



Universidad de Concepción
Dirección de Postgrado
Facultad de Educación

Magister en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés.

Memrise, a useful language-learning app to help vocational school students recall specific vocabulary and expressions

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés

ERICK CESAR GONZALEZ VALENZUELA

2020

Profesor Guía: Mg. Cecilia Cisterna Zenteno
Facultad de Educación
Universidad de Concepción

Acknowledgment

I would like to thank the following people, without whom I would not have been able to complete this research. First, to my thesis advisor, professor Cecilia Cisterna Zenteno, whose insight and expertise was priceless during the whole process. The invaluable advice and feedbacks pushed me to sharpen my thinking and brought my work to a higher level, her plentiful experience has encouraged me in all the time of my academic research. Thanks to Master program professors for their valuable guidance throughout these years. You provided me with the tools that I needed to choose the right direction and complete my master's.

My biggest thanks to my family for all the support they have shown me all along this study. To my sons, Cristóbal and Jesús for their patience, and for my lovely wife Katheryn thanks for all your support, without which I would have quit during the process, you have been so amazing! Finally thanks to Catherine Valenzuela who provided work conditions to start this meaningful achievement and to Roberto Godoy, my dear mate and colleague, your support, help, and advice gave me strength every weekend.

Table of Contents

Chapter I introduction	12
1.1 Background Information	13
1.2 Problem Statement	14
1.3 aims	15
Chapter II conceptual framework	16
2.1 Vocational Education and Training in Chile (VET)	17
2.2 English for Specific Purpose (ESP)	17
2.3 English for vocational purposes (EVP)	18
2.4 The importance of vocabulary in English language learning	19
2.5 Vocabulary Learning Strategies (VLS)	20
2.6 The use of technology in language learning	20
2.7 The use of ICT in EFL classroom	22
2.8 The use of MALL in EFL classroom	23
2.9 Memrise, a useful resource to teach vocabulary.	25
Chapter III: methods	27
3.1 Type of research	28
3.2 Description of research participants	28
3.3 Research Question and objectives	28
3.3.1 Research Question	29
3.3.2 Research objectives	29
3.3.2.1 General objective	29
3.3.2.2 Specific objectives	29
3.4 Research problem	30
3.5 Stages of the action research	30

3.6 Data collection techniques	31
3.6.1 pre and post written tests	31
3.6.3 A Likert Scale	33
3.7 Data analysis technique	33
Chapter IV: Findings	34
4.1. Specific Objective 1: To identify the vocabulary and expressions that are difficult for 12 th grade students to recall and produce	35
4.2 Specific Objective 2: To assess the effectiveness of <i>Memrise</i> app to recall specific vocabulary and expressions.	37
4.2.1 Normality test	38
4.2.2 Paired t-test for statistically significance differences	39
4.2.3 Descriptive statistics	40
4.2.4 Remaining word-expressions	44
4.3 Specific Objective 3: To examine students' perception of the Memrise app as an ICT tool to recall specific vocabulary and expressions.	48
Chapter V: discussion	51
5.1 Results and Insights	52
5.1.1 Specific Objective1: To identify the vocabulary and expressions that are difficult for 12 th grade students to recall and produce.	52
5.1.2 S.O.2 To assess the effectiveness of Memrise app to recall specific vocabulary and expressions.	53
5.1.3 Specific Objective 3: To examine students' perception of Memrise app as an ICT tool to recall specific vocabulary and expressions.	54
5.2 Limitations	55
5.3 Implications	56

Chapter VI: Conclusion	57
6.1 Summary of the main findings	58
6.2 Personal reflection	59
6.3 Recommendations	59
Chapter VII references	61
Appendices	73

List of tables

- Table 1: Intervention lesson plan
- Table 2: The adapted VKS scoring categories
- Table 3: The hardest words and expressions to recall by participants
- Table 4: Test of normality
- Table 5: Conclusion table.
- Table 6: Paired t-test results
- Table 7: Minimum and maximum scores
- Table 8: Pre and post-test scores differences.
- Table 9: Hardest words and expressions recalled by participants after the intervention
- Table 10: Words and expression not perceived as difficult to recall after and before the intervention.
- Table 11: Central tendency before and after the intervention.
- Table 12: Central tendency measures from the Likert scale.

List of figures

- Figure 1: The less recalled words by students.
- Figure 2: Mode of the hardest words and expressions to recall before and after the intervention
- Figure 3: Median of the hardest words and expressions to recall before and after the intervention.
- Figure 4: Mean of the hardest words and expressions to recall before and after the intervention.

Figure 5: Mode of the word/expression not consider to be difficult by the researcher.

Figure 6: Scores and options selected by participants in the Likert scale

List of acronyms

VLS:	Vocabulary Language Strategy
VET:	Vocational Education and Training
MINEDUC:	Ministerio de Educación (Ministry of Education)
VSS:	Vocational School Students
EVP:	English for Vocational Purposes
ESP:	English for Specific Purposes
EAP:	English for Academic Purposes
EPP:	English for Professional Purposes
CEFR:	Common European Framework of Reference
LL:	Language Learning
LLS:	Language Learning Strategy
ICT:	Information and Communication Technology
EFL:	English as a Foreign Language
ELT:	English Language Teaching
MALL:	Mobile Assisted Language Learning
CALL:	Computer Assisted Language Learning
ESL:	English as a Second Language
VKS:	Vocabulary Knowledge Scale

L2: Second Language

IVL: International Vocational Learning

Abstract

After graduation, Chilean students from Vocational School must tackle their final workplace training stage to get the technician title, and face the labor market with high knowledge and expertise in their area. However, there is a high level of absenteeism in the this phase. Students from the specialty of Hotel and Services will be involved in a bilingual atmosphere and to acquire a high level of English Language is crucial to feel confident and complete their vocational education process. This study aims to help to recall English specific words and expression related to their specialty using an app called Memrise. A paired t-test was conducted before and after the intervention to assess the effectiveness of Memrise, and a Likert scale survey to evaluate participants' perceptions about the app. Even though the intervention developed with the participants was done in a three-session period to observe an improvement in long time vocabulary retention, the results obtained showed a meaningful advance in their vocabulary recall. This enhancement might suggest a correlation between the Vocabulary Language Strategies (VLSs) used in the teaching procedure and their recalling level. In the same line, students' perceptions about the app support Memrise as a potential educational ICT tool.

(key words: Vocational schools, vocabulary, mobile app, recalling)

Resumen

Después de graduarse, los estudiantes chilenos de colegios vocacionales deben sortear la última etapa para obtener su título técnico y enfrentar de esta manera el mercado laboral con un alto conocimiento y experiencia en su área. Sin embargo, existe un alto número de ausentismo en esta etapa. Los estudiantes de la especialidad de Hotelería y Servicios desarrollaran su labor dentro de un ambiente bilingüe por lo que lograr un alto conocimiento del idioma ingles es vital para lograr confianza y puedan completar su proceso educativo. El objetivo de este estudio es ayudar dichos estudiantes a recordar palabras y expresiones en ingles las cuales están relacionadas a su especialidad usando una aplicación móvil llamada Memrise. Pruebas similares se realizaron antes y después de la intervención para evaluar la efectividad de la aplicación, así también, una encuesta Likert evaluó la percepción de los participantes a cerca de la aplicación. A pesar de que la intervención de efectuó durante un periodo de tres sesiones para observar una mejora

en la retención a largo plazo, los resultados obtenidos muestran un significativo avance al recordar un alto porcentaje de vocabulario y expresiones específicas. Esta mejora podría establecer una relación entre las estrategias para la adquisición del vocabulario usadas durante este proceso y el resultado final. De igual forma, las percepciones de los estudiantes a cerca de la aplicación respaldan los resultados que sugieren a Memise como una potencial herramienta TIC.

(Palabras claves: escuelas vocacionales, vocabulario, aplicación móvil, recordar)

Chapter I: Introduction

CHAPTER I: INTRODUCTION

1.1 Background information

UNESCO (2012, 2017) states that technical and professional education is a vital mechanism to overcome poverty and it is considered a crucial subject to be developed in Chile. Globalization implies connecting with other countries around the world where the English language, as the *lingua franca*, is a required resource to be schooled in the present and future generation of Chilean students. Chilean Vocational Education and Training (VET) system is designed to meet the professional needs of students throughout different specialties. It means courses focused on what students need to do with English not also in an academic field but also a labor context. MINEDUC (2014) states that Chilean ministerial reforms seek to make secondary technical vocational education a possibility to continue further studies, and to provide the necessary tools to develop a lifelong learning trajectory. To get the Technical degree VSS (Vocational School Students) students must participate in the final workplace training through which students put in action their knowledge and skills related to their specialty. Nevertheless, Kis & Field (2009) state that many VSS do not participate in the final workplace training. This absenteeism might advise a tie between motivation and technical proficiency. The more technical proficiency the more self-confidence and motivation VSS feel to tackle the last training. A high level of English is required for VSS particularly those students whose labor market needs workers not only with technical proficiency but also high English level. Participants from the hotel services specialty will be immersed in a bilingual atmosphere making the English language an essential key element to fulfill the final workplace training stage.

Similar path, vocabulary is a key element in English for vocational purposes (EVP). Mastering technical vocabulary is an integral part of subject learning (Bravo & Cervetti, 2009). Though, for many students, especially second language (L2) learners who need a wide range of vocabulary to communicate successfully, vocabulary acquisition can turn into a problematic issue. It is here where the Vocabulary learning strategies become an indispensable resource for L2 learners. Nation (2001) mentions VLS are one part of language learning strategies which in turn are part of general learning strategies. In the same way, Morin and Goebel (2001) suggest that teaching vocabulary should not only

involve teaching specific words but also aim at providing learners with strategies necessary to expand their vocabulary knowledge.

The use of technology in teaching and learning environments is an important aspect that has received considerable attention in recent years. We have all witnessed how computer machines are giving way to mobile devices as learning tools. This trend among teenagers is due to portability and connectivity as its main features. Among the portable technological tools, mobile phones are the most commonly used devices for learning (Peçherzewska & Knots, 2007). Their results have become well-known through several experimental studies; however, the use of mobile apps to learn ESP vocabulary has not been widely documented. The following study was conducted to examine the impact an language learning app called Memrise had on students' recalling of specific words and expressions in English related to their specialty. Outcomes showed that there was a 94.28% improvement in recalling after using Memrise. This meaningful result might suggest a link between the methodology used by an educator to enhance retention of ESP vocabulary and expressions and the level of recalling obtained after the three-session intervention. Indrasari, Novita, and Megawati (2018) stated that media for vocabulary learning can be divided into three types: visual, audio, and video. The software used by Memrise gives the user the option to add images, audio, and videos, the three of them working together. This is also supported by mnemonic technics which according to Soslo (1995) they are techniques or devices, either verbal or visual in nature, that serve to improve the storage of new information, and the recall of information contained in memory.

1.2 Problem Statement

Mabel Condemarin is one of the 945 vocational-technical schools in Chile, and whose eleventh-grade students opt for one of the three vocational training programs the school offers. Those students will have two years of vocational schooling rather than academic schooling. It is expected, according to the National English Strategy 2014-2030 that students from vocational schools should get graduated with a B1 level of English according to the CEFR. It means, the ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information.

Nevertheless, the author of this study has been developed his whole professional career path in vocational schools, and one permanent feature among VS students has been the difficulty of recalling vocabulary and expressions related to their specialties reducing students' level of competence in the English language. Students from Hotel and Services are not the exception.

A high level of vocabulary would increase their proficiency, enhance their motivation but, above all, it would significantly reduce the absenteeism in the workplace training stage making their vocational and training expertise a real pathway for future employment and social mobility. Nowadays, the constant use of mobile phones during the lessons impact negatively the teaching-learning process, and this is reflected not only on the students' academic results but also when VS students have to face the labor market. However, Klimova and Poulouva (2015, 2016) mentioned today there are many apps for teaching English as a foreign language that can be used to improve the learning of English and some research studies confirm that students are generally interested in mobile learning.

1.3 Aims

General Objective

The general objective of this study is to evaluate the effectiveness of the app Memrise to recall specific words and expression related to participants' specialty and, at the same time, to examine if their perceptions about the app are consistent with the recalling outcomes.

Specific Objectives:

S.O.1: To identify the vocabulary and expressions that are difficult for 12th grade students to recall and produce.

S.O.2: To assess the effectiveness of *Memrise* app to recall specific vocabulary and expressions.

S.O.3: To examine students' perception of *Memrise* app as an ICT tool to recall specific vocabulary and expressions.

CHAPTER II: CONCEPTUAL FRAMEWORK

CHAPTER II: CONCEPTUAL FRAMEWORK

2.1 Vocational Education and Training in Chile (VET)

Secondary education in Chile comprises the last four years of mandatory schooling, and it is divided into two types. On one hand, regular schools which are oriented to prepare students in general areas of knowledge so they can follow additional studies. On the other hand, vocational schools whose purpose is to form specialists in different technical fields to keep up with the national productive development and promoting social mobility and equity for the lowest social stratum of the country. Therefore, the aim of students who attend vocational schools is to acquire the necessary skills to start working after graduation (Pinela, 2016). Vocational instruction is directly related to the job-market demand and the fields of economic development. According to MINEDUC (2011), on average over 90 % of students in vocational education programs belong to the two lowest income quintiles, compared to only 65 % among regular school students academic. Learning English is an asset since it provides a higher status to the people who speak it (Acosta, Castro, Demarchi, Jerez, Maltés, Miranda, Moraga, Rojas, 2016) and high proficiency in the English language would increase job opportunities for vocational schools graduated students. The participants of this study are from a vocational school and their specialty is Hotel and Services, therefore, competence in the language should be a key factor that can affect positively or negatively when applying for a job. Nowadays, hotels and companies related to the field need to hire staff with high proficiency in English. Nation (2001) states there are certain words that are more helpful for learners than others. Those are high-frequency words, specialized vocabulary, and low-frequency words.

2.2 English for Specific Purpose (ESP)

Paltridge and Starfield (2013) define English for Specific Purposes (ESP) as a research area concerned with English learning and teaching as a second or foreign language, oriented to students who use the language for a particular domain, occupation, or productive sector. This definition supports the relevance of ESP in the vocational and training education at the secondary level and whose objective is to teach learners necessary skills to communicate effectively in a specific context. Therefore, ESP should be designed according to the needs of students and focused on the use of English, in this

case, the use that the student gives to the language in a specific discipline, vocation, or profession to achieve some specific purposes. Nowadays, the focus of ESP resides in the genre as an important aspect to approach language teaching and learning because it provides information on the target community, Johns (2013). Georgieva (2010) points out the relevance of ESP and vocabulary together with its effective teaching in a context where students learn the L2 while studying the specialty they are interested in. Littlewood (2014) suggests the types of vocabulary taught should obey the needs of students, and from that, they should build a productive instruction including approaches to language learning. According to Georgieva (2010), in this way, teaching contributes to the development of the skills students need for communicating successfully in an occupational context starting from vocabulary knowledge as part of the language learning process. In the same path, Widodo (2015) mentions that the role of English as a medium of vocational communication helps students understand their vocational content, build and develop their vocational knowledge and skills, communicate their vocational expertise and perform specialist tasks, and develop their disciplinary language. Basturkman (2010) divides ESP into three main areas that reflect the range of contexts in which the teaching takes place: English for Academic Purposes (EAP), which involves academic study needs such as English for logistics studies, or engineering studies; English for Occupational Purposes (EOP) being English for Vocational Purposes (EVP) a sub-section from EOP, which refers to work and relates needs and training, such as English for secretaries or tourist guides; and English for Professional Purposes (EPP) which deals with teaching English to doctors company executives or lawyers.

2.3 English for Vocational Purposes (EVP)

As a branch of ESP, English for Vocational Purposes (EVP) is concerned with the language of training for specific trades and occupations, as exemplified by an English course designed for trainee secretaries which are meant to prepare them for attending calls and people interaction in different contexts (Dudley-Evans 1998). Similar definition is given by Grucza (2010) who states EVP is a human product created for the purpose of vocational communication within a given subject area. One crucial aspect of the area and training in which the EVP is present is the focus of the vocabulary taught. Kubica (2010) points out that EVP one of the factors that distinguished EVP from English for general

purpose is the emphasis in the semantic values and the areas of specific context where technical terminology is developed. The teaching of vocabulary in EVP generally follows principles similar to those in EGP however it is important for learners to know different vocabulary learning strategies to employ those that work best for them and facilitate cognitive processes during schooling.

2.4 The importance of vocabulary in English language learning

According to Nation (2013), Willis and Ohashi (2012) vocabulary is an essential component of any language, and therefore it is a critical part of second language (L2) acquisition. In the same way, some authors have reported that the acquisition of vocabulary is essential for a successful foreign language use (Nation, 2005; Read, 2004; Gu, 2003; Marion, 2008; Susanto & Fazlinda, 2016) Vocabulary, as one of the knowledge areas in language, plays an important role for learners in acquiring a language (Nation, 2001).

Nevertheless, vocabulary knowledge is often perceived as a hard issue for second language learners due to the fact a reduced vocabulary size constrains successful communication. Moreover, vocabulary does not have rules that the second language learners might follow to learn the language. In other words, it is not clear in vocabulary learning what rules apply or which vocabulary items should be learned first. For educator can be also a difficult task. Berne and Blachowicz (2008) hold many educators are not confident about the best practice in vocabulary teaching and sometimes they do not know where to start to form or an instructional emphasis on word learning. Foreign language learners need to learn words, phrases, and idioms, and a great amount of explicit vocabulary instruction in a relatively short time. For many learners studying English as a foreign language, vocabulary learning is considered as boring, as they have to memorize unfamiliar words and spelling (Nguyen & Khuat, 2003) and are typically asked to complete lots of exercises. Learners find it hard to engage in rote learning of vocabulary activities. In the same line, Oxford (1990) pointed out that language learners typically have significant difficulty remembering large vocabularies and where memory strategies can help language learners to overcome forgetting.

2.5 Vocabulary Learning Strategies (VLS)

Many researchers (Wenden & Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990; and Schmitt, 1997) stated that VLS form a sub-category of language learning strategies (LLS) and for this reason, they are applicable to a wide diversity of language learning (LL) tasks, from the older ones, such as vocabulary, pronunciation, and grammar to the more integrative tasks such as reading comprehension and oral communication. In the same line, Nation (2001) mentioned that language learning strategies (LLS) are a subcategory of general learning strategies, the vocabulary learning strategies (VLS) are considered as a part of language learning strategies.

According to Schmitt (2000) language learners need a vocabulary size of 2,000-word families to maintain a conversation and at least 10,000-word families for reading comprehension of academic texts. These large vocabulary sizes are challenging for language learners to master. Therefore, learners perceive vocabulary acquisition as one of their greatest difficulties during their academic learning process. Schmitt (2000) suggests that vocabulary learning strategies are a way of improving vocabulary learning and Tok & Yigin (2013) defined VLS as the effort by the learner to learn new words or to make the words they learn permanently. A considerable number of researchers have argued that using specified vocabulary building strategies play an important role in closing achievement gaps. A significant effort in the area of English VLS has been depicted in the development of VLS taxonomies (Schmitt, 1997; Nation, 2001; Fan, 2003; & Gu, 2003). Nam (2010) expressed that vocabulary development and retention plays a fundamental part in the classroom environment serving ESL students.

2.6 The use of technology in language learning

In the past, students only had access to books, encyclopedias or school materials to search any information, but currently, they have access to many recourses, among which the online resources have been the most innovative since the students have access to them with a wide variety of information from any place. With traditional methods, the students' role was more inactive, they mainly listened, but due to the introduction of new technologies in the classroom, the students' role is more active, they participate more in

class. The educator who uses traditional approaches demands silence and obedience, while the educator who uses the new teaching approaches encourages debate, participation, and makes the student responsible for their own training. According to Alshahrani, Ahmed and Ward (2017) the change to more open access to information and more online materials would probably accelerate and shift the way students are learning. Miller (2011) mentions that in this globalized world, students used technology to interact and exchange ideas, research independently, adapt to new situations, and take control over their own learning. Technologies and other aspects of digital culture have changed the ways people live, work, play, and learn and this fact has a huge impact on the construction and distribution of knowledge and power around the world. Internet and technology have brought a new revolution in the teaching learning process creating a new learning environment that could be applied to increase the development and enhancing of English language skills. Speakers, videos, radios and projectors, use to be the most common technologies at the disposal of English language educators though this revolution has created a new bunch of educational tools. The emergence of evolving technologies leaves a significant impact on educational development. Many researchers reported their studies on the integration of technology in the process of teaching and learning as efforts to amplify students' performance, teaching effectiveness, as well as teachers' productivity, Jamil and Shah (2011). Nevertheless, when using only online resources, the learning outcome can be less than when using a traditional method of teaching. It means teaching methods, technology and material are necessary to enhance the teaching learning process. This combination will improve the classroom environment, motivation, fostering students' interaction and collaboration, making the lesson completely meaningful and indelible. İŞMAN (2012) mentions the usage of technology includes not only machines (computer hardware) and instruments but also involves structured relations with other humans, machines, and the environment. According to Pourhosein Gilakjani (2017), technology integration is defined in terms of how teachers use technology to perform familiar activities more effectively and how this usage can re-shape these activities. Studies conducted by Alshahrani, Ahmed and Ward (2017) on students from the United Kingdom, Saudi Arabia and Kenya showed that technology "has improved students' academic self-confidence, academic self-reliance and student-lecturer connectedness" (p.102). This technological advance led to the creation of the

term Information and Communication Technology (ICT) to describe the closely interconnected relationship of Information, Communication and Technology.

2.7 The use of ICT in the EFL classroom

Asabere and Enguah (2012) define ICT as the tools, facilities, processes, and equipment that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video. A similar definition is mentioned by Livingstone (2012) who states that ICT includes specific technologies for the school environment (interactive whiteboards) or applications used crossways formal or informal boundaries (education and games) and networked technologies. Nowadays, ICT is part of the globalization process and we use them to communicate, create, store, explain or manage information and it has become essential in the teaching-learning process. Slowly we can see how whiteboards are being replaced by interactive digital whiteboards, students are tested using online programs, videos are part of the lessons, mobiles are used as an information source, and tasks are taking different forms. The benefits of including ICT in students' learning experience is supported by Coy (2014), who states that online learning supports many types of learners and it allows students to learn at their own pace. They give the learners real-life contact and encourage autonomous learning making learners being part of their learning. Technology can be applied to teaching practices to enhance and facilitate foreign language learning. Altun (2015) points out Computers, the internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process to raise students' motivation and language awareness. Many types of research have proved ICT can be a valuable and innovative teaching tool to enhance EFL learning, and its fast growth has naturally influenced many aspects of the language teaching process. One of them is a study conducted by Jayanthi and Kumar (2016) that explains the positive impacts of ICT on ELT under the basic headings such as availability of materials, students' attitudes, learner autonomy, authenticity, helping teachers, student-center, and self- assessment. However, the integration of ICT in classrooms is not an easy task. It brings to the forefront some requirement to bear in mind before to use ICTs in EFL classrooms, they are a thoughtful lesson plan to choose the correct resource, develop a new one or modifying an existing

resource, and those activities are time-consuming. Another factor is the expertise, educators need training due to some of them may have difficulty in relation to the integration and implementation of technological tools into classroom, course, and curriculum. Therefore, Livingstone (2012) asserts that ICT “is not suitable for all learners in all situations and for all purposes and may require some considerable learner training for effective use” (p. 12). On the other hand, Weinberger, (2010) states that in educational technology, the failure of almost all initiatives is due to the additional load placed on teachers, and he thinks that teachers’ work can be facilitated by using technology.

In order to avoid explained above, educators need to be trained in the use of the ICT tools in order to develop technological skills, to maximize the efficiency of the tools, and to lead students to higher order thinking skills. It is strongly believed that the application of educational technology and communication into EFL context provides a flexible and diverse set of technological tools, promotes problem solving skills of students, gives chance to learners to use higher-order skills, encourages autonomous and collaborative language learning, motivates, and facilitates language learning, and enhances teacher training. Based on the information presented above, ICT provides EFL learners with the opportunity to use the language that they are learning in meaningful ways and in accurate contexts. As educators need to understand how ICT tools can be effectively used to support various kinds of learning (Kukulska-Hulme & Shield, 2008) and develop effective methods and materials for mobile assisted language learning (MALL).

2.8 The use of Mobile Assisted Language Learning (MALL) in EFL classroom

Mobile Assisted Language Learning (MALL) describes an approach to language learning that is enhanced through the use of a mobile device. MALL is a subcategory of both Mobile Learning (m-learning) and Computer-assisted language learning (CALL). In other words, MALL embraces the use of mobiles or similar technology devices to support students’ language learning. Some authors like Brown and Greengrass (2010), Wong and Looi (2011), Steel and Levy (2013) hold that the use of mobile devices, such as smart phones, iPads, tablets, notebook computers, not only improve people’s daily lives, but also have a great impact on arts, humanity developments, and language learning. Many researchers have identified the real use of mobile devices in language learning realizing that mobile technologies have a positive impact on linguistic developments if they are arranged and applied properly (Kukulska- Hulme & Shield, 2008; Sandberg, Maris & de

Geus 2011; Gromik, 2012; Hsu, Hwang, & Chang, 2013; Steel & Levy, 2013; Liu, Chiu, Lin & Barrett, 2014). In the same line, Al-Shehri (2011) suggest that mobile technology and social networking have the potential to establish learning practices that are not only based on learners' needs and experiences, but they can also involve learners in the overall learning process that sometimes goes beyond the classroom, in addition to creating authentic learning opportunities. In the same line, Goundar (2015) states the power of portable computing in the form of mobile devices is accessible to everyone, and it is time to consider using mobile devices for education. Nowadays, with the fast advance of wireless and m-learning technology, the use of mobile phones and other portable devices are beginning to have an impact on teaching-learning language process throughout the world. Nevertheless, researchers are still exploring how to use mobile technology to support language learning (Hung & Zhang, 2012). The use of mobile needs some consideration before implementing in the EFL or ESL teaching-learning process. In contrast to the previous, mobiles allow students taking photos of tests and passing them on to others, texting answers of texts to other students, spreading rumors fast, privacy issues with teachers, having personal numbers of pupils and vice versa are among the disadvantages for using mobile phones in the classroom (Atwell, 2021). Besides, computer-based activities are being replicated without a suitable consideration of the specific features it has, the dependence on networks that might not always deliver very a fast high transmission.

A positive attitude towards the use of mobile phones in the classroom is a very important factor in getting the benefits of this widespread device. Teachers and students should believe that mobile phones can be important tools adding fun and instant feedback in the teaching and learning process. Regarding the link between mobile and recalling, Hashemi and Abbasi (2013) conducted a study with a group of 180 third-grade high school students to investigate whether using mobile phones had an effect on the learners' vocabulary retention. The results of the study proved that using mobile phones was helpful to EFL learners in terms of vocabulary retention. The findings of the study also revealed that a greater attention to the features of a new word and its text environment will facilitate its memorization. As mobile technologies have evolved, so have their advanced applications developed for language education, one of them is Memrise.

2.9 Memrise, a useful resource to teach vocabulary.

A great number of people are using the mobile phones to learn a foreign language. In this digital era, applications of language learning like Memrise are extremely popular, with over 20 million registered users (Hickey, 2015). The number of applications of language learning has been roughly calculated to be as high as 1,000 to 2,000 in total (Sweeney & Moore, 2012). Memrise offers an essentially audio-lingual approach, where a word was presented in tiny video clips, an audio recorded, an image or a sentence, then repeatedly drilled until memorized passing then to the next exercise to complete the course. This intentional approach to vocabulary study allows students to raise their initial awareness of a large number of words in a very short time in comparison to the characteristically time-inefficient incidental vocabulary learning approaches (Nation, 2013). Modern apps such as Quizlet and Memrise also offer students automatic spaced-repetition scheduling and expanded rehearsal of vocabulary items. It means that users can review the words many times. This has been shown to have strong beneficial effects on long-term memory and vocabulary acquisition in a range of studies (Bjork, Dunlosky, & Kornell 2013). Furthermore, because word cards are reviewed randomly with word card software, it lowers the chance of vocabulary being grouped together into semantically similar sets which can lower the success of vocabulary learning (Nation, 2013). According to Karjo and Andreani (2018), Memrise was created in 2005 and released in 2013 by Ed Cooke, a Grand Master of Memory, Ben Whately, and Greg Detre, a Princeton neuroscientist specializing in the science of memory and forgetting. This online self-study program provides more than 150 languages courses from 22 languages. Memrise main features consist of visual, audio and video media. In terms of features or item that is used to challenge Memrise' users, Karjo and Andriani (2018) classify the challenge features or item into five brands: word translation, the flashcards, challenge for audio choices, typing question, and phrase translation. Wu (2016) carried out a study about the use and effects of Memrise by college students to learn and remember Chinese characters. The findings showed the effectiveness of Memrise in helping students learn Chinese characters. Students made significant improvements in the Chinese character recognition tests after they started using Memrise. Another reference to Memrise is in Walker's (2015) work on the impact of using Memrise on students' perceptions of learning vocabulary and on long-term memory of words. He asserts the program develop long-term memory of vocabulary

by frequent and systematic testing of vocabulary items having the benefits of portability and accessibility via computers and apps on smartphones or tablets.

Foreign language learners need to learn words, phrases, and idioms, and a great amount of explicit vocabulary instruction in a relatively short time. For many learners studying English as a foreign language, vocabulary learning is considered as boring, as they have to memorize unfamiliar words and spelling (Nguyen & Khuat, 2003) and are typically asked to complete lots of exercises. Learners find it hard to engage in rote learning of vocabulary activities. In the same line, Oxford (1990) pointed out that language learners typically have significant difficulty remembering large vocabularies and where memory strategies can help language learners to overcome forgetting.

CHAPTER III: METHOD

3.1 Type of research

“Action research, as disciplined inquiry, is an invaluable tool that allows educational leaders to reflect upon their practices, programs, and procedures” (Glanz, 2013, p.27). One of the educators’ tasks is to investigate the effectiveness of their practices to improve the teaching-learning process. Teachers are encouraged to reflect on and analyze student data on a consistent and collaborative basis to ensure success for all students. The following study is within the framework of an action research as the teacher identified a problem that was affecting the teaching-learning process. In this case the problem detected was the difficulty a group of students from vocational schools had to recall specific vocabulary. Then, the teacher took action to solve the problem for a certain length of time. After the action was performed, the teacher analyzed the results and drew some relevant conclusions for further research. In other words, AR is an approach for investigating questions and finding solutions to problems that people confront in their everyday lives (Moen, Torill, & Solvberg, 2012; Stringer 2014). Likewise, this AR involves a qualitative approach due to the fact it will help the researcher to understand reasons, motivations, opinions, or trends unseen behind the phenomena and express them on words to gather in-depth insights about the topic, developing ideas for a potential quantitative research. In other words, to view the world with the eyes of the examinees, to describe and consider the context, to emphasize on the process and not only the final results, to be flexible and develop the concepts and theories as outcomes of the research process (Bryman, 2001).

3.2 Description of the Research Participants

The sampling chosen for this action research corresponds to a purposive sampling. According to Black (2010) purposive sampling is a non-profitable sampling method and it occurs when the participants selected for the sample are chosen by the judgment of the researcher and the researcher often believes that they can get an ideal sample by using a sound judgment, which will result in saving time and money. Maxweell (2005) also states that the purposive or judgmental sampling is a strategy in which particular settings people or events are selected intentionally in order to provide significant information that

cannot be acquired from other choices. Likewise, this sampling is a homogeneous sampling because it focuses on one particular subgroup in which all the sample members are similar, such as a particular occupation or level in an organization's hierarchy (Saunders, Lewis, & Thornhill, 2012). The participants selected for the study are nine students from a vocational high school for female students. This school offers three specialties and the students elected are currently enrolled in the Hotel and Catering specialty. They are in the final year of secondary education and they were selected according to the availability of internet access and mobile device. Every participant belongs to a low-income Chilean family with little cultural capital. The ages rank from 17 to 18 years of age and their level of English corresponds to an A1 level according to the CEFR. Participants can express basic personal information and answer simple questions however, it is hard for them to communicate in situations link to their area due to the difficulty remembering specific words or expressions. They have a very close relationship among them and perceive the English language as a real tool to get better employment prospects.

3.3 Research Question and Objectives

3.3.1 Research Question

How does *Memrise* app help 12th grade students from a VS to recall vocabulary and expressions related to English program for the Hotel and services specialty?

3.3.2 Research Objectives

3.3.2.1 General objective

To examine the impact of *Memrise* on recalling specific vocabulary and expressions related to students' specialty and their impressions after the intervention.

3.3.2.2 Specific Objectives

S.O.1 To identify the vocabulary and expressions that are difficult for 12th grade students to recall and produce.

S.O.2 To assess the effectiveness of *Memrise* app to recall specific vocabulary and expressions.

S.O.3 To examine students' perception of *Memrise* app as an ICT tool to recall specific vocabulary and expressions.

3.4 Research problem

During the last two years of specialization of VSS attend English courses designed to meet educational and professional needs related to the different specialties. As a result, students from VS need to acquire specific vocabulary and expressions in English due to the fact they are strongly linked to their vocational specialty. Students who come from low-income middle-class families opt for VS as they enable them to find a job in a quite short time and earn money out of the specialty they studied. However, it has been observed in a vocational school that students from the Hotel and Services specialty have trouble retaining specific vocabulary in English related to their area. The teacher in charge of teaching the English course has used different methodologies, strategies, and activities to improve students' vocabulary retention. However, he hasn't used technology such as Mobile Assisted Language Learning (MALL) or CALL (Computer Assisted Language Learning) to support his teaching process. At the same time, he has observed that some software, apps and web pages have turned into very useful tools at the time of capturing students' attention and might help them to enhance their vocabulary in English during the last year of specialization.

3.5 Stages of the action research

The intervention conducted in this action research comprised six sessions in all. In the first session students took a pre written test intervention to know the words and expressions are difficult to recall. In sessions two, three and four, participants used the app to complete the three lessons. In session five students took the post written test to examine to what extent the app help them to recall vocabulary, and in the last session students answered a Likert scale survey to assess their perceptions about the app.

session	objective	activities
---------	-----------	------------

Session 1	To identify the vocabulary and expressions that are difficult for 12 th grade students to recall.	Students took the pre-test.
Session 2	To use <i>Memrise</i> app to recall specific vocabulary and expressions related to their specialty (lesson 1).	Students complete lesson 1 carrying out exercises such as word order, multiple choice and spelling.
Session 3	To use <i>Memrise</i> app to recall specific vocabulary and expressions related to their specialty (lesson 2).	Students complete lesson 2 carrying out exercises such as word order, multiple choice and spelling.
Session 4	To use <i>Memrise</i> app to recall specific vocabulary and expressions related to their specialty (lesson 3).	Students complete lesson 3 carrying out exercises such as word order, multiple choice and spelling.
Session 5	To analyze the effectiveness of the <i>Memrise</i> app to recall specific vocabulary and expressions.	Students took the post-test
Session 6	To examine students' perception about the use of <i>Memrise</i> app. after four sessions.	Students answer a Likert scale survey selecting the option that best describe their perceptions about <i>Memrise</i> .

Table 1. Intervention lesson plan

3.6 Data collection techniques

During this action research, three instruments were designed to achieve the study aim, and at the same time to address the three specific objectives. The instruments were: a written pre-test, a written post-test, and a Likert scale survey. They are explained in detail down below.

3.6.1 Pre and post written tests.

The goal of the pre-test was to assess students' vocabulary and expressions and find out which from the thirty-five words-expressions were still hard for them to recall. It was

formed by twenty-four words and eleven expressions and whose data results met the first specific objective. The post-test instrument aimed to assess the effectiveness of the learning app in recalling vocabulary after the three-session intervention, meeting the second specific objective. To measure the vocabulary knowledge, both instruments were designed using an adaptation of the Paribakht and Wesche (1997) Vocabulary Knowledge Scale (VKS). Probably one of the instruments in the second language (L2) empirical research that is currently best known for assessing both receptive and productive vocabulary development of specific targeted words from L2 reading is Paribakht and Wesche (1997) Vocabulary Knowledge Scale (VKS). The VKS has been used in at least 12 studies known to this author, mainly for L2 English, but also L2 Spanish (Pulido, 2004). The researcher of this study used an adaptation of the VKS developed by Calisto, Solis, and Ulloa (2015) to create the pre- and post-vocabulary test. For both pre-test and post-test each word and expression considered five categories as possible answers having each answer its own score. This scale is shown in Table 2 below.



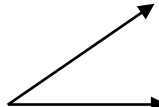
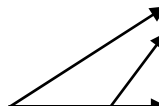
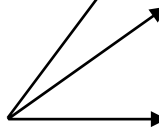
Self-report category	Possible scores	Meaning of scores
I 	1	The word/expression is not familiar.
II 	2	The word/expression is familiar, but its meaning is not known.
III 	3	A synonym or translation is given but not being sure if its meaning is correct.
IV 	4	A synonym or translation is giving being sure of its meaning.
V 	5	The word/expression is used with a semantic appropriateness and grammatical accuracy in a sentence or short dialogue.

Table 2. The adapted VKS scoring categories by Calisto, Solis and Ulloa (2015)

The criteria for selecting the words and expressions for both tests was based on the vocabulary sections from the student's book called *Highly Recommended, English for the hotel and catering industry*.

3.6.2 A Likert Scale survey

Likert Scales consist of a series of related "Likert-type items" - statements concerning a specific referent, namely the focus of the attitude to be measured (Desselle, 2005; Likert, 1932). A Likert scale was created by the researcher and it was used in the last stage of the intervention to assess students' perception about the app to remember vocabulary and expressions related to their specialty. The instrument was divided in categories. The first five statements collected participants' impressions about the app and the last five reflected which ability students had improved by using the app. It was made up of ten statements and five descriptors: *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*.

3.7 Data analysis techniques

To analyze the impact of *Memrise* as an educational learning language app to remember, learn or improve specific vocabulary and expressions the researcher conducted tests at the beginning (pre-written test) and at the end of the research cycle (post-written test). The data analysis outcomes from the pre-tests showed the specific forgotten or unknown words and expression by students and using this data information researcher created a course on *Memrise* platform which was divided in three lessons. After conducting the post-tests, researcher compared the results of the pre-test and post-test to identify the impact of recalling specific vocabulary and expressions. Finally, participants completed a Likert scale survey that assessed students' perceptions about the use of the app. To analyze the data that was collected from the three instruments applied, the researcher employed descriptive statistics technique. In the following chapter, the analysis processes and findings are described according to the central tendency measurements (mean, media and mode), and the standard deviation.

CHAPTER IV: FINDINGS

CHAPTER IV: FINDINGS

The findings of the following study are based on the quantitative data obtained from the participants' responses in the pre and post-test as well as from the data derived from the Likert scale survey answers. The data is presented considering the specific objectives previously stated in this action research.

4.1 Specific Objective 1: To identify the vocabulary and expressions that are difficult for 12th grade students to recall and produce.

To achieve this specific objective, the researcher conducted a written pre intervention test. This instrument included a list of twenty four vocabulary words, and eleven expressions, all of them related to students' vocational area. To calculate the score for each of the five categories as possible answers, the researcher used an adapted version of the Vocabulary Knowledge Scale (VKS) created by Calisto, Solis, and Ulloa in 2009. The data obtained from the instrument was analyzed by using the SPSS program and its outcomes expressed through central tendency measurements guide the researcher to identify which words and expressions were hard to be recalled by the participants. From the five possible answers (I: The word/expression is not familiar, II: The word/expression is familiar, but its meaning is not known, III: A synonym or translation is given but not being sure if its meaning is correct, IV: A synonym or translation is given being sure of its meaning, V: The word/expression is used with a semantic appropriateness and grammatical accuracy in a sentence or short dialogue) options I, II and III were the most frequent options selected by participants. It means the most frequent value moved from mode = 1 to mode = 3. Figure 1, shows the most difficult words to be recalled by participants.

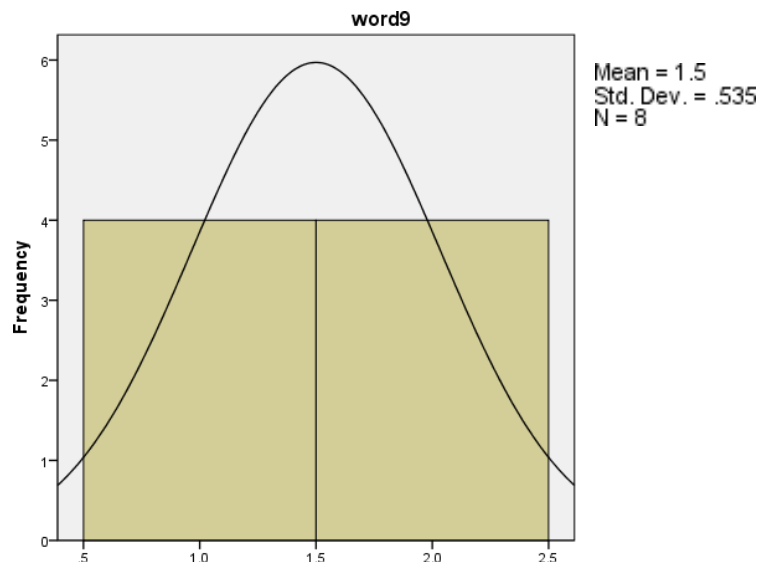


Figure 1: The less recalled words by students.

Figure 1 displays clearly the word-item number nine in the pre intervention test. This word-item “napkin” presented a low standard deviation (0.535) and the mean and median scores were both the same (1.5). This means that half of the students (4 students) selected option I, (the word/expression is not familiar), and the other half selected option II (the word/expression is familiar, but its meaning is not known). The three lessons created on Memrise included the words and expressions whose mode was less than 4 (mode < 4). Those words and expressions, shown in Table 1, were selected by researcher as the most difficult to be recalled by participants due their mode was less than four, and they were displayed and practiced repeatedly during the three intervention lessons. Pronounce ability, orthography, length, morphology, synformy, grammar, and semantic features of the word are seven factors that affect word learning (Schmitt & McCarthy 1997). To analyze the factors that prevent recalling or memorization of specific words and expressions can be developed in further studies.

Table 3 shows the specific words and expressions that were difficult to be recalled by students before the intervention.

N°	Item		N Valid	N° Missing	Mean	Median	Mode	Std. Deviation
04	word	Steak	8	0	2.75	2.50	2.00	1.281
09	word	Napkin	8	0	1.50	1.50	1.00 ^a	.534

10	word	Tablecloth	8	0	2.12	1.00	1.00	1.552
11	word	Dishwasher	8	0	2.75	2.50	2.00 ^a	1.164
15	word	Book	8	0	3.62	3.50	3.00	1.060
17	word	Available	8	0	3.25	3.50	2.00 ^a	1.164
19	word	Arrival	8	0	3.12	3.00	3.00 ^a	.834
20	word	Hand basin	8	0	2.50	2.50	1.00 ^a	1.195
22	word	Sheets	8	0	1.87	1.50	1.00	1.125
23	word	Overcooked	8	0	1.62	2.00	2.00	.517
25	exp.	Strip the bed	8	0	1.75	2.00	2.00	.462
26	exp.	Can I have your name	8	0	3.37	3.00	3.00	.517
27	exp.	I'd like to book a room	8	0	3.12	3.00	3.00	.991
28	exp.	Would you like a glass of water	8	0	3.12	3.00	3.00	.640
29	exp.	What can I get you	8	0	2.50	2.50	2.00 ^a	.925
32	exp.	I'll have a pudding	8	0	2.25	2.00	2.00	.462
33	exp.	Take away the dishes	8	0	2.75	2.50	2.00	.886
34	exp.	Sparkling or steal	8	0	2.62	2.50	2.00 ^a	1.187
35	exp.	How much is that	8	0	3.37	3.00	3.00	.517
Average			8	0	2.628	2.473	2.25	0.895

Table 3. The hardest words and expressions to be recalled by participants

It can be observed that the numerical value with greatest frequency, the mode, moves from 1 to 3. It means that the alternatives selected by participants in the pre intervention test were option I, II and III. According to that, the median shows a middle rank that ranged from 1.00 to 3.00. Following the same line, the mean or average score went from 1.50 to 3.38. The standard deviation in this table demonstrates a normal distribution of data due to their numerical values are close to zero. 57.9 % below 1 (eleven word/expression) and 42.1 % over 1 (eight word/expression).

4.2 Specific Objective 2: To assess the effectiveness of *Memrise* app to recall specific vocabulary and expressions.

To analyze the data related to this specific objective the researcher drafted the hypothesis for this study: the Null hypothesis (H₀), which indicates there is no difference between

groups or no relationship between variables (Munro, 2005), and the alternative hypothesis (H₁) which strongly support the data results. Both hypotheses are presented below.

- H₀: there is no impact of Memrise mobile app for recalling specific words and expressions.
- H₁ : there is an impact of Memrise mobile app for recalling specific words and expressions.

In this hypothesis testing the level of error is 0.05. Therefore, whether the p-value is > 0.05 the alternative hypothesis (H₁) is accepted.

4.2.1 Normality test

The next step was to verify the normal distribution of data scores derived from the written pre and post-intervention tests. According to Glantz (2002), the p-value is used to evaluate the validity of a claim (null hypothesis), and to identify if it is valid. Likewise, it determines the statistical significance of the data and it is a coefficient between 0 and 1. In this study, the p-value determines whether the data behaved normally or not. If the p-value of the pre and post-intervention tests scores were less o equal to 0,05 (≤ 0.05), then it indicates that the data score does not behave normally. Due to the small size of the sample of this study the Chapiro-Wilk test of normality was conducted to verify the normal distribution of the data. The results are displayed in Table 4.

Test of normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
pre	.934	8	.549
post	.916	8	.395

Table 4. Test of normality

The analysis of Table 4 shows the significance or p-value. In the pre-test the p-value was 0.549 and, in the post-test, it was 0.395. With this information, it can be concluded that there is a normal data distribution in both instruments. Table 5 corroborates the previous information.

p-value (pre-test scores) = 0.549	>	0.05 (α)
p-value (post-test scores) = 0.395	>	0,05 (α)
<u>Conclusion:</u>		
The pre and post test p-values are higher than 0,05, which means that there is a normal distribution of data.		

Table 5. Hypothesis testing result.

Table 5 illustrates the p-values obtained in the Shapiro-Wilk test of normality, the significance level or alpha (α), and the conclusion of the previous data analysis that states that both p-values are lower than 0.05

4.2.2 Pair t-test for statistically significant differences

After doing the testing for normality, the paired t-test was administered to compare the same instrument results before and after the intervention. T-tests compare the means of two samples. When each element of a sample is matched to its corresponding element of the other sample, the two samples are paired. This paired t-test examines the mean of individual differences of paired measurements and therefore is appropriate for pre-post situations. Glantz (2002) also describes the p-value as follows: a small p-value (≤ 0.05) states strong evidence against the null hypothesis (H_0); consequently, it is rejected (Reject H_0). A large p-value (≥ 0.05) states weak evidence against the Null Hypothesis; thus it cannot be rejected (Fail to reject H_0). P-values near to the cutoff (0.05) are considered to be marginal (they can go either way). Table 6 shows the main outcomes of the paired t-test.

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Deviation	95% Confidence Interval of the Difference			
				Lower			

Pair 1.								
pre-test score - post-test score	-15.62500	4.95516	1.75191	-19.76761	-11.48239	-8.919	7	.000

Table 6. Paired t-test results

The level of significance in Table 6 is 0.00. This p-value states strong evidence against the Null hypothesis (H_0 : there is no impact of the mobile app for recalling specific words and expressions) consequently, it is rejected and the Alternative hypothesis (H_1 : there is an impact of the mobile app to recalling specific words and expressions) is accepted. Then it can be stated that Memrise language learning app has a strong impact to help students recall specific vocabulary and expressions related to their specialty.

4.2.3 Descriptive statistics

This technique that involves the presentation of numerical facts, or data, in either tables or graph form, and with the methodology of analyzing the data is applied for the researcher using SPSS program. The table below states the scores differences in similar tests after and before the intervention.

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test score	8	70.00	127.00	105.1250	19.44544
post-test score	8	122.00	160.00	141.5000	14.34274
Valid N (listwise)	8				

Table 7. Comparison of minimum and maximum scores

From Table 7 it can be observed the difference of 67 points between the lowest score and the highest score in the written pre-intervention test. In the same way, this distance is less after the intervention. 38 points between the lowest score and the highest score express a significant improvement in recalling. Table 7 also displays the mean and the

36 points of improvement in the average value. Table 8 shows the individual scores of the participants

Participants	Pre-test score	Post-test score	Difference
P1	127	152	-25
P2	91	122	-31
P3	127	158	-31
P4	116	160	-44
P5	104	131	-27
P6	111	146	-35
P7	95	133	-38
P8	70	130	-60

Table 8. Comparison between the pre and post-test scores differences.

Table 8 displays the students' scores improvement after the intervention. These improvement goes from 25 to 60 points of difference after using the three intervention sessions with the mobile language learning app. Table 8 presents the words and expressions selected by the researcher as the hardest to be recalled by participants after the intervention.

Number	Item	Word or expression	N Valid	Missing	Mean	Median	Mode	Std. Deviation
4	W	Steak	8	0	4.12	4.00	4.00	.991
9	W	Napkin	8	0	4.62	5.00	5.00	.517
10	W	Tablecloth	8	0	4.25	4.00	4.00	.707
11	W	Dishwasher	8	0	3.87	4.00	4.00	.834
15	W	Book	8	0	4.25	4.00	4.00	.462
17	W	Available	8	0	4.00	4.00	4.00 ^a	1.069
19	W	Arrival	8	0	3.87	4.00	4.00	.640
20	W	Hand basin	8	0	4.00	4.00	4.00	.534
22	W	Sheets	8	0	4.25	4.00	4.00	.462
23	W	Overcooked	8	0	3.87	4.00	4.00	.991
25	E	Strip the bed	8	0	3.50	4.00	4.00	.755
26	E	Can I have your name?	8	0	4.12	4.00	4.00	.353

27	E	I'd like to book a room	8	0	4.25	4.00	4.00	.462
28	E	Would you like a glass of water?	8	0	4.25	4.00	4.00	.707
29	E	What can I get you?	8	0	3.87	4.00	4.00	.991
32	E	I'll have a pudding	8	0	2.75	2.50	2.00	.886
33	E	Take away the dishes?	8	0	4.00	4.00	4.00	.534
34	E	Sparkling or steal?	8	0	4.25	4.00	4.00	.462
35	E	How much is that?	8	0	3.75	4.00	4.00	.886

Table 9. Hardest words and expressions recalled by participants after the intervention

The criterion used by the researcher to select the hardest words and expressions to be recalled by participants was the mode. Whether the mode was less than 4 (mode < 4) the word or expression was considered hard to remember. According to that criterion, Table 8 states that 94.73% of those words were recalled after the intervention and only 5.26 % could not be recalled by participants. This percentage represents one item, the expression: *I'll have a pudding*. Analyzing the expression researcher suggests the noun “pudding” may be not a common word in students’ everyday life; therefore it was not easy to remember by participants choosing the option II as final answer (The word/expression is familiar, but its meaning is not known). The standard deviation in Table 8 demonstrates a normal distribution of data due to their numerical values are close to zero, 94.73 % is below 1 (18 words-expressions) and 5.26 % is over 1 (1 word-expression).

Figure 2 shows the most frequent values (mode) of the hardest word to be recalled after and before the intervention.

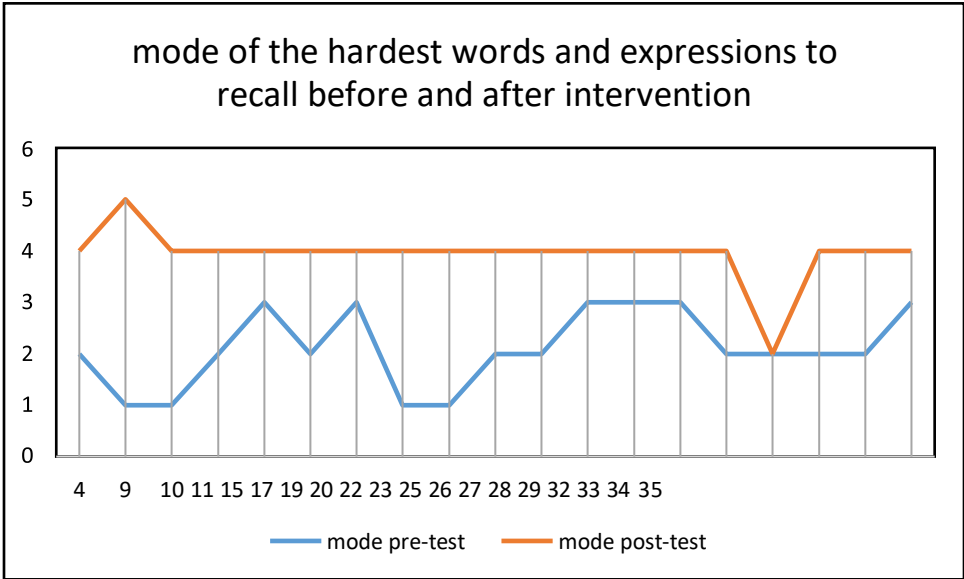


Figure 2. Mode of the hardest words and expressions to recall before and after the intervention

It can be observed that there was a significant improvement in almost all the word/expressions selected as difficult to be recalled. Item 32 (*I'll have a pudding*) kept the same mode after and before the intervention (mode=2). This Figure also displays that question N°9 before the intervention moved from the lowest mean (1) to the highest mean (5) after the intervention. This fact represents an improvement from option I (*the word or expression is not familiar*) to option V (*the word or expression is used with semantic appropriateness and grammatical accuracy in a sentence or short dialogue*). The numerical value with the highest frequency of those nineteen items before the intervention were: N° two, nine times (47.36%); N° three, six times (31.57%); and N° one, four times (21.05 %). On the other hand, the mode of the same words and expressions after the intervention moved from N° four, seventeen times (89.47 %), N° five, one time (5.26 %), and N° two, once (5.26 %).

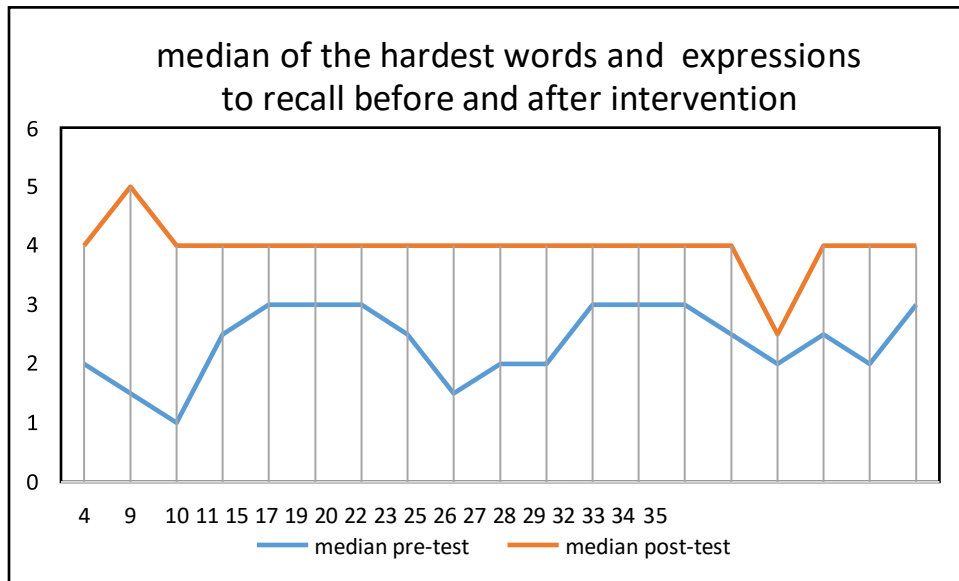


Figure 3. Median of the hardest words and expressions to recall before and after the intervention.

The blue line that represents the middle score of the rank (1-5) or median of the hardest words and expressions to recall before the intervention moved from 1.00 to 3.00, like the mode. On the other side, the median after the intervention moved from 2.50 to 5.00.

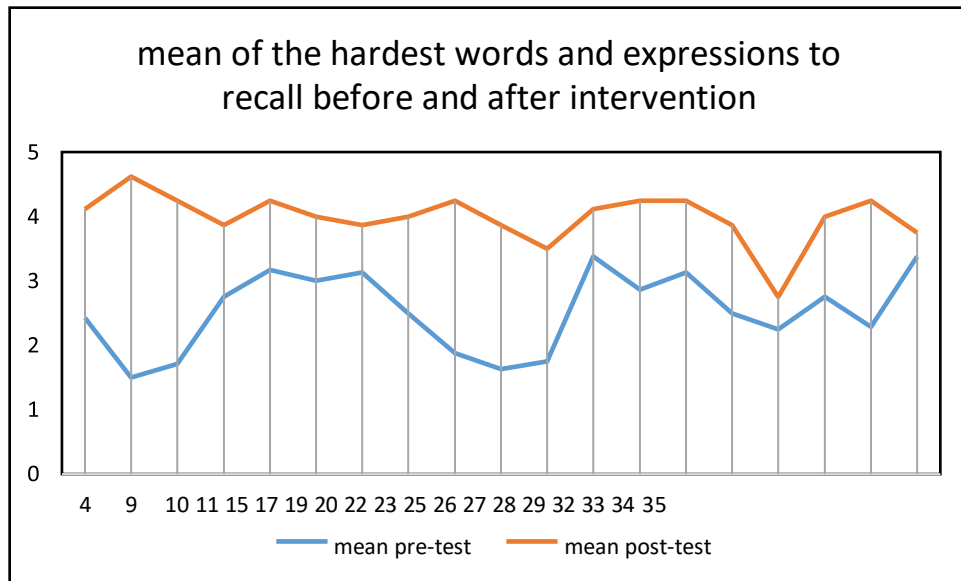


Figure 4. Mean of the hardest words and expressions to recall before and after the intervention.

The blue line represents the average score or mean of the hardest words and expressions to recall before the intervention and it moved from 1.63 to 3.38. On the other side, the median after the intervention moves from 2.75 to 4.62

4.2.4 Remaining words-expressions

The measures of central tendency displayed in Table 9 contrast the words and expressions that were not perceived as difficult by the researcher before and after the intervention, pre and post intervention tests respectively.

num ber	item	Word or expression	Mean pre-t.	Median pre-t.	Mode pre-t	Mean post-t.	Media post-t	Mode post-t
1	W	Starter	2.75	3.00	4	4.37	4.00	4
2	W	Main course	3.25	3.50	4	4.25	5.00	5
3	W	Dessert	3.87	4.00	4	4.50	4.50	4
5	W	Meat	3.62	4.00	4	3.87	4.00	4
6	W	Spoon	3.75	4.00	4	4.25	4.50	5
7	W	Knife	3.62	4.00	4	4.62	5.00	5
8	W	Fork	3.50	4.00	4	4.12	4.00	4
12	W	Waiter	3.87	4.00	4	4.37	4.00	4

13	W	Meeting	3.62	4.00	4	4.25	4.00	4
14	W	Guest	3.37	3.50	4	3.00	2.50	2
16	W	Waitress	3.25	3.50	4	4.25	4.00	4
18	W	Departure	3.12	3.50	4	3.87	4.00	4
21	W	Clean	3.37	3.50	4	4.12	4.00	4
24	W	Customer	3.50	4.00	4	4.12	4.00	4
30	E	Can I take your order?	3.62	4.00	4	4.25	4.00	4
31	E	Can I get you an aperitif?	3.50	4.00	4	3.37	4.00	4

Table 10. Words and expression not perceived as difficult to recall after and before the intervention.

The researcher did not consider the words and expressions shown in Table 9 as hard to be recalled due to the criterion chosen to select those words. (mode < 4 the word or expression was considered hard to remember). From the mode we can observe that 75% of the words and expressions keep the same mode (mode = 4), 18.75% moved from mode 4 to mode 5. It means an improvement moving from option IV (synonym or translation is giving being sure of its meaning) to option V (the word/expression is used with semantic appropriateness and grammatical accuracy in a sentence or short dialogue), and 6.25% moved backward from option IV (a synonym or translation is giving being sure of its meaning) to option II (the word/expression is familiar, but its meaning is not known). Figure 5 displays the mode of unselected words and expressions before and after the intervention.

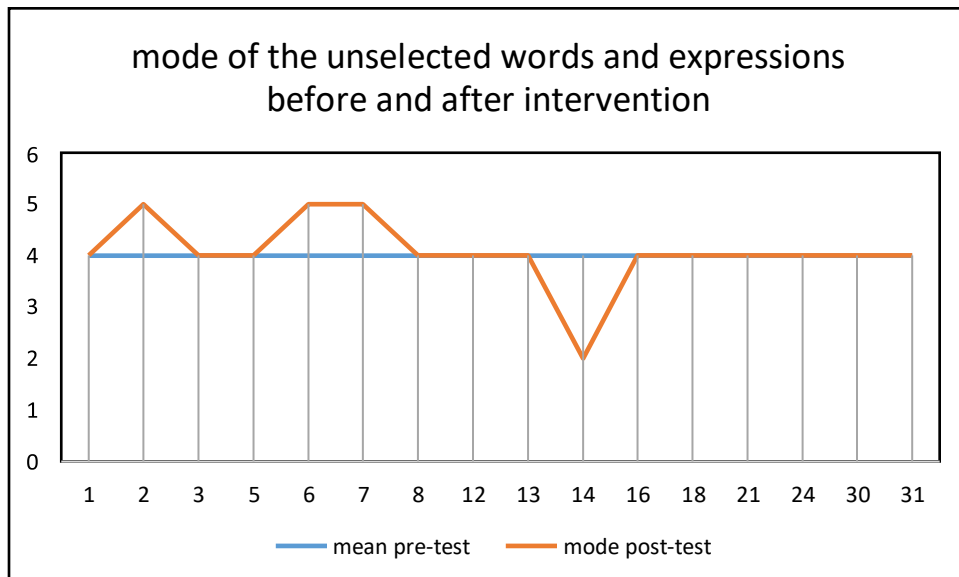


Figure 5. Mode of the word/expression not considered to be difficult by the researcher.

From Figure 5 it can be observed that there was not an improvement with the word N° 14 (*guest*) after the intervention. The absence of this word (due to the criterion applied by the researcher) might have caused a setback in the recalling.

The central tendency from the pre- and post-intervention instrument are contrasted in Table 10.

num ber	item	Word or expression	Mean pre-t.	Median pre-t.	Mode pre-t	Mean post-t.	Media post-t	Mode post-t
1	W	Starter	2.75	3.00	4	4.37	4.00	4
2	W	Main course	3.25	3.50	4	4.25	5.00	5
3	W	Dessert	3.87	4.00	4	4.50	4.50	4
4	W	Steak	2.43	2.00	2	4.12	4.00	4
5	W	Meat	3.62	4.00	4	3.87	4.00	4
6	W	Spoon	3.75	4.00	4	4.25	4.50	5
7	W	Knife	3.62	4.00	4	4.62	5.00	5
8	W	Fork	3.50	4.00	4	4.12	4.00	4
9	W	Napkin	1.50	1.50	1 ^a	4.62	5.00	5
10	W	Tablecloth	1.71	1.00	1	4.25	4.00	4
11	W	Dishwasher	2.75	2.50	2 ^a	3.87	4.00	4
12	W	Waiter	3.87	4.00	4	4.37	4.00	4
13	W	Meeting	3.62	4.00	4	4.25	4.00	4
14	W	Guest	3.37	3.50	4	3.00	2.50	2
15	W	Book	3.17	3.00	3	4.25	4.00	4
16	W	Waitress	3.25	3.50	4	4.25	4.00	4
17	W	Available	3.00	3.00	2 ^a	4.00	4.00	4
18	W	Departure	3.12	3.50	4	3.87	4.00	4
19	W	Arrival	3.13	3.00	3 ^a	3.87	4.00	4
20	W	Handbasin	2.50	2.50	1 ^a	4.00	4.00	4
21	W	Clean	3.37	3.50	4	4.12	4.00	4
22	W	Sheets	1.88	1.50	1	4.25	4.00	4
23	W	Overcooked	1.63	2.00	2	3.87	4.00	4
24	W	Customer	3.50	4.00	4	4.12	4.00	4
25	E	Strip the bed	1.75	2.00	2	3.50	4.00	4
26	E	Can I have your name?	3.38	3.00	3	4.12	4.00	4
27	E	I'd like to book a room	2.86	3.00	3	4.25	4.00	4
28	E	Would you like a glass of water?	3.13	3.00	3	4.25	4.00	4
29	E	What can I get you?	2.50	2.50	2 ^a	3.87	4.00	4
30	E	Can I take your order?	3.62	4.00	4	4.25	4.00	4

31	E	Can I get you an aperitif?	3.50	4.00	4	3.37	4.00	4
32	E	I'll have a pudding	2.25	2.00	2	2.75	2.50	2
33	E	Take away the dishes?	2.75	2.50	2	4.00	4.00	4
34	E	Sparkling or steal?	2.29	2.00	2 ^a	4.25	4.00	4
35	E	How much is that?	3.38	3.00	3	3.75	4.00	4

Table 11. Central tendency before and after the intervention.

The mode values in the pre-intervention test state that 45.71% of participants selected option IV (A synonym or translation is giving being sure of its meaning), 25.71% of participants selected option II (The word/expression is familiar, but its meaning is not known), 17.14% of participants selected option III (A synonym or translation is given but not being sure if its meaning is correct), and 11.42 % of participants selected option I (The word/expression is not familiar). Likewise, the mode values in the post-intervention test reflect that 82.85% of participants selected option IV (A synonym or translation is giving being sure of its meaning), 11.42 of participants selected option V (The word/expression is used with a semantic appropriateness and grammatical accuracy in a sentence or short dialogue), and 5.71% of participants selected option II (The word/expression is familiar, but its meaning is not known).

From Table 10 it can be also observed the word items N° 9, 10, 20, and 22 (napkin, tablecloth, handbasin, and sheets, respectively) whose mode was one (mode = 1) it means *The word/expression is not familiar*, moved after the intervention to mode four (mode = 4), it means *A synonym or translation is giving being sure of its meaning*; and to mode five (mode=5) *The word/expression is used with a semantic appropriateness and grammatical accuracy in a sentence or short dialogue*. Finally, the outcomes in table 11 show that 94.28% of the 35 words and expressions were recalled after the intervention and 5.71% could not be recalled after the intervention.

Considering the outcomes previously presented in this action research, and drawn in its interpretations, researcher states there is a high probability to recall specific vocabulary and expressions throughout the use of the app called Memrise.

4.3 Specific Objective 3: To examine students' perception of the *Memrise* app as an ICT tool to recall specific vocabulary and expressions.

To answer specific objective 3 a Likert scale survey was used. This instrument aimed to assess the participants' perception of the usefulness of Memrise app. This survey allowed students to express how much they agreed or disagreed with a set of statements related to the use of Memrise app used to help students remember vocabulary and expressions. The options for every statement were: A: strongly agree, B: agree, C: neutral, D: disagree, and E: strongly disagree. To have a more accurate analysis of this instrument, a score was assigned to every option. The most positive answer scored 5, agree 4 points, neutral 3 points, disagree 2 points, and the most negative one scored 1. Table 12 displays the outcomes after the descriptive statistic was applied.

Item	Statement	N° valid	N° missing	Mean	Media	Mode	Std. dev.
01	<i>Memrise</i> helps me to remember words and expressions.	8	0	4.50	4.50	4 ^a	.534
02	<i>Memrise</i> is fun and innovative	8	0	4.25	4.00	4	.462
03	I would like to use this app in other subjects as well.	8	0	4.12	4.00	4	.640
04	<i>Memrise</i> increases my motivation to learn.	8	0	4.37	4.00	4	.517
05	I would recommend this app to my friends.	8	0	4.37	4.00	4	.517
06	<i>Memrise</i> helps me to improve my vocabulary.	8	0	4.50	4.40	4 ^a	.534
07	<i>Memrise</i> helps me to improve my reading ability.	8	0	3.75	4.00	4	.707
08	<i>Memrise</i> helps me to improve my writing ability.	8	0	4.00	4.00	4	.755
09	<i>Memrise</i> helps me to improve my listening ability.	8	0	4.25	4.00	4	.462
10	<i>Memrise</i> helps me to improve my speaking ability.	8	0	3.50	3.50	3 ^a	.925

Table 12. Central tendency measures from the Likert scale survey.

From Table 12 it can be observed the standard deviation which demonstrates a normal distribution due to their numerical values are close to zero. Mode states that the option

with the greatest frequency (90%) was option 4, displayed nine times; and option 3 (10%), displayed once.

Figure 6 shows the option of every statement. (N°5 represents option A: strongly agree; N°4: represents option B: agree; N°3 represents option C: neutral; N°2 represent option D: disagree; and N°1 represents option E: strongly disagree) selected by the participants. It also shows the score of every statement being 40 the highest score for every statement. The first five statements were created to assess participant’s views about the app and the last five statements channel participant’s perceptions about the effect of the app in their improvement of English vocabulary and the language skills.

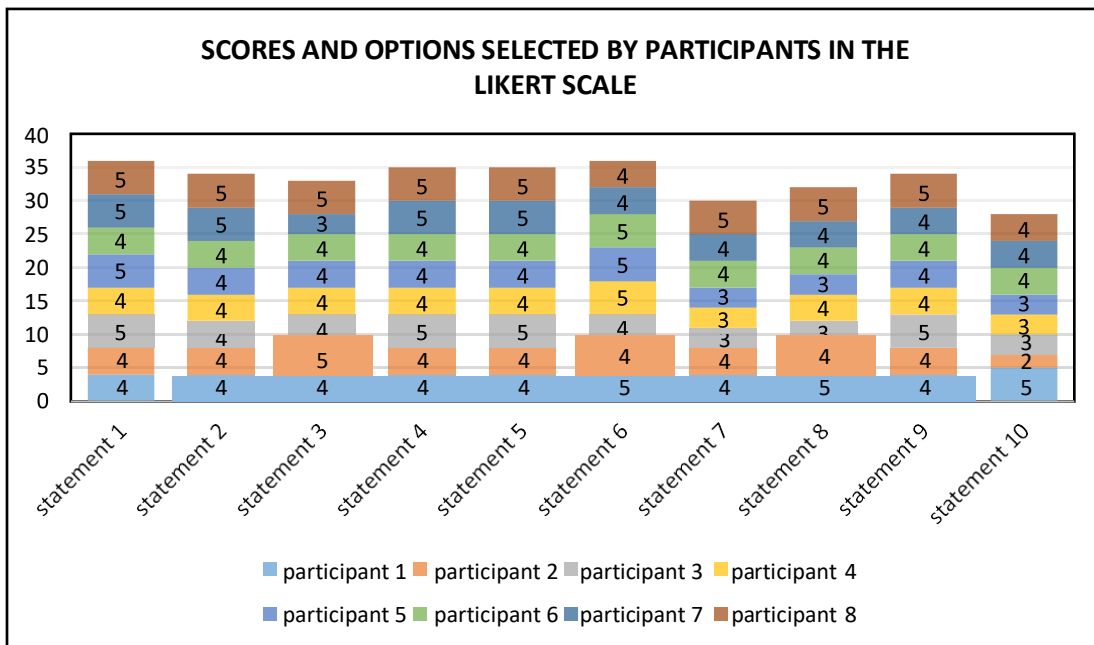


Figure 6. Scores and options selected by participants in the Likert scale.

Figure 6 shows 30% of participants selected option A (strongly agree), 57.5% selected option B (agree), 11.25% selected option C (neutral), and 1.25% selected option D (disagree). Accordingly, and considering the first two options (A: strongly agree, and B: agree) as positive answers and the last two as negative (D: disagree and E: strongly disagree), it can be stated that participant’s perceptions about the app were very meaningful and favorable towards the use of this app as an educational tool based on the 87.5% of positive answers given.

From figure 6 it can be observed that from the first five statements (1-5), statement 1 (*Memrise helps me to remember words and expressions*) scored the highest, and statement 3 (I would like to use this app in other subjects as well) scored lower. This outcome supports the effectiveness of the app as a meaningful educational tool to recall specific words and expressions. However, it may also suggest that this app is highly suitable for learning a language but not very appropriate for other school subjects. From the next five statements (6-10), it can be observed that statement 6 (*Memrise helps me to improve my vocabulary*) scored the highest and statement 10 (Memrise helps me to improve my speaking ability) scored the lowest. This outcome matches with the three language skills present during the three-lesson intervention: reading, listening, and writing (or typing).

Outlining the results, statements 1 and 6 (*Memrise helps me to remember words and expressions, and Memrise helps me to improve my vocabulary*) scored the highest (36 pts.), and statement 10 (*Memrise helps me to improve my speaking ability*) scored the lowest. These outcomes are in accordance with results from Specific Objective 2 (SO 2) which suggest high effectiveness of the Memrise for recalling specific words or expressions in L2 or English as a Foreign Language (EFL)

Chapter V: Discussion

5.1 Results and Insights

This study was conducted to examine the impact of a MALL app called Memrise as a valuable resource to help students from a vocational school to recall specific vocabulary and expressions related to their field and, in turn, to assess their perceptions about the app after the intervention plan was carried out. The data findings are discussed in relation to the specific objectives as follows:

5.1.1 Specific Objective 1: To identify the vocabulary and expressions that are difficult for 12th grade students to recall and produce.

The first specific objective aimed at evaluating and identifying which words and expressions students found it hard to recall afterwards an academic year in the specialty of hotel and services. One of the outcomes from the descriptive statistics analysis revealed that 19 out of the 35 total word-expressions were not recalled by participants after the first instrument was conducted (pre-written test) this 19 words (54.28%) showed a mode less than four (mode ≤ 3), in other words, the option chosen by students with the greatest frequency was option 1, 2 or 3 (the word/expression is not familiar; the word/expression is familiar, but its meaning is not known; and a synonym or translation is given but not being sure if its meaning is correct, respectably). From the nineteen words-expressions selected by the researcher as the hardest to be recalled, 10 were words and 9 were expressions. Among the words, there were eight nouns (steak, napkin, tablecloth, dishwasher, available, arrival, handbasin, sheets) one verb (to book), and one adjective (overcooked). Further study is needed to identify whether the factors proposed by Thornbury (2002) such as pronunciation, spelling, complexity, grammar, meaning, range, connotation or idiomaticity can be possible features that may affect vocabulary learning. Nevertheless, this 54.28 % suggests a correlation between recalling and vocabulary learning strategies. ESP are technical words, vocabulary characterized by several features: low frequency words restricted to a particular domain in which they appear with a fairly high frequency (Nation, 2001; Nation & Hwang, 1995; Chung & Nation, 2004; Pearson, 1998). Therefore, it implies the need of suitable teaching methodologies and a systematic assessment to evaluate results. According to Schmitt (2010) teaching

vocabulary requires: first, the use of special methods or strategies (definition, examples, synonyms/antonyms, etc.); secondly, learners will need to use different approaches to deal with vocabulary and thirdly, the kind of approach implemented in the course will have an impact on learning.

5.1.2 Specific objective 2: To assess the effectiveness of *Memrise* app to recall specific vocabulary and expressions.

Recent studies about the use of technology in education have highlighted the significance of using mobile learning methodologies (Kearney, Burden, & Rai, 2015; Hunter, 2015; Ke & Hsu, 2015). After the three-session intervention that was carried out as part of this research, participants took the post written test to assess the effectiveness of having used Memrise app to recall specific words and expressions. Descriptive statistics analysis stated that there was a significant improvement of 52 points between the lowest scores achieved before the intervention (minimum pre-test scored 70) and the lowest score reached by students after the intervention (minimum post-test scored 122). In the same line, there was an enhancement of 33 points between the highest scores before the intervention (maximum pre-test scored 127) and after the intervention using the app (maximum post-test score 160). Moreover, the scores improved from 25 points (lowest improvement score) and 60 points (highest improvement score). Similar results were observed by Wu (2016), whose findings showed the efficiency of Memrise in helping higher education students to remember Chinese characters. Likewise, Fadhila (2016) demonstrated in his study an important improvement in remembering vocabulary related to their study program from the Faculty of Agriculture and animal husbandry at the Islamic university of Balitar. Here, the students' vocabulary achievement was reflected in the mean score which moved from 60.45 in the pre-test to 86.27 in the post-test. A similar study was conducted by Jalil, Forough and Abdulbaset (2018) whose aim was to investigate the effects of the use of Memrise on L2 vocabulary learning and self-regulatory capacity in vocabulary acquisition. The outcomes from the experimental group of 26 Iranian EFL learners improved significantly compared with the control group. The mean score of the experimental group was 31.54 in the pre-test and 43.66 in the post-test. Findings from the second objective are consistent with the outcomes previously exposed. This is reflected in the 94.28% of participants' words and expressions recalled after using

the MALL app Memrise during the intervention (34 words-expressions), and only 5.71% of the words-expressions, which were not remembered by participants (1 word-expression). This significant improvement is also visualized in the mean score whose numerical value was 105.12 in the pre-written intervention test and 141.50 in the post-written intervention test. It seems plausible that these results might be due to the vocabulary strategy used for recalling, a mobile app called Memrise.

Many researchers have stated vocabulary learning strategies facilitate the acquisition of new lexis in the second or foreign language as they aid in discovering the meaning of a new word and in consolidating a word once it has been encountered (Nation, 2001; Schmitt, 1997). Schmitt (1997) listed 58 strategies that were categorized under two main headings: discovery and consolidation strategies. Both groups are formed by subgroups which are six in total: determination, social, memory, cognitive and metacognitive strategies. Memory strategies consist of methods which link new materials to current knowledge (Schmitt, 1997). Memory strategies, traditionally known as mnemonics, have been found to enhance remembering through the connection of new knowledge with familiar words and images (Carney & Levin, 1993; Mastropieri, Scruggs, & Fulk, 1990; Hoy, 1993). Gu and Johnson (1996) stated that mnemonic strategies, such as word list or repetition need to be tied with imagery, visual, auditory, semantic, contextual encoding, or word structure. Memrise is a program created to develop long-term memory of taught items by frequent and systematic testing. This constant testing produced by the software plus the word flashcards and audios added by the researcher were probably factors that supported this meaningful second objective result.

5.1.3 Specific Objective 3: To examine students' perception of *Memrise* app as an ICT tool to recall specific vocabulary and expressions.

The third specific objective aimed to address students' perceptions about Memrise app. In order to achieve this goal, the researcher applied a Likert scale survey at the end of the intervention whose results state that option A (*strongly agree*) was selected by the participants 24 times (24.30 %), option B (*agree*) was selected 46 times (57.5 %), option C (*neutral*) was selected 9 times (11.25 %), and option D (*disagree*) 1 time (1.25 %). The statements which scored the highest were statement 1 (Memrise helps me to remember words and expressions) and statement 6 (Memrise helps me to improve my vocabulary).

Those outcomes are in accordance with the second specific objective results which stated the high effectiveness of using Memrise app for recalling specific vocabulary and expressions. These results are in accordance with Masoud and Saeed' study (2018), which found positive responses concerning perceptions about Memrise where 94% of participants strongly agreed or agreed that the graphics and illustrations helped them to stay focused and concentrate better and 83% would recommend Memrise to other English Language learners. In the same way, findings presented by Wu (2016) demonstrated a positive attitude towards the app which increased students' motivation. By the same token, researchers Masoud and Saeed (2018) found similar results highlighting that *Memrise* was effective due to its strong interactive features and interactive learning, likewise, visually appealing multimedia applications impacted positively on student attitudes toward learning. These objective outcomes suggest attitudes which support English language learners tend to increase learning skills through the use of technology. The application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement (Patel, 2013). Thus, it is very important for teachers to have a full knowledge of these technologies in teaching language skills (Pourhosein Gilakjani, 2017; Shyamlee & Phil, 2012).

5.3 Limitations

One of the limitations of this study was the necessity for a wireless internet connection to use the mobile app. The mainstream of secondary vocational education and training students came from disadvantaged socio-economic backgrounds. According to VET commission (2009) 64.7 % of those students belong to the two lowest incomes quintiles. Consequently, some families are not able to afford internet service reducing students' likelihood to use the app from home. This constraint was not anticipated by the researcher affecting the former size sample number of participants. The scope of this study was limited in terms of word features analysis that can affect vocabulary recalling such as pronunciation, spelling, complexity, grammar, meaning, range, connotation or idiomaticity, Thornbury (2002).

5.2 Implications

This study can be useful to researchers who are investigating the effectiveness of vocabulary learning through the use of mobile apps. Outcomes can produce a new insight among educators who are doubtful about taking a step forward in this globalized world where technology can be a truly supporting educational resource. This relationship is very significant considering the role of technology nowadays. Figueiredo and Alfonso (2005), Pelgrum (2001) have mentioned the necessity to move from traditional classroom settings, where students are seen as a passive consumer to one of educational knowledge, to a classroom in which learners are considered active participants and where collaboration and sharing information is in a resource rich environment is priority.

Chapter VI: Conclusion

CHAPTER VI: CONCLUSION

6.1 Summary of the main findings

Regarding the first specific objective, the findings revealed that over half of the participants were not able to remember specific English vocabulary and expressions. Considering the first instrument was designed considering the linguistic corpus of words and expressions previously learnt by students, this outcome is very significant because it suggests that the vocabulary teaching-learning process was not effective.

According to the second specific objective, the findings collected after the intervention indicated that participants recalled eighteen words-expressions (94.73 %) from the nineteen selected by the researcher as difficult for being recalled. From the remaining sixteen words-expressions, three words-expressions (19.75 %) enhanced from a mode = 4 (A synonym or translation is giving being sure of its meaning) to a mode = 5 (The word/expression is used with a semantic appropriateness and grammatical accuracy in a sentence or short dialogue), and thirteen words-expressions (81.25 %) kept their previous mode (mode=4). This significant enhancement can be explained by the interactive teaching methodology used during the intervention throughout which students dealt with the vocabulary and expressions. In every lesson there were audios and images and students' recalling was assessed through activities such as spelling, word translation, or matching pairs. Students spent between fifteen and twenty minutes to complete every lesson which indicates that Intentional Vocabulary Learning (IVL) mentioned by Nation (2001) needs a minimum number of encounters or repetition to be recognized by the learner (Waring & Takaki, 2003; Webb, 2007).

The outcomes from participants' perceptions of the app as an effective ICT tool to recall specific vocabulary and expressions states that Memrise helped them to improve their vocabulary learning (statement 6 from the Likert scale survey instrument) and it helped them to remember words and expressions (statement 1 from the Likert survey). Both scored the highest (38 and 36 points). Referring to the link between Memrise and the English skills development, participants perceived this app had helped them to improve their listening and writing skills mainly (statement 8 and 9 from the instrument). These outcomes reflect the results which stated high effectiveness of Memrise app to recall specific vocabulary and expressions.

6.2 Personal reflection

As a novice researcher, this study was challenging and satisfactory. Today there are many investigations and information available about the use of ICT tools in English language teaching; therefore, many different topics of information were read and analyzed to create a suitable intervention. However, there was an unexpected factor that modified the natural course of things, the Covid-19 world pandemic. The educational system had to adapt, modify and create new methodologies to continue with the educational objectives. This fact reformulated the decision making creating uncertainty at the beginning of the process but dispersing through the process. The intervention moved from the classroom, a place with an appropriate internet connection, to participants' homes, where not all of them had internet access. This fact reduced the size sample, but not the eight participants' eagerness to be part of this action research study. Considering ICT can be a meaningful tool in the teaching-learning process my expectations were optimistic about the intervention and the outcomes nevertheless both were beyond my expectations.

6.3 Recommendations

A natural progression of this work is to analyze the impact of an app for a longer period of time considering specific learning strategies as a key element in planning the intervention. It is also important to anticipate some factors that might affect the intervention when using technology and be aware in the near future ICT will be a significant tool in the learning process. Implementation of new technology in classes does not infer a radical change in the methodology used by educators; however, time constraints seem to be a factor that inhibits going a step beyond. Nevertheless, global technology and the health crisis limitations make me recommend the embrace of the technology tools we have at hand analyzing whether they can be a true element of aid in the teaching-learning process. The time students should spend in a Memrise lesson would depend on the number of words the researcher would use for recalling. I suggest one minute per word for at least three sessions not exceeding the twenty minutes per lesson. This would avoid boredom and tiredness during lessons. Some authors

recommend that teacher should model the use of technology to support the curriculum so learning can improve the true use of technology in learning their language skills (e

References

- Acosta, M., Castro, J., Demarchi, D., Jerez, M., Maltés, J., Miranda, P., Moraga, C., & Rojas, M. (2016). Content analysis of students' English textbooks and curricula from the Chilean Ministry of Education in relation to vocabulary acquisition and language planning (unpublished degree thesis). University of Chile, Santiago, Chile. Retrieved from: <http://repositorio.uchile.cl/handle/2250/137639>
- Alshahrani, S., Ahmed, E., & Ward, R. (2017). The influence of online resources on student–lecturer relationship in higher education: a comparison study. *Journal of Computers in Education*, 4: 87. <https://doi.org/10.1007/s40692-017-0083-8>
- Al-Shehri, S. (2011). Mobile social networking in language learning: A transformational tool. *International Journal of Mobile Learning and Organization*, 5(3–4), 345–359. <https://doi.org/10.1504/IJMLO.2011.045322>
- Altun, M. (2015). The integration of technology into foreign language teaching. *International Journal on New Trends in Education and Their Implications*. 6(1). 22-27.
- Asabere, N. & Enguah, S. (2012). Integration of expert systems in mobile learning. *International Journal of Information and Communication Technology Research*, 2 (1), 55–61.
- Attwell, G. (2020, June). *25 Practical Ideas for Using Mobile Phones in the Classroom*. Retrieved from <http://www.pontydysgu.org/2009/11/25-practical-ideas-for-using-mobile-phones-in-the-classroom>
- Basturkman, H. (2010). *Developing Courses in English for Specific Purposes*. New York: Palgrave Macmillan.
- Berne, J., & Blachowicz, C. (2008). What Reading Teachers Say About Vocabulary Instruction: Voices From the Classroom. *The Reading Teacher*, 62(4), 314–323. <https://doi.org/10.1598/RT.62.4.4>
- Bjork, R., Dunlosky, J., & Kornell, N. (2013). Self-regulated learning: Beliefs, techniques, and illusions. *Annual Review of Psychology*, 64, 417-444. <https://doi.org/10.1146/annurev-psych-113011-143823>
- Black, K. (2010) *Business Statistics: Contemporary Decision Making* (6th ed.) John Wiley & Sons.

- Bravo, M., & Cervetti, G. (2009). Teaching vocabulary through text and experience in content areas. In M. F. Graves (Ed.), *Essential readings on vocabulary instructions* (pp. 141-152). Newark: International Reading Association.
- Brown, S., & Greengrass, M. (2010). Research portals in the arts and humanities. *Literary and Linguistic Computing*, 25(1): 1–21. <https://doi.org/10.1177/1474022211427421>
- Bryman, A. (2001) *Social Research Methods*, Oxford: Oxford University Press.
- Calisto, S., Solís, C., & Ulloa, G. (2015) *Comic based instruction for vocabulary acquisition*. (Unpublished Master's thesis) University of Concepción, Concepción, Chile.
- Chung, T., & Nation, P. (2004). Identifying technical vocabulary. *System*, 32(2), 251-263. <http://dx.doi.org/10.1016/j.system.2003.11.008>.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). Routledge.
- Costley, K. C. (2014). *The positive effects of technology on teaching and student learning*. Arkansas Tech University. Retrieved from <https://files.eric.ed.gov/fulltext/ED554557.pdf>
- Coy, K. (2014). Special educators' roles as virtual teachers. *Teaching Exceptional Children*, 46(5), 110-116. <https://doi.org/10.1177/0040059914530100>
- Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*, Council of Europe Publishing, Strasbourg, retrieved from www.coe.int/lang-cefr.
- Desselle, P. (2005). Construction, Implementation, and Analysis of Summated Rating Attitude Scales. *American Journal of Pharmaceutical Education* 69(5):1–11.
- Dudley-Evans T. (1998). *Developments in English for Specific Purposes: A Multi-disciplinary Approach*. Cambridge: Cambridge University Press.
- Fadhila, D. (2016). Learning and reviewing vocabulary through Memrise to improve students' vocabulary achievement. *JARES*, 1(2): 33-46. [https://doi.org/10.1016/S0889-4906\(99\)00026-5](https://doi.org/10.1016/S0889-4906(99)00026-5)

- Fan, M. (2003). Frequency of use, perceived usefulness and actual usefulness of second language vocabulary strategies: A study of Hong Kong learners. *The Modern Language Journal*. 87(2): 222-241. <https://doi.org/10.1111/1540-4781.00187>
- Figueiredo A.D., & Afonso, A. P. (2005) Context and learning: A philosophical framework. In A.D. Figueiredo and A. P. Afonso (Eds.), *Managing learning in virtual settings: The role of context* (pp. 1-22). Hershey USA: Information Science Publishing
- Goundar, S (2011) What is the Potential Impact of Using Mobile Devices in Education? *Proceedings of SIG GlobDev Fourth Annual Workshop*, Shanghai, China. Retrieved June 2020 from <http://www.globdev.org/files/Shanghai%20Proceedings/14%20REVISED%20Goundar%20Using%20Mobile%20Devices%20in%20Education%20-%20Final.pdf>
- Georgieva, V. (2010). *Teaching terms effectively in ESP [blog page]*. Retrieved June, 2020, from <http://www.beta-iatefl.org/1638/blog-publications/teaching-terms-effectively-in-esp/>
- Glanz, J. (2013). *Action research: An educational leader's guide to school improvement* (2nd ed.). Norwood, MA: Christopher Gordon Publishers, Inc.
- Glantz, SA. (2002). *Primer in biostatistics*, (5th ed.) New York: McGraw-Hill.
- Grucza, S., (2010). Specyfika uczenia języków specjalistycznych w świetle antropocentrycznej teorii języka. In: *Publikacja jubileuszowa III. Lingwistyka stosowana – języki specjalistyczne – dyskurs zawodowy*. Warszawa: Katedra Języków Specjalistycznych.
- Gromik, A. (2012). Cell phone video recording feature as a language learning tool: a case study. *Computers and Education*, 58(1): 223–230. <https://doi.org/10.1016/j.compedu.2011.06.013>
- Gu, P. (2003). Vocabulary learning in second language: person, task, context and strategies. *Electronic Journal TESL-EJ*, 7(2), pp. 1-26.
- Gu, Y. (1994). Vocabulary learning strategies of good and poor Chinese EFL Learners. In N. Bird, P. Falvey, A. B. M. Tsui, D. M. Allison, & A. McNeil (Eds.), *Language and learning* (pp. 376-401). Hong Kong, China: Education Department.

- Gu, Y., & Johnson, R. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning Journal*, 46, 643-679. <http://dx.doi.org/10.1111/j.1467-1770.1996.tb01355.x>
- Gu, Y. Q., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, 46, 643-679. <http://dx.doi.org/10.1111/j.1467-1770.1996.tb01355.x>
- Gu, Y. Q., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, 46, 643-679. <http://dx.doi.org/10.1111/j.1467-1770.1996.tb01355.x>
- Hashemi, M., & Abbasi M. (2013). The impact/s of Using Mobile Phone on English Language Vocabulary Retention. *International Research Journal of Applied and Basic Sciences*, 4 (3), 541
- Hickey, M. (2015). Learning the Duolingo – how one app speaks volumes for language learning. *The Guardian News and Media Limited*. Retrieved from <http://www.theguardian.com/business/2015/mar/08/learning-the-duolingo-how-one-app-speaks-volumes-for-language-learning>
- Hung, J. L. & Zhang, K. (2012). Examining mobile learning trends 2003–2008: a categorical meta-trend analysis using text mining techniques. *Journal of Computing in Higher Education*, 24: 1–17. <https://doi.org/10.1007/s12528-011-9044-9>
- Hunter, J. (2015), *Technology Integration and High Possibility Classrooms: Building from TPACK*, Routledge, New York.
- Indrasari, A., Novita, D., & Megawati, F. (2018). Big Book: Attractive Media for Teaching Vocabulary to Lower Class of Young Learners. *Journal of English Educators Society*, 3 (2), 141-154. <https://doi.org/10.21070/jees.v3i2.1572>
- İŞMAN, A. (2012). Technology and technique: An educational perspective. *TOJET: The Turkish Online Journal of Educational Technology*, 11(2), 207-213. tojet.net/articles/v11i2/11222.pdf
- Fathi, J., Alipour, F., & Saeedian, A. (2018). Enhancing Vocabulary Learning and Self-regulation via a Mobile Application: An Investigation of the Memrise App. *Journal of Modern Research in English Language Studies* 5(1), 27-46

- Jamil, M., & Shah, J. (2011). Technology: Its potential effects on teaching in higher education. *New Horizons in Education*, 59(1), 38-51
- Jayanthi, N., & Kumar, R.V. (2016). Use of ICT in English language teaching and learning. *Journal of English language and literature*, 3(2), 34-38.
- Johns, A. (2013). The History of English for Specific Purposes Research. In B. Paltridge & S. Starfield (Eds.). *The handbook of English for Specific Purposes* (pp. 5-30). Hoboken, N.J.: Wiley.
- Ke, F., & Hsu, Y.C. (2015), Mobile augmented-reality artefact creation as a component of mobile computer-supportive collaborative learning, *Internet & Higher Education*, 26, 33-41. <http://dx.doi.org/10.1016/j.iheduc.2015.04.003>
- Kearney, M., Burden, K., & Rai, T. (2015), Investigating teacher's adoption of signature mobile pedagogies", *Computers & Education*, 80, 48-57. <https://doi.org/10.1016/j.compedu.2014.08.009>
- Kis, V., & Field, S. (2009). Learning for Jobs: OECD Reviews of Vocational Education and Training Chile: a first report OCDE, Paris. Retrieved from <https://www.oecd.org/dataoecd/33/13/44167258.pdf>.
- Klimova, B., & Poulová, P. (2016). Mobile learning in higher education. *Advanced Science Letters*, 22 (5/6), 1111–1114. <https://doi.org/10.1166/asl.2016.6673>
- Kubica, M., (2010). Nauczanie i rozwijanie sprawności komunikacyjnych w obcojęzycznym kursie specjalistycznym. Potrzeby, wyzwania, innowacje. In: *Neofilolog* 35, 117–128.
- Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: from content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271-289. <https://doi:10.1017/S0958344008000335>
- Karjo, C. H., & Andreani, W. (2018). Learning foreign languages with Duolingo and Memrise. *ICDEL*, 109-112. <https://doi:10.1145/3231848.3231871>
- Carney, R.N., Levin, J.R. (2002) Pictorial Illustrations Still Improve Students' Learning from Text. *Educational Psychology Review* 14, 5–26 <https://doi.org/10.1023/A:1013176309260>
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140: 1-55.

- Littlewood, W. (2014). Methodology for teaching ESP. In V. Bathia & S. Bremmer (Eds.) *The Routledge handbook of language and professional communication*, (pp. 287-300). New York: Routledge.
- Liu, G. Z., Chiu, W. Y., Lin, C. C., & Barrett, N. E. (2014). English for Scientific Purposes (EScP): technology, trends, and future challenges for science education. *Journal of Science Education & Technology*, 24(4): <https://doi.org/10.1007/s10956-015-9561-9>
- Livingstone, S. 2012. Critical reflections on the benefits of ICT in education, *Oxford Review of Education*, 9-24. <http://dx.doi.org/10.1080/03054985.2011.577938>.
- Marion, T. (2008). The effect of gestures on second language memorization by young children. *Gesture*, *John Benjamins Publishing*, 8 (2), 219 - 235. <https://doi.org/10.1075/gest.8.2.06tel>
- Masoud A., & Saeed, T. (2018). Measuring the Effectiveness of Using 'Memrise' on High School Students' Perceptions of Learning EFL. *Theory and Practice in Language*. 8(12), 1758-1765. <http://dx.doi.org/10.17507/tpls.0812.25>
- Mastropieri, A., & Scruggs, E. (1989). Mnemonic social studies instruction: Classroom applications. *Remedial and Special Education*, 10(3), 40–46. <https://doi.org/10.1177/074193258901000308>
- Mastropieri, M. A., Scruggs, T. E., & Fulk, B. M. (1990). Teaching abstract vocabulary with the keyword method: effects on recall and comprehension. *Journal of Learning Disabilities*, 23, 92–96.
- Maxweell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.
- Miller, S. (2011). Student voices for change. *Learning and Leading with Technology*, 38(8), pp 20- 23. Retrieved from <https://files.eric.ed.gov/fulltext/EJ935416.pdf>
- Mineduc. (2014). *Síntesis Resultados de aprendizaje. Simce 2014 Inglés*. Santiago: Agencia de la Calidad de la Educación. Retrieved from http://archivos.agenciaeducacion.cl/resultados2014/Sintesis_Resultados_IIM_2014.pdf
- MINEDUC (2011). Educación Técnica Profesional en Chile: Antecedentes y claves de Diagnóstico. *Centro de Estudios*. Retrieved September 25, 2020, from

- <http://www.mineduc.cl/usuarios/mineduc/doc/201204241130130.DiagnOsticoEducaciOnTPCCentrodeEstudiosMINEDUC.pdf>
- Moen, T., & Solvberg, A. M. (2012). The Power of Words: A Crucial Conversation at the Launch of an Action Research Project. *US-China Educationa Review*, 6: 557–567.
- Morin, R., & Goebel, J. (2001). *Basic vocabulary instruction teaching strategies or word? Foreign Language Annals*, 34 (1), 8-17. <https://doi.org/10.1111/j.1944-9720.2001.tb02797.x>
- Munro, B. H. (2005). *Statistical methods for health care research* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Murphy, K., DePasquale, R., & McNamara, E. (2003). Meaning connections: Using technology in primary classrooms. *Young Children on the Web*. 1-9. Retrieved from <https://staff-old.najah.edu/sites/default/files/TechInPrimaryClassrooms.pdf>
- Nation, P. (2013). *Learning vocabulary in another language*. (2nd ed.). Cambridge: Cambridge University Press.
- Nation, P. (2005). *Teaching and learning vocabulary*. In E. Hinkel (Ed.), *Handbook and research in second language teaching and learning* (pp. 581-595). New Jersey, USA: Lawrence Erlbaum
- Nation, P., & Hwang, K. (1995). Where would general service vocabulary stop and special purpose vocabulary begin? *System*, 23, 35-41. [http://dx.doi.org/10.1016/0346-251X\(94\)00050-G](http://dx.doi.org/10.1016/0346-251X(94)00050-G).
- Nguyen, T. T. H. & Khuat, T. T. N. (2003). The effectiveness of learning vocabulary through games, *The Asian EFL Journal*, 5(4). Retrieved from http://www.asian-efljournal.com/dec_03_vn.pdf.
- Nam, J. (2010). Linking research and practice: Effective strategies for teaching vocabulary in the ESL classroom. *TESL Canada Journal*, 28(1), 127-135. <http://dx.doi.org/10.18806/tesl.v28i1.1064>
- Oxford, R. L. (1990) *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers. <https://doi.org/10.3138/cmlr.47.2.374>
- O'Malley, J.M., & Chamot, A.U. (1990). *Learning Strategies in Language Acquisition*. New York: Cambridge University Press.

- Paltridge, B., & Starfield, S. (2013). Introduction. In B. Paltridge & S. Starfield (Eds.), *The handbook of English for Specific Purposes* (pp. 1-4). Hoboken, N.J.: Wiley.
- Paribakht, T. S., & Wesche, M. (1997). Vocabulary enhancement activities and reading for meaning in second language acquisition. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 174–200). Cambridge, UK: Cambridge University Press.
- Patel, C. (2013). Use of multimedia technology in teaching and learning communication skill: An analysis. *International Journal of Advancements in Research & Technology*, 2(7), 116-123.
- Pearson, J. (1998). *Terms in context*. Amsterdam: John Benjamins.
- Pęcherzewska, A., & Knot, S. (2007) *Review of existing EU projects dedicated to dyslexia, gaming in education and m-learning*. WR08 Report to CallDysc project. Retrieved from <http://www.docstoc.com/docs/40115316/WR08-Existing-EU-Projects-review>
- Pelgrum, W. (2001) Obstacles to the integration of ICT in education: results from a worldwide educational assessment. *Computers & Education*. 2001; 37(2): 163–78.
- Pinela, C. (2016). Enseñanza Media Técnico Profesional: ¿Un Aparato Democratizador? [Monograph] University of Chile, Santiago, Chile.
- Pourhossein Gilakjani, A. (2013). Factors contributing to teachers' use of computer technology in the classroom. *Universal Journal of Educational Research*, 1(3), 262-267. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1053908.pdf>
- Pourhossein Gilakjani, A. (2017). A review of the literature on the integration of technology into the learning and teaching of English language skills. *International Journal of English Linguistics*, 7(5), 95-106. <https://doi.org/10.5539/ijel.v7n5p95>
- Pulido, D. (2004). The effect of cultural familiarity on incidental vocabulary acquisition through reading. *The Reading Matrix*, 4(2), 20–53.
- Read, J. (2004). 7. Research in teaching vocabulary. *Annual Review of Applied Linguistics*, 24, 146-161. <https://doi.org/10.1017/S0267190504000078>

- Sandberg, J., Maris, M., & de Geus, K. (2011). Mobile English learning: An evidence-based study with fifth graders. *Computers & Education*, 57, 1334-1437
<http://dx.doi.org/10.1016/j.compedu.2011.01.015>
- Saunders, M., Lewis, P., & Thornhill, A. (2012) *Research Methods for Business Students* (6th ed.). Pearson Education Limited.
- Schmitt, N. (1997). *Vocabulary Learning Strategies*. In Schmitt, N., and McCarthy, M. *Vocabulary: Description, acquisition and pedagogy*. Cambridge: Cambridge University Press.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Schmitt, N. (2010): *Researching vocabulary: A vocabulary research manual*. Hampshire, England: Palgrave Macmillan.
- Schmitt, N., & McCarthy, M. (1997). *Vocabulary: Description, acquisition and pedagogy*. Cambridge: Cambridge University Press.
- Secretariat of the Office of the Presidency, Ministry of Education, Ministry of Economy, Development and Tourism (March 2014) *National English Strategy 2014-2030*. Retrieved from: <https://www.economia.gob.cl/wp-content/uploads/2014/03/140307-Documento-Estrategia-Nacional-de-Ingl%C3%A9s-2014-2030.pdf>
- Shyamlee, S., & Phil, M. (2012). Use of Technology in English Language Teaching and Learning: An Analysis. *In International Conference on Language, Medias and Culture IPEDR*, 33, 150-156. Retrieved from <http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf>
- Simová, I., & Poulová, P. (2015). *Mobile learning and its potential for engineering education. Proceedings of 2015 IEEE. Global Engineering Education Conference, (EDUCON) 47–51*. Estonia, Tallinn: Tallinn University of Technology.
- Solso, R. L. (1995). *Cognitive Psychology* (4th ed.). Boston: Allyn and Bacon.
- Steel, C. and Levy, M. (2013). Language students and their technologies: Charting the evolution 2006-2011. *ReCALL*, 25(3): 306-20.
<https://doi.org/10.1017/S0958344013000128>

- Susanto, A. & Fazlinda, A. (2016). English vocabulary acquisition through vocabulary learning strategy and socio-educational factors: A Review. *Applied Science and Technology*, 1(1), 166-173.
- Sweeney, P., & Moore, C. (2012). Mobile Apps for Learning Vocabulary: Categories, Evaluation and Design Criteria for Teachers and Developers. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 2(4), 1-16. <https://doi.org/10.4018/ijcallt.2012100101>
- Thompson, D, Baranowski, T, Buday, R. Conceptual model for the design of a serious video game promoting self-management among youth with type 1 diabetes. *J Diabetes Sci Technol*. 2010;4 (3): 744–9
- Thornbury, S. (2002). *How to Teach Vocabulary*. London: Longman
- Tok, M., & Yığın, M. (2013). Yabancı Uyruklu Öğrencilerin Türkçe Öğrenme Nedenlerine İlişkin Bir Durum Çalışması. *Dil ve Edebiyat Eğitimi Dergisi* , 8, 132-147.
- Unesco. (2012). *Shanghai Update Follow-up on the UNESCO. third International TVET Congress on Technical, Vocational Educaton, and Training*. Shangai: UNESCO.
- Unesco. (2017). *Promover el Aprendizaje para el mundo laboral*. Retrieved from <https://unevoc.unesco.org/go.php?q=trasfondo+Qu%C3%A9+es+la+EFTP%3F+&context>
- Walker, L. (2015). The impact of using Memrise on students' perception of learning latin vocabulary and on long-term memory of words. *Journal of classics of teaching*, 16(32), 14-20. <https://doi.org/10.1017/S2058631015000148>
- Waring, R., & Takaki, M. (2003). At what rate do learners learn and retain new vocabulary from reading a graded reader? *Reading in a Foreign Language*, 15(2), 130-163.
- Weinberger, S. (2010). *Teacher mate: Individualized, teacher-assisted instruction*. Educational technology debate. Retrieved from <http://edutechdebate.org/low-cost-ict-devices/teachermate-individualized-teacher-assisted-instruction/>
- Wenden, A., & Rubin, J. (1987). *Learner Strategies in Language Learning*. Englewood Cliffs, New York: Prentice Hall.
- Hoy, A. (1993). *Educational psychology* (5th ed.). Boston, MA: Allyn & Bacon.

- Widodo, H. P. (2015). *The development of Vocational English materials from a social semiotic perspective: Participatory action research*. (Unpublished PhD thesis). The University of Adelaide, Australia.
- Willis, M., & Ohashi, Y. (2012). A model of L2 vocabulary learning and retention, *The Language Learning Journal*, 40(1), 125-137.
<http://dx.doi.org/10.1080/09571736.2012.658232>
- Wong, L. H. and Looi, C. K. (2011). What seams do we remove in mobile-assisted seamless learning? A critical review of the literature. *Computers and Education*, 57(4): 2364–2381. <https://doi.org/10.1016/j.compedu.2011.06.007>.
- Wu, J. (2016). A crowdsourcing approach to Chinese vocabulary learning. *Journal of Language Learning Technologies*, 44(2), 43–63.
<https://doi.org/10.17161/iallt.v44i2.8543>
- Webb, S. (2007). The effects of repetition on vocabulary knowledge. *Applied Linguistics*, 28(1), 46-65. <https://doi.org/10.1093/applin/aml048>

Appendices

Appendix 1: data collection instrument (pre and post test)



Universidad de Concepción
Facultad de Educación
Pedagogía en Inglés



Facultad de
EDUCACIÓN
UNIVERSIDAD DE CONCEPCIÓN



name:

date:

grade:

school:

age:

INSTRUCCIONES: El siguiente test tiene como objetivo reconocer el vocabulario y las expresiones relacionadas a su área que son difíciles de recordar.

Usted dispondrá de 60 minutos para responder el test. A continuación, lea cuidadosamente cada una de las 5 categorías que reflejan el nivel de conocimiento para cada palabra o expresión. El profesor leerá cada categoría en voz alta y dará ejemplos acerca de cómo responder. En caso de que tenga alguna duda, indíquelo y su profesor le ayudará a resolverla.

CATEGORÍAS

- I No recuerdo haber visto esta palabra/expresión antes
- II He visto esta palabra/expresión antes, pero no sé su significado
- III He visto esta palabra/expresión antes, y creo que significa _____ (sinónimo o traducción)
- IV Conozco esta palabra/expresión. Significa _____ (sinónimo o traducción)
- V Puedo usar esta palabra/expresión en una oración o dialogo. Por ej. :
_____ (Escriba una oración) (Si respondió este ítem, por favor complete también la Categoría IV)

EJEMPLOS DE CÓMO RESPONDER

ejemplo 1

kitchen	I	II	III	IV	V
---------	---	----	-----	----	---

Cocinar _____.

ejemplo 2



mobile	I	II	III	IV	V
--------	---	----	-----	----	---

ejemplo 3

double room	I	II	III	IV	V
-------------	---	----	-----	----	---

habitación doble. Ejemplo: there are two double rooms in the first floor .

1. starter	I	II	III	IV	V
------------	---	----	-----	----	---

2. main course	I	II	III	IV	V
----------------	---	----	-----	----	---

3. dessert	I	II	III	IV	V
------------	---	----	-----	----	---

4. steak	I	II	III	IV	V
----------	---	----	-----	----	---

5. meat	I	II	III	IV	V
---------	---	----	-----	----	---

6. spoon	I	II	III	IV	V
----------	---	----	-----	----	---

7. knife	I	II	III	IV	V
----------	---	----	-----	----	---

8. fork	I	II	III	IV	V
---------	---	----	-----	----	---

9. napkin	I	II	III	IV	V
-----------	---	----	-----	----	---

10. tablecloth	I	II	III	IV	V
----------------	---	----	-----	----	---

11. dishwasher	I	II	III	IV	V
----------------	---	----	-----	----	---

12. waiter	I	II	III	IV	V
------------	---	----	-----	----	---

13. meeting	I	II	III	IV	V
-------------	---	----	-----	----	---

14. guest	I	II	III	IV	V
-----------	---	----	-----	----	---

15. book	I	II	III	IV	V
----------	---	----	-----	----	---

16. waitress	I	II	III	IV	V
--------------	---	----	-----	----	---

17. available	I	II	III	IV	V
---------------	---	----	-----	----	---

18. departure	I	II	III	IV	V
---------------	---	----	-----	----	---

19. arrival	I	II	III	IV	V
-------------	---	----	-----	----	---

20. hand basin	I	II	III	IV	V
----------------	---	----	-----	----	---

21. clean	I	II	III	IV	V
-----------	---	----	-----	----	---

22. sheets	I	II	III	IV	V
------------	---	----	-----	----	---

23. overcooked	I	II	III	IV	V
----------------	---	----	-----	----	---

24. customer	I	II	III	IV	V
--------------	---	----	-----	----	---

25. strip the bed	I	II	III	IV	V
-------------------	---	----	-----	----	---

26. Can I have your name?	I	II	III	IV	V
---------------------------	---	----	-----	----	---

27. I'd like to book a room	I	II	III	IV	V
-----------------------------	---	----	-----	----	---

28. Would you like a glass of water?	I	II	III	IV	V
--------------------------------------	---	----	-----	----	---

29. What can I get you?	I	II	III	IV	V
-------------------------	---	----	-----	----	---

30. Can I take your order?	I	II	III	IV	V
----------------------------	---	----	-----	----	---

31. Can I get you an aperitif?	I	II	III	IV	V
--------------------------------	---	----	-----	----	---

32. I'll have a pudding	I	II	III	IV	V
-------------------------	---	----	-----	----	---

33. Take away the dishes	I	II	III	IV	V
--------------------------	---	----	-----	----	---

34. Sparkling or still?	I	II	III	IV	V
-------------------------	---	----	-----	----	---

35. How much is that?	I	II	III	IV	V
-----------------------	---	----	-----	----	---

Appendix 2: Data collection instrument. (Likert scale)



Universidad de Concepción
Facultad de Educación
Pedagogía en Inglés



Facultad de
EDUCACIÓN
UNIVERSIDAD DE CONCEPCIÓN



name:

date:

grade:

school:

age:

Instruction: Read all the statements carefully and circle the option that best represents your thought.

Instrucciones: lee todas afirmaciones cuidadosamente y encierra la opción que mejor representa tu opinión

- | | |
|----------------------|---------------------|
| a) Strongly Agree | : muy de acuerdo |
| b) Agree | : de acuerdo |
| c) Neutral | : neutral |
| d) Disagree | : desacuerdo |
| e) Strongly Disagree | : muy en desacuerdo |

1. *Memrise* helps me to remember words and expressions.

(*Memrise* me ayuda a recordar palabras y expresiones)

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

2. *Memrise* is fun and innovative.

(*Memrise* es divertido e innovador)

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

3. I would like to use this app in other subjects as well.

(Me gustaría usar esta app. en otras asignaturas)

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

4. *Memrise* increases my motivation to learn.

(*Memrise* aumenta mi motivación a aprender)

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

5. I would recommend this app to my friends.
(Recomendaría esta app. a mis amigos)
- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
6. *Memrise* helps me to improve my vocabulary.
(*Memrise* me ayuda a mejorar mi vocabulario)
- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
7. *Memrise* helps me to improve my reading ability.
(*Memrise* me ayuda a mejorar mi habilidad lectora)
- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
8. *Memrise* helps me to improve my writing ability.
(*Memrise* me ayuda a mejorar mi habilidad de escritura)
- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
9. *Memrise* helps me to improve my listening ability.
(*Memrise* me ayuda a mejorar mi habilidad auditiva)
- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree
10. *Memrise* helps me to improve my speaking ability.
(*Memrise* me ayuda a mejorar mi habilidad oral)
- a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree