, they work on the written mode. It is appropriate to highlight that the written mode only works in the online version, not in the app.
5. After practicing songs in the LyricsTraining app and website learners can begin to look for examples of the vocabulary that is being studied in the class, within the song.
6. Teachers could provide learners with a selected, small list of words from the song, which learners will turn them into their derivate or inflected form by using prefixes or suffixes.
7. Learners will write down the new vocabulary and add their corresponding translation.
8. There are websites that provide the lyrics translation in the learners' mother tongue of any type of lyrics, so that learners can use them to better understand their meaning.

#### **6.4.5.3 Second stage**

1. Choose a suitable and specific part of the house, paste or hang a big paper poster on a surface where the new lexical items will be transcribed.
2. Learners can start writing on the posters and including a drawing that conceivably represents the word being written.
3. Learners could also write an expression they find interesting in the song.
4. The learner can classify the new terms in: alphabetical order; by categories, verbs, nouns, adjectives, prepositions; by module, which is the most recommendable.
5. This activity will create a sense of self-development and belonging since the drawing is done by the learner.
6. The abstract meaning of some terms will not be difficult to interpret since mobile apps as Duolingo provide a specific translation of the words they give in their contents.

#### **6.4.5.4 Third stage**

1. Learners can check every time a word or expression is forgotten or hard to remember
2. Learners could cover the words they are already familiar with by using hand-made stickers with happy faces, and also could begin creating new lists and adding next to them synonyms or antonyms.
3. Finally, learners can report or present their poster to the class by taking and sharing a picture of their work.

#### **6.4.6 Assessment**

1. For Duolingo, the teacher could consider using the website, or the mobile apps to perceive that learners have reached the desired objective.
2. Teachers carry out a small-quick reading test using the section Tales from Duolingo, and work with the exercises that are given in that section. Using a list of students, the teacher can keep track of the tales that have been completed by the learners.
3. As for LyricsTraining, the teacher could consider using the website, or the mobile apps to perceive that learners have reached the desired objective.
4. Learners could carry out the written mode of the song with a level of difficulty stated by the teacher and keep track of the progress and make sure learners are achieving the desired outcome.
5. Learners could also look for root words by selecting a specific part of the song.
6. Two exercises that could be applied using the vocabulary from the songs include: Finding the noun of a certain number of verbs, and Turning adjectives into nouns.
7. Additionally, learners could carry out a karaoke version of one small part of the song and ask learners to interpret what they are saying.
8. The teacher could follow the lyrics by using a printed version of the song.

## **6.5 Strategy 5: The Flawless Statement**

### **6.5.1 Objective**

To acquire and produce the basis of essential vocabulary that is necessary at the elementary level by means of using and combining contents of mobile apps and websites to improve phonetics of basic vocabulary.

### **6.5.2 Linguistic objective**

To reinforce additional aspects of lexis such as word pronunciation, so that learners can recreate and visualize short transcripts, and make contrast between minimal pairs and homophones to improve and increase their vocabulary through drill and repetition.

### **6.5.3 Resources**

Laptop, cellphone, internet connection, mobile app that creates a transcription: Live Transcribe; Cake, Quizlet; list of participants, list of minimal pairs.

### **6.5.4 Introduction**

Teachers can make learners begin the process of self or guided induction to the use of mobile apps and websites, so that they start figuring out the functions each app has.

They can also create their virtual classes and invite their students as well as select the mobile app or its website and explain how to use it, or share a video tutorial about them.

Learners use Live Transcribe, Cake mobile apps to carry out the activities for vocabulary enhancement. The main idea of the strategy consists on some brief but precise, effective rehearsal of vocabulary production, where students can practice until they produce accurate statements or words. As a result, there is less writing, more speaking and the immediate

transcription of what is being said in typed text. Hence, a suitable app to use is Live Transcribe. By using this app, learners only have to focus on their accurate oral production, whether to create short or long lists of ideas or groups of words, so that they begin seeing and measuring their own learning.

This is ideal for individual development at home or at any particular quiet place with zero noise or something that can cause interruption to the speaker. Students can watch a short video, read and see flashcards with information and imitate this information by articulating it orally to create a written list of terms in the mobile app.

### **6.5.5 Activity**

#### **6.5.5.1 First Stage**

1. Teachers can begin selecting among the mobile apps that contains the lexical target to be used: Cake, Quizlet.
2. Teachers can create a class inside the app Quizlet, enroll their students and assign them a simultaneous rehearsal exercise.
3. In order to enroll students, the teacher could share a link through text message or email, the contact information can be added and therefore found in the students list.
4. It is appropriate to mention that the Cake and Live Transcribe mobile apps do not have the option to create groups, this option is available only in the Quizlet app, however, if the three are combined the outcome can be highly beneficial for learners.

### **6.5.5.2 Second Stage**

1. On one hand, the teacher could give a list of minimal pairs from Quizlet which can be found in the contents of a Unit.
2. Learners could carry out and perform all or some of the different exercises given in the app: Learn, Flash cards, Write, Combine and Test.
3. On the other hand, using the Cake app, learners select the contents of a video from Cake; students carry out the challenges, speaking and listening challenge.
4. Next, learners can proceed to copy the text from in the video in a notebook, or the instructor could hand them out a document with the text from the video although it is preferable that learners do it by themselves, as autonomous activities help them become more self-sufficient and not dependent.

### **6.5.5.3 Third Stage**

1. After having choosing and practicing with the contents either from Quizlet or Cake, learners proceed to use Live Transcribe mobile app and begin the production activity.
2. The app is highly sensitive and will record any word sound said by the user, therefore, learners have to be careful to record the information accurately so that it gets transcribed and visualized in the app.
3. As an evidence of their progress and practice, learners can make a screenshot of the text displayed in the mobile app Live Transcribe, and upload it to their Instagram account or share it via text message.
4. It is advisable to work with groups of words or short statements, as the screen of a cellphone is small to display big texts or lists or words.

### **6.5.6 Assessment**

1. As part of the assessment, the teacher could assign to carry out the production of three short lists of minimal pairs for example: first list, /i/ vs /I/; second list, /E / vs / æ /; third list, /th/ vs /t/, etc.
2. The teacher could evaluate the production of the contents of one of the lists randomly, and thus, measure their students' progress using a list with the words that learners will have to produce.
3. The check-list the teacher can use could well include scales such as: Inaccurate or Accurate.
4. Another advisable exercise is to obtain the transcription and accurate pronunciation of regular verbs in past tense contrasting with their present tense.



## CHAPTER VI

### CONCLUSIONS & RECOMMENDATIONS

#### 6.1 Conclusions

The main idea of this research was to find a new and up-to-date, flexible alternative that is aligned with the current changes that are happening in education and society. It was possible to conclude that instruction, methodologies, technologies and resources for learning are and will continue to be developed, upgraded and changed as they have proven all of these years, as will do the professionals and learners who use them.

The strategies developed in this research and the technological resources such as mobile apps are aligned with the structural approach. These resources showed to have been designed with features and exercises related to the structural approach, hence the strategies to develop lexical accuracy were developed with the aid of these extraordinary pieces of software.

In a technological context, it could be possible that teachers and learners have differentiated opinions on how to use technology, and that could be because of the way certain realities are perceived such as the social, economic and educational realities. English language Teachers and learners could need different experiences and capacities to adapt, and shape their skills to face the challenge of using technology-related activities to carry out them into their classrooms.

Some generations, especially younger ones, may find it easier to adapt themselves to these new technological changes; nevertheless, the adaptation process cannot only be found in specific groups but in every single human being. And educators can do so as well as they are an essential complement of the teaching system.

The strategies used by the English language teachers to develop vocabulary have a great level of resemblance. Nevertheless, most of them do not share the corresponding principles which based on their teaching approach they use. For instance, language English teachers assure they use the communicative approach but the activities are carried out online without much time available for communicative activities and leaving aside the big number of students in each of their classrooms. Therefore, this makes English language teachers leave out principles, which is something valid in the teaching field, however, it does not represent completely the guidelines of the teaching approach and consequently that separates the learner from the desired outcome stated by the approach.

## **6.2 Recommendations**

It is important to highlight that every learner and instructor has to be willing to push their curiosity and begin to explore some of the technological and available resources that exist, regardless of how experienced or unexperienced they are.

After having understood the tenets of how certain technologies work, teachers and learners could also start sharing the valuable knowledge they obtained from them with other teachers and other learners to perpetuate this type of education. Teachers could even use the tools and their contents to test themselves learning the basics of another language and work hand in hand with their students to prove the strategies and technological resources indeed provide help.

Teachers could start following the guidelines that come from this research, which now are represented in the research proposal, but it is possible as well that they can make their own adaptations to the activities as these are open to changes.

Additionally, they could include or change the scales assigning values that suit their own assessment or evaluation needs.

Some of the apps might present inconveniences related to the amount of space necessary to install them, or the type of device the learners have, thus it is important to alternate among apps and make use of them periodically or even try with other resources. As for the apps that work with contents such as videos, some of the videos may be found online by typing the creator and name of the video if they cannot be played among the resources of the app.

Finally, it is highly recommendable to carry on trying the strategies and resources found in this research in future investigations, so that subskills such as lexis are strengthened and support the development of primary skills and communication itself.

## Annexes

### Students' survey



**UNIVERSIDAD TÉCNICA DEL NORTE  
INSTITUTO DE POSGRADO**

**UTN**  
IBARRA - ECUADOR  
Facultad de  
POSGRADO

### **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN EN INGLÉS**

**Encuesta dirigida a estudiantes de los octavos años de Educación Básica periodo 2020-2021 de la Unidad educativa José Julián Andrade.**

**Saludos cordiales.**

**Muchas gracias por su contribución para la realización de esta encuesta.**

**El objetivo es poder apreciar sus ideas sobre el aprendizaje del idioma Inglés con respecto a la destreza y a la mejora de vocabulario en este idioma.**

**Seleccione la respuesta que usted crea conveniente de acuerdo a las preguntas planteadas.**

**Las respuestas seleccionadas y enviadas se mantendrán de forma anónima, por lo que se le solicita responder de manera sincera.**

**1. ¿Tiene acceso a un dispositivo móvil de alta gama (Teléfono celular con conexión a internet, reproductor de audio, cámara etc.)?**

Si

No

**2. ¿Tiene acceso a una computadora de escritorio o Laptop (computador portátil)?**

Si

No

**3. Para sus actividades de aprendizaje, usted cuenta con conexión a internet:**

- Propia (en casa).
- Ajena (de un amigo, vecino, familiar, red pública, etc.).
- Plan telefónico (Claro, Movistar, Twenti, etc.).
- Recargas móviles.
- No cuenta con ninguna conexión.

**4. ¿Con qué frecuencia usa el traductor de Google para ayudarse en sus tareas?**

- Siempre
- Usualmente
- A veces

- Rara vez
- Nunca

**5. ¿Con qué frecuencia aplica el auto aprendizaje vocabulario en el idioma Inglés?**

- Siempre
- Usualmente
- A veces
- Rara vez
- Nunca

**6. ¿Con qué frecuencia su profesor promueve la práctica y refuerzo del vocabulario en la clase del idioma Inglés?**

- Siempre
- Usualmente
- A veces
- Rara vez
- Nunca

**7. ¿Si comete un error en algún deber de Inglés, le gustaría recibir una explicación automatizada del porqué se equivocó?**

Si No Tal vez

**8. ¿Cuál de las siguientes herramientas ha sido la más usada por su profesor para ayudarle a practicar vocabulario en el idioma Inglés?**

- Uso de páginas web
- Documentos (hojas con ejercicios en Word o PDF, presentaciones en Power point, etc.)
- Aplicaciones móviles
- Libro/ texto de inglés

**9. Seleccione las aplicaciones móviles/ sitios web más frecuentes que su profesor le ha pedido utilizar para aprender vocabulario en inglés.**

Nombre. (Aplicación móvil y sitio web)	
Games to Learn English. (Sitio web)	
Quizlet. (Aplicación móvil y sitio web)	
Duolingo. (Aplicación móvil y sitio web)	
LyricsTraining. (Aplicación móvil y sitio web)	
Cake. (Aplicación móvil)	
Instant Transcript. (Aplicación móvil)	
Instagram. (Aplicación móvil y sitio web)	
Prefix Root and Suffix. (Aplicación móvil)	
Ninguna de las aplicaciones y/o sitios web mencionadas en la lista	

**10. Seleccione las posibles actividades con las que su profesor le ha pedido trabajar para mejorar su vocabulario en el idioma Inglés**

Completar espacios en páginas web	Si	No
Repetición y escritura en cuaderno	Si	No
Uso e interpretación de canciones	Si	No
Traducción de palabras y frases cortas	Si	No

Uso de imágenes con texto y sonido	Si	No
Uso de videos con subtítulos en inglés y español	Si	No
Dictado y selección de palabras	Si	No
Práctica con un amigo o en grupos	Si	No
Grabación de voz y texto	Si	No
Creación de posters de vocabulario con contenido de aplicaciones móviles	Si	No

**11. ¿Cuál de las siguientes opciones considera más conveniente para que el vocabulario nuevo sea aclarado de forma efectiva?**

- Imágenes con sonidos en inglés y español.
- Videos en inglés con subtítulos en inglés y español.
- Ejercicios escritos virtuales en inglés y español.

**12. Debido a la emergencia sanitaria actual por Covid 19, y a la modalidad de educación que se está llevando a cabo ¿Cree que un sitio web instructivo con información sobre actividades interactivas y aplicaciones móviles sería útil para ayudarle a mejorar su vocabulario en el idioma Inglés?**

- Totalmente de acuerdo
- De acuerdo
- Ni de acuerdo, ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

## Teachers' survey



### UNIVERSIDAD TÉCNICA DEL NORTE INSTITUTO DE POSGRADO



### MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN EN INGLÉS

#### Survey for José Julián Andrade English Language Teachers

Thank you so much for your contribution to carry out this survey.

The objective is to be able to observe and count on your ideas about the English language learning regarding the strategies used for the English language lexis development in the students of the Elementary level. Choose the answers that you believe are convenient. Please answer as sincerely as possible as the information given and your responses will remain anonymous.

1. Do you have access to a high-end mobile device (cell phone with internet connection, audio player, camera, etc.)?
  - Yes
  - No
2. Do you have access to a desktop or laptop computer?
  - Yes
  - No
3. For your teaching activities you have
  - An own internet connection (at home).
  - A shared internet connection (from a friend, neighbor, relative, public network, etc.).
  - Telephone plan (Claro, Movistar, Twenty, etc.).
  - Prepaid minutes and data.
  - I have no internet connection.
4. How often do you think your students use Google Translate to help themselves with their homework?
  - Always
  - Usually
  - Sometimes



- Rarely
- Never

**5. How often do your students practice voluntarily (on their own) and make reinforcement of their English language vocabulary?**

- Always
- Usually
- Sometimes
- Rarely
- Never

**6. How often do you carry out practice and reinforcement of the vocabulary in the English language classroom?**

- Always
- Usually
- Sometimes
- Rarely
- never

**7. If your students make a mistake in their assignments, Would you like that your students obtain an automatic explanation about why that mistake happened?**

Yes    No    Maybe

**8. Which of the following tools has been the most used to help your students practice vocabulary in the English language?**

- Use of websites
- Documents (Word or PDF worksheets, Powerpoint presentations, etc.)
- Mobile apps
- English textbook

**9. Select the mobile apps / websites which you have used to help your students practice vocabulary in the English language with.**

Name: App/ Website	
Games to Learn English. Website	
Quizlet. App y Website	
Duolingo. App y Website	
LyricsTraining. App y Website	
Cake. App	
Instant Transcript. App	

Instagram. App y Website	
Prefix Root and Suffix. App	
None of the apps and or websites mentioned in the list.	

**10. Select the likely activities that you have most made your students work with to improve their vocabulary in the English language**

Fill in spaces on web pages.	yes	no
Repetition and writing in notebooks.	yes	no
Use and interpretation of songs.	yes	no
Translation of words and short phrases	yes	no
Use of images with text and sound	yes	no
Use of videos with English and Spanish subtitles	yes	no
Dictation and word selection	yes	no
Practice with a friend or in groups	yes	no
Voice and text recording	yes	no
Vocabulary posters using mobile-apps content	yes	no

**11. Which of the following options do you consider most convenient to quickly clarify the new vocabulary students are learning?**

- Images with sounds in English and Spanish.
- Videos in English with subtitles in English and Spanish.
- Virtual-written exercises in English and Spanish.

**12. In view of the current health emergency caused by Covid 19, and the education modality that teaching and learning are being carried out. Do you think an instructional website with information about interactive strategies and mobile apps would be useful to help enhance students' vocabulary in the English language?**

- Totally agree
- Agree
- Nor do I agree, nor do I disagree
- Disagree
- Totally disagree

## Teachers' structured interview



UNIVERSIDAD TÉCNICA DEL NORTE  
INSTITUTO DE POSGRADO



MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS MENCIÓN EN INGLÉS

### Structured Interview for José Julián Andrade English Language Teachers

Thank you so much for your contribution to carry out this structured interview. The objective is to be able to observe and count on your ideas about the English language learning regarding the strategies used for the English language lexis development in the students of the Elementary level. Choose the answers that you believe are convenient. Please answer as sincerely as possible as the information given and your responses will remain anonymous.

1. What approach or method do you use the most to teach and help your students learn English vocabulary?  
definition
  - Content language Integrated Learning
  - Communicative approach
  - Task based learning
  - Structural approach
  - Suggestopedia
  - Natural method
  - Audiolingual method
  - Grammar translation method
  - M-learning (Mobile Learning)
  - CALL (Computer Assisted Language Learning)?
  - Lexical approach
  - Other
2. Which strategy or strategies do you use the most to teach and help your students learn English vocabulary?
  - Cognitive strategies: repetition, translation, making use of formulas and patterns.
  - Memory strategies: word association, Mnemonics.
  - Social strategies: pair work cooperation.
  - Compensation strategies: word combination.
  - Using technology in the class.
  - Gamification strategies.
  - Visual strategies: flash cards
  - Other

3. Which tool do you use the most to teach and help your students learn English vocabulary?
  - Videos
  - Websites
  - PDF- worksheets
  - Flashcards
  - Realia
  - English language Textbook
  - other
  
4. How do you know that the strategies and tools you apply are helping to improve your students' English vocabulary?
  - Because of the results in the assignments.
  - Because of the results in the exams.
  - Because of the results in active performances.
  - Because of the understanding that students show when instructions are given.
  - Because of the students' own initiative to use the vocabulary.
  - Other
  
5. Do you think structural approach and mobile apps can be combined, and used to teach and help your students learn English vocabulary as an alternative to communicative approaches, since these cannot be used properly due to the current health emergency?
  - Strongly agree
  - Agree
  - Nor do I agree, nor do I disagree
  - Disagree
  - Strongly disagree
  
6. How much formal or informal information/ training have you received on how to use interactive strategies to help students learn English vocabulary? Choose 1 as No information and 5 as Extensive information.
 

1      2      3      4      5

1= No information  
5 Extensive information
  
7. It is important to give daily personal feedback to your students.
  - Strongly agree
  - Agree
  - Nor do I agree, nor do I disagree
  - Disagree
  - Strongly disagree

8. What aspect of vocabulary do your students have most trouble with?

- Remembering
- Understanding
- Applying
- Creating
- Pronunciation and spelling
- Other

9. Which of the following apps/websites have you used to teach and help your students enhance their English vocabulary?

App/ Website	Name	
Website	Games to Learn English	
App and website	Quizlet	
App and website	Duolingo	
App and website	LyricsTraining	
App	Cake	
App	Instant Transcript	
App	Prefix Root and Suffix	
None	None of the options mentioned above.	
Other	Other	

10. Do you think an instructional website with information about interactive strategies and mobile apps would be useful to help enhance students' vocabulary in the English language?

- Strongly agree
- Agree
- Nor do I agree, nor do I disagree
- Disagree
- Strongly disagree

## DATA INSTRUMENTS VALIDATION

**Theme:** “Structural-approach-interactive strategies to enhance English lexical accuracy in elementary students.”

**General objective:** To determine structural-approach-interactive strategies that will enhance English lexical accuracy in elementary students of 8<sup>th</sup> grade from José Julián Andrade school, in the academic year 2020-2021.

**Author:** Román Tarapués Lenin Renato

**Judge:** .....Kari Lynn Miller Bauer.....

**Degree:** .....Master of Arts in Liberal Studies (MALS).....

**Academic tutor:** .....Kari Lynn Miller Bauer.....  
.....

**Data instrument collection: Questionnaire and structured interview**

Use a check mark

Nothing	Low	Meddle	High
1	2	3	4

Scale:

Evaluation parameters	Criteria	1	2	3	4
<b>Belonging</b>	Does the questionnaire have a logical relation with the thesis objective?				X
<b>Importance</b>	What is the instrument level importance with related to the investigation?				X

<b>Organization</b>	Is there a logical organization with the questions display?				X
<b>Writing organization</b>	Are the question clear and concise?				X
<b>Observations</b>					
<b>1. Item</b>					
<b>2. Item</b>					
<b>3. Item</b>					
<b>4. Item</b>					
<b>5. Item</b>					
<b>6. Item</b>					
<b>7. Item</b>					
<b>8. Item</b>					
<b>9. Item</b>					
<b>10. Item</b>					
<b>11. Item</b>					
<b>12. Item</b>					

Validated by (Name and surname) .....Kari Lynn Miller Bauer.....

ID: ..... 1715155014.....

Signature:

*Kari Miller*

Email: klmiller@utn.edu.ec



## DATA INSTRUMENTS VALIDATION

**Theme:** “Structural-approach-interactive strategies to enhance English lexical accuracy in elementary students.”

**General objective:** To determine structural-approach-interactive strategies that will enhance English lexical accuracy in elementary students of 8<sup>th</sup> grade from José Julián Andrade school, in the academic year 2020-2021.

**Author:** Román Tarapués Lenin Renato

**Judge:** Martha Lucía Lara Freire

**Degree:** Magister in Linguistics applied to English learning

**Academic tutor:** .....Kari Lynn Miller Bauer.....  
 .....

**Data instrument collection: Questionnaire and structured interview**

Use a check mark

Nothing	Low	Middle	High
1	2	3	4

Scale:

Evaluation parameters	Criteria	1	2	3	4
<b>Belonging</b>	Does the questionnaire have a logical relation with the thesis objective?				X
<b>Importance</b>	What is the instrument level importance with related to the investigation?				X
<b>Organization</b>	Is there a logical organization with the questions display?				X

Writing organization	Are the question clear and concise?				X
Observations					
1. Item					
2. Item					
3. Item					
4. Item					
5. Item					
6. Item					
7. Item					
8. Item					
9. Item					
10. Item					
11. Item					
12. Item					

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firmado electrónicamente por:

**MARTHA  
LUCIA LARA**

## DATA INSTRUMENTS VALIDATION

**Theme:** “Structural-approach-interactive strategies to enhance English lexical accuracy in elementary students.”

**General objective:** To determine structural-approach-interactive strategies that will enhance English lexical accuracy in elementary students of 8<sup>th</sup> grade from José Julián Andrade school, in the academic year 2020-2021.

**Author:** Román Tarapués Lenin Renato

**Judge:** Fuertes Lopez Blanca Narcisa

**Degree:** Doctora en Educación

**Academic tutor:** .....Kari Lynn Miller Bauer.....  
 .....

**Data instrument collection: Questionnaire and structured interview**

Use a check mark

Nothing	Low	Middle	High
1	2	3	4

Scale:

Evaluation parameters	Criteria	1	2	3	4
<b>Belonging</b>	Does the questionnaire have a logical relation with the thesis objective?				X
<b>Importance</b>	What is the instrument level importance with related to the investigation?				X

<b>Organization</b>	Is there a logical organization with the questions display?				X
<b>Writing organization</b>	Are the question clear and concise?				X
<b>Observations</b>					
<b>1. Item</b>					
<b>2. Item</b>					
<b>3. Item</b>					
<b>4. Item</b>					
<b>5. Item</b>					
<b>6. Item</b>					
<b>7. Item</b>					
<b>8. Item</b>					
<b>9. Item</b>					
<b>10. Item</b>					
<b>11. Item</b>					
<b>12. Item</b>					

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