



**UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PRESENCIAL**

TEMA:

**“Online Tools to Strengthen English Vocabulary Assessment of Senior
Students at “Antonio Ante High School” during the academic period 2020-
2021”**

**Trabajo de titulación previo a la obtención del título de licenciado en Pedagogía de los
Idiomas Nacionales y Extranjeros**

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas

Autor (a): María Soledad Erazo Erazo

Director (a): MSc. Amyra Gabriela Bastidas Amador

Ibarra - 2022



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DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	0401540620		
APELLIDOS Y NOMBRES:	Erazo Erazo María Soledad		
DIRECCIÓN:	Av. Claudio Manet 3-61 y Salvador Dalí		
EMAIL:	mserazoe@utn.edu.ec		
TELÉFONO FIJO:		TELÉFONO MÓVIL:	0960850032

DATOS DE LA OBRA	
TÍTULO:	Online Tools to Strengthen English Vocabulary Assessment of Senior Students at "Antonio Ante High School" during the academic period 2020-2021.
AUTOR (ES):	Erazo Erazo María Soledad
FECHA: DD/MM/AAAA	10/02/2022
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TÍTULO POR EL QUE OPTA:	Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros
ASESOR /DIRECTOR:	MSc. Amyra Gabriela Bastidas Amador

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Ibarra, a los 10 días del mes de febrero de 2022

EL AUTOR:

María Soledad Erazo Erazo

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 9 de febrero de 2022

Amyra Gabriela Bastidas Amador DIRECTOR DEL TRABAJO DE TITULACIÓN “Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021” CERTIFICA: Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.

(f) 


Amyra Gabriela Bastidas Amador

C.C.: 1002238499

APROBACIÓN DEL TRIBUNAL

El Tribunal Examinador del trabajo de titulación "Online Tools to Strengthen English Vocabulary Assessment of Senior students at "Antonio Ante High School" during the academic period 2020-2021" elaborado por María Soledad Erazo Erazo, previo a la obtención del título del licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:

(f): 
Amyra Gabriela Bastidas Amador
C.C.: 1002238499

(f): 
Christian David Andrade Molina
C.C.: 1001417235

(f): 
Marcia Lucia Mantilla Guerra
C.C.: 1711539690

ACKNOWLEDGEMENTS

This thesis becomes a reality with the kind support and help of many people, I would like to extend my sincere thanks to all of them.

Foremost, I want to offer this effort to my God for the wisdom, the strength, and peace He gave me in order to finish this research. Besides, the most important person in my life, my mother Rocío who helped me in all my dreams.

It is a pleasure to express my gratitude to my supervisor MSc. Gabriela Bastidas whose encouragement and guidance that enabled me to develop this study.

SUMMARY

This thesis work consisted in strengthening vocabulary assessment through online tools in English as a foreign language, by applying online strategies in order to reduce students' stress during test or exams, save time-consuming grading, and decrease materials and economic resources to obtain better results as evidence of students' learning. This study was carried out with senior students at "Antonio Ante High School" during academic school year 2020 -2021. This thesis work was carried out with the collaboration of authorities, academic, and administrative personal as well as the senior students at "Antonio Ante High School". All the information was collected through different techniques and instruments. Interviews and questionnaires with the purpose of characterizing the effects of online tools to strengthen the assessment of vocabulary in students, to design and apply the strategies that will contribute to the solution of the identified problems. Finally, the guide presented the most useful online tools to assess vocabulary and it will contribute to teachers to evidence grades and results of the learning and teaching process.

Keywords: Strengthen vocabulary, assessment, online tools, guide.

ABSTRACT

El presente trabajo de titulación consistió en fortalecer la evaluación de vocabulario a través de herramientas en línea en inglés como lengua extranjera, aplicando estrategias para reducir el estrés en los estudiantes durante las pruebas y los exámenes, el tiempo de calificación y reducir materiales y recursos económicos para obtener mejores resultados como evidencia del aprendizaje de los estudiantes. Este estudio se llevó a cabo con los alumnos de Tercero de Bachillerato “A” and “B” de la Unidad Educativa Antonio Ante durante el periodo académico 2020 -2021. Asimismo, este trabajo de tesis fue realizado con la colaboración de autoridades, personal académico y administrativo, así como de los alumnos de Tercero de Bachillerato “A” y “B”. Toda la información fue recolectada a través de diferentes técnicas e instrumentos. Entrevistas y cuestionarios con el propósito de caracterizar los efectos de las herramientas en línea para fortalecer la evaluación de vocabulario en los estudiantes, para diseñar y aplicar las estrategias que contribuirán a la solución del problema identificado. Finalmente, la guía presentó las más útiles herramientas en línea para evaluar vocabulario y estas contribuirán a los profesores para evidenciar las notas y resultados del proceso enseñanza y aprendizaje.

Palabras clave: Fortalecer vocabulario, evaluación, herramientas en línea, guía.

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LIST OF ABBREVIATIONS

BGU – Bachillerato General Unificado

EFL – English as a Foreign Language

TEFL – Teaching English as a Foreign Language

UTN – Universidad Técnica del Norte

INTRODUCTION

According to Constitución de la República del Ecuador (2008) article N° 27, Ecuadorian educational process responds to the “guarantee of the right to quality education, through access, permanence, learning and completion, of all members in the education system, at all levels and modalities; recognizing diversity, in conditions of good comprehensive treatment and educational environments”. This is the reason of teaching and learning English nowadays. It is preparing learners to use English as a foreign language, so they can express themselves clearly and appropriately in the target language and as a result participate actively in academic, occupational, and social contexts.

Language teaching requires the improvement of students' communicative skills, and also, final outcomes as evidence of students' learning for that reason teachers adopt diverse ways to assess students' process. Teachers usually have to create different strategies, tools, and instruments to assess students' learning. Currently, face to face learning, distance learning, and homeschooling are routes to carry out the teaching and learning process. However, in Ecuador, it is mandatory for teachers to evidence this process. This is why online assessment becomes a very useful tool to support that learning in order to reduce students' stress during tests or exams, save time consuming grading, and decrease materials and economic resources.

Assessment is an inseparable part of the instructional process. According to Anggraeni-Endriyati & Pratolo (2019) “assessing language is not easy. The students could experience some stress, nervousness, or lack of confidence when they aware of evaluations or when they become focus of their teacher's or their friends' attention”. Hence, teachers have to look for ways to decrease affective factors in evaluation process to create a balance during it. On the other hand, teachers' time consuming to grade final tests and exams is considered an issue because they spent plenty of time planning, designing, and even more grading. In order to take advantage of technology, of time and to be environmentally friendly, the use of technological tools to assess students' progress is an essential means to reduce paper consumption at the same time that saves time and facilitates this process.

Finally, educators need to evidence students' knowledge in Ecuadorian educational system to promote students to next level. Also, pupils show and evidence things that they have learned to obtain standards from Ecuadorian curriculum. Online tools are relevant in this process, because they help to optimize and improve it. The implementation of technological tools in education, has managed to improve the ways that education is received, imparted and assessed. That is why teachers have had to train themselves on their use; to take advantage of all the benefits that they provide to the teaching and learning process as well as to the educational actors involved in it.

Background

Nowadays, technology has increasingly become an essential requirement of educational institutions to improve online education and to train more skillful and knowledgeable students (Lee 2017; Miseviciene et al. 2011). Students are expected to attain different kinds of knowledge and acquire different types of skills from technological environment (Chu et al. 2017). Because of the reasons mentioned before, teachers are trying to use online tools more often, to develop the teaching practice in a better, more innovative and current manner and to help students clarify any doubts in order through the use of internet and its tools. There is plenty evidence about the use of online collaborative tools to support higher education system in order to engage students to learn by cloud computing (Yadegaridehkordi & Nilashi. 2018).

Tusuncuoglu (2018) states through appropriate assessment, teachers can classify and grade their students, give feedback and structure their teaching accordingly because “educators and scientists have been becoming more interested in the requirements of assessment procedures in the scope of foreign language teaching and the learning process, as forms of assessment have been changing”. So, the main value of these aforementioned principles is to distinguish the effects of assessment and review any classroom based issues between the teacher and the student. As the assessment process affects both teachers and students, significance and consideration should be given to assessment procedures in foreign language teaching.

According to (ŞENTÜRK, 2017) it is essential to mention that each learning process needs to be assessed to reflect students’ knowledge to see clear results about second language acquisition. The second self-assessment tool is the learner style inventory through which the students can detect their learning styles and try to enhance their learning by empowering each learning style or the ones that address them. It also enables the learners to be aware of their strengths and weaknesses. Lysunets & Eogoryad (2015) state “the necessity of the computerization of the education sphere. Information Communication Technology (ICT) tools and services of Google, blended learning techniques help to enhance autonomous education and answer the training needs of future specialists” (p.2). It cooperates to get engaged pupils because they are part a digital era. Also, teachers need to take advantage of internet connection for that reason they can promote tasks to be evaluated in the web.

All in all, online tools and vocabulary assessment are inseparable; hence, “to explore the influence of self-assessment of vocabulary competence on a group of students’ oral fluency through the implementation of a systematic cycle that applies self-assessment as a formative assessment source” (Duque & Cuesta, 2015, pp 398-414).

Justification

According to the Ecuadorian Ministry of Education, in its National Curriculum Guidelines (2014) the main purpose of learning English as a Foreign Language (EFL) is “to develop learners understanding of the world, of others cultures and their own and to communicate their understanding and points of view to others through English”. Therefore, it is necessary to take into account that learning a new language involves real communication. However, every language has

a lexicon to support different ways to connect emotions, feelings and thoughts. Also, vocabulary acquisition is vital to communicate and interact in every situation.

Consequently, online tools can contribute greatly to the teaching and learning process of a foreign language, helping teachers and students in many different ways. One of the main aspects is the assessment. Currently there are new alternatives of resources such as different online assessment tools that teachers can use to improve their practice and help students improve their foreign language development with more accurate, innovate resources that will also contribute to gain self-confidence and to reduce paper consumption.

Online assessment is a very dynamic process that can be used inside and outside the classroom via Internet through apps, web sites, educational platforms, etc. It has some very clear advantages in comparison to traditional assessments. First, no supervisors are needed for online assessment because students can develop their activities at home. This means that ‘gut feeling’ plays no role, neither while taking the tests nor during the assessment; so online assessments are very objective (Dikli, 2016). Second, online assessment can also predict, with a relatively high degree of accuracy, how students show their learning process. It’s more environmentally friendly with less paper, printing and transport used overall (Fernandez, 2015).

On the other hand, vocabulary plays an important role in English acquisition, especially for young children because they can absorb new things every day. But, not only young children demand vocabulary, adult people also need new terminology, for example to write academic papers or to speak in a formal situation. In other words, every human being requires new vocabulary to have appropriate communicative competences in realistic situations.

For the reasons already mentioned above, this thesis work tries to implement online assessment tools to help vocabulary development in Senior students at Antonio Ante High school during the academic period 2020- 2021. In this way teachers could take advantages of online assessment because education works together with technology to create significant, updated learning and it helps to decrease students’ stress, reduce time to prepare and grade tasks, quizzes and tests, and reduce the resources such as paper. For example, teachers could use apps like Microsoft or Google forms, Kahoot, Flipgrid, and Padlet in order to help students to be part of new action to assess “the evaluation process” (the final process as evidence of learning procedure) using online tools to get the national standards as required and established in the National Curriculum Guidelines (2014) created by Ministerio de Educación:

To ensure high-school graduates reach a minimum B1 language proficiency level according to the CEFR, and To build up learners’ communicative language competence in its linguistic, sociolinguistic, and pragmatic components through the development of the four language skills: listening, speaking, reading, and writing. (p.9)

Finally, online tools can contribute to establish a big new opportunity to record grades from students, to implement vocabulary assessment process, to take advantage of technological abilities decreasing students’ anxiety to produce the language, taking advantage of time, materials, and economic resources.

Research's Impacts

Linguistic Impact

This present research contributed to the senior students at “Antonio Ante High School” of Antonio Ante Canton, minimizing their stress, anxiety, or nervousness during assessment activities using online tools in the foreign language successfully by applying it.

Academic Impact

Through the use of online tools, the English vocabulary assessment of the foreign language was improved for senior students at “Antonio Ante High School”. Therefore, they can improve their performance in their formative process and get better grades, which contributes to their academic record as well as to their personal growth.

Affective Impact

It is essential to know the correct management of the different levels of stress, anxiety, or nervousness, in addition, it is indispensable to be aware of how avoided it, making the senior students at “Antonio Ante High School” of Antonio Ante canton, become more self-confident people by expressing themselves with an important vocabulary at the foreign language, which will also help them in other aspects of life making them more aware of their linguistics, academic, and social skills.

Objectives

General Objective

- ✓ To apply online tools to strengthen vocabulary assessment of senior students at “Antonio Ante High School.”

Specific Objectives

- ✓ To identify types of assessment tools of senior students at “Antonio Ante High School” to develop vocabulary.
- ✓ To determine the online assessment tools that can be adapted and included in the evaluation process of senior students at “Antonio Ante High School”.
- ✓ To design a guide of online tools to assess vocabulary of senior students at “Antonio Ante High School”.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter presents the bibliographic information, references and legal resources applicable for this research project in response to the topic Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021.

1.1. English as a Foreign Language (EFL)

English is the official language of science, business, and education around the world. EFL has the function to carry out an authentic and meaningful purpose in English classrooms (Brown, 2007, pág. 46). English is the language that contributes to the development and preservation of the different cultures since it has always been used to write the most wonderful books and plays in the history. It is also considered the language of the art around the world. Kostikova, Prishvina, Ilyushina, Fedotova, & Belogurov (2018) state:

Due to the internationalized character of the art world, its language is unique, and it cultivates both universally shared and local values and beliefs. In foreign language classes, students can consider the origin of modern cultures and speculate about their meaning while analyzing the most significant pieces of art. (p.17)

The teaching and learning process of English as a foreign language is far more complex than simple memorizing and repeating. It is an interactive, dynamic and communicative practice in which the actors of this performance (students and teachers) involve and adapt innovative ways to create significant experiences in lessons that can be adapted to everyday real-life situations.

1.2. English skills

Teaching and learning EFL is a process that has two interrelated aspects of gaining knowledge. These aspects involve four main skills: listening, speaking, reading and writing. According to Djaborova (2020) “These four skills are divided into two categories, which are, receptive or passive skills and productive or active skills”. English language skills provide second language learners with adequate input to practice and are mostly considered as reliable sources of ideas for inexperienced teachers to plan and teach lessons in their classrooms. However, it is important to mention that there are sub-skills like vocabulary and grammar to complement macro skills in order to acquire English as foreign language (EFL) in a significant, meaningful and accurate way.

1.2.1. Sub-skills

To be completely effective in a language we need to be competent not only in the macro skills. Being skilled in a language demands also having good language sub-skills. People who use a language employ a number of sub-skills and these are chosen depending on the task to be

completed. Katawazai, Haidari, & Sandaran (2019) in addition to main skills, “there are also sub-skills, i.e. Vocabulary, Grammar and Pronunciation, which are equally important and need to be contextualized in the ELT textbooks. These subskills are the building blocks for the four main skills”.

In the development of this research work, vocabulary is going to have a great relevance, on facts like how to be applied, analyzed, and evaluated thought online tools. In fact, second language learning exceeds the limits of memorizing grammar rules or structures; other areas of knowledge such as social and cultural are involved in classroom input to develop sub-skills (Vernier, Barbuzza, Del Giusti, & del Moral , 2008).

Vocabulary

Castro García (2017) states that to achieve communication in second language, learners require abundant vocabulary to convey the meaning they demand to express.

In order to write an academic paper, give a speech, take an international exam or have a spontaneous conversation in everyday life, people use words to express their ideas, feelings, needs, or opinions. Therefore, vocabulary is essential in order to acquire English as a second language and to be able to communicate accurately in this target language. Young-Davy (2016) stated that “lack of vocabulary impairs learners at all levels of academic endeavors and undermines even the most diligent learners”. He further explains about certain steps that can help learners improve their vocabulary such as selection, definition, exposure and use. Enriched vocabulary can not only help learners to understand meanings from the contexts, but it can prepare them to use appropriate words in appropriate speaking situation communicatively.

According to Schmitt (2018), determination strategies are used when students discover the meaning of a new word without using the experience of another person. For example, there is strong connection between writing quality and vocabulary because having control over a variety of words allows writers to express clearly their meanings (Mckeonw, Deane, Scott, Krovetz, & Lawless, 2017). However, students of any second or foreign language find it hard to engage in such route learning of vocabulary activities. In order to alleviate the issue, learners can use internet such as programs, apps or video games; also, computer-assisted language learning (CALL) systems often use multimedia to engage learners more in the learning process (Florence W. M. Yip & Alvin C. M. Kwan, 2006).

Tamimi Sa'd & Rajabi (2018) state “Although the scholarly literature on vocabulary learning and vocabulary teaching is vast nowadays, vocabulary was not given the recognition and acknowledgment it fully deserved due to the overwhelming emphasis laid on syntax for decades”.

1.3. Assessment and evaluation

Assessment and evaluation are significant in the learning and teaching process. Both are completely different based on their approach. Gultom (2016) states:

Evaluation has broader sense and function than assessment and test. Assessment and test are the subsets of evaluation. Evaluation is a procedure or method of knowing whether or not the teaching and learning processes have been done by the teachers effectively and properly by knowing whether the indicators, the materials, the learning strategies and media, the assessment procedures, and test items are in agreement with the competencies, the learners, and the learning situation. (p.190)

1.3.1 Assessment

Assessment means to improve learning quality, as a result, students and teachers are beneficiaries of this process. As an example, Thomas, Allman, & Beech (2004, cited in Herrera Mosquera & Macías V, 2015) said that assessment practices promote advantages from teacher and students “they give information to help teachers determine the appropriateness of content and the pace of the lesson . . . they help students monitor their own progress and understanding, and they help build student confidence in preparation for national standardized tests”. In other words, assessment plays more than a traditional role in learning and teaching process because it goes beyond the evaluation process.

The educators who are aware of classroom assessment must be viewed as a process of classroom assessment rather than as a product (Saefurrohman & Balinas, 2016a). Assessment is a systematic process to get empirical data to measure knowledge, skills, and students’ attitudes. For instance, teachers could assess through questions because assessment is a fundamental part of the learning process. First, a teacher can ask a question to students. After that, they write their answers on a paper. Then, students work in pair in order to share and discuss their answers. Finally, the teacher can walk around the classroom to monitor and listen to various discussions. Teachers should realise “assessment not only to actively and continuously measure a learner’s progress but also to acquire useful data to inform their own instructional practice” (Saefurrohman & Balinas, 2016).

Assessment pays attention to learning, teaching and final outcomes (Ahmadi-Nedushan, 2016). Also, there is a strong relationship among test, assessment, and teaching because teaching sets up an opportunity for students to learn and the teacher assess students’ performance using a test as an instrument to collect data of learning outcomes (Brown H. D., 2004).

1.3.2 Types of Assessment

In order to assess students’ learning outcomes, there are two common types of assessment: formative, and summative. However, it is important to consider diagnostic assessment as part this classification because diagnostic process provides data from students’ previous knowledge to make future decisions in learning.

Diagnostic Assessment

Diagnostic assessment measures the knowledge previously achieved by students and shows rigorous data to make improvements. In order to teach foreign language there is a framework of diagnostic assessment to encourage the importance of diagnostic process. This is an argument of Harding , Alderson, & Brunfaut (2015) that state the five steps of diagnostic procedure (p. 318):

1. It is not the test which diagnoses, it is the user of the test.
2. Instruments themselves should be designed to be user-friendly, targeted, discrete and efficient in order to assist the teacher in making a diagnosis. Diagnostic tests should be suitable for administration in the classroom, designed or assembled (with recourse to existing suites of tools) by a trained classroom teacher (or other experienced language teaching professional), and should generate rich and detailed feedback for the test-taker. Most importantly, useful testing instruments need to be designed with a specific diagnostic purpose in mind. This principle is derived from the emphasis the interviewees placed on tools with a clear focus and capacity to play a facilitating role.
3. The diagnostic assessment process should include diverse stakeholder views, including learners' self-assessments.
4. Diagnostic assessment should ideally be embedded within a system that allows for all four diagnostic stages: (1) listening/observation, (2) initial assessment, (3) use of tools, tests, expert help, and (4) decision-making. Much current diagnostic testing arguably begins at stage (3), using general diagnostic tests for whole populations rather than more targeted measures that have been selected on the basis of stages (1) and (2). ... A theory of diagnosis should not preclude large-scale assessments, but it should also pose a challenge to these programmes: would the same decisions about strengths and weaknesses have been made on the basis of an individualized assessment in a classroom context?
5. Diagnostic assessment should relate, if at all possible, to some future treatment.

Formative Assessment

According to Bloom (1969) the main purpose of formative assessment is "... to provide feedback and correctives at each stage in the teaching-learning process" it offers to students and teachers a level of understanding at the current moment in order to clarify information or give a feedback. Also, formative assessment plays a significant role to instructors in order to improve their teaching and by pupils their learning. "... the value of embedded formative assessment and its role in increasing student learning is essential in not only meeting the intended outcomes of the course, but also in closing the feedback loop in quality online courses" (Baleni , 2015, pág. 229).

Summative Assessment

Summative assessment is related to effectiveness of a final grade. In other words, it is focused on performance maker of learning outcomes. "The main purpose of summative assessment is to provide information about what learning has been achieved at a certain time" (Dolin, Black, Harlen,

& Tiberghien, 2018). That is one of the main reasons why summative/ test data have to be standardized and quantitative to get the final result (COBIS Council of British International Schools , 2005).

Alternative Assessment

According to Nasab (2015) alternative assessment is connected with “ new ways of motivating and inspiring learners to explore and exploit dimensions of themselves as well as the world around them” (p. 169). Also, alternative assessment means a measure of learners’ learning outcomes in the aspects of the attitude, skill, and knowledge (Afrianto, 2017). However, for educators is really difficult to assess critical thinking and creativity that is the reason why teachers are more focused on students' weaknesses and strengths Law & Eckes (1995 cited in Nasab, 2015).

Authentic Assessment

English teachers can acquire real data from learners’ outcomes. Therefore, there are three types of authentic assessment: performance assessment, portfolios and students’ self-assess according to O’Malley and Pierce (1996 cited in Afrianto, 2017). First, performance assessment means students’ oral presentations or writing samples. On the other hand, portfolios consist in collecting students’ work in order to analyze their progress. Finally, self-assessment is related to high motivation of students to make decisions of leaning activities to involve them in teaching-learning progress.

Performance Assessment

Performance assessment means the application of knowledge and skills to become meaningful and engage students in order to make a link with real experiences from their lives (ASCD PD Online, s.f.). It promotes students construction and development of their ideas “In a performance assessment, rather than choosing among pre-determined options, students must construct an answer, produce a product, or perform an activity” (Darling-Hammond & Adamson, 2010, pág. 6).

1.4. Online tools

In the 21st century education has evolved and it is developing in a technological environment. Most of students are nowadays digital natives, and teachers have had to innovate their practice. So, teaching and learning are interdependent of technology, and it helps to make the process more truthful and avant-garde. Because of that, assessment reinvents the way of evaluating using online tools because of the strong impact on the teaching- learning process.

Nowadays, especially because of the emergent situation due to Covid-19, around the world people had to innovate the teaching and learning through technology. Thus, online tools are the key of successful in learning, teaching, and assessing English as a foreign language. So, it is important to

use activities which exploit a dynamic language in a technological environment while drawing on the distinctive abilities of teachers and learners (Kukulka-Hulme, Norris, & Donohue, 2015). The use of online tools to strengthen assessment in order to avoid conventional methods to assess learning outcomes will help to have better final results. According to Cirit (2015) the implementation of online tools can help participants to show a more positive attitude toward the use online assessment methods (p.14).

1.4.1. Academic online tools

Different alternatives that allow assessing students' learning outcomes can be used to work inside or outside the classroom. In order to have these different evaluation techniques and resources, teachers resort to projects, questionnaires, multiple choice tests and activities. However, this thesis work is focused on some of online tools such as Padlet, Flipgrid, Nearpod, Kahoot, etc. in order to support vocabulary and its learning assessment. It is essential to mention that nowadays, there is a great variety of online tools, however, this work is focused only in the most relevant and significant tools to contribute to vocabulary assessment. Besides, it is essential to mention this online tools are free, but each one have their version premium to get more.

Padlet

Padlet (formerly Wall wisher) is consider a free collaborative application to create an online board. It is like a collaborative learning on the Web and it permits users like post notes in order to express their ideas on a common topic. Also, the users can post content such as text, documents, images and videos anywhere on the page (Sangeetha, 2016). For instance, Padlet is an alternative to make group work guided from a topic. It is a platform to encourage learners' creativity through their critical thinking of the main ideas. Padlet's link: <https://padlet.com/>

Flipgrid

Flipgrid is a platform from Microsoft in which by means of recording themselves students can discuss, interact and give their opinions in a freeway, also it helps educators to see and hear trough a video students' perspectives in order to assess their performance or as tool like a social network (Flipgrid, 2020). In Flipgrid, educators post discussion prompts and students respond with short videos, whether they are learning in class or at home. Flipgrid's link: <https://info.flipgrid.com/>

Kahoot!

Kahoot! is a free online platform based on learning-game in order to make quizzes quickly. It can be played in player-vs-player or team-vs-team modes making leaning and assessment funny. Kahoot! can be used only with internet connection because students have to enter a code to start.

Also, it gives teachers the flexibility to use them at the moment to assess learning outcomes. Kahoot!'s link: <https://kahoot.com/>

Neardpod

It is web tool that helps to elaborate interactive presentations, it means the platforms involves students' interactions, and formative assessments to make every lesson interactive. Using Neardpod, teacher controls the presentation, and learners have to use a code to be part of the lesson. Finally, it includes activities like quizzes and surveys as an evidence of students' learning. Neardpod's link: from <https://nearpod.com/>

Quizizz

Quizizz is an application widely used in the educational field due to its transversal nature and because it functions as a tool that facilitates the gamification of activities. Through it, the teacher can create challenges with questions to promote the collaborative participation of students and, best of all, through mobile devices. One of the notable aspects is that, at the end of each activity, it provides the teacher with a detailed report with the successes, failures and response time for each student. Quizizz's link: <https://quizizz.com/>

Classcraft

It is an application to create role-playing games designed and applied throughout a course. The only essential requirement is to have a computer. It allows to the teacher to customize the game for the students. Each student takes on the role of a character type such as warrior, wizard, or healer and must work to unlock special abilities. Besides, it consents work in groups in order to get more points as a competitive lesson. Classcraft's link: <https://www.classcraft.com/>

Canva

It is a tool to design and create web content of all kinds, with an attractive interface, allowing the generation of materials such as posters, posters, cards, infographics, any design to share. It has predesigned templates and various functionalities to produce content quickly and easily, and allows the teachers create content to share in lessons using images to associated with vocabulary. Canva's link: https://www.canva.com/es_419/

Jeopardy Labs

Jeopardy Labs is the easiest way to create online games. All you have to do is think in categories, that is, class topics. Afterwards, you make a list of questions, which depending on the level of complexity can have a value between 100 and 500 points. Once the question board has been

created, a link is automatically generated with the location of the game. The platform allows generating a results counter for up to 16 teams, so that competitions can be held inside the classroom to review the contents of the subject. JeopardyLabs's link: <https://jeopardylabs.com/>

Google Assignments

Assignments is a tool that is part of the Google Suite, designed to create, collect and grade student work. It allows teacher share course materials, send comments to students, as well as automatically generate reports and assessment guides. It can be used directly from assignments.google.com or share the link to class work on whatever educational platform is used, while students can share files from their Google Drive, such as documents, presentations, PDF, images, videos and URLs. Google Assignments' link: <https://edu.google.com/intl/es-419/assignments/>

Lyrics Training

It is an App that contribute to learn a foreign language skill. Lyrics Training is a kind of karaoke because it uses music videos to learn a language. This App helps to develop and improve to learn new vocabulary and expressions through music. Lyrics Training's link: <https://es.lyricstraining.com/en>

Socrative

It is a comprehensive online tool because it assesses the student's knowledge in time by time. Teachers can offer multiple feedback options, providing opportunities to meet students at their level. Socrative's link: <https://www.socrative.com/>

Vocaroo

It is an online tool that help students record and upload their voice. But, why is Vocaroo different? At the end, students can download their voice through a link, and they can share the link to the teacher and classmates to be grading as evidence of their work. Vocaroo's link: <https://vocaroo.com/>

1.5. English as a Foreign Language in Ecuador

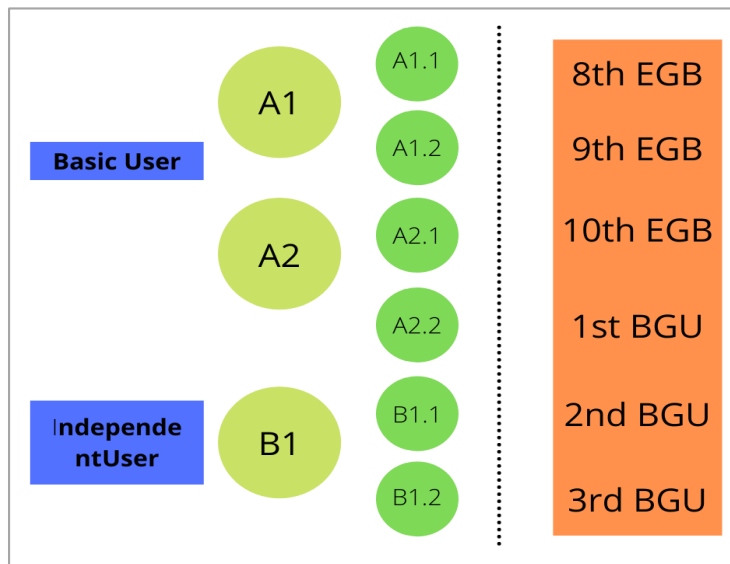
English is used to share information and knowledge among people worldwide. For this reason, Ecuadorian education encourages to learn, practice and use English in public and private institutions. Since 2017-2018 academic period year the Ministerio de Educación (2016) established that learning and teaching English is mandatory from second year to 3rd Bachillerato in all educational institutions.

1.5.1. CEFR Referenc Levels in the Ecuatorian Educational System

According to Ecuadorian Ministerio de Educación (2014) there are levels of proficiency and their application per school year based on e Common European Framework of Reference for Languages.

Figure 1

Relationship between CEFRL and Ministerio de Educación



Note: Relationship between CEFRL and Ministerio de Educación. From National Curriculum Guidelines EFL. Adapted by Soledad Erazo.

CHAPTER II: METHODOLOGY

This chapter presents the research methods pertinent for this project in response to the research problem “Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021”.

Therefore, this chapter focusses on the different, methods, strategies, data collection technics and instruments to identify sources for information needed for the analysis of the results about “Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021.

2.1. Investigation Type

The present study used a mixed method research integrating quantitative and qualitative research in order to collect data simultaneously from authorities, teachers and students from “Antonio Ante High School” to capitalize on the strengths vocabulary assessment through online tools to reduce students’ stress in exams, save time to prepare and grade evaluations, and care resources.

According to Burke, Onwuegbuzie, & Turner (2007, pág. 123) mixed methods research are:

“the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration”

The purpose of this mixed-methods study is to collect numerical and non-numerical data to determine to what extent teachers at “Antonio Ante High Scholl” in Andrade Marín use online tools to support vocabulary assessment to show a clear result and solve the problem. This mixed method is oriented to social sciences, methodology of evaluation, and the study of strengthen vocabulary through online tools.

2.1.1. Qualitative Research

The selected approach for the present project was a qualitative type of study for both to collect data from the target high school authorities and teachers’ experiences as well as their perspective about the use of online tools to strength vocabulary assessment. It basically helped the undergraduate researcher gain insights into how the use of online tools develop vocabulary when students acquire a second language. Kumar Sarma (2015) states “Qualitative research is alleged to be merely story telling; full of anecdotes and personal impressions of researchers” (p.5). That is the reason to collect online resources and strategies to assess vocabulary in English lessons at “Antonio Ante High School”.

The use of a qualitative research methodology aimed at identifying first and then, understanding how the use of online tools activities support and strengthen vocabulary assessment when using the Ministry of Education English book (A2.2) contributed to assessment process in students of Tercero de Bachillerato at “Antonio Ante High School” in Andrade Marín, Imbabura, Ecuador.

2.1.2. Quantitative Research

Leedy & Ormrod (2010) establish quantitative research as “a method that deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how” (p.14). According to Oberiri (2016) “A quantitative research method deals with quantifying and analysis variables to get results” (p. 41).

A survey was applied to students in order to collect data about students’ previous language learning experiences, their attitude toward the learning of English and to determine if they use online tools to learn vocabulary inside the English lessons or as a homework. Also, the survey is related to how the use of online tools can decrease anxiety or stress levels during an evaluation.

The research could collect and analyze quantifiable data in the foreign language classroom focused on a variety of surveys, interviews, comparative research and questionnaires for English teachers and students from Antonio Ante institution.

2.2. Research Methods Used

2.2.1. Deductive

This type of research will obtain general knowledge about online tools to strengthen English vocabulary assessment of Senior Students at “Antonio Ante High School” and “obtain significant knowledge about the phenomenon to be studied” Posso, (2013).

2.2.2. Inductive

Burney, S; Saleem, H., (2008) claim induction is usually described as moving from the specific to the general, while deduction begins with the general and ends with specific, in this case, the teacher’s role is to reduce anxiety during students’ test, decrease qualification time, and reduce materials during English vocabulary assessment at “Antonio Ante High School”. Students’ experiences help to develop thesis’s hypotheses.

2.2.3. Scientific

This method is used to inquire about the subject of the topic, regarding the problem previously observed, the study was aimed at senior students, especially the object of study was the students from tercero de bachillerato, levels "A" and "B", with a number of 83 students for data collection and how online tools help to assess English vocabulary. In summary, this method answers the working hypothesis to predict future relevant solutions to the problem.

2.2.4. Descriptive

According to Posso, (2013) the descriptive method helps to identify different sceneries of how the object of study is presented, specifying features to the problem.

2.3. Data Collection Techniques and Instruments

2.3.1. Interview

To have an appropriate data collection based on the theoretical framework already gathered, the researcher determined to use guided interviews to the Principal of “Antonio Ante High School”, to the English Area Coordinator, and to the English Teachers to collect relevant information in order to subsequently be able to develop the proposal as an answer to the research problem already stated. Through this technique, the use of online tools that influence students at the time of vocabulary assessment was characterized from their point of view.

2.3.2. Survey

This technique of a structured survey was also applied to collect data to develop this research. It consisted on a series of items and questions to ask about the use of online tools in order to assess vocabulary that senior students of “Antonio Ante High School” have when they carry out vocabulary activities in English as foreign language. This technique was applied to a total of 81 students of paralelos “A” and “B” of senior students at “Antonio Ante High School”. Also, this information provided to the research essential data to design a final proposal.

2.4. Study Site

This study was conducted in a public institution belonging to Distrito 10D02 “Antonio Ante-Otavalo. The educational unit is located in an urban parish called Andrade Marín of Antonio Ante canton in Imbabura Province of Ecuador. The “Antonio Ante High School” is situated in the neighborhood Junín between Junín avenue 4-76 y Jorge Montalvo.

2.5. Population

The population for this study are the Senior students, teacher of English and authorities of the “Antonio Ante High School” of the Antonio Ante Canton, located in Junín neighborhood. The Institution’s information is presented in the next table:

Table 1

Antonio Ante High School’s data

Sector	Total of Senior Students	English Teachers	English Area Coordinator	Principal of Institution
	BGU “A and “B”			
Urban	83		1	1

Note: Research elaboration.

2.6. Procedure

The procedure started by researching about the different variables of this project, this information of the theoretical framework was used to determine the methodology and the instruments used to have an appropriate data collection. Then, these instruments: surveys and interviews were designed. Because of the pandemic situation, the Ecuadorian society had to be in a lockdown, so, the teaching and learning process was not carried out in a face to face way during this emergency situation. Consequently, it was not possible to apply a pilot interview and survey at the institution. Therefore, it was necessary to have these instruments checked and validated (Appendix 1) by a teacher from English Major. After that, The Universidad Técnica del Norte (UTN) asked the permission to Distrito 10D02 “Antonio Ante-Otavalo located in Otavalo to get data about students, because the population is underage. Next, district’s authorization was accepted, therefore, “Antonio Ante High School” agreed to collaborate in the development of the present research. Subsequently, authorities, teachers and students facilitated to get the required information in a voluntary way (Appendix 2-3). Besides, the institution required a schedule that include specific days in order to collect information (Appendix 4). An interview was addressed to the principal of the institution about the instruction of the English curriculum (Appendix 5). Another interview based on English vocabulary assessment was applied to the English Area Coordinator and Teachers (Appendix 6). On the other hand, Senior Students of “Antonio Ante High School” replied an online survey about vocabulary assessment by online tools (Appendix 7). All the participants were given and signed a consent form before the survey or interview was applied (Appendix 8). Every interview took approximately 15–20 minutes. The participation was confidential and the collected data was used to academic purposes only. It is essential to mention that all of legal requirements were done online due to the COVID-19 pandemic.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

This chapter presents the outcomes of the data analysis and the discussion of the final results. This thesis work used two interviews and a survey questionnaire. The first one was applied to the vice principal of the institution because this area is focused on academic administration. Antonio Ante High School's vice principal interview questions were to identify if the students achieve the level B1 established by Ecuadorian Ministry of Education based on CEFR's standards.

On the other hand, the second interview was applied to the English area coordination. It is essential to mention that the English area coordinator is the same person that controls and teaches EFL to senior students. For that reason, the researcher made only one interview to the same person. The purpose of the teacher's interview questions was to determine how teachers make use of vocabulary activities: in context or separately, and if they use online tools in their English classes.

Finally, this research work used a survey to senior students at "Antonio Ante High School" in order to determine if they feel stress, anxiety, and nervousness during test or exams, if they used online tools to English vocabulary acquisition, and which online tools they prefer to use to develop listening, speaking, reading, and writing because vocabulary is inside of each macro skills.

All of this information was necessary for the development of the guide as part of the proposal chapter. Finally, the vice principal and teacher's interview results were transcribed (Appendix 5-6) and read carefully.

3.1. Results from vice-principal interview

The Antonio Ante High School's vice principal is the person that controls and organizes the academic area in the institution. The interview was developed by Zoom because this pandemic period forced people to communicate in a digital way. It had eight relevant questions with specific purpose. Each question was elaborated and validated based on theoretical framework to get the best information.

The vice principal indicated that the curriculum goals for English (B1) are really difficult to achieve because learners need more practice and English lessons are not enough in order to acquire a foreign language. Also, "Antonio Ante High Scholl" does not have enough innovative materials. For example, in face to face education, classrooms do not have digital boards, speakers, and computers. On the other hand, during the online education some issues appeared, such as many students do not have good access to the internet connection, some others use a smartphone in order to join sessions of classes because they do not have a computer or laptop in their houses.

The vice principal agrees with the fact that a vast vocabulary can contribute to English language acquisition. Also, the institution representative thinks students could reach the curriculum's standards if students obtained and used a good level of English vocabulary.

The project about online tools to strengthen vocabulary assessment is the first research in the institution based on online tools. That is reason why online assessment might be a positive

contribution to the teaching and learning process, specially about formative evaluation during the COVID-19 pandemic.

Besides, the vice principal interview questions also referred to the fact that online assessment can reduce stress, anxiety or nervousness during test or exams. The result was affirmative, due to students are considered digital natives, it would be assumed that online assessment might reduce emotional or anxiety factors. However, for those learners who are not familiar with online assessment may prefer traditional assessment, if they are not able to adapt.

Furthermore, there was also a question that mentioned if online assessment helps to reduce resources such as time and materials. In answer to this, the Vice principal mentioned that it reduces paper and time. Also, there are tools that tabulate data. She said that it is helpful because English teachers can decrease grading time.

Finally, the last question was focused on the possibility of allowing and motivating teachers to use a guide that includes online assessment activities in order to achieve the main goals of Ecuadorian Ministry of Education. The Vice-principal totally accepted and agreed to use it because of all the benefits it can bring.

3.1.1. Vice principal interview summary

The results of this interview indicated that students' achievement of a B1 was challenging because of two reasons: students need more practice and more English hours in situ to reach the goals required by the Ecuadorian Curriculum. Vocabulary is considering a crucial sub- skill to contribute to English language acquisition. In addition, the majority of learners have a smartphone or any other equipment to receive online English class. Besides, other researchers have been developed within the institution but none of them about English vocabulary assessment using online tools. On the other hand, technology is a relevant part of education process because students are digital natives, for that reason, assessment through online tools might reduce stress, anxiety and nervousness. Besides, the English teachers, reduce grading time and materials using online tools to assess.

3.2. Results from English teacher interview

It is necessary to mention English teacher of senior students “A” and “B” is the English area Coordinator too. The interview was through Microsoft Teams platform in order to collect data, it lasted about 13 minutes. It is important to mention that the researcher transcribed carefully each word from interview.

Questionnaire

1.- According to the Ecuadorian Ministry of Education (2017), at the end of the Senior year, students must have a B1 from CEFR. Do you consider this objective is achievable? Why or why not?

The question is related with curriculum standards because at the end of senior year, students must have a B1 as an international level of CEFR in Ecuador. The English teacher mentioned that this objective is possible to achieve but the teacher emphasized that not currently but in the future students can get the B1 level. Besides, during the interview, teacher mentioned that students need to practice English and use the foreign language. Finally, if the English lessons increase per week, they might achieve the educational goal.

2.- In the English area within this institution, how do teachers agree to carry out the teaching process of Vocabulary: in context or isolatedly?

The question was about how teaching and learning vocabulary is carried out in the English area at “Antonio Ante High School”. There were two specific answers, if vocabulary acquisition is part of the context or treated independently. The interviewed said that inside the Ecuadorian model, the English vocabulary is learned in context based on a methodology stated in the National Curriculum.

3.- What are the possible causes why English vocabulary acquisition may be difficult for students?

This question was related with English vocabulary acquisition and if this learning process is hard for senior students. The English coordinator answered about her teaching experience. The English area coordinator said vocabulary acquisition is difficult because it increases in each level based on international standards.

4.- Based on your experience, do you consider that assessment activities and evaluations such as tests and exams might increase students’ stress, anxiety, and nervousness?

The fourth question focused on the impact that students’ anxiety levels may have during test, exams, and assessment activities which can increase the students’ stress or anxiety. The English teacher established two points. First, learners enjoy assessment activities due to they can share or interact with their partners and teacher. Second, evaluations are mainly related to grades for students that is why they always increase stress, anxiety and nervousness. Finally, teacher mentioned an example, if the tests or exam is changed by a project, learners fell free to express themselves.

5.- From your perspective, do you think the use of online tools to assess students’ English vocabulary acquisition can help to reduce materials, resources and grading time?

This question was about the possible advantages of the use of online tools to assess such as reducing materials, resources, and grading time. The teacher mentioned that online tools can contribute to the reduction of the mentioned time and resources. Also, pandemic educational model was the opportunity to use online tools to teach. Finally, the English teacher said that students were born in a technological world which engages them into a technological learning process.

6.- Do teachers use any online tools to assess students' English vocabulary acquisition?

This question was about the use of online tools to assess learners' English vocabulary acquisition. The answer was entirely affirmative and the teacher gave an example of online tool. Cambridge Dictionary was the tool that is used in English class because students learn words in context and can have the listening in American and/or British pronunciation.

7.- Would you be willing to use a guide that includes different activities to assess your students' acquisition of English vocabulary acquisition through online tools?

The final question referred to the possibility of English teachers being willing to use a guide of online tools to strengthen vocabulary assessment as a result of this study. The answer was positive because the English teacher is currently using online tools only to teach. Therefore, a guide to include online tools to assess vocabulary is an excellent idea to change and help improve their evaluation method.

3.2.1. English teacher interview summary

The English teacher emphasized on that the B1 level will be achieved in the future as a goal, if learners practice hard and the hours of English classes increase per week. Vocabulary is learning in context at "Antonio Ante" High School. Besides, vocabulary acquisition is demanding because in every scholar year, the international level increases until reaching the B1. Learners enjoy assessment activities because they interact with their classmates and teacher. On the other hand, tests and exams are only seen as a grade and it increases the levels of nervousness and anxiety in students. Also, online tools contribute to decrease time and resources in classes. Finally, English teacher use online tools only to teach, but not to assess students.

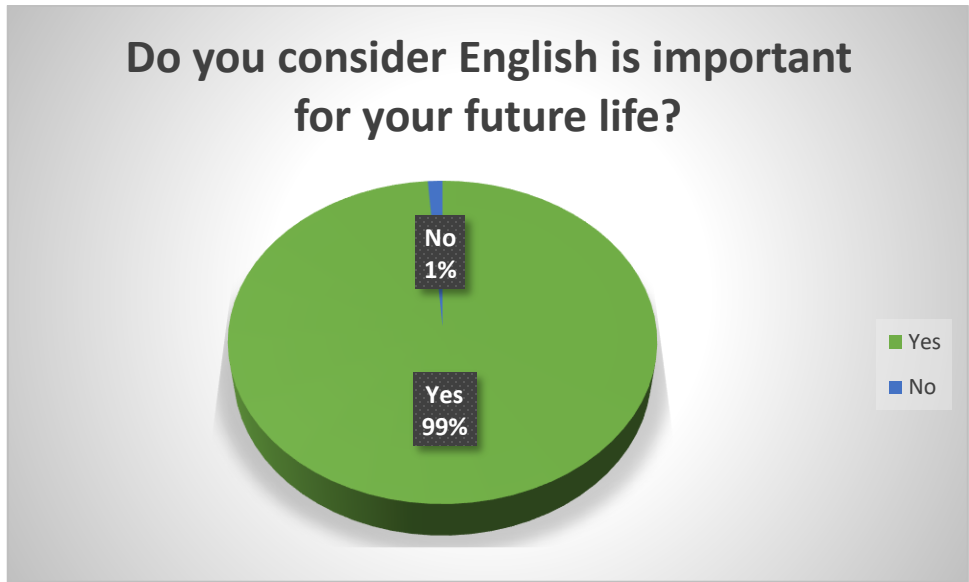
3.3. Results from students' survey.

Due to the emergency situation, the students' survey was applied in an online way using Microsoft Forms to collect data. The survey's link was sent by Zoom. The vice principal of the "Antonio Ante High School" was present during this data collection. The survey was focused on the importance of English learning vocabulary, students' emotions during test or exams, the preferences of education: online way or traditional way, the impact of vocabulary acquisition, and online tools to assess specific skills. In closing, there were eighty-three participants, the 36% of them were women a 64 % were men.

3.3.1. Interpretation of English importance in students' future life

Figure 2

Question 1

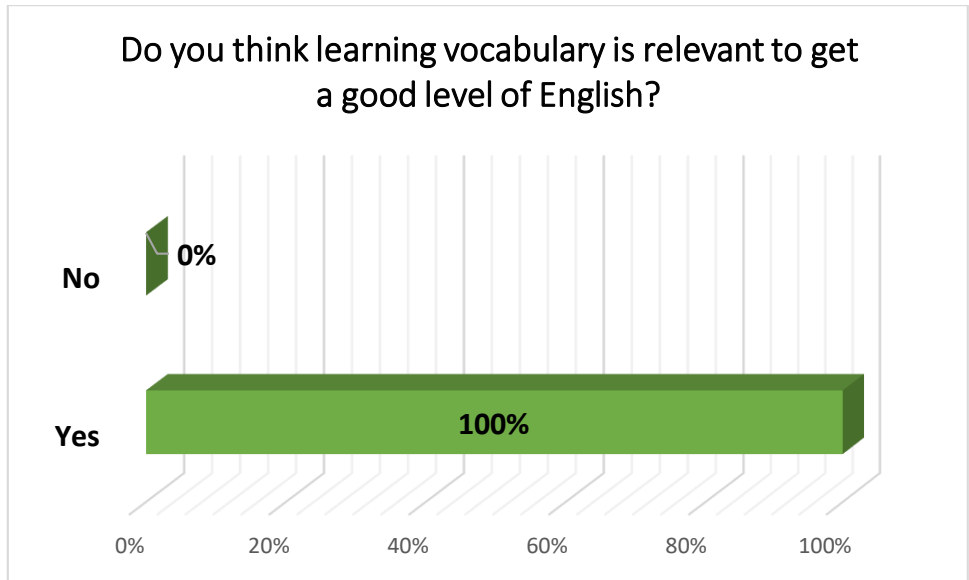


Note: Researcher elaboration. Source: survey Jun. 2021.

The question was related to the importance of English in the students’ lives in the future. The majority of the senior students, 99% of the population, answered that English is important for them and their future lives. Also, a small presentence of senior students at “Antonio Ante High School”, 1% shows that English was not important in their future lives.

3.3.2. Interpretation of the relevance of learning vocabulary to get a good level of English

Figure 3
Question 2

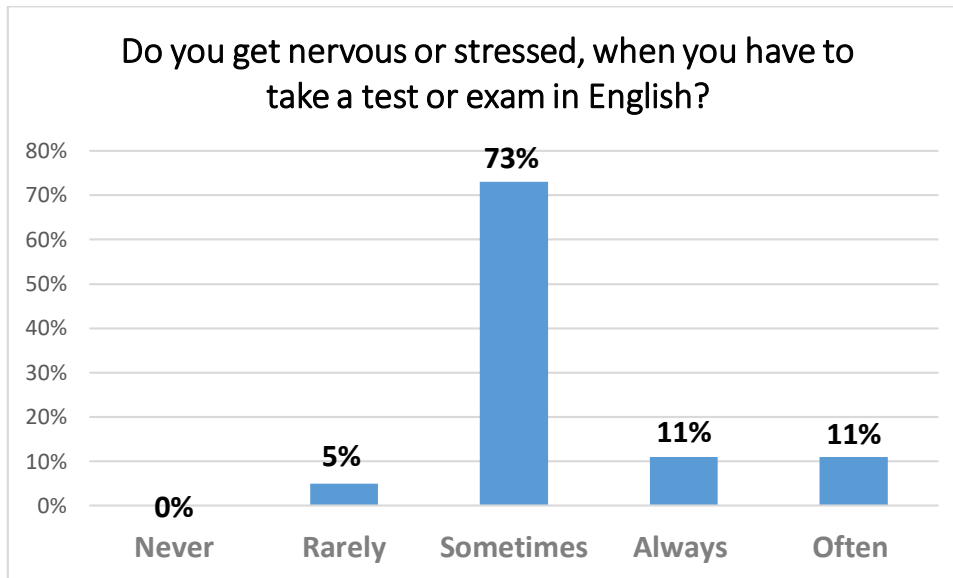


Note: Researcher elaboration. Source: survey Jun. 2021.

The question was about the relevance of learning vocabulary to get a good level of English. All the participants, it means 100% of them agreed because they consider learning vocabulary make a fundamental influence in the level of English.

3.3.3. Interpretation of how students feel (nervous or stressed) during test or exam in English

Figure 4
Question 3

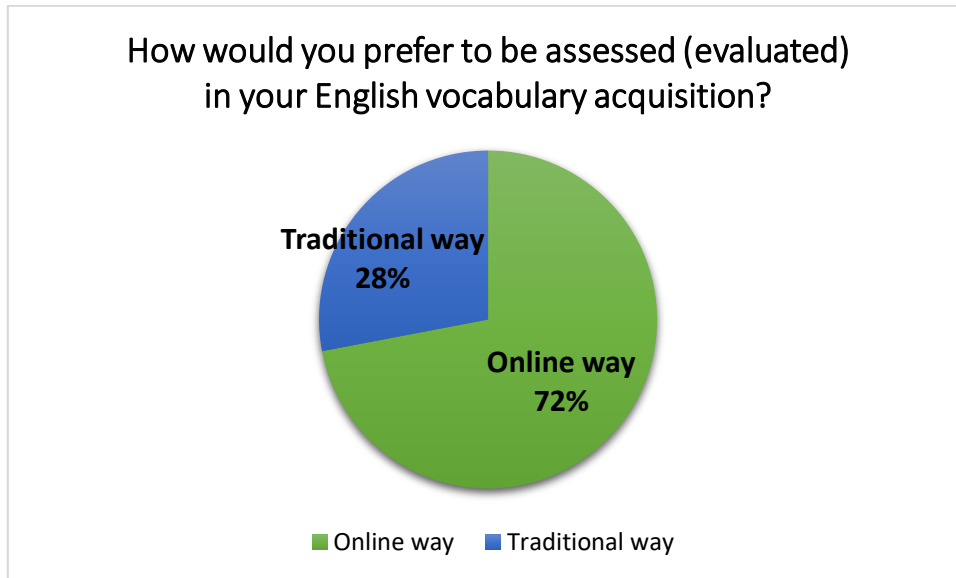


Note: Researcher elaboration. Source: survey Jun. 2021.

The question was related to the students' anxiety levels; if they felt nervous or stressed during tests or exams. As figure 4 reveals, 73 % indicated that they sometimes feel stress and anxiety, when they take a test or exam in English, 11 % marked that they often felt stress or anxiety during English assessment activities. The same percentage, 11 % marked that they always felt anxiety or stress in English assessment activities, 5% of the students indicated that they rarely felt stress during an English test or exam; and nobody, representing 0 % chose the option never.

3.3.4. Interpretation of how students prefer to be assessed in English vocabulary acquisition

Figure 5
Question 4



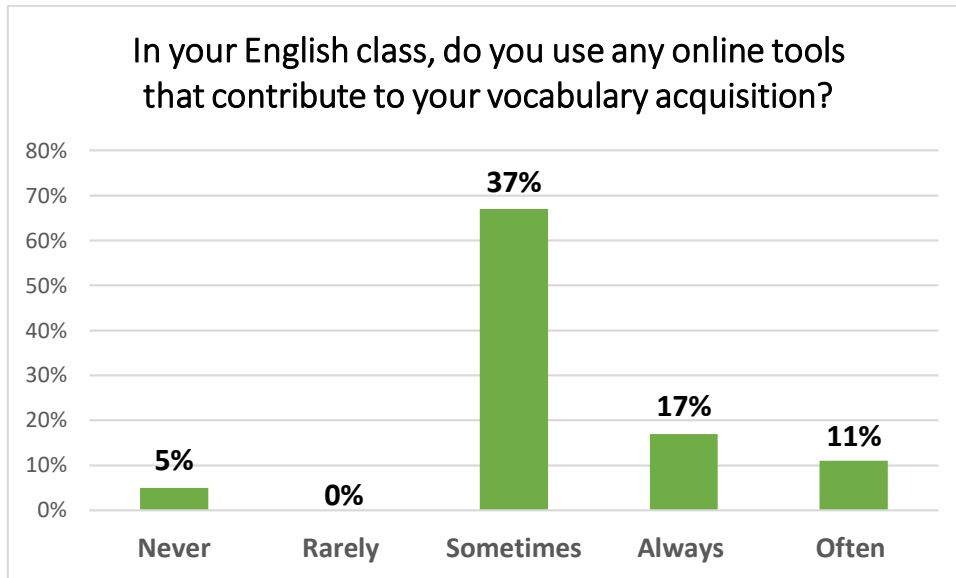
Note: Researcher elaboration. Source: survey Jun. 2021.

As indicated in figure 5, only 28 % of the students stated that they prefer their English vocabulary acquisition to be assessed in a traditional way, while a high percentage of the students, a 72 % indicated that they prefer to be assessed their English vocabulary acquisition in an online way.

The next question asked students if they think the use of online tool can contribute to their English vocabulary acquisition.

3.3.5. Interpretation of the use of any online tools in their English classes that contribute to their vocabulary acquisition.

Figure 6
Question 5

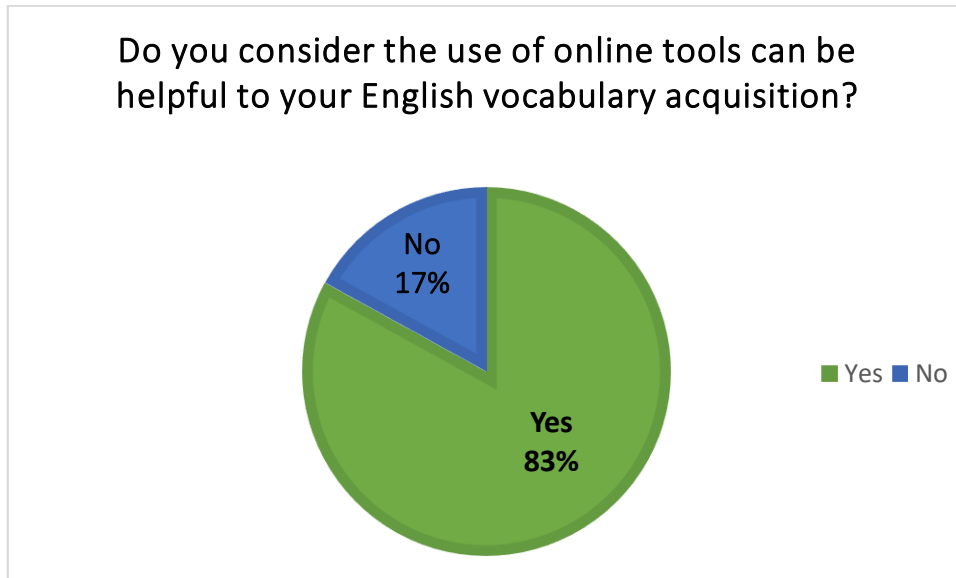


Note: Researcher elaboration. Source: survey Jun. 2021.

As figure 6 reveals, 37 % indicated that the online tools they use in classes sometimes contributes to English vocabulary acquisition, 17 % marked that they always use in English class online tools can contribute to vocabulary acquisition in English lessons, 11 % marked often they use online tools in their foreign language’s lessons, 5% of the students indicated that they never use online tools in classroom to develop the English vocabulary acquisition, and nobody, representing 0 % chose the option rarely.

3.3.6. Interpretation of the helpfulness of the use of online tools to acquire English vocabulary.

Figure 7
Question 6

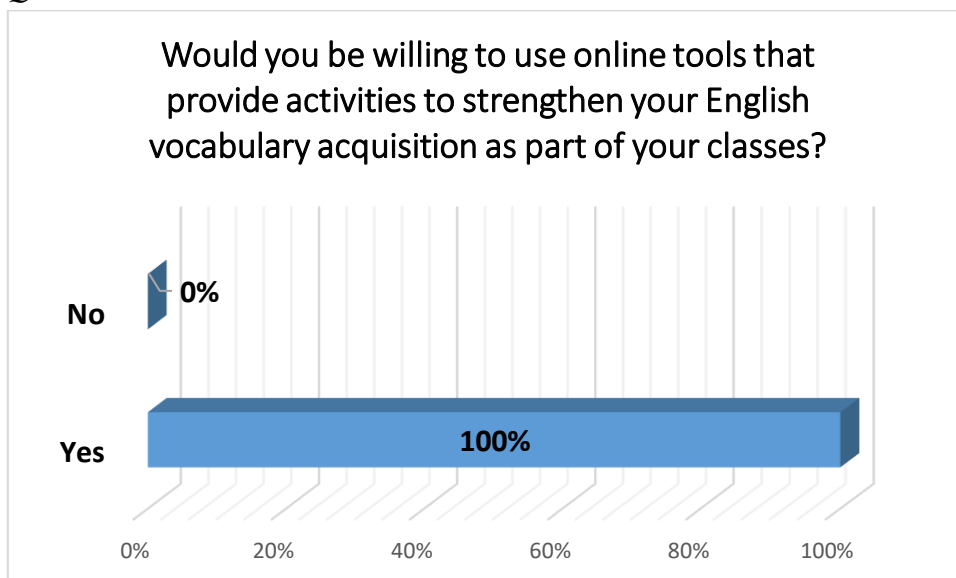


Note: Researcher elaboration. Source: survey Jun. 2021.

In this question Antonio Ante High School students responded about the use of online tools to help English vocabulary acquisition. As indicated in figure 20, only 17 % of the students said that the use of online tools is not helpful to their vocabulary acquisition of English as a foreign language, while a high percentage of the students, 83 % indicated that the use of online tools can be helpful to acquire English vocabulary.

3.3.7. Interpretation of the disposition to use of online tools activities to strengthen English vocabulary acquisition.

Figure 8
Question 7

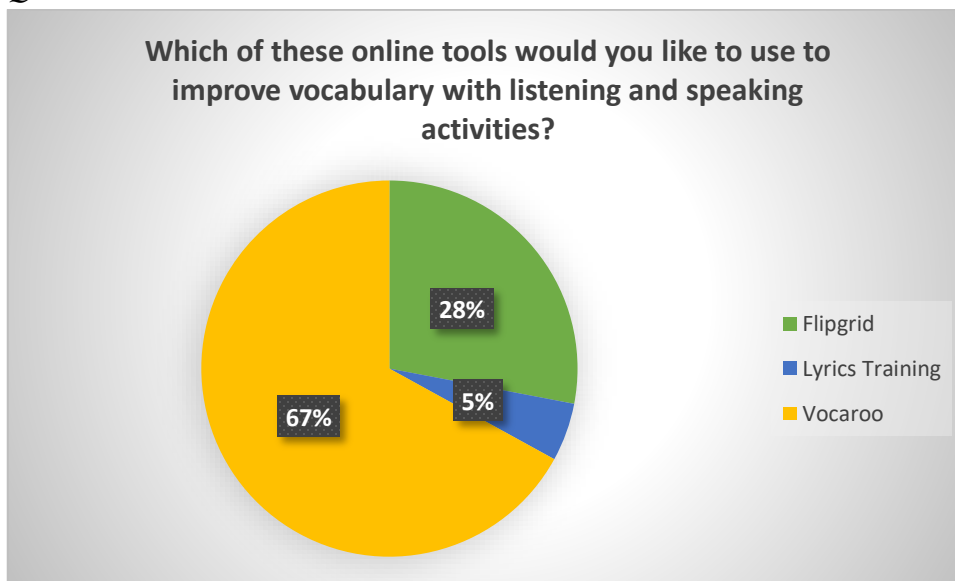


Note: Researcher elaboration. Source: survey Jun. 2021.

Figure 8 portrayed the scenario of the responses of students' impressions about their willingness to use online tools to strengthen English vocabulary acquisition in their English classes. Considering the 100% of the students marked that they are willing to use online tools in their English lessons to strengthen their vocabulary acquisition, it is fundamental to have a guide that provides activities to motivate and help them to learn better.

3.3.8. Interpretation of the preferences of the online tools to be used to improve vocabulary for listening and speaking activities.

Figure 9
Question 8



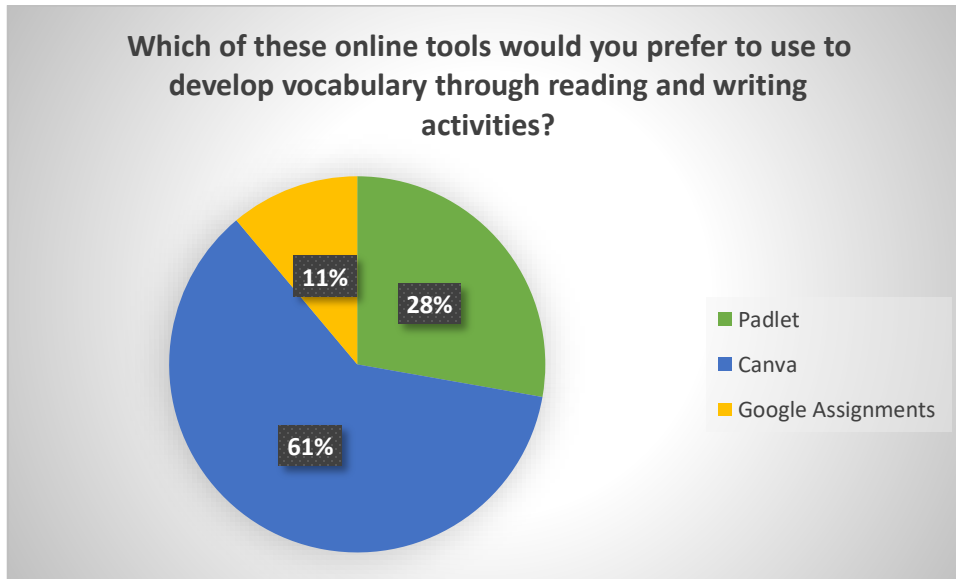
Note: Researcher elaboration. Source: survey Jun. 2021.

The purpose of this question was to identify the preferences of three online tools (Flipgrid, Lyrics Training, and Vocaroo) to improve students' vocabulary with listening and speaking activities.

As shown in figure 9, most of the students 56 out of 83 said that they prefer Vocaroo to improve their vocabulary using listening and speaking activities. 24 students marked that they prefer Flipgrid to improve their vocabulary using listening and speaking activities. Finally, only 4 students choose Lyrics Training in order to improve their vocabulary using listening and speaking activities.

3.3.9. Interpretation of the preferences of online tools to develop vocabulary through reading and writing activities.

Figure 10
Question 9



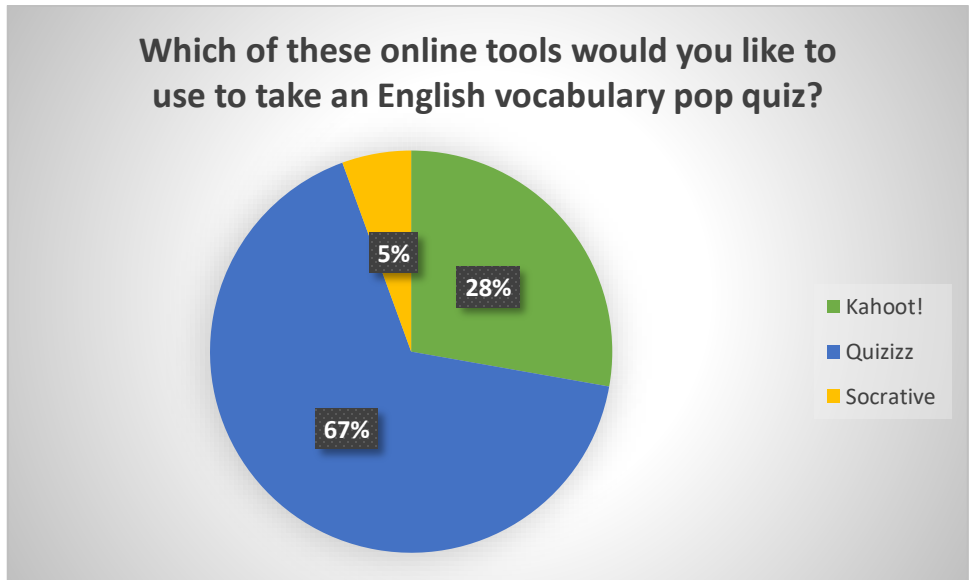
Note: Researcher elaboration. Source: survey Jun. 2021.

The main objective of this question was to identify which online tools (Padlet, Canva, and Google Assignments) students prefer to use to develop vocabulary through reading and writing activities.

As figure 10 reveals, the highest proportion of the students 61 % indicated that they prefer to use Canva in order to develop vocabulary through reading and writing activities, other 28% of students stated that they like Padlet to develop vocabulary using reading and writing activities, and 11% expressed that Google Assignments to develop English vocabulary using reading and writing activities.

3.3.10. Interpretation of the preferences of online tools to use to take an English vocabulary pop quiz.

Figure 11
Question 10

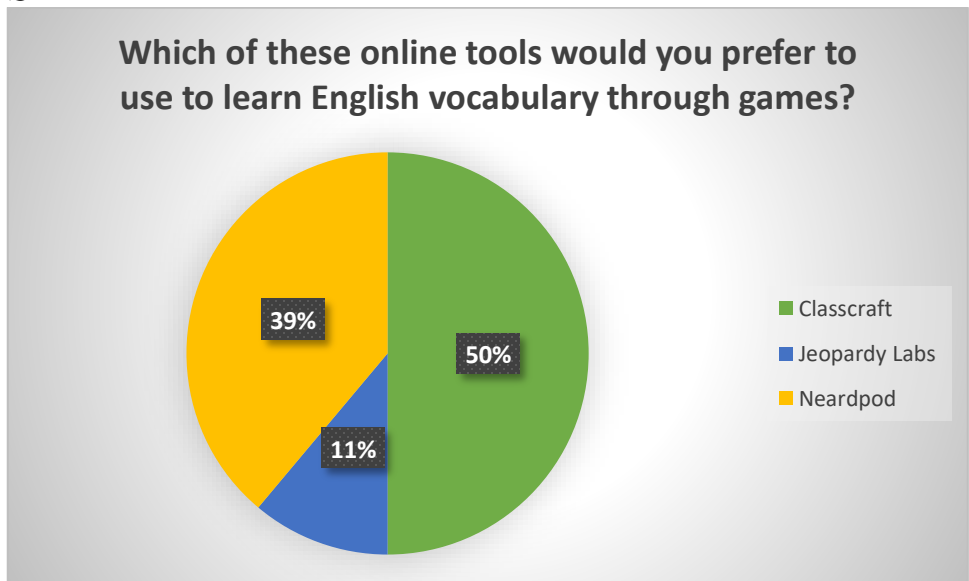


Note: Researcher elaboration. Source: survey Jun. 2021.

This question was connected to the different online tools to take an English vocabulary pop quiz. The options were Kahoot!, Quizizz, and Socrative. As shown in figure 11, the highest proportion of the students 67 % indicated that they prefer to use Quizizz in order to take an English vocabulary pop quiz, other 28% of students stated that they like Kahoot! to develop vocabulary through pop quizzes, and 5% expressed that Socrative to use to take an English vocabulary pop quiz.

3.3.11. Interpretation of the preferences of online tools to use games to learn English vocabulary.

Figure 12
Question 11



Note: Researcher elaboration. Source: survey Jun. 2021.

The last question was related to the use of online tools to learn English vocabulary through games. As figure 12 reveals, the half of the students 50 % indicated they prefer to use Classcraft in order to develop vocabulary through games, other 39% of students stated that they like Nearpod to develop vocabulary using games, and 11% expressed that Jeopardy Labs to develop English vocabulary through games.

3.3.2. Students' survey summary

The students' survey shows significant information about English vocabulary acquisition. First, the vast majority of the participants consider that English is important in their future life. Second, all the participants think that a good vocabulary level is relevant to get a good level of English. On the other hand, 73% of senior students selected the option always to answer about how frequent they feel stress or nervousness during test or exams. The 28% of learner prefer to be assessed in a traditional way and 72% prefer an online assessment. Besides, 37 % of senior students selected sometimes in order to identify the regularity of the use of online tools in English lessons. Also, the majority of students, 83%, consider that online tools can contribute to English vocabulary acquisition. Finally, all the participants are willing to use online tools with activities to support their vocabulary development. The students' survey shows different online tools in order to strengthen English vocabulary acquisition. There were three categories: listening and speaking, reading and writing, pop quizzes and games. In order to assess listening and speaking Vocaroo and Flipgrid had a big percentage of acceptability. Padlet and Canva were the most popular during students' survey to learn vocabulary by reading and writing. Also, English pop quiz question gave three options: Quizizz, Kahoot! And Socrative. For that reason, the ones with more acceptability were Quizizz and Kahoot! to help to vocabulary acquisition. Finally, to assess English vocabulary through games, the vast majority selected Classcraft and Nearpod.

Consequently, this information is helpful and will be used in order to create a guide with online tools that can contribute to strengthen English vocabulary assessment as a final product of this research work.

3.4. Discussion

Considering the answers to the interviews and senior students' survey of the "Antonio Ante High School", the participants provided a significant data for this research. Due to the COVID-19 pandemic, in every country around the world, most of private and public institutions had to teach in a telematic way using the internet as a dominant source in the teaching and learning process. Ecuador was not the exception, education had to move from the traditional to an online way. But, unfortunately internet connection is not available for everyone, so, other alternatives had to be used as well. As an example of this situation, in Georgia, where the learners are not allowed to go to school, "the alternative is to move from traditional to online education. In this case the essential parts are the internet coverage, availability of computers or smartphones in the population" (Basilaia & Kvavadze, 2020).

Furthermore, the interviews' answers of the Vice principal of the institution and English Area Coordinator showed a variety of similarities. The first one is according to the CEFR framework of references for languages, learning, teaching and assessment. CEFR was designed to provide a coherent and comprehensive basis for the elaboration of language curriculum guidelines (North & Panthier, 2016). Consequently, the Ecuadorian Ministry of Education goals could be achievable in the future if students practice hard, and if the hours of English lessons increase per week. They also mentioned that students feel stress or nervousness during evaluation time (test and exams) due to learners' need to achieve a quantitative grade as a result of their educational process. As the study by Ribeiro, and others (2017) shows, "continuous stress has effects that go beyond mere health commitment, by triggering various serious diseases, and it is well establish that this stress-related somatic events can affect the quality of life".

The vice principal of the institution mentioned that students prefer to be assessed in a traditional way. However, senior students' survey showed that they prefer to be assessed in an online way, 72%, rather than, 28% traditional way. On the other hand, the teacher said that she uses online tools in her English classes. However, the teacher clarified that online tools are used only to teach, not to assess the senior students' learning process. The senior students consider that the use of online tools is important to help their vocabulary acquisition. Consequently, learners are already willing to use online tools to be assessed in English lessons. In the same way, the vice principal affirmed that the majority of senior students have a smartphone. It facilities the use of online tools to download them, get the necessary links to online tools, web sites, Apps, etc, in order to assess students' vocabulary. Additionally, as the study by Kim (2020) states that "online learning tools, which are appropriate and which can promote children's participation and learning. Many video communication platforms are convenient tools for children's online learning".

CHAPTER IV: PROPOSAL

4.1. Title

Online Tools to Strengthen English Vocabulary Assessment Activities

4.1.2. Introduction

Meeting educational learning objectives in the language classroom is one of the many challenges that English teachers face every day. The learning and teaching process requires evidence of national educational objectives, which need to be achievable within the available time frame. Therefore, creating successful assessment activities that embrace variables is a must. Teachers are challenged to find a way that the assessment process leaves its traditional way. So, students do not see the assessment as a quantitative percentage. On the other hand, students in 2021 are natives of a digital world because they were born with technological devices and the internet at home. That is the reason why teachers might take advantage of these online tools to engage students in the assessment process. Besides, technological tools are part of the education system, either in face-to-face or distance education. And why not use online tools to assess students' learning process?

4.1.3. Justification and importance

This proposal arose based on mixed-methods research carried out on senior students at “Antonio Ante High School” in Andrade Marín, Imbabura - Ecuador during the Academic School Year 2020 - 2021. The analysis and results obtained from the research described in Chapter III about results and discussion has given rise to the following justification. The results showed that the English teacher of senior students and vice-principal of the institution value the use of online tools to contribute to the teaching and learning language process. Also, senior students are digital natives for that reason they prefer online assessment. The online assessment activities included in this proposal might be adapted to any method or approach to teaching English. Because teachers can fusion methods or approaches in order to get better results from students' process. Besides, the sub-skill (vocabulary) may allow language teachers to play an active role in scaffolding all students to develop communicative competence. It is hoped that the teachers of English at “Antonio Ante High School” find this proposal as an example and as an alternative to be used in class to enhance English vocabulary in language learners. Due to vocabulary is important to support each macro skill.

4.1.4. Objectives

General Objective

- Strengthen English vocabulary assessment through the use of online tools.

Specific Objectives

- Present the guide to English teachers of senior year at “Antonio Ante High School” through the use of online tools so, they can use incorporate successful vocabulary assessment activities.
- To motivate the use of online tools to support vocabulary assessment as students gradually develop the level.
- To provide opportunities for students to develop vocabulary through online assessment activities.
- Reduce the use of resources as paper, grading time, and material.
- Decrease students’ negative affective factors.

4.1.5. Location

The “Antonio Ante High School” is located in Andrade Marín, Imbabura Ecuador on Junín Avenue and Jorge Montalvo. This public high school belongs to the urban parish of Antonio Ante. This proposal was created for senior students of “A” and “B” and the present guide was directed to the participants of this research.

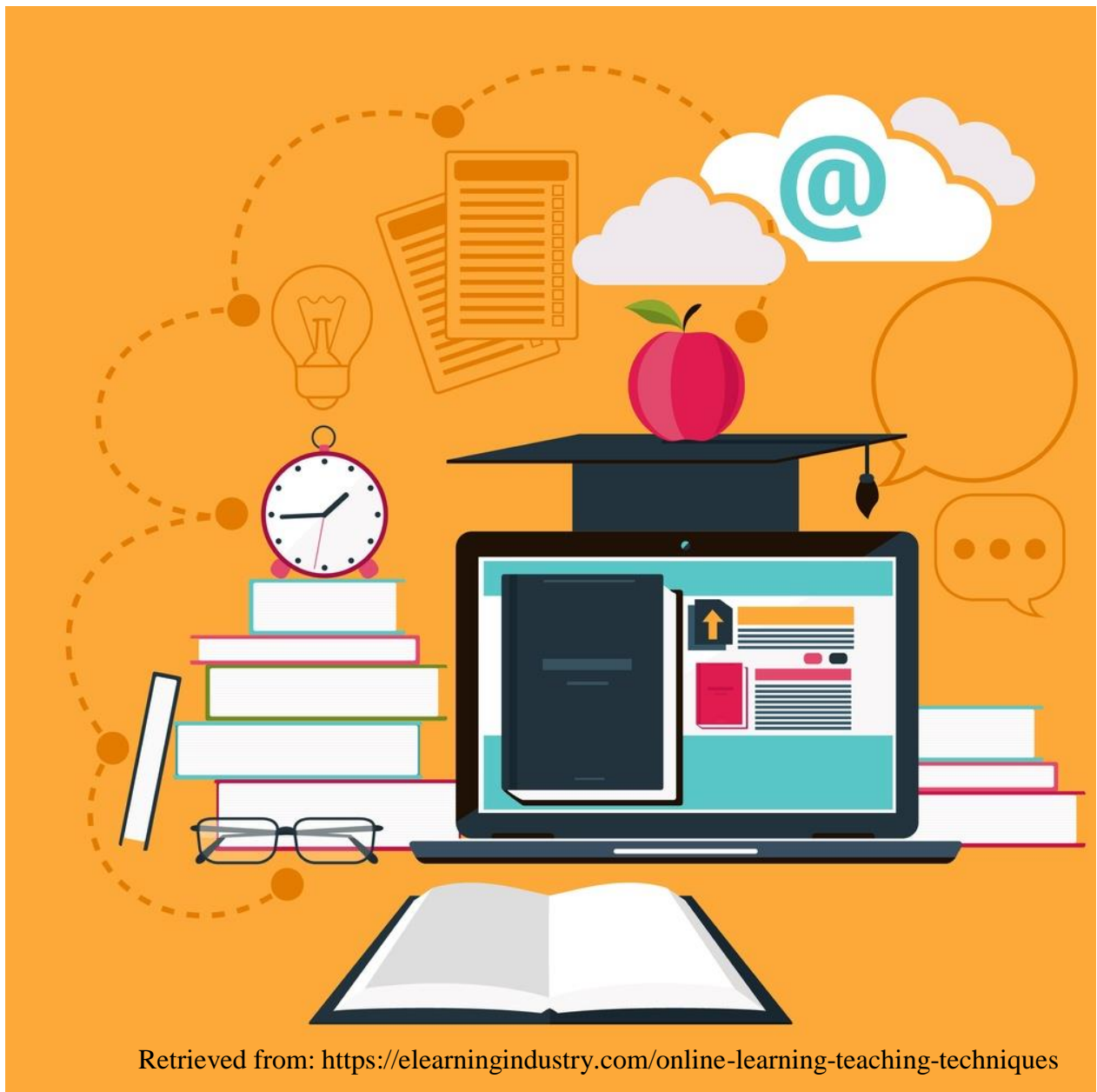
4.2. Proposal development

The following proposal contains as a cover, general index, introduction, units' objectives, and four chapters (listening and speaking, reading and writing, pop quiz, and games) based on theoretical work, interviews' results, and surveys' results to identify the most significant data to include in it. This final proposal unit objectives were based on CEFR descriptors. Because of the COVID-19 pandemic, the Ecuadorian Ministry of Education established the use of a temporal emergency guide to cover the national curriculum guide. “The Prioritized Curriculum for Emergency, Phase 1 – “We Learn Together at Home” which is characterized by being applicable in all national contexts and provides continuity to the educational process until the end of the 2020-2021 school year” (Ministerio de Educación, 2020). However, this guide is expected to be applied as an extra resource during the pandemic in online classes and also when the pandemic is over in face to face learning in classroom to help students in their process. All of the information used in the Online Assessment guide was cited. Also, the English vocabulary was obtained from B1 standards of CEFR to contribute to this research word. The online activities are free to use at any moment.

Online guide’s link:
https://www.canva.com/design/DAEiVSpjYts/rbViltqm52qEkQszWII8nA/view?utm_content=DAEiVSpjYts&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Online Tools to Strengthen English Vocabulary Assessment Activities

Author: María Soledad Erazo
2020-2021



Retrieved from: <https://elearningindustry.com/online-learning-teaching-techniques>

Content

Unit 1: Listening and Speaking

Assessment Activities: Vocaroo

Assessment Activities: Flipgrid

Unit 2: Reading and Writing

Assessment Activities: Canva

Assessment Activities: Padlet

Unit 3: Pop Quiz

Assessment Activities: Quizizz

Assessment Activities: Kahoot!

Unit 4: Games

Assessment Activities: Nearpod

Introduction

This is an innovative guide that has been created after having studied online tools to strengthen English vocabulary assessment that could be applied in foreign language classes. Having carried out the interviews and surveys to the educator and learners, this guide could be used as a tool by the teachers to help students to improve their English vocabulary acquisition, and at the same time, students could feel more comfortable using the online tool to support their knowledge. Due to learners born in a digital world that use the internet as an essential tool. It is an appropriate resource for senior students to decrease stress, anxiety, and nervousness during assessment activities. Besides, it contributes to reducing grading time and material for the English teachers. The guide has been divided into four units to help English vocabulary assessment: Listening & Speaking, Reading & Writing, Pop Quiz, and Games. These units were created considering the student's preferences and needs at the moment to acquire vocabulary. The activities that were created might be adapted to the different methods and approaches as well students' needs.

Presentation

This guide collects the most relevant online tools, through four units. Which are listening and speaking, reading and writing, pop quiz and games. The online tools used in the guide were the most acceptance found in the survey were taken into account. Therefore, each unit has CEFR's descriptors, the online tool to use for the assessment activity (what is it, evaluation criteria and how to use it), the assessment activity (title, time, and objective), a worksheet (the answer sheets), and a rubric to assess the skills (based on the CEFR assessment descriptors). In addition, it is essential to mention that the vocabulary to be evaluated is according to the B1 level required by the Ministry of Education of Ecuador.

1| Listening and Speaking



Level	B1
Ages	17-18 years

Descriptors of CEFR

To understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.

To understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Vocaroo

To use Vocaroo as an online tool to assess English vocabulary acquisition by Listening and Speaking.



What is Vocaroo?

Vocaroo is a simple web learning tool for recording audio in a web browser. It is an excellent tool for students and teachers to create simple and quick audio recordings.

Evaluation Criteria

Access: The site is free and can be accessed from any place in the world through an online browser.

Ease of Use: Once you have a flash player installed and a microphone, it is easy to use.

Privacy: Vocaroo uses the following services to track cookies and the recordings are available for a few months (three months usually).

How to use Vocaroo

1.- Enter the following link, or go to the Google and type Vocaroo.

<https://vocaroo.com/>

2.- Click the record button or click on the upload button, in order to attach an audio.

3.- Finally, get the link of your record.

Assessment Activity

Time:	45 minutes
Topic:	Famous People
Language Objective:	Students will be able to describe a famous people who inspire themselves to become better using an appropriate vocabulary in a record 3 minutes audio in Vocaroo.

Before...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Start the class by sharing with students the goals of the strategy and the desirable results.</p> <p>Introduce the topic by asking for previous experience in students. Do you know any famous person? What is your favorite movie?</p> <p>Play the audio and write the following statements (use online or traditional board). They're discussing last weekend / going to a movie / their parents. They both like an actor / a movie / New York.</p>	<p>Pay attention to the class goals and desirable results in order to be responsible in the language learning process.</p> <p>Share with the class their previous knowledge about the famous people that they know. Answer the teacher's questions.</p> <p>Students listen to the audio and select the correct words about the audio.</p>


Audio's link: https://utneduc-my.sharepoint.com/:v:/g/personal/mserazoe_utn_edu_ec/EQzuP8tTMVtDhU0Aea83MukBpO67ooemsUMUfWExngMnsw?e=1oe00x

During...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Select new English vocabulary from the audio, and he/she presents it to the students.</p> <p>Vocabulary: hero / premiere / brilliant / wealthy/ inventive.</p>	<p>Take notes of the new vocabulary from the audio.</p> <p>Students make five sentences using the new English vocabulary words.</p>

<p>Hero: a person who is admired or idealized for courage, outstanding achievements, or noble qualities.</p> <p>Premiere: the first public performance of a play or any other type of entertainment.</p> <p>Brilliant: extremely intelligent or skilled.</p> <p>Wealthy: having a lot of money or valuable possessions.</p> <p>Inventive: very good at thinking of new and original ideas</p>	<p>They listen again the audio to complete the workshop.</p>
<p>Give the meaning of the new B1 vocabulary.</p> <p>Play again the audio to complete (students) the workshop.</p>	

After – Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give the instruction about the assessment activity.</p> <p>Give the rubric's assignment.</p> <p>Instruction: They need to record a 3 minutes' audio using Vocaroo to talk about their favorite famous person using the vocabulary list.</p>	<p>Students pay attention in the instructions.</p> <p>Research about their famous people who inspire them to be better.</p> <p>Check the rubric's assignment.</p> <p>Record a 3 minutes' audio about their favorite famous person using Vocaroo.</p> <p>Send the link to the teacher to the feedback.</p>
<p>Online Assessment Tool</p>	

Worksheet

Student's name: _____

Date: _____ Level: _____

Listening and Speaking - English Vocabulary Assessment

Listening to the conversation. Circle the correct words.

1 They're discussing last weekend / going to a movie / their parents.

2 They both like an actor / a movie / New York.



Retrieved from: <https://www.tuenlinea.com/>

Write five sentences using the new English vocabulary.

Listening again. Mark the sentences T (True) or F (False).

True 0 She thinks last weekend was exciting.

_____ 1 A premiere is the first time a new movie is shown.

_____ 2 She wants to go to the premiere of Liam Hemsworth's new movie.

_____ 3 She thinks her parents will be happy for her to go.

_____ 4 Jason has an aunt and uncle who live in New York.

_____ 5 Jason doesn't want to go to the movie with Maggie.

_____ 6 Jason doesn't like Liam Hemsworth.

_____ 7 Jason and Maggie are going to talk to Maggie's parents.

Research about your favorite famous person. Then, go to Vocaroo and record a 3 minutes' audio about your famous person. Check the rubric.

Note: Don't forget the link to your teacher to the feedback.

Assessment Activity

Time:	45 minutes
Topic:	School
Language Objective:	Students will be able to create a spontaneous conversation about their favorite subjects with a partner using an appropriate vocabulary in a record 3 minutes' audio in Vocaroo.

Before...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Start the class by sharing with students the goals of the strategy and the desirable results.</p> <p>Introduce the topic using some new English vocabulary that students listening in the audio.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Vocabulary: rubbish / half / quite / definitely.</p> </div> <p>Also, teacher ask about the meaning of new vocabulary.</p> <p>Play the audio to listen and check the items.</p>	<p>Pay attention to the class goals and desirable results in order to be responsible in the language learning process.</p> <p>Take notes of the new vocabulary.</p> <p>Share with the class the meaning of new vocabulary. Answer the teacher's questions.</p> <p>Students listen to the audio and select the correct words about the audio.</p>

Audio's

link:

[https://utneduec-](https://utneduec-my.sharepoint.com/:v:/g/personal/mserazoe_utn_edu_ec/EY3XyAlYUSBHizc2USlxAsABOBOCWrdh_bn6T3RtvqVIQ?e=Mgc2d)

[my.sharepoint.com/:v:/g/personal/mserazoe_utn_edu_ec/EY3XyAlYUSBHizc2USlxAsABOBOCWrdh_bn6T3RtvqVIQ?e=Mgc2d](https://utneduec-my.sharepoint.com/:v:/g/personal/mserazoe_utn_edu_ec/EY3XyAlYUSBHizc2USlxAsABOBOCWrdh_bn6T3RtvqVIQ?e=Mgc2d)

During...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Ask if students find the new English vocabulary in the audio.</p> <p>Play the audio again in order to complete the worksheet. (Activities 1 and 2)</p>	<p>They answer the question.</p> <p>Listen to complete activities 1 and 2.</p>

After – Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give the instruction about the assessment activity.</p> <p>Give the speaking's rubric.</p>	<p>Check the speaking's rubric.</p> <p>Record a 3 minutes' conversation about their favorite subject using Vocaroo. Send the link to the teacher to the feedback.</p>

Worksheet

Student's name: _____

Date: _____ Level: _____

Listening and Speaking - English Vocabulary Assessment

Listen and check (A, B or C)

1 When did Sophie start at the school?

A Wednesday

B Friday

C Thursday

2 What is Sophie's favorite subject?

A art

B Spanish

C science

3 Where does Allan offer to take Sophie?

A the gym

B the student center

C the library

Listening again. Answer the questions

1 How does it compare to her old school?

2 Who is her favorite teacher? What does he teach?

3 Why is Sophie good at Spanish?

4 Where is the cafeteria?

Create a dialogue with your partner. Then, go to Vocaroo and record a 3 minutes' audio about your favorite subject. Check the rubric.

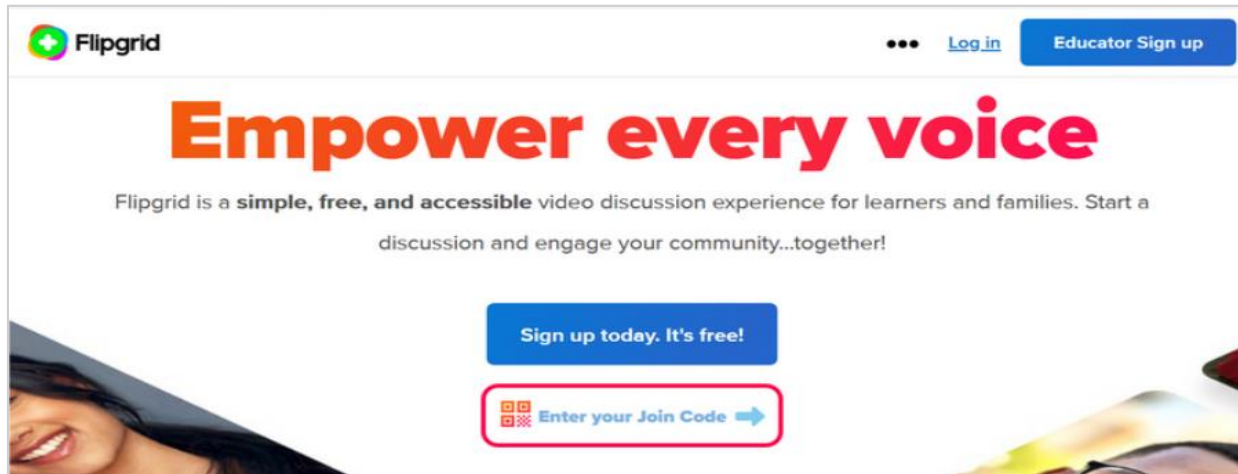
Note: Don't forget the link to your teacher to the feedback.

Speaking Assessment Rubric						
Points	Vocabulary	Production		Attitude	Time	Online Tool
		Grammar	Pronunciation			
2	The student uses all of the words from the vocabulary list and new vocabulary.	The student produces language correctly or with few mistakes using the appropriate language and structures.	The student uses the pronunciation worked in class.	The student has obviously prepared activity and makes an effort to have a good result.	Recorded 3 minutes and more.	The student uses the indicated online tool.
1,5	The student uses all of the words from the vocabulary list.	The student produces language with several mistakes although it is comprehensible.	The student tries to use the correct pronunciation but makes several mistakes.	The student has prepared the activity well enough to have a pretty nice result.	Recorded from 1 to 2 minutes	The student uses a different online tool.
1	The student uses some words from the vocabulary list.	The student only uses single words and sometimes with mistakes.	The student pronounces the words as they are written.	The student has worked only a little bit before but not enough for a good result.	Recorded less than a minute.	
0,5	The student doesn't use words from the vocabulary list.	The student doesn't try to speak or speech in comprehensible.	The student doesn't try to speak or speech in comprehensible.	The student not prepared the activity at all and doesn't care about results.		
MAXIMUN SCORE : 12 POINTS						

Retrieved from: <https://core.ac.uk/download/pdf/19901803.pdf>. Elaborated by Soledad Erazo.

Flipgrid

To use Flipgrid as an online tool to assess English vocabulary acquisition by Listening and Speaking.



Retrieved from: <https://info.flipgrid.com/>

What is Flipgrid?

Flipgrid is a video discussion tool as it was designed by Microsoft to work specifically for teachers and students in a digital classroom. The idea behind this education tool is to use video to create an open platform of discussion and learning that doesn't require a physical classroom.

Evaluation Criteria

Access: The site is free and can be accessed from any place in the world if you get a Microsoft or Google account.

Ease of Use: You need a microphone and camera to use it.

How to use Flipgrid

- 1.- Enter the following link, or go to Google and type Flipgrid. <https://info.flipgrid.com/>
- 2.- If you don't get a Flipgrid account, you can register
- 3.- Log in to the account and use the different tools, you can watch the tutorial to take advantage of the tools of this App. YouTube video's link: <https://www.youtube.com/watch?v=Jn9zvfd3niM>

Assessment Activity

Time:	45 minutes
Topic:	In a Nutshell
Language Objective:	Students will be able to give their point of view about What do alien civilizations look like? using an appropriate vocabulary in a record 3 minutes' video in Flipgrid.


Before...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Start the class by sharing with students the goals of the strategy and the desirable results.</p> <p>Introduce the topic by asking for previous experience in students. (Work in pairs)</p> <p>Do you think aliens live outside the land? - Do you see movies about aliens?</p>	<p>Pay attention to the class goals and desired results to be responsible in the language learning process.</p> <p>Find a couple and answer the teacher's questions. Share their answers with their classmates.</p>

During...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Watch a YouTube video https://www.youtube.com/watch?v=rhFK5_Nx9xY about What Do Alien Civilizations Look Like?</p> <p>Select some new English vocabulary from the YouTube video. Vocabulary: shift / outward / quarrels / enemies, etc.</p> <p>Also, give the synonym of the words so that the students remember the new vocabulary.</p>	<p>Watch the video about What Do Alien Civilizations Look Like? The Kardashv Scale.</p> <p>Take notes about new English vocabulary and synonyms.</p>

After Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Create an assignment on Flipgrid for students to attach their point of view about the video. Students must comment on at least two videos to generate a discussion.</p>	<p>Record their perspective about Alien Civilizations and submit the evidence.</p> <p>Replay two classmates' videos.</p>
Online Assessment Tool	

Worksheet

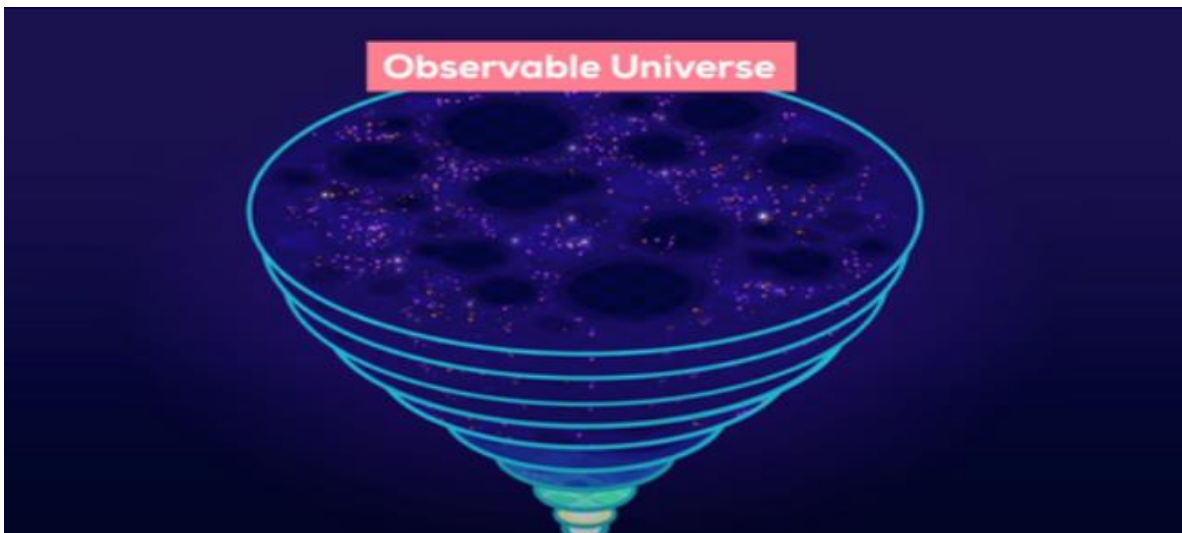
Student's name: _____

Date: _____ Level: _____

Listening and Speaking - English Vocabulary Assessment

Watch the video about What Do Alien Civilizations Look Like? The Kardashev Scale.

In a Nutshell https://www.youtube.com/watch?v=rhFK5_Nx9xY



Retrieved from: https://www.youtube.com/watch?v=rhFK5_Nx9xY

Identify new English words and write a synonym for them.

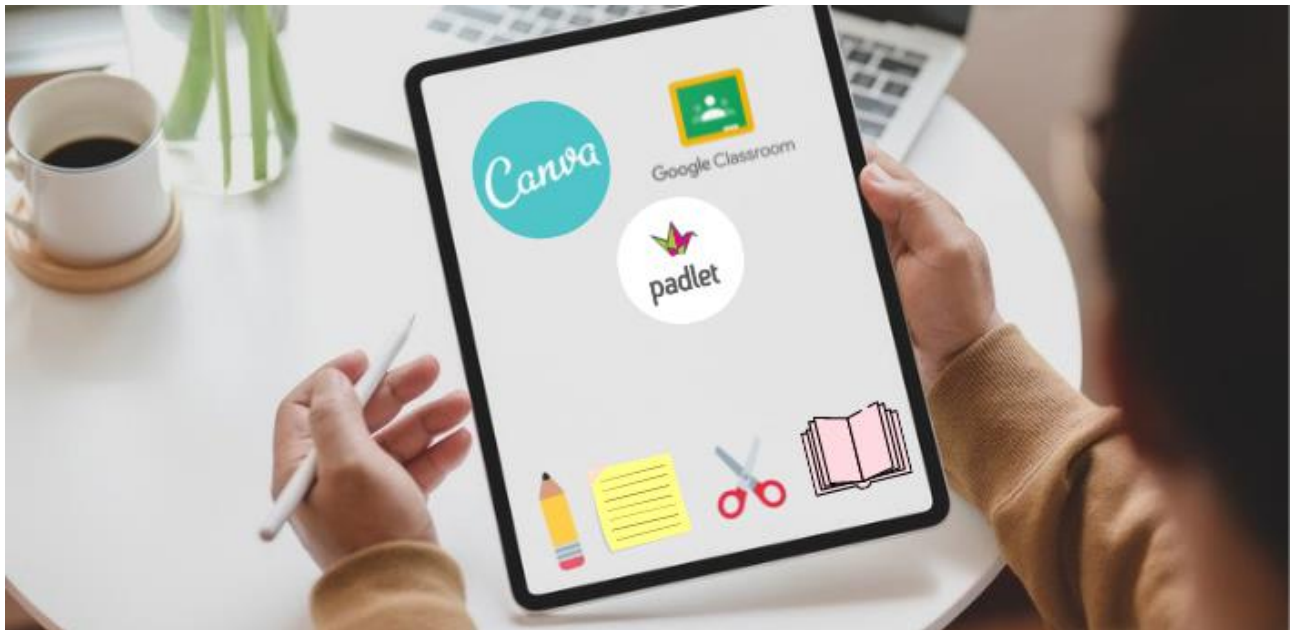
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Record a video in Flipgrid to talk about Alien Civilization and your perspective about this topic. Don't forget to replay two classmates' videos.

Assessment Rubric - Video						
Points	Vocabulary	Production		Attitude	Time	Reply
		Grammar	Pronunciation			
2	The student uses all of the words from the vocabulary list and new vocabulary.	The student produces language correctly or with few mistakes using the appropriate language and structures.	The student uses the pronunciation worked in class.	The student has obviously prepared activity and makes an effort to have a good result.	Recorded 3 minutes and more.	The student replied two classmates' videos.
1.5	The student uses all of the words from the vocabulary list.	The student produces language with several mistakes although it is comprehensible.	The student tries to use the correct pronunciation but makes several mistakes.	The student has prepared the activity well enough to have a pretty nice result.	Recorded from 1 to 2 minutes.	The student replied a classmate's video.
1	The student uses some words from the vocabulary list.	The student only uses single words and sometimes with mistakes.	The student pronounces the words as they are written.	The student has worked only a little bit before but not enough for a good result.	Recorded less than a minute.	
0,5	The student doesn't use words from the vocabulary list.	The student doesn't try to speak or speech in comprehensible.	The student doesn't try to speak or speech in comprehensible.	The student not prepared the activity at all and doesn't care about results.		
MAXIMUN SCORE : 12 POINTS						

Retrieved from: <https://core.ac.uk/download/pdf/19901803.pdf>. Elaborated by Soledad Erazo.

2| Reading and Writing



Retrieved and Adapted from Canva by Soledad Erazo.

Level	B1
Ages	17-18 years

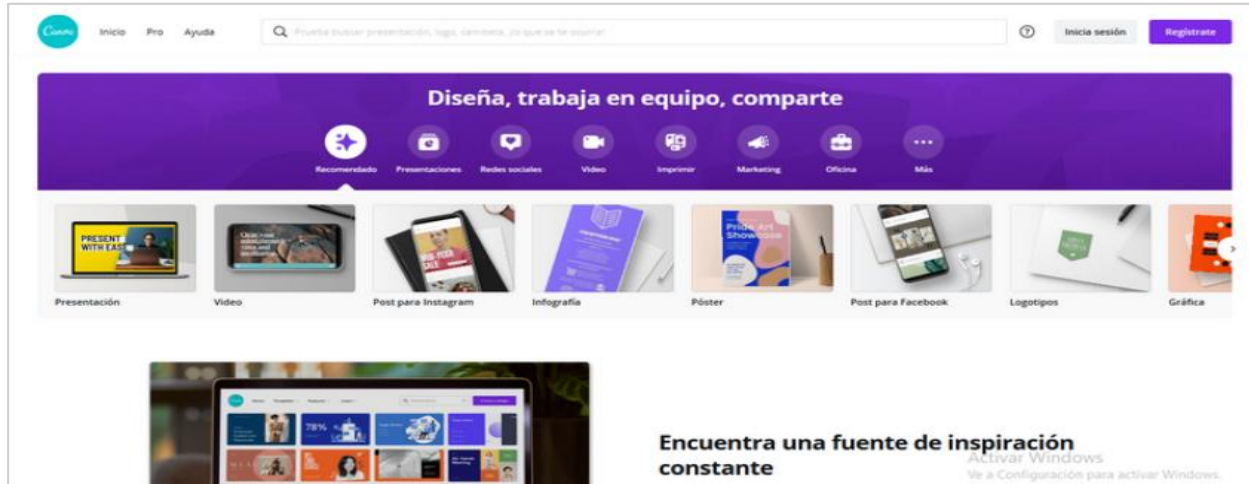
Descriptors of CEFR

Read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.

Write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

Canva

To use Canva as an online tool to assess English vocabulary acquisition by Reading and Writing.



Retrieved from: https://www.canva.com/es_419/

What is Canva?

Canva for Education is a free offering for all educators. You get all the benefits such as millions of images, fonts, graphics, videos, animations, and templates, as well as a dedicated classroom space to invite students and teachers to share, review, and manage your work.

Evaluation Criteria

Access: The website is free. However, there is a premium version to get more resources.

Ease of Use: You can be accessed from any place in the world through an online browser.

Privacy: Canva saves your work ethically. However, there are two options to share your designs. Share and edit and only share (as a view).

How to use Canva

1.- Enter the following link, or go to Google and type Canva. <https://canva.com/>

2.- If you don't have an account, please create one using your email.

3.- Finally, open Canva to see the variety of tools for your work and choose a template to start your design.

Assessment Activity

Time:	80 minutes
Topic:	For and against
Language Objective:	Students will be able to write a discursive essay about 200 words of “Spent time in smartphones is a waste of time” using an appropriate vocabulary in a Canva’s flyer.


Before...

WHAT TEACHERS DO	WHAT STUDENTS DO
Start the class by sharing with students the goals of the strategy and the desirable results.	Pay attention to the class goals and desired results to be responsible in the vocabulary acquisition process.
Introduce the topic by asking about How many hours you spent on your smartphone?	Answer the teacher's question.

During...

WHAT TEACHERS DO	WHAT STUDENTS DO
Present the reading "Watching TV is a waste of time".	Read the reading carefully.
Select new English vocabulary words from the reading. Vocabulary: Furthermore / however / moreover / personally, etc.	Take notes about new English vocabulary.
Give the meaning of new vocabulary.	Make some sentences using new words.

After – Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
Give the instructions to write an essay (about 200 words) using new vocabulary through Canva's flyer.	Write a discursive essay of about 200 words that includes new English vocabulary through Canva's post.
	Send the link to your teacher as evidence of your work.
Online Assessment Tool	

Worksheet - Reading and Writing

Read the essay. Does the writer agree or disagree with the title statement?

"Watching TV is a waste of time"

A Love it or hate it, television is a part of our lives. Parents use it as a babysitter for their children, teenagers like to discuss shows with their friends at school, and many old people depend on it for company. We all watch it, but are we really just wasting our time?

B TV is certainly an easy way of passing the time. All we have to do is turn it on and watch. It's easier than reading a book or exercising. It can make us lazy, and it can become addictive. *Furthermore*, many programs don't do anything to improve our lives. There are many arguments to support the idea that we waste too much time watching TV.

C In our busy lives, *however*, we need time to relax and forget our problems. TV is the perfect way to do this. *Moreover*, not all shows are bad. There are plenty of programs that teach us things and make us think. If we make sensible choices, it can be a very good use of our time.

D *Personally*, I don't think we can say that watching TV is always a waste of time. Of course, it's very easy to waste a lot of time watching it, time that we could use for doing more useful things. In my opinion, if we pay what we watch and control how much we watch, it viewing can be a positive force in our lives.

Retrieved from: <https://www.pinterest.com>

Look at the words in italics. Which ...

1 two expressions are used to say what you think? _____ and _____

2 two words are used to add another point to an argument? _____ and _____

3 word is used to give an opposing argument? _____

Match the paragraphs with the purposes.

_____ arguments to support the title statement

_____ arguments against the statement

_____ the writer's own opinion

_____ an introduction to the topic

Write an essay (about 200 words). You must use Canva's flyer and sent the link to your teacher. Please, use the new English vocabulary in your work.

Assessment Activity

Time:	45 minutes
Topic:	The most expensive movie
Language Objective:	Students will be able to write a replay of a comment using from 30 to 40 words about “The most expensive movie” using an appropriate vocabulary in a Canva’s flyer.


Before...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Start the class by sharing with students the goals of the strategy and the desirable results.</p> <p>Introduce the topic by asking about Do you know the price to make a movie? (Work in groups of three)</p> <p>Ask some questions related to the article.</p>	<p>Pay attention to the class goals and desired results to be responsible in the vocabulary acquisition process.</p> <p>Answer the teacher's question in a group of three.</p> <p>Answer the article's questions.</p>

During...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give the reading to find new vocabulary and select the most relevant words.</p>	<p>Read the article and underline the most significant English vocabulary.</p> <p>Get to the English dictionary if students don't know new words.</p>

After – Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give the instructions to mark the sentences.</p> <p>Instructions about the reply of a comment (choose one comment), write 30-40 words using new vocabulary.</p>	<p>Complete the exercises</p> <p>Choose a comment and reply to it. Try to write from 30 - 40 words in a Canva's Flyer using B1 vocabulary.</p>
<p>Online Assessment Tool</p>	

Worksheet

Student's name: _____

Date: _____ Level: _____

Reading and Writing - English Vocabulary Assessment

Read the article.

THE MOST EXPENSIVE MOVIE OF ALL TIME (WELL, UP TO 2012)

- 1 *John Carter* (2012) – This Walt Disney epic cost around \$300 million dollars. Unfortunately, neither critics nor audiences really liked it.
- 2 *Pirates of the Caribbean: At World's End* (2007) – This third movie in the pirate story cost almost \$300 million but made more than three times that around the world.
- 3 *The Hobbit: An Unexpected Journey* (2012) – Each of the movies in this Middle Earth fantasy trilogy cost about \$250 million, meaning the total series cost \$750 million.
- 4 *Tangled* (2010) – At \$260 million, this Disney animation made more than double the money it cost as audiences and critics loved it.
- 5 *Spider-Man 3* (2007) – It cost about \$260 million. The critics hated it, but it still made nearly \$900 million at the box office.

How can anyone justify spending so much money on a movie? There are so many better things we could spend our money on: better roads, housing for everyone, looking after our environment, etc.

Jazzfan

LIKE • COMMENT • SHARE

Jazzfan – you're missing the point. First, it isn't our money. It's the movie studio's money, so they can spend it on what they want. Second, most of these movies (except *John Carter* so far) have gone on to make tons of money for the studio. They're good economic investments.

Cottonbud

Why does it cost so much money to make an animated movie? I mean, I really enjoyed *Tangled*, but I can't see how it cost \$260 million!

Johnboy

Johnboy – Have you ever seen the credits at the end of an animated movie? There are so many people involved. They all need to get paid. Also, they probably paid the storywriters a lot. It costs a lot to get a good story.

Cottonbud

I agree, Cottonbud. The writing in *Tangled* is great. I took my kids to see it thinking it was just a nice movie for children, but it was much more than that. As a 35-year-old, I loved it. It made me laugh out loud several times. Much better than any of the other movies on this list.

Johnboy

I can't believe they spent so much money on *John Carter*. What a waste of money – all special effects and no story. It was so bad that it made me laugh.

Liam86

Disagree with Liam86. Thought *John Carter* was great – a good old-fashioned action movie with fabulous special effects. Loved it! It reminded me of the movies I watched as a boy. Don't understand why it didn't make any money.

OllieClarke

Retrieved from: American Think Combo 2A – Cambridge. July, 2021.

Answer the questions. Then check your answers in the article.

- 1 How much more expensive to make was Spider-Man 3 than Titanic?
- 2 How many sci-fi movies did Moviegoer consider better than Monsters in 2010?
- 3 What was the total cost of the equipment for Monsters?
- 4 How many crew members did it take to make Monsters?
- 5 How many main actors are there in the movie?
- 6 How long did Edwards work on the movie after shooting it?
- 7 How long is Monsters?

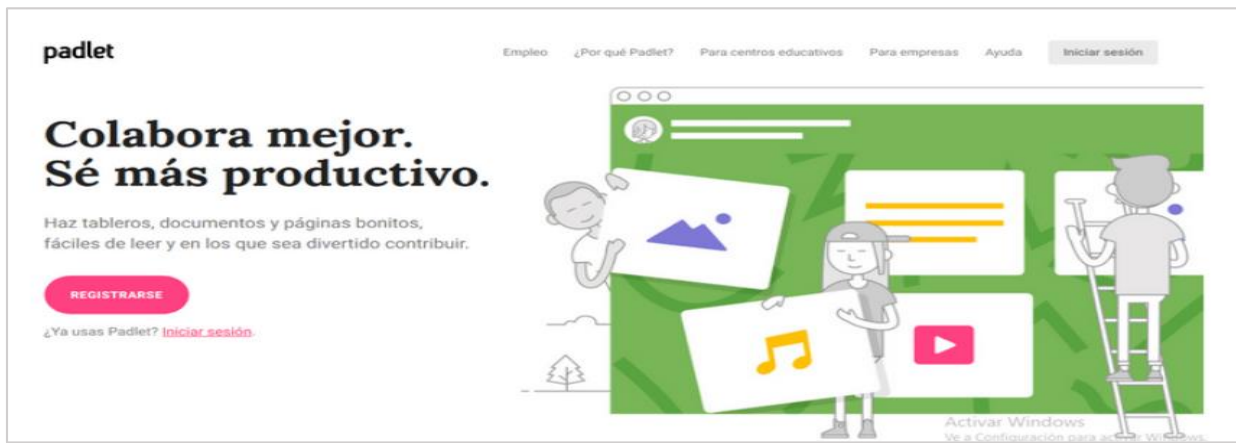
Read the comments again. Mark the sentences T (true) or F (false).

- _____ 1 Cottonbud says movie studios need to make money.
- _____ 2 Cottonbud lists three reasons why animated movies cost a lot to make.
- _____ 3 Johnboy was surprised he liked Tangled.
- _____ 4 Johnboy found Tangled very funny.
- _____ 5 Liam86 describes John Carter as a comedy.
- _____ 6 Ollie Clarke says John Carter made him remember his childhood.

Choose one of the comments and write a reply from 30 to 40 words. You must to use Canva in order to make a flyer using the new vocabulary.

Padlet

To use Padlet as an online tool to assess English vocabulary acquisition by Reading and Writing.



Retrieved from: <https://es.padlet.com/>

What is Padlet?

Padlet is a digital tool that can help teachers and students in class and beyond by offering a single place for a notice board. Is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. This means that not only can teachers post on the wall but so too can students.

Evaluation Criteria

Access: The website is free of everyone.

Ease of Use: You can be accessed from any place in the world through an online browser.

Privacy: It saves your work ethically. However, there are two options to share your digital board. Share and edit and only share (as a view).

How to use Padlet

- 1.- Enter the following link, or go to Google and type Padlet. <https://es.padlet.com/>
- 2.- If you don't have an account, please create one using your email.
- 3.- Finally, open Padlet to see the variety of tools for your work and choose a template to start your work.

Assessment Activity

Time:	80 minutes
Topic:	The way to learn
Language Objective:	Students will be able to write an informal email about their life using an appropriate vocabulary in a Padlet's board.


Before...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Start the class by sharing with students the goals of the strategy and the desirable results.</p> <p>Give the email to read to underline the new English words.</p>	<p>Pay attention to the class goals and desired results to be responsible in the vocabulary acquisition process.</p> <p>Read the email and highlight the new English vocabulary.</p>

During...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Select the vocabulary and give different synonyms.</p> <p>Instruction about worksheet's activities.</p>	<p>Take notes of synonyms.</p> <p>Complete the worksheet.</p>

After – Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give the instructions to make an informal email using a Padlet's board with new vocabulary.</p>	<p>Make an informal email with new vocabulary as a Padlet's board.</p>
<p>Online Assessment Tool</p>	

Worksheet

Student's name: _____

Date: _____ Level: _____

Read the email. Check the things Jed talks about.

_____ 1 How he feels about his routine

_____ 2 The things he likes to watch on TV

_____ 3 Homework that he doesn't like to do

_____ 4 A party for his birthday

Hi Tania,

How's it going? Good to get your last email -it was fun to read. I liked hearing about your life, your routine, and stuff, so I thought I would tell you about mine.

So, what can I tell you? Most weeks are the same as other weeks, really. guess that's true for everyone, though. Monday to Friday, well, they're school days, so that's a kind of routine. You know, get up at 7.30. go to school at 8:45, come home at 4:00 and do homework, then eat dinner and go to bed. But lots of things make every day different, so don't mind the routine. Every day there are different classes at school and different things on TV in the evenings. Even the homework is different sometimes!

Anyway, I wonder how you're doing at your new school Everything going well? I'm sure it is - you know how to make new friends and get involved with things, right?

By the way, my 15th birthday is next month (Saturday the 12th) and we're having a party. Any chance you can come? Would be great to see you here Let me know, OK?

So, what was I saying about routine and things? Yean get homework- and I have some, so I'm going to stop Healy want to hear from you soon, Ok?

Take care,

Jed

Retrieved from: <https://www.pinterest.com>

Read the phrases from the email. Match them with the words that have been left out.

- | | |
|--|------------|
| 1 ... everything going well? | a I |
| 2 ... any chance you can come? | b It |
| 3 ... would be great to see you here. | c Is |
| 4 ... really want to hear from you soon, ok? | d Is three |

Read the email again. Underline the new words.

Read the email again. Find these phrases.

- 1 Two ways that Jed starts to talk about a different topic: _____ and _____
- 2 Three ways he checks that Tania is following what he's saying: _____, _____, and _____
- 3 How he ends his email: _____

Write an email to a friend (100-150 words). Use padlet's board and new English vocabulary.

Writing Assessment Rubric				
Points	Vocabulary	Production		Appearances
		Grammar	Use of Language	
2	The student uses new words from the reading.	The student produces language correctly or with few mistakes using the appropriate language and structures.	The student uses many linking words to connect de ideas.	Typed, using correct spacing, font and format.
1,5	The student uses some new words from the reading.	The student produces language with several mistakes although it is comprehensible.	The student tries to use few linking words or connectors to connect the ideas.	Typed with few problems in spacing, font, or the format.
1	The student uses few new words from the reading.	The student only uses single words and sometimes with mistakes.	The student attempts to use linking words and phrases to connect the ideas.	Typed with frequent problems in spacing, font or format.
0,5	The student doesn't use words from the reading.	The student doesn't try to speak or speech in comprehensible.	The student doesn't use linking words and phrases to connect ideas.	Not typed: wrong format used and hard to read.
MAXIMUM SCORE : 8 POINTS				

Elaborated by Soledad Erazo.

3| Pop Quiz



Retrieved and Adapted from Canva by Soledad Erazo.

Level	B1
Ages	17-18 years

Descriptors of CEFR

Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.

Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.

Kahoot

To use Kahoot! as an online tool to assess English vocabulary acquisition by Pop Quiz.



Retrieved from: <https://kahoot.com/>

What is Kahoot!?

Kahoot! is a cloud-based quiz platform that is ideal for students and teachers. Since the game-based platform allows you to create new quizzes from scratch, it's possible to be creative and offer bespoke learning options for students.

Evaluation Criteria

Access: The site is free and can be accessed from any place in the world through an online browser. However, there is a premium version to get more tools from the page.

Ease of Use: Students need to enter a simple code to start.

Privacy: You can share your Kahoots with others.

How to use Kahoot!

- 1.- Enter the following link, or go to Google and type Kahoot! <https://kahoot.com/>
- 2.- If you don't have an account, please create one using your email.
- 3.- Create your test, evaluations, and assessment activities.
- 4.- Your students only need the code to be part of the pop quiz.

Assessment Activity

Time:	20 minutes
Topic:	Essential B1 connector
Language Objective:	Students will be able to use an appropriate vocabulary connectors in a paragraph from 4 -6 lines.

Before...


WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Start the class by sharing with students the goals of the online tool and the desirable results.</p> <p>Present the meaning and use of English connectors.</p> <p>For example: therefore, In order to, However, but and Besides.</p>	<p>Pay attention to the class goals and desired results to be responsible in the vocabulary acquisition process.</p> <p>Take notes of English connectors.</p>

During - Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Present the Kahoot!'s code to enter the pop quiz about B1 English connectors.</p> <p>Also, students must write their full names to identify the participation.</p> <p>Kahoot!'s link: https://create.kahoot.it/share/essential-b1-connectors-for-english-learners/0b58e14f-089c-4c57-b261-177c7528517e</p>	<p>Go to Kahoot!'s page and enter the code to be part of the English connectors' pop quiz.</p> <p>Write their full name in Kahoot!'s assessment activity.</p>

After...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give the instructions of the writing about things that students love a paragraph. Must use the connectors' words.</p>	<p>Write a paragraph from 4 to 6 lines about things that I love and must use the English connectors.</p>

<p>Linking words' list:</p> <p>because (of), as, since</p> <p>So & therefore</p> <p>To & In order to</p> <p>But, although & though</p> <p>In spite of / despite</p> <p>However</p> <p>Also, too, in addition, moreover</p>	
<p style="text-align: center;">Online Assessment Tool</p>	

Assessment Activity

Time:	20 minutes
Topic:	Technology
Language Objective:	Students will be able to use an appropriate vocabulary about technology in Kahoot! online tool.


Before...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Present the words about technology on the board.</p> <p>Present the meaning and give a sentences</p> <p>For example: chat, talk socially without exchanging too much information or we use WhatsApp chat outside the classroom.</p>	<p>Pay attention to the new technological words.</p> <p>Take notes of new vocabulary</p> <p>Write some sentences using the new vocabulary.</p>

During – Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give the code of Kahoot! Use the following link.</p> <p>Kahoot!'s link: https://create.kahoot.it/share/b1-vocabulary-about-technology/e24c4d0e-5458-4bdf-926e-13162de68726</p>	<p>Enter the Kahoot!'s link and complete it.</p> <p>Use their full names in the pop quiz.</p> <p>Take a screenshot of their final score as evidence.</p>

After...

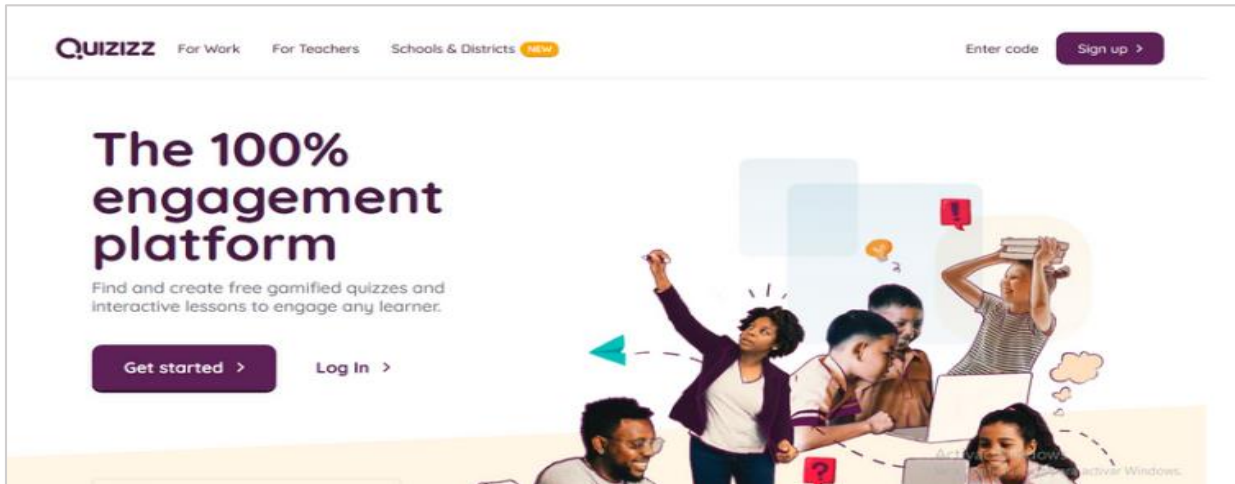
WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give feedback about the pop quiz in order to be engaged in B1 technological vocabulary.</p>	<p>Pay attention and take notes of relevant points.</p>
<p>Online Assessment Tool</p>	

Pop Quiz Assessment Rubric		
Points	Content Knowledge	Screenshot
5	The student demonstrates full knowledge.	The student took an screenshot.
4	The student is at ease with content, but falls to elaborate.	
3	The student is unconformable with the content and is unable to demonstrate the knowledge.	
2	The student cannot answer the questions.	
MAXIMUN SCORE : 10 POINTS		

Elaborated by Soledad Erazo.

Quizizz

To use Quizizz as an online tool to assess English vocabulary acquisition by Pop Quiz.



Retrieved from: <https://quizizz.com/>

What is Quizizz?

It is a formative assessment tool that is best used to obtain information about how the class as a whole is doing in understanding content material.

Evaluation Criteria

Access: The site is free and can be accessed from any place in the world using a computer, smartphone, tablet, etc.

Ease of Use: Students can enter it as homework to the teacher or as a game (individual way).

Assessment Activity

Time:	20 minutes
Topic:	Hobbies and Leisure
Language Objective:	Students will be able to use an appropriate vocabulary about hobbies and leisure in a Quizizz platform.

Before...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Start the class by sharing with students the goals of the online tool and the desirable results.</p> <p>Present a Bingo game. After that, write some words related to hobbies.</p> <p>Vocabulary: chess, guitar, picnic, sing or hacking.</p> <p>Ask for a number from 1 to 10.</p>	<p>Pay attention to the class goals and desired results to be responsible in the process.</p> <p>Select five words of Bingo and write in a paper.</p> <p>Give a number from 1 to 10.</p>


During...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give the meaning of words and make a sentence using the new English vocabulary.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>For example:</p> <p>Painting (noun)</p> <p>Creating a picture with paints.</p> <p>He studied painting and sculpture for many years.</p> </div> <p>Ask for more examples.</p>	<p>Pay attention to the class goals and desired results to be responsible in the process.</p> <p>Select five words of Bingo and write in a paper.</p> <p>Give a number from 1 to 10.</p>

After – Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give the Quizizz's link to assess English vocabulary.</p>	<p>Open the link and register.</p> <p>Keep working in the activity.</p> <p>Take a screenshot as evidence of their work.</p>

Quizizz's link: <https://quizizz.com/admin/quiz/60dbe2052d4626001d772d80>

<p>Online Assessment Tool</p>	
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Pop Quiz Assessment Rubric		
Points	Content Knowledge	Screenshot
5	The student demonstrates full knowledge	The student took an screenshot.
4	The student is at ease with content, but falls to elaborate.	
3	The student is unconformable with the content and is unable to demonstrate the knowledge.	
2	The student cannot answer the questions.	
MAXIMUN SCORE : 10 POINTS		

Elaborated by Soledad Erazo.

4 | Games



Retrieved and Adapted from Canva by Soledad Erazo.

Level	B1
Ages	17-18 years

Descriptors of CEFR

Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.

Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.

Nearpod

To use Nearpod as an online tool to assess English vocabulary acquisition by games.



Retrieved from: <https://nearpod.com/>

What is Nearpod?

Nearpod helps educators make any lesson interactive and assess students class' progress. Teachers can create presentations that can contain quiz's, polls, videos, collaborate boards, and more.

Evaluation Criteria

Access: The site is free and can be accessed from any place in the world using a computer, smartphone, tablet, etc.

Ease of Use: Students can enter it using a code and they might be part of the interactive learning process.

How to use Nearpod

- 1.- Enter the following link, or go to Google and type Nearpod. <https://nearpod.com/>
- 2.- If you don't have an account, please create one using your email.
- 3.- Create your lesson that includes a formative assessment for your students.
- 4.- Your students only need the code to be part of the English lesson.

Assessment Activity

Time:	45 minutes
Topic:	Personal Feelings
Language Objective:	Students will be able to use an appropriate vocabulary about personal feeling through a Nearpod's game.


Before...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Start the class by sharing with students the goals of the online tool and the desirable results.</p> <p>Give the lesson's code of Nearpod.</p> <p>https://share.nearpod.com/QtMA3PXjvhb</p>	<p>Pay attention to the class goals and desired results to be responsible in the process.</p> <p>Enter the lesson using the teacher's code.</p>

During...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Present the rules of the game (bingo).</p> <p>Give the instruction (Students choose five words).</p> <p>Ask for a number from 1 to 5.</p>	<p>Pay attention to the instruction.</p> <p>Select five words of the vocabulary.</p> <p>Give a number from 1 to 5.</p>

After – Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Present the game time to climb in order to complete using appropriate vocabulary about personal feelings.</p>	<p>Complete the game to learn new English vocabulary about personal feeling.</p>
<p>Online Assessment Tool</p>	

Assessment Activity

Time:	45 minutes
Topic:	Services
Language Objective:	Students will be able to use an appropriate vocabulary about services through a Nearpod's game.


Before...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Start the class by sharing with students the goals of the online tool and the desirable results.</p> <p>Give the lesson's code of Nearpod.</p> <p>https://share.nearpod.com/NUxepNbovhb</p>	<p>Pay attention to the class goals and desired results to be responsible in the process.</p> <p>Enter the lesson using the teacher's code.</p>

During...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Present the rules of the game (bingo).</p> <p>Give the instruction (Students choose five words).</p> <p>Ask for a number from 1 to 5.</p>	<p>Pay attention to the instruction.</p> <p>Select five words of the vocabulary.</p> <p>Give a number from 1 to 5.</p>

After – Assessment...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Present the game time to climb in order to complete using appropriate vocabulary about services.</p>	<p>Complete the game to learn new English vocabulary about services.</p>
<p>Online Assessment Tool</p>	

Answer Sheets

UNIT 1 - Vocaroo - Answer Sheet

Listen and check (A, B or C)

- 1 When did Sophie start at the school? B Friday
2 What is Sophie's favorite subject? C science
3 Where does Allan offer to take Sophie? A the gym

Listen again. Answer the questions

- 1 It's better than her old school.
2 Mr. Clarke. He teaches Art.
3 Because her mum's Chilean and they speak Spanish at home.
4 It's on the second floor of the English block, next to the café

UNIT 2 - Canva - Answer Sheet

Read the essay. Does the writer agree or disagree with the title statement?

The writer disagrees with the title.

Look at the words in italics. Which ...

- 1 Personally and In my opinion
2 Furthermore and Moreover
3 However

Match the paragraphs with the purposes.

- 1 B
2 C
3 D

4 A

UNIT 2 - Canva - Answer Sheet

Answer the questions. Then check your answers in the article.

1 Titanic cost \$50,000 less to make than Spider-Man 3.

2 Two

3 Less than half a million dollars.

4 Seven

5 Three

6 He spent 13 months working on the film.

7 90 minutes

Read the web page and the comments. Which two movies do the comments mainly talk about?

John Carter and Tangled

Read the comments again. Mark the sentences T (true) or F (false).

1 T 2 F 3 T 4 T 5 F 6 T

UNIT 2 - Padlet - Answer Sheet

Read the email. Check the things Jed talks about.

How he feels about his routine.

A party for his birthday.

Read the phrases from the email. Match them with the words that have been left out.

I wonder how you're doing at your new school Everything going well?

By the way, my 15th birthday is next month (Saturday the 12th) and we're having a party. Any chance you can come?

Would be great to see you here Let me know,

4.3. Proposal's effects

The proposal was applied in “Antonio Ante High Scholl” to senior students to measure their opinions about the implementation of online assessment activities to scaffold vocabulary acquisition. A part of this research, a post-survey was applied that required students to express their perspectives about the online tools applied by the student researcher. The post-survey had nine questions, and it was based on the theoretical foundation of the use of the online tools to assess English vocabulary to measure the proposal's impacts. (Appendix 9)

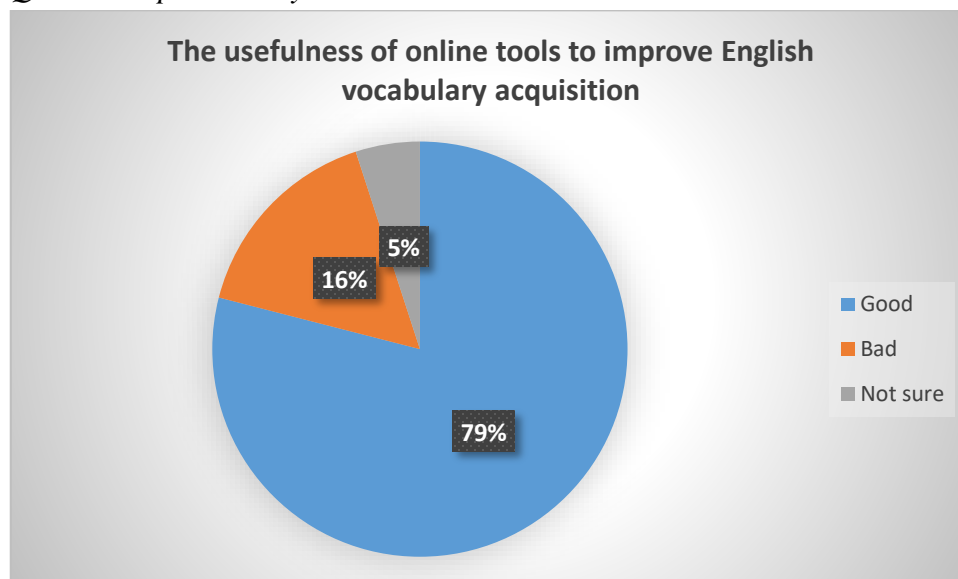
Consequently, the researcher asked for authorization to apply the final proposal to the vice-principal of the institution as well asked to the senior year's teacher. On the other hand, the English teacher answered a checklist related to the proposal application. It included some items to identify the scope of the final proposal to measure the linguistics, academic, and affective impacts. (Appendix 10) The following segment presents the findings associated with the proposal implementation.

4.4. Students' post-survey results

It essential to mention that after applying the proposal, the researcher sent a link to Microsoft Forms that included some questions in order to measure the students' opinions towards the use of online tools to strengthen English vocabulary assessment activities. Consequently, the questionnaire was divided into three parts: linguist, academic, and affective to measure the impacts in learners.

4.4.1. How useful were online tools to improve English vocabulary acquisition.

Figure 13
Question 1 post-survey



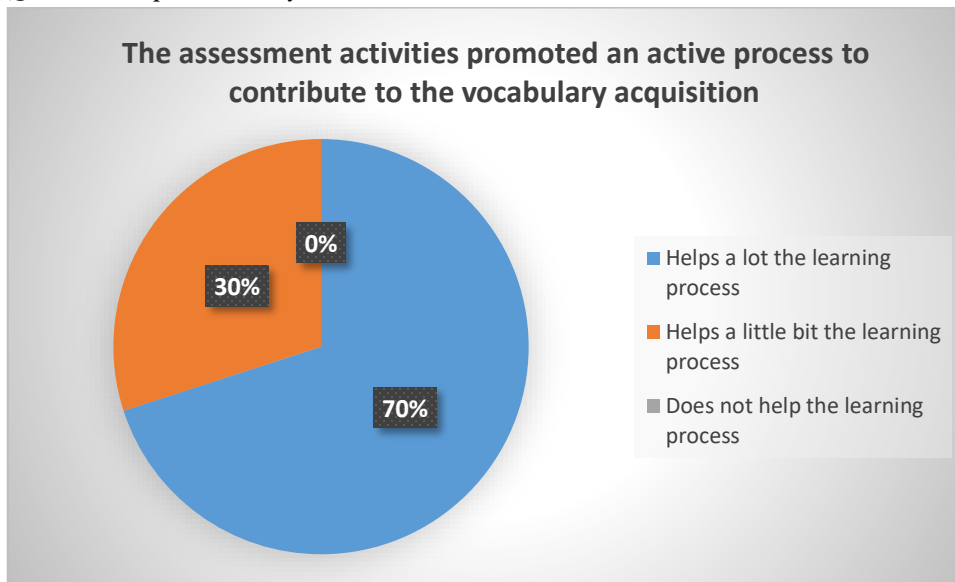
Note: Researcher elaboration. Source: survey Jun. 2021.

As figure 13 reveals, the highest proportion of the students 79% indicated that there was a good relationship of online tools to improve English vocabulary, other 16% of participants thought that is bad the usefulness of online tools to improve English vocabulary. Finally, only 5% were not sure in that statement.

4.4.2. The use of assessment activities in the class promoted an active process to contribute to the vocabulary acquisition.

Figure 14

Question 2 post-survey



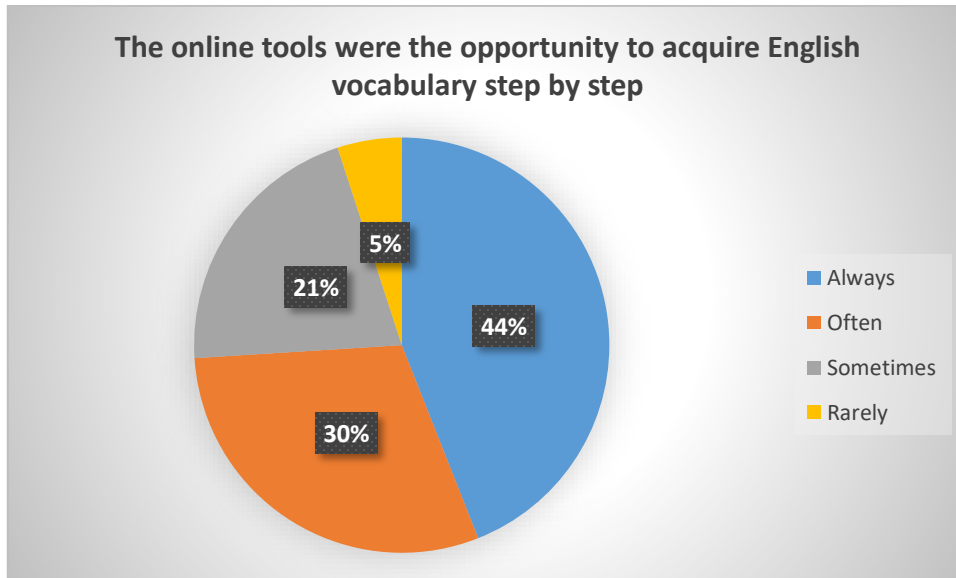
Note: Researcher elaboration. Source: survey Jun. 2021.

As shown in figure 14, the highest proportion of the students 70% indicated that assessment activities helps a lot the learning process, 30 % marked that assessment process helps a little bit the learning process, 0% expressed that it does not help the learning process.

4.4.3. The online tools were the opportunity to acquire English vocabulary step by step during the lesson.

Figure 15

Question 3 post-survey

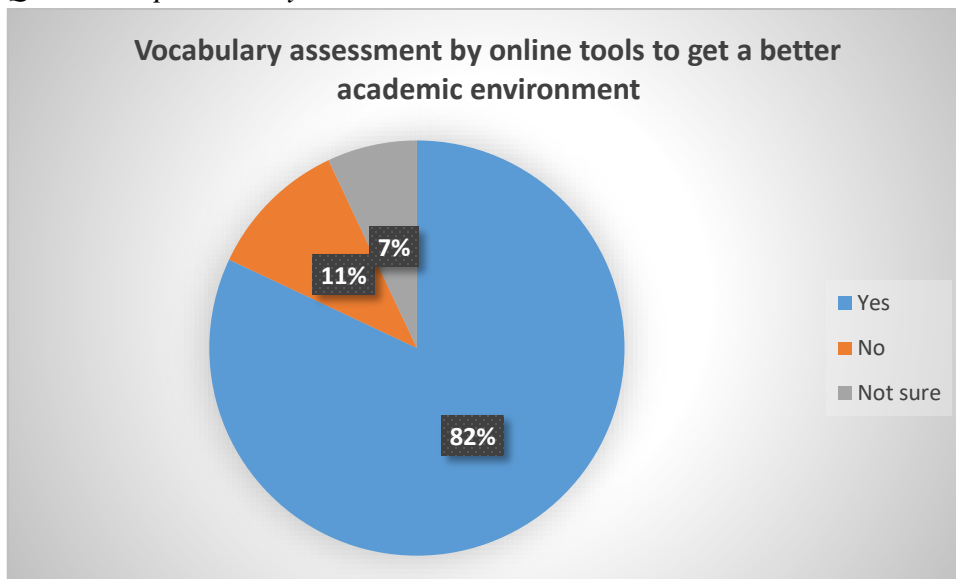


Note: Researcher elaboration. Source: survey Jun. 2021.

As figure 15 illustrates, the highest proportion of the students 44% indicated that always the online tools were the opportunity to acquire English vocabulary step by step, 30% of participants mentioned that often online tools were the opportunity to acquire step by step English vocabulary, 21% said that sometimes online tools helped to acquire English vocabulary step by step, 5% expressed that online tools rarely gave the opportunity to acquire English vocabulary.

4.4.4. Vocabulary assessment by online tools contributed to get a better academic environment.

Figure 16
Question 4 post-survey



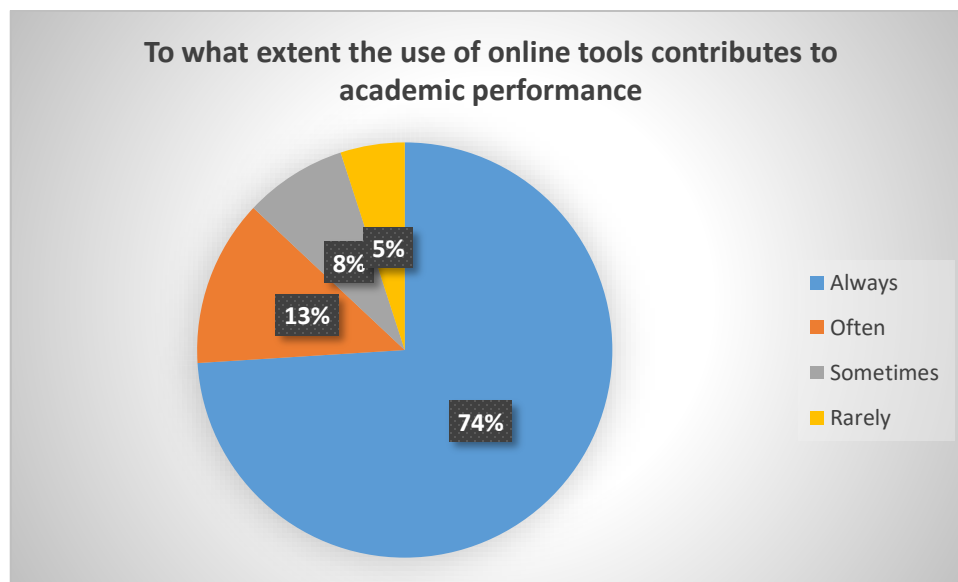
Note: Researcher elaboration. Source: survey Jun. 2021.

As figure 16 indicates, the high percentage of students 82% expressed “Yes” about the question of vocabulary assessment through online tools contributed to get a better academic environment, 11% expressed “No” vocabulary assessment through online tools helped to get a better academic environment. Finally, 7% were not sure if online tools to assess vocabulary contributed to get a better academic environment.

4.4.5. To what extent the use of online tools contributes to academic performance.

Figure 17

Question 5 post-survey



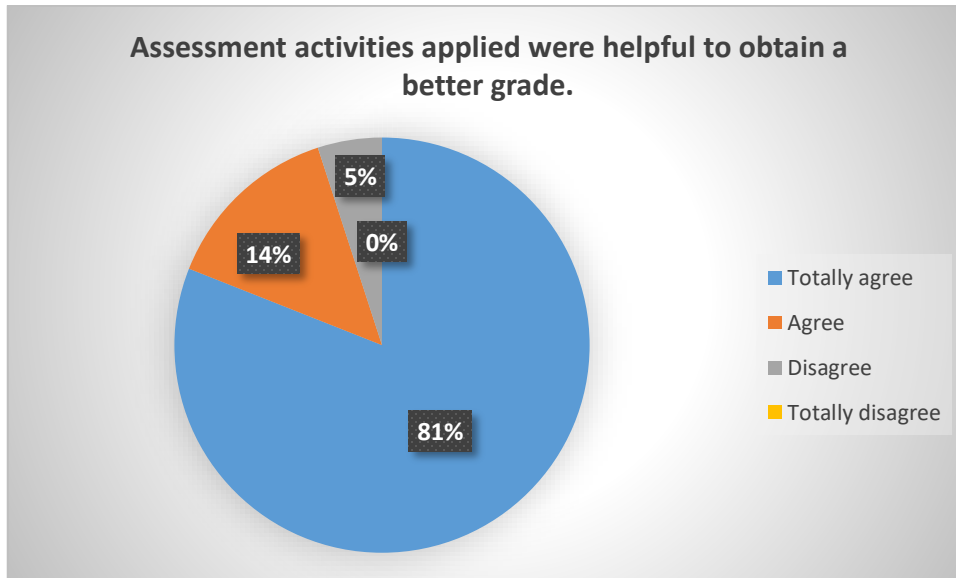
Note: Researcher elaboration. Source: survey Jun. 2021.

As figure 17 indicates, the high percentage of students 74% expressed always the use of online tools contributes to academic performance, 13% expressed often the use of online tools helps to academic performance, 8% of participants mentioned that sometimes the use of online tools contributes to academic performance, and a 5% expressed rarely that statement is true.

4.4.6. To what extent the assessment activity applied was helpful to obtain a better grade.

Figure 18

Question 6 post-survey

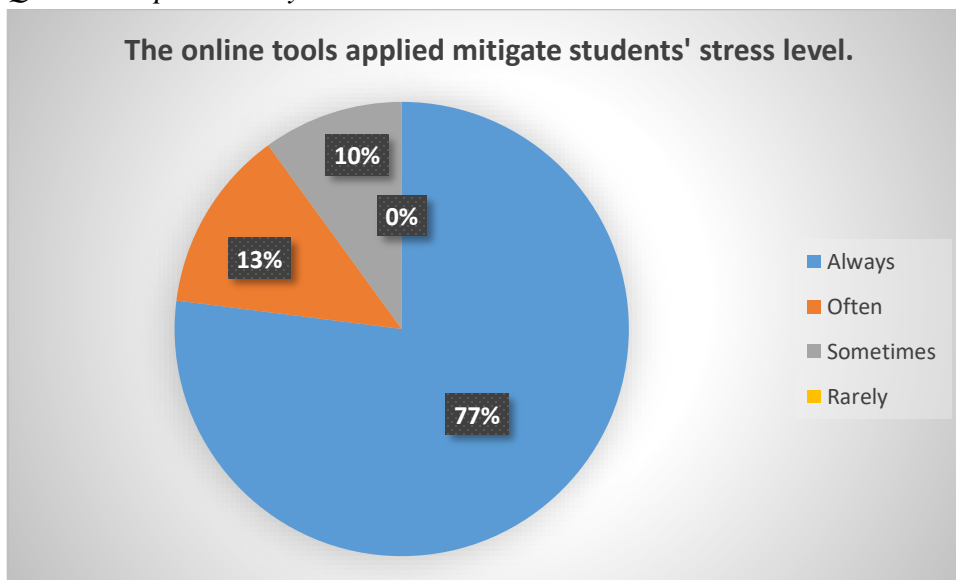


Note: Researcher elaboration. Source: survey Jun. 2021.

As figure 18 reveals, the highest proportion of the students 81 % indicated that they are totally agree about assessment activities applied were helpful to obtain a better grade, other 14% stated agree of the use of assessment activities were helpful to get a better grade, and only 5% were disagree with this statement.

4.4.7. To what extent did the online tools applied mitigate students' stress level.

Figure 19
Question 7 post-survey



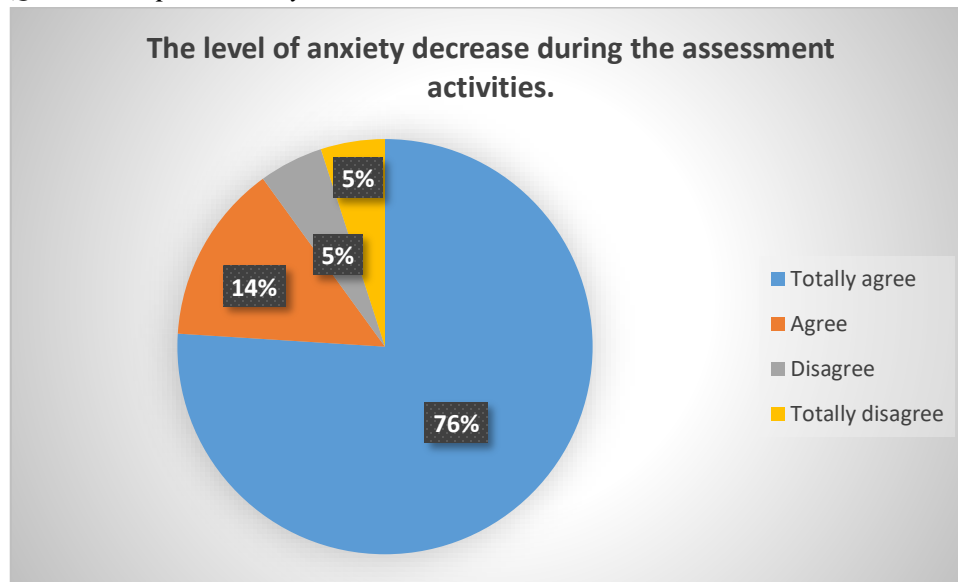
Note: Researcher elaboration. Source: survey Jun. 2021.

As figure 19 reveals, 77% of the students indicated that they always mitigated their stress levels through online tools during their English classes, 13 % marked that they often through online tools mitigate stress' levels, 10 % indicated that sometimes online tools can contribute to mitigate senior students stress' levels.

4.4.8. During the application of the online tools, the level of anxiety decrease during the assessment activities.

Figure 20

Question 8 post-survey



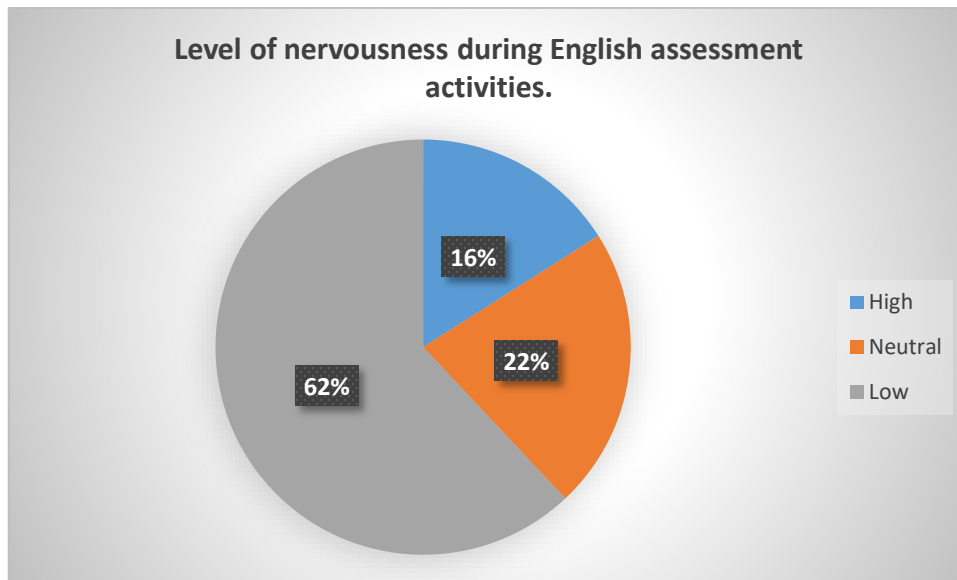
Note: Researcher elaboration. Source: survey Jun. 2021.

As seen from figure 20, 76% express that they are totally agree about during the application of online tools, their anxiety decrease during assessment activities, 14 % said that they are agree about this statement, 5 % said that are disagree about if their anxiety decrease during assessment activities, and 5% are totally disagree about their anxiety level decrease during the assessment activities.

4.4.9. Level of nervousness during English assessment activities.

Figure 21

Question 9 post-survey



Note: Researcher elaboration. Source: survey Jun. 2021.

As seen from figure 21, 62% express that their level of nervousness was low during English assessment activities, 22 % said that level of nervousness was neutral during English assessment activities, 16 % of senior students said that the level of nervousness was high during English activities.

The results obtained through the post-survey showed that the majority of the learners had a positive opinion towards the use of online tools to assess English vocabulary.

4.5. Teacher’s checklist post – application results

To assess the impact levels of this thesis work, the following table was used:

Table 2

Impact levels equivalence

Number	-3	-2	-1	0	1	2	3
Impact level	High negative	Medium negative	Low Negative	Neutral	Low positive	Medium positive	High positive

Equivalence

Own elaboration. Jun, 2021.

4.5.1. Linguistic Impact

Table 3

Linguistic impact indicators

	Impact Levels							
	-3	-2	-1	0	1	2	3	
Indicators								
Listening and speaking assessment activities								X

Reading and writing assessment activities	X
Pop quiz assessment activities	X
Games assessment activities	X
TOTAL	15
	$\Sigma=12$

Own elaboration. Jun, 2021.

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{Number of items}} = \frac{12}{4} = 3$$

Analysis

The linguistic impact of this research project about online tools to strengthen vocabulary assessment is expected to be highly positive as the maximum score was assigned to all the indicators.

1. The first unit seeks to reinforce the English vocabulary to talk about amazing people and the school center. It helps the students to be able to share what famous people admired and usually things that happen in the school through assessment activities by listening and speaking.
2. The second unit aims at reinforcing entertainment vocabulary and help the students reach the reading and writing by assessment activities.
3. The third unit aims to strengthen connectors to talk about technology and hobbies, help the students to use them properly, and use the vocabulary to use them.
4. Finally, using games through online tools, are part of the guide to help students mitigate the stress, anxiety, or nervousness that assessment activities generate them.

4.5.2. Academic Impact

Table 4

Academic impact indicators

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
The guide had online tools to improve students English vocabulary acquisition.								X
Assessment activities applied to contributed to English students' motivation.								X
Online tools from the guide contributed to get better class environment.								X
The guide objective is related with the Ecuadorian National Curriculum.								X
TOTAL								12
								$\Sigma=12$

Own elaboration. Jun, 2021.

$$\text{Academic impact level} = \frac{\Sigma}{\text{Number of items}} = \frac{12}{4} = 3$$

Analysis

The academic impact of online tools to strengthen vocabulary assessment is expected to be highly positive as the maximum score was assigned to all the indicators. First, the online tools from the English vocabulary assessment activities improved students' vocabulary acquisition. Also, assessment activities contributed to senior students' motivation. Consequently, online tools contributed to obtaining a better class environment. Finally, the guide was related to the Ecuadorian National Curriculum because it is based on CFRL.

4.5.3. Affective Impact

Table 5

Affective impact indicators

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
Students were familiar with online tools.								X
Students felt confident during assessment activities.								X
Online tools contributed to reduce nervousness to participate in an assess process.								X
Assessment activities decreased students stress level.								X
TOTAL								12
								$\Sigma=12$

Own elaboration. Jun, 2021.

$$\text{Affective impact level} = \frac{\Sigma}{\text{Number of items}} = \frac{12}{4} = 3$$

Analysis

The affective impact of the use of online tools on assessment activities was highly positive as the maximum score was assigned to all the indicators. First of all, learners were familiar with using online tools. Secondly, they felt so confident throughout English assessment activities. Besides, the level of nervousness was low due to online tools contribute to it. Finally, English assessment activities decreased students' stress.

4.5.4. Classroom management impact

Table 6

Classroom management impact indicators

Indicators	Impact Levels	-3	-2	-1	0	1	2	3
Employs a variety of materials throughout the lesson for language learning, including visual aids, props, and realia.							X	
Makes adjustments to the lesson plan to meet student needs, interests, and motivation.								X
Demonstrates confidence and poise when managing the classroom environment.								X
Interacts with the students using respectful vocabulary.								X
Answers the students' questions clearly and concisely.								X
Meets the time established for the lesson.								X
Shows proficiency in the target language.								X
TOTAL								20
								$\Sigma=20$

Own elaboration. Jun, 2021.

$$\text{Classroom management impact level} = \frac{\Sigma}{\text{Number of items}} = \frac{20}{7} = 2,85$$

The classroom management impact of the use of online tools on assessment activities was high positive in six items to the maximum score. However, only one item obtained two points, for that reason the score was 2,85. It means the classroom management impact had high positive performance.

All of the items were related to teacher performances during this proposal application. First, it was about materials throughout the lesson for language learning, including visual aids, material, and realia. Second, if the lesson plan met student needs, interests, and motivation. Then, if the researcher demonstrated confidence and poise when managing the classroom environment. Next, it is connected to the student researcher interacted with the students using respectful vocabulary. Besides, if the researcher answered the students' questions clearly and concisely. Also, if the time established for the lesson was properly. Finally, it was related to the researcher's proficiency in the target language.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

The chapter V shows the final conclusions and recommendations about this thesis work. The conclusions and recommendations were based on the research objectives: general and specifics.

Conclusions

- There are a lot of resources on the internet that could help English teachers to reduce grading time and material through online tools. Some of them were researched and used in the final proposal. On the other hand, based on the student's survey and students' post survey, the use of online tools to strengthen English vocabulary assessment can decrease stress, anxiety and nervousness in senior students at "Antonio Ante High School".
- There are some online tools that senior students prefer to use at the moment of vocabulary assessment. Based on the survey applied to them, the online tools were divided in 4 categories (Listening & Speaking; Reading & Writing; Pop Quiz, and Games) that include three in each one. Consequently, Vocaroo, Flipdgrid, Canva, Padlet, Kahoot!, Quizizz, and Nearpod were selected.
- Based on the results obtained the reasons of vocabulary acquisition problems were the following. First, students find a little bit difficult to learn vocabulary without the context of macro skills. Second, teachers and students need to be familiar to online tools to help to English vocabulary assessment.
- A guide was created with the vast majority online tools selected by senior students. To the elaboration of the guide, the results of the survey and interviews were taken into account. The guide has assessment activities divided in stages (Pre- During- After), with information about vocabulary. Besides, assessment activities will be applied in different stages. A post application students survey and the teacher checklist helped to define the impacts of the proposal work. There were three impacts, Linguistic, Academic and Affective in student's survey. On the other hand, the teacher checklist had an extra impact in order to measure the classroom management impact. The guide produced a high positive impact (Linguistic, academic, affective and classroom management).

Recommendations

- English teachers need to use online tools to support English vocabulary assessment to reduce grading time, resources, and materials. Besides, the levels of stress, anxiety and nervousness in senior students at “Antonio Ante High School” might be decreased, if the online tools are used in English Lessons.
- The use of the online tools that have a big acceptability in senior students will engage and motivate them in English vocabulary acquisition.
- Some of the causes of English vocabulary acquisition problems in senior students can be solved if teachers and students use the Online Tools to Strengthen English Vocabulary Assessment Activities Guide in the English classes and for those students which are not able to connect at home (downloadable version). Consequently, through this guide, students learn vocabulary in context to facilitate the input and output. It can also be helpful to English vocabulary assessment by using the online tools and activities suggested.
- The continuous use of “Online Tools to Strengthen English Vocabulary Assessment Activities Guide” during English classes can have positive impacts in the Linguistic, Academic, Affective, and Classroom Management. The online tools and English vocabulary assessment strategies can engage and motivate students and make them practice their English vocabulary to develop different linguistic skills.

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Annexes

Instruments Validation (Appendix 1)



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 25 de abril de 2021

Magister

MARCIA MANTILLA

DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digno validar el Cuestionario de Investigación del Proyecto “Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021”. Previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés para lo cual, se dignará encontrar adjunto el Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,
María Soledad Erazo





UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
INGLÉS

ENTREVISTAS

PROYECTO: “Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021”.

OBJETIVO: To use online tools to strengthen English vocabulary assessment of Senior students at “Antonio Ante High School” during the scholar year 2020-2021.

 UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS 
GRADUATION WORK “Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021”
Fecha: Posición: Rector
Objetivo: La presente entrevista tiene como objetivo determinar las herramientas en línea para fortalecer la evaluación de vocabulario en inglés de los estudiantes de último año de la Unidad Educativa “Antonio Ante” durante el año académico 2020-2021.
Cuestionario Pregunta 1: A partir del segundo año de educación básica y hasta tercero de bachillerato la materia de Inglés es obligatoria en todos los establecimientos del país, esto quiere decir, que, según el Min de Educ. (2017) al finalizar el 3er año de Bachillerato, los estudiantes deben alcanzar el Nivel B1 acorde con el Marco Común de Referencia para las Lenguas. Lo que implica que los estudiantes deben comunicarse en Inglés utilizando un vocabulario apropiado con cierto grado de fluidez. ¿Considera usted que los estudiantes de la institución alcanzan los estándares establecidos por el Ministerio de Educación cumpliendo con esta normativa?

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			
12	X			
13	X			

Firma del Evaluador

C.C.: 1711539690

Apellidos y nombres completos	Mantilla Guerra Marcia Lucía
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	mlmantilla@utn.edu.ec
Teléfono	0983014909

District Authorization and High School Authorization (Appendix 2-3)

Oficio Nro. MINEDUC-CZ1-10D02-DDASR-2021-0009-OF

Otavaló, 25 de marzo de 2021

Asunto: OTRO-ASRE

Señor Magister
Raimundo Alonso López Ayala
Decano de la Facultad de Educación Ciencia y Tecnología
UNIVERSIDAD TÉCNICA DEL NORTE
En su Despacho

De mi consideración:

En respuesta al Documento No. 10D02-4964, a través del cual, la señorita ERAZO ERAZO MARIA SOLEDAD, con cédula de identidad Nro. 0401540620, estudiante del 8vo. nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjero de la Universidad Técnica del Norte, solicita autorización para obtener datos de los estudiantes de la Unidad Educativa Antonio Ante, para desarrollar su tema de Tesis, al respecto me permito informar a la persona solicitante que debido a la emergencia sanitaria los estudiantes se encuentran recibiendo clases on line, sugerimos coordinar con la autoridad del establecimiento para que obtenga la información requerida de manera voluntaria.

Con sentimientos de distinguida consideración.

Atentamente,



Documento firmado electrónicamente

Leda. Maritza Del Rosario Huertas Ormaza
ANALISTA DISTRITAL DE REGULACIÓN (LIDER)

Referencias:

- MINEDUC-CZ1-10D02-UDAC-2021-0625-E

Anexos:

- 10D02-4964

Copia:

Señora
Nuria Patricia Aviles Plazas
Analista Distrital de Regulación



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio 218-D
Ibarra, 07 de mayo de 2021

Especialista
René Maldonado
RECTOR DE LA UNIDAD EDUCATIVA ANTONIO ANTE

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita María Soledad Erazo Erazo, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portador de la cédula de ciudadanía 0401540620, para que obtenga información y desarrolle el trabajo de grado con el tema: "Online Tools to Strengthen English Vocabulary Assessment of Senior Students at "Antonio Ante High School" during the academic period 2020-2021" en la institución que Usted acertadamente dirige, cabe informar que el Distrito 10D02 Antonio Ante – Otavalo autorizó obtener la información requerida en el Oficio Nro. MINEDUC-CZ1-10D02-DDASR-2021-0009-OF.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO




Mgs. Raimundo Alonso López Ayala
DECANO FECYT

Recibido 10/05/2021
[Handwritten signature]

Data Collection Schedule

(Appendix 4)



UNIVERSIDAD TÉCNICA DEL NORTE
UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 27 de abril de 2021

Especialista

René Maldonado

RECTOR DE LA UNIDAD EDUCATIVA "ANTONIO ANTE"

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne a aprobar el cronograma para la recolección de datos del proyecto "Online Tools to Strengthen English Vocabulary Assessment of Senior Students at "Antonio Ante High School" during the academic period 2020-2021". Previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés para lo cual, se dignará encontrar adjunto el cronograma respectivo.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

M. Soledad Erazo

María Soledad Erazo

Recibido 27/05/2021
[Handwritten Signature]



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Cronograma de Recolección de Datos

PROYECTO: “Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021”.

OBJETIVO: To use online tools to strengthen English vocabulary assessment of Senior students at “Antonio Ante High School” during the scholar year 2020-2021.

ENTREVISTAS	
Fecha	Responsable
28-05-2021	Vicerrector de la institución
31-05-2021	Coordinador del área de Inglés Docentes de 3ero BGU
ENCUESTAS	
Fecha	Responsable
01-06-2021 (socialización)	Estudiantes de 3ero BGU “A” y “B”
02-06-2021 (recolección)	Estudiantes de 3ero BGU “A” y “B”

Vice principal's interview

(Appendix 5)

Fecha: 28/05/2021

Posición: Vicerrector

Objetivo:

La presente entrevista tiene como objetivo determinar las herramientas en línea para fortalecer la evaluación de vocabulario en inglés de los estudiantes de último año de la Unidad Educativa “Antonio Ante” durante el año académico 2020-2021.

Cuestionario

Pregunta 1

A partir del segundo año de educación básica y hasta tercero de bachillerato la materia de Inglés es obligatoria en todos los establecimientos del país, esto quiere decir, que, según el Min de Educ. (2017) al finalizar el 3er año de Bachillerato, los estudiantes deben alcanzar el Nivel B1 acorde con el Marco Común de Referencia para las Lenguas. Lo que implica que los estudiantes deben comunicarse en Inglés utilizando un vocabulario apropiado con cierto grado de fluidez.

¿Considera usted que los estudiantes de la institución alcanzan los estándares establecidos por el Ministerio de Educación cumpliendo con esta normativa?

Los estudiantes no alcanzan ese nivel de vocabulario y eso se debe a muchas razones, en primer lugar, a que les hace falta más práctica y también no son suficientes las horas que determina el ministerio de educación para que se trabaje esta asignatura.

Pregunta 2

Desde su perspectiva, ¿la institución cuenta con los recursos y materiales innovadores necesarios para la implementación y desarrollo del currículo del Inglés establecido por el Ministerio de Educación?

Bueno, en dos ámbitos hablaríamos sobre esta repuesta, primero a nivel presencial en las aulas no disponemos de una pizarra digital, no disponemos de un computador o unos parlantes que permitan trabajar de manera adecuada el área de Inglés y luego en el ámbito virtual, en realidad estamos enfrentando una situación bastante crítica ya que no todos los estudiantes tienen acceso al internet y de los pocos que se conectan a las clases virtuales no todos disponen de un computador, únicamente lo hacen desde un teléfono básico que de alguna manera tienen por falta de recursos económicos y entonces la verdad por más esfuerzos que hagan los compañeros docentes y nos encontremos ante estos obstáculos por la falta de recursos, no podemos lograr al cien por ciento los objetivos planteados.

Pregunta 3

Dentro de la enseñanza del idioma extranjero, el docente debe procurar que sus estudiantes desarrollen ciertas sub-habilidades tales como el vocabulario, ¿cómo cree usted que el aprendizaje de vocabulario en Inglés pueda contribuir para alcanzar los estándares establecidos por el Ministerio de Educación?

Bueno como en cualquier idioma, si una persona enriquece ese idioma con más vocabulario eso le va a permitir el mejor manejo de la lengua y en este caso del Inglés, si es que lo estudiantes adquieren más vocabulario van a tener mayor facilidad de relacionarse con los demás y por ende a través de eso se puede alcanzar los objetivos del área.

Pregunta 4

¿Conoce usted si se han implementado anteriormente en la Unidad Educativa “Antonio Ante” procesos de investigación relacionados con el uso de herramientas en línea para evaluar el vocabulario en Inglés?

No se ha dado esta situación, ya que en realidad no se presentó la necesidad diríamos, ya que se ha estado trabajando de manera presencial, entonces las evaluaciones han sido en forma presencial y todo, y dada esta situación de la pandemia nos hemos visto enfrentados a esta situación de la tecnología y en realidad poco a poco se va aprendiendo estas situaciones y ahora se va investigando, pero en realidad falta mucho por aprender sobre esta situación de la evaluación en línea.

Pregunta 5

Actualmente, el término nativos digitales describe a los adolescentes del mundo. Basado en su experiencia, ¿considera que realizar evaluaciones en línea puede reducir el estrés, ansiedad o nerviosismo de los estudiantes durante las pruebas o exámenes?

Bueno en realidad todo es relativo, siempre cuando es algo nuevo nos causa nerviosismos, por ejemplo, si a los estudiantes en esta época, nosotros les decimos que les vamos hacer una evaluación virtual no están muy ejercitados en eso y puede causarles un poco de estrés y nerviosismo, pero como son personas que nacieron con la tecnología, se están desarrollando en la tecnología, de igual manera poco a poco se van a ir adaptando y luego se les va hacer algo normal, como le dije anteriormente, los estudiantes están acostumbrados a la evaluación presencial y ahora como estamos en la pandemia entonces poco a poco nos vamos adentrando al uso de la tecnología y de igual manera en la evaluación, pienso que será muy beneficioso para ellos y se van adaptar fácilmente.

Pregunta 6

Desde su perspectiva, ¿Cree que las herramientas en línea pueden facilitar a los docentes la evaluación y reducción de recursos como papel y del tiempo al momento de calificar el vocabulario en Inglés? ¿Por qué?

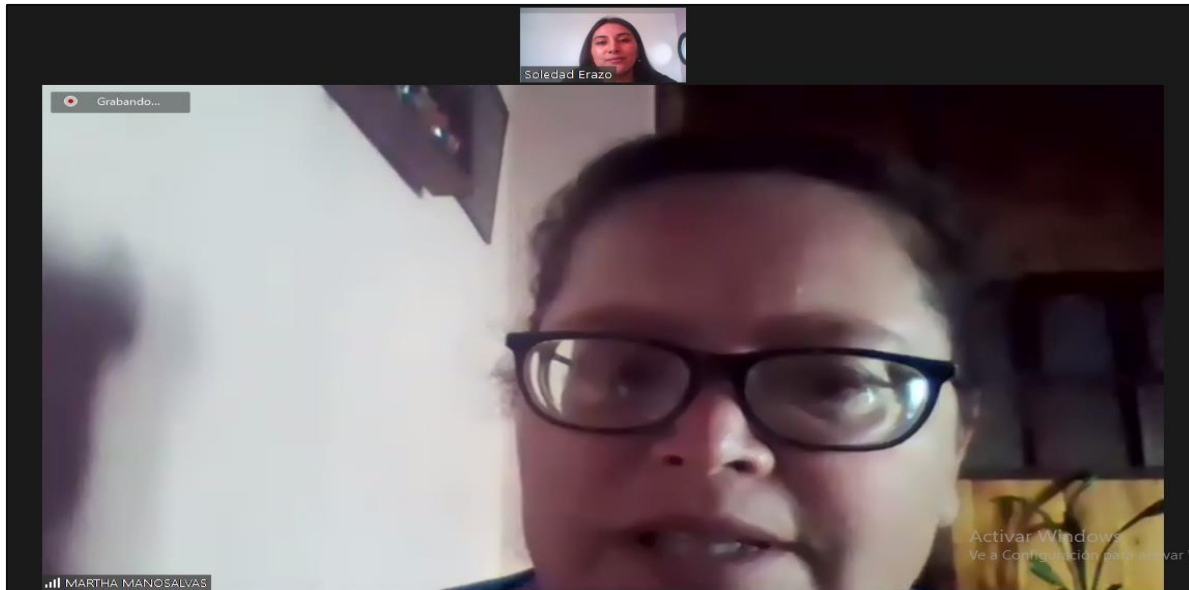
Claro si, hay muchas ventajas al hacer la evaluación en línea como usted lo dice, menos papel, menos tiempo e incluso hay varias herramientas que permiten ya tener tabulada toda la información, nos dan resultados en realidad se agiliza mucho y favorece al docente para que su tiempo sea utilizado en otras cuestiones en beneficio del estudiante, entonces lo que es la tecnología con la educación ha sido un gran beneficio, utilizándolo adecuadamente

Pregunta 7

¿Usted estaría dispuesto a permitir y motivar que los docentes del área de inglés de la institución a la que Ud. Representa puedan implementar una guía que incluya actividades de evaluación en línea para el vocabulario de Inglés en su institución?



Claro sería muy agradable poder contar con un guía sobre la evaluación, esto de alguna manera ayudaría a mis compañeros del área de Inglés y lógicamente a los estudiantes que trabajan con los compañeros docentes, sería muy útil y beneficioso.

Muchas Gracias



English Area Coordinator's interview

(Appendix 6)

 <p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> 
<p>GRADUATION WORK</p> <p>“Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021”</p>
<p>Interview date: 05/31/2021</p> <p>Interviewed: English Area Coordinator</p>
<p>Objective</p> <p>The present interview has the aim to determine online tools to strengthen English vocabulary assessment of senior students at “Antonio Ante High School” during the academic period 2020-2021”.</p>
<p>1.- According to the Ecuadorian Ministry of Education (2017), at the end of the Senior year, students must have a B1 from CEFR. Do you consider this objective is achievable? Why or why not?</p>

I would like to said yes. This objective is possible to get it in the future because the students need to study and use English. Also, if English class increase per week, they can achieve the B1 level.

2.- In the English area within this institution, how do teachers agree to carry out the teaching process of Vocabulary: in context or isolatedly?

According with the new methodology in the Ecuadorian model the English vocabulary learning has changed, it's always learning in context.

3.- What are the possible causes why English vocabulary acquisition may be difficult for students?

Of course because the level of vocabulary according each years of study has raised, especially B1. The level is got with international standards.

4.- Based on your experience, do you consider that assessment activities and evaluations such as tests and exams might increase students' stress, anxiety, and nervousness?

Assessment activities, students enjoy because they share or interact with partner and teacher individually, pair or groups. Also, they have the opportunity to reflect about how well they worked and communicate the language in order to improve. On the other hand, evaluation, students always increase nervousness and stress because they think evaluation is a grade. It is replaying a document alone, but this evaluation is changed with a project, they are free to express your ideas in a real context.

5. From your perspective, do you think the use of online tools to assess students' English vocabulary acquisition can help to reduce materials, resources and grading time?

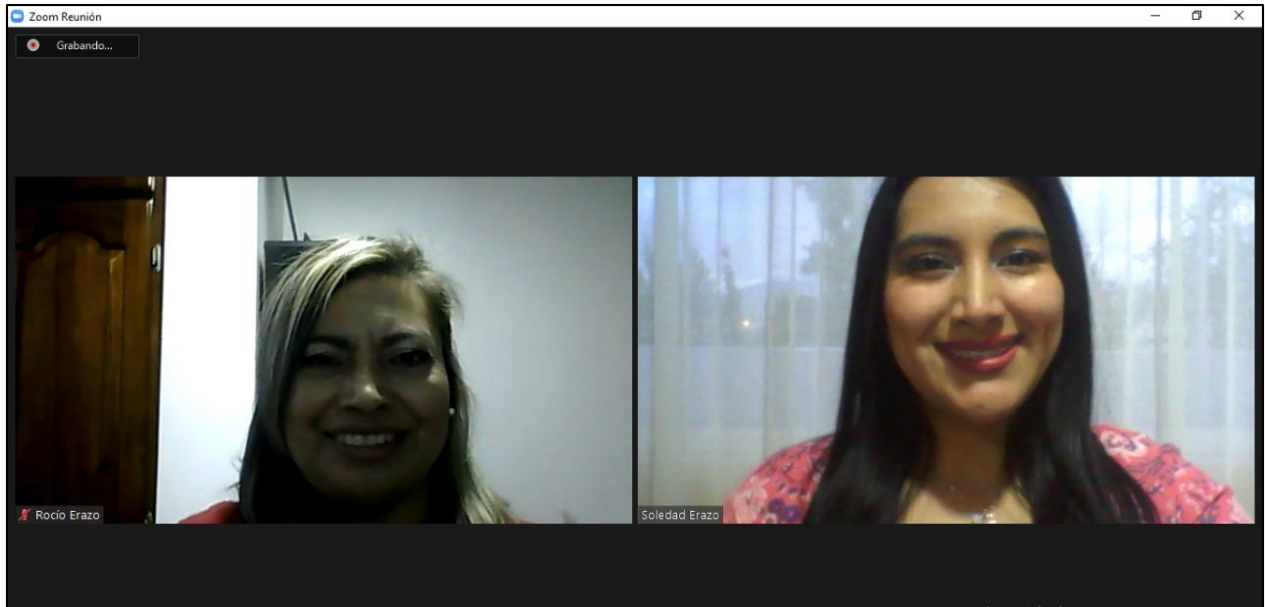
This new virtual educational model has been the opportunity to put in practice online tools in my case to teach. The students like engaging in this process because they are teens that born with the technology.

6. Do teachers use any online tools to assess students' English vocabulary acquisition?

Yes, such as Cambridge Dictionary is an excellent tool to learn words in context, also they have to hear the new words with American and British pronunciation.



7.- Would you be willing to use a guide that includes different activities to assess your students' acquisition of English vocabulary acquisition through online tools?

Definitely, I would like to say, this guide will be significant in my teaching and learning process in order to change my evaluation method using online tools.



Students' questionnaire

(Appendix 7)

 <p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> 
<p>GRADUATION WORK</p> <p>“Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021”</p>
<p>Survey date: 06/01/2021</p> <p>Class: Senior students “A” and “B”</p>
<p>Objective:</p> <p>The present survey has the aim to determine online tools to strengthen English vocabulary assessment of Senior students at “Antonio Ante High School” during the academic period 2020-2021”.</p>
<p>Instructions:</p> <ul style="list-style-type: none"> • Read each question carefully and answer them according to your knowledge. • Be honest with your answers. • This survey is confidential and it is made with academic purposes only.

Questionnaire

1.- Do you consider English is important for your future life?

Yes No

2.- Do you think learning vocabulary is relevant to get a good level of English?

Yes No

3.- Do you get nervous or stressed, when you have to take a test or exam in English?

- Never
- Rarely
- Sometimes
- Often
- Always

4. How would you prefer to be assessed (evaluated) in your English vocabulary acquisition?

- Online way
- Traditional way

5. In your English class, do you use any online tools that contribute to your vocabulary acquisition?

- Never
- Rarely
- Sometimes
- Often
- Always

6. Do you consider the use of online tools can be helpful to your English vocabulary acquisition?

Yes No

7. Would you be willing to use online tools that provide activities to strengthen your English vocabulary acquisition as part of your classes?

Yes No

8. Which of these online tools would you like to use to improve vocabulary with listening and speaking activities?

Flipgrid Lyrics Training Vocaroo

9. Which of these online tools would you prefer to use to develop vocabulary through reading and writing activities?

Padlet Canva Google Assignments

10. Which of these online tools would you like to use to take an English vocabulary pop quiz?

Kahoot! Quizizz Socrative

11. Which of these online tools would you prefer to use to learn English vocabulary through games?

Classcraft Jeopardy Labs Nearpod

Thanks for your help.

The screenshot shows a Google Forms interface. At the top, the title is "Online Tools to Strengthen English Vocabulary Assessment - Guardado". Below the title, there are tabs for "Preguntas" (Questions) and "Respuestas" (Answers). The main content area displays the survey title and instructions: "Instructions: Read each question carefully and answer them according to your knowledge. Be honest with your answers. This survey is confidential and it is made with academic purposes only." There are two questions visible: "1. Do you consider English is important for your future life?*" with radio button options for "Yes" and "No", and "2. Do you think learning vocabulary is relevant to get a good level of English?*" with a radio button option for "Yes". A watermark for "Activar Windows" is visible in the bottom right corner.

Consent form

(Appendix 8)



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con
Mención Inglés



Consentimiento informado

Acepto participar voluntariamente en esta investigación, conducida por María Soledad Erazo Erazo estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es “Herramientas en línea para fortalecer la evaluación de vocabulary en los estudiantes de bachillerato de la Unidad Educativa “Antonio Ante” durante el año académico 2020-2021”.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Posición: Vicerrectora de la Unidad Educativa “Antonio Ante”

Nombre del participante Msc. Marta Manosalvas

Firma del participante

Nombre del investigador : María Soledad Erazo Erazo

Firma del investigador



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con
Mención Inglés



Consentimiento informado

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Posición: Docente de Lengua Extranjera – Inglés

Nombre del participante: Lic. Rocío Erazo

Firma del participante

Nombre del investigador : María Soledad Erazo Erazo

Firma del investigador



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
Pedagogía De Los Idiomas Nacionales Y Extranjeros con
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Consentimiento informado

Acepto participar voluntariamente en esta investigación, conducida por María Soledad Erazo Erazo estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es “Herramientas en línea para fortalecer la evaluación de vocabulary en los estudiantes de bachillerato de la Unidad Educativa “Antonio Ante” durante el año académico 2020-2021”.

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Posición: Estudiante de la Unidad Educativa “Antonio Ante”

Nombre del Participante: Brandon Achina

Firma del participante

3 m. Erazo

Nombre del investigador : María Soledad Erazo Erazo

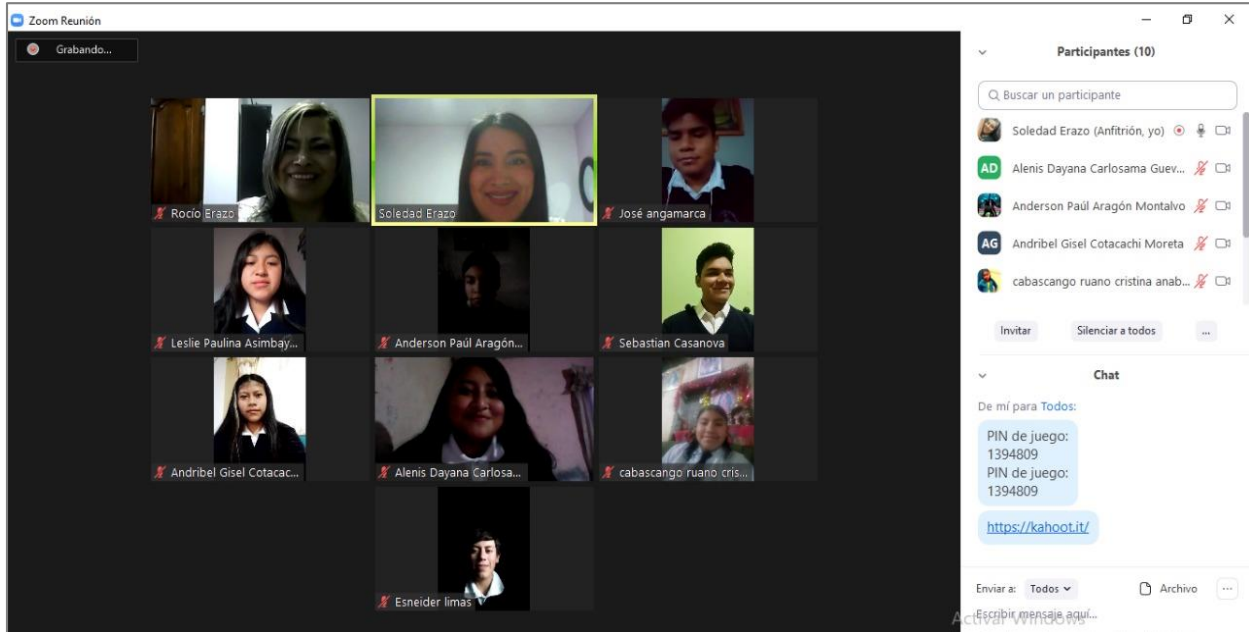
Firma del investigador

Students' post survey

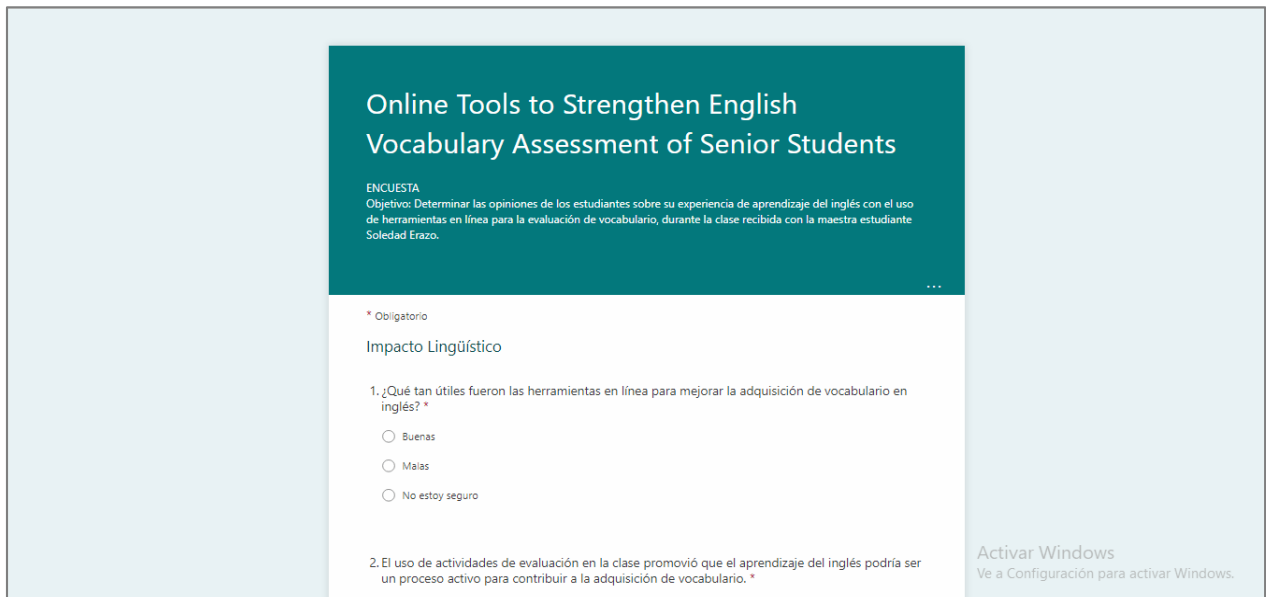
(Appendix 9)

Post-survey "Questionnaire" on Microsoft Forms

<https://forms.office.com/r/3Cwd0U77Kx>



The image shows a Zoom meeting interface. The main window displays a grid of 10 participants. The top row includes Soledad Erazo (Anfitrión, yo), Alenis Dayana Carlosama Guev..., and Anderson Paúl Aragón Montalvo. The bottom row includes Esneider limas. A chat window on the right shows a message from 'Todos' with the text: 'PIN de juego: 1394809', 'PIN de juego: 1394809', and a link 'https://kahoot.it/'. The chat window also shows 'Enviar a: Todos' and 'Archivo' options.



The image shows a Microsoft Forms survey titled "Online Tools to Strengthen English Vocabulary Assessment of Senior Students". The survey objective is: "Objetivo: Determinar las opiniones de los estudiantes sobre su experiencia de aprendizaje del inglés con el uso de herramientas en línea para la evaluación de vocabulario, durante la clase recibida con la maestra estudiante Soledad Erazo." The survey is marked as "Obligatorio". The section is titled "Impacto Lingüístico" and contains two questions:

1. ¿Qué tan útiles fueron las herramientas en línea para mejorar la adquisición de vocabulario en inglés? *
2. El uso de actividades de evaluación en la clase promovió que el aprendizaje del inglés podría ser un proceso activo para contribuir a la adquisición de vocabulario. *

Question 1 has three radio button options: "Buenas", "Malas", and "No estoy seguro".

Teacher's checklist

(Appendix 10)



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS –INGLÉS

GRADUATION WORK: “Online Tools to Strengthen English Vocabulary Assessment of Senior Students at “Antonio Ante High School” during the academic period 2020-2021”

Check list post proposal application

To assess the impact levels of this thesis work, the following table was used:

Table 1
Impact levels equivalence

Number	-3	-2	-1	0	1	2	3
Impact level	High negative	Medium negative	Low Negative	Neutral	Low positive	Medium positive	High positive
Equivalence							

Linguistic Impact

Table 2

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
Listening and speaking assessment activities								X
Reading and writing assessment activities								X
Pop quiz assessment activities								X
Games assessment activities								X
TOTAL								15

Academic Impact

Table 3

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
The guide had online tools to improve students English vocabulary acquisition.								X
Assessment activities applied to contributed to English students' motivation.								X
Online tools from the guide contributed to get better class environment.								X
The guide objective is related with the Ecuadorian National Curriculum.								X
TOTAL								12

Affective Impact

Table 4

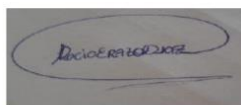
Indicators	Impact Levels	-3	-2	-1	0	1	2	3
Students were familiar with online tools.								X
Students felt confident during assessment activities.								X
Online tools contributed to reduce nervousness to participate in an assess process.								X
Assessment activities decreased students stress level.								X
TOTAL								12

Classroom management impact

Table 5

Indicators	Impact Levels	-3	-2	-1	0	1	2	3
Employs a variety of materials throughout the lesson for language learning, including visual aids, props, and realia.							X	
Makes adjustments to the lesson plan to meet student needs, interests, and motivation.								X
Demonstrates confidence and poise when managing the classroom environment.								X
Interacts with the students using respectful vocabulary.								X
Answers the students' questions clearly and concisely.								X
Meets the time established for the lesson.								X
Shows proficiency in the target language.								X
TOTAL								20

Observations: The use of realia is always in a face to face environment.



Lic. Rocío Erazo Díaz

English Area Coordinator

