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Final Graduation Project to Obtain the Licenciatura Degree in Teaching English as a Foreign Language.

The Effectiveness of the FunEasyLearn App as an Aid to Enrich the Students Vocabulary and Pronunciation in Closure Activities for Seventh-Grade Learners from Colegio Técnico Profesional of Puntarenas.

La Efectividad de la Aplicación FunEasyLearn como Ayuda para Enriquecer el Vocabulario y la Pronunciación de los Estudiantes en Actividades de Clausura para Aprendientes de Séptimo Grado del Colegio Técnico Profesional de Puntarenas.

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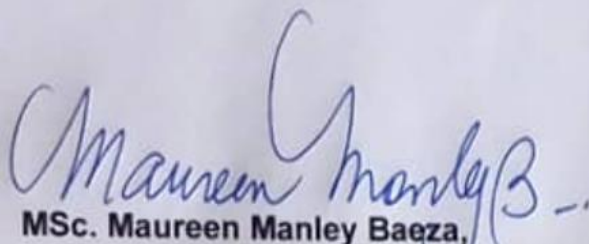Director of the Project:
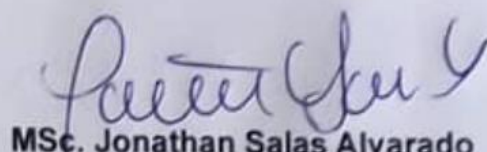
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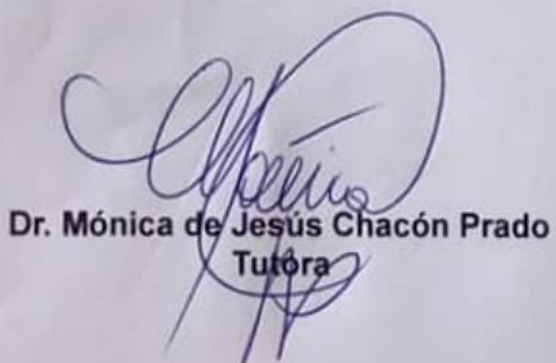
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Table of Contents

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Tutora

Dra. Mónica de Jesús Chacón Prado.

Palabras claves

Pronunciación, vocabulario, actividades de cierre, app móvil, FunEasyLearn.

Resumen

La adquisición de nuevo vocabulario y pronunciación en inglés representa un reto crucial para los estudiantes que inician el tercer ciclo, es decir, el séptimo grado, según el Ministerio de Educación Pública de Costa Rica. Por ello, el objetivo de este estudio fue demostrar el impacto que producen las aplicaciones móviles, en concreto la aplicación FunEasyLearn como ayuda para enriquecer el vocabulario y la pronunciación de los estudiantes en las actividades de cierre. Los participantes del estudio fueron un grupo de estudiantes de séptimo grado del Colegio Técnico Profesional de Puntarenas. Este grupo estuvo conformado por 27 estudiantes entre 12 y 14 años de edad. Para la recolección de datos se utilizaron los siguientes instrumentos: un cuestionario inicial, una prueba previa, observaciones, una prueba posterior y un cuestionario final. Estos instrumentos se aplicaron con el propósito de analizar el uso de la aplicación FunEasyLearn en las actividades de cierre para el enriquecimiento de vocabulario y pronunciación; los resultados obtenidos demostraron tanto limitaciones como beneficios. Entre las limitaciones, algunos estudiantes mostraron sentimientos de incertidumbre ante nuevas experiencias, dificultad al usar la aplicación y bajo rendimiento individual al usar la aplicación. Sin embargo, los participantes destacaron aspectos positivos como el aumento de la confianza, la participación, el trabajo en equipo y un mejor desempeño al desarrollar la pronunciación del vocabulario aprendido.

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Bastos Carranza, S., Godínez Solórzano, A., Martínez Sandí, A., Moncada Gallardo, M., Valverde Mena, F., & Zeledón Ortega, D. (2023). The Effectiveness of the FunEasyLearn App as an Aid to Enrich the Students Vocabulary and Pronunciation in Closure Activities for Seventh-Grade Learners from Colegio Técnico Profesional of Puntarenas. [Graduation Thesis for Bachelor's Degree in Teaching English as a Foreign Language]. University of Costa Rica.

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Keywords

Pronunciation, vocabulary, closure activities, mobile app, FunEasyLearn.

Abstract

The acquisition of new vocabulary and pronunciation in English represents a crucial challenge for students who are beginning the third cycle; that is, seventh grade according to the Ministerio de Educación Pública of Costa Rica. Therefore, the objective of this study was to demonstrate the impact produced by mobile applications, specifically the FunEasyLearn app, as an aid to enrich the students' vocabulary and pronunciation in closure activities. The study participants were a group of seventh grade students from Colegio Técnico Profesional of Puntarenas. This group was made up of 27 students between 12 and 14 years of age. For data collection, the following instruments were used: an initial questionnaire, a pre-test, observations, a post-test, and a final questionnaire. These instruments were applied for the purpose of analyzing the use of the FunEasyLearn app in the closure activities for the enrichment of vocabulary and pronunciation; the results obtained demonstrated both limitations and benefits. Among the limitations, some students showed feelings of uncertainty in the face of new experiences, difficulty when using the application and low individual performance when using the app. However, the participants highlighted positive aspects such as increased confidence, participation, teamwork and better achievement when performing the pronunciation of the learned vocabulary.

Introduction

In today's world, the English language has been adopted as the preferred language worldwide. English is spoken as a first or second language by an immense number of people throughout the world, and various tools and technologies have been used with the purpose of teaching and learning the language. According to Kurt (2010):

> Technology can be used as a tool for establishing meaningful projects to engage students in critical thinking and problem solving. Technology can be used to restructure and redesign the classroom to produce an environment that promotes the development of higher-order thinking skills. (p. 66)

Therefore, to contribute with the use of modern teaching strategies in educational settings, the use of a 21st century tool such as the FunEasyLearn app is proposed in this research as a tool to learn vocabulary and improve the accuracy of its pronunciation. English language learners should prioritize their pronunciation since it plays an important role in English speaking. According to Pandya (2018), "Pronunciation refers to the way words are spoken. With the ability of pronunciation, everyone will be able to pronounce words correctly while speaking in English and will be able to gain self-confidence to speak" (p. 16). However, as Costa Rican students are not English native speakers, focusing on acquiring correct pronunciation is essential in order to avoid misunderstandings in communication caused by mispronouncing words or using improper intonation, stress, and other prosodic-linguistic aspects. Besides, acquisition of vocabulary is imperative to be able to succeed in second language use. As stated by Alqahtani (2015):

> Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. (p. 21)

Thus, lexical knowledge is fundamental for comprehensible communication in the English language. Unknowingness of lexical generates that students cannot understand other people's ideas or express their own without difficulty or hesitation due to insufficient vocabulary management. Since lexical knowledge is linked to other skills, for the purposes of this research, the FunEasyLearn app will be implemented in closure activities in the English class setting with the intention to discover how effective its use could be as an aid to enrich the students' vocabulary

and its pronunciation in seventh-grade learners from Colegio Técnico Profesional of Puntarenas. Technology has rapidly improved and evolved, so this has led to wondering about its productiveness to help students to enhance their language skills and prompt them for autonomy.

Furthermore, the studying process can be carried out anywhere by means of the employment of mobile applications such as the FunEasyLearn app, which could drive to create a pleasant environment for students to take more active participation and responsibility for their learning. Although the use of the FunEasyLearn app cannot replace the role of a teacher, this contemporary and constantly updated application can work as a tool and a support for teachers and students during the learning process. Likewise, the fact that FunEasyLearn is a mobile application on electronic devices, makes it versatile and amusing for students to consult and practice the contents studied in class, in addition to being fully functional without the need of internet connection. Thus, this mobile application could assist students to have more access to practice materials which are available anywhere and at any moment to help them improve their knowledge of vocabulary and pronunciation.

The implementation of the FunEasyLearn app in a classroom could represent the door to include more educational apps as a means to achieve students' curricular goals, including the different English skills. Besides, this mobile app shows an active interaction and attractive interface; therefore, this modern tool can be adopted by teachers which can apply it based on their own methodologies in both setting, inside and outside of the classroom.

In addition, this research is developed in five chapters; the first one consists of the introduction that includes the justification in which researchers explain the arguments that validate this study, the research topic, research question, general objective and specific objectives. The second chapter includes the literature review which contains the background information and definitions. In addition, in the third chapter, researchers develop the research methodology which covers the research method, the research type and design that conducts this study, the target population, setting, instruments and data analysis procedures. The fourth chapter embodies the data analysis and discussion where the results obtained through the application of the instruments can be found. Finally, the fifth and last chapter is where the researchers draw the conclusions based on the completed analysis, respond to the research problem, and also explain the limitations faced and recommendations for

future related investigations.

       To conclude, the goal of this investigation is set to discover the effectiveness of the FunEasyLearn app as an aid for the learning of vocabulary and pronunciation in closure activities. Herein, this mobile application will be employed to observe its impact and effectiveness as a new and attractive tool for students to use. In addition, it is valid to mention that no other research has been carried out in Costa Rica with the same objectives of discovering the effectiveness of the FunEasyLearn app as an aid to enrich pronunciation and vocabulary. Along these lines, this research occupies an important place as a detailed and carefully carried out contribution to guarantee reliable data and conclusive results; research that both teachers and institutions can refer to with the aim of beginning a process of updating their teaching tools and adapting them to their methodologies, which could represent a positive impact on Costa Rica's English education.

Justification

Technology has become increasingly popular in educational settings since its use facilitates not only teaching but also the learning process of the students. Correlated to this, the researchers of this project consider the benefits obtained from the use of technology in education as one of the reasons why the implementation of a technological application must be considered as an aid to enrich vocabulary and pronunciation among students while simultaneously increasing interest for their language development. According to Raja and Nagasubramani (2018), the implementation of technological tools allows "creative, integrative, and evaluative learning" (p. 34). In this way, the employment of technological tools addresses the learning process in numerous ways. Besides, due to advances in the use of technology in education, different approaches such as Computer Assisted Language Teaching and Mobile Assisted Language Teaching have emerged bringing with them positive results in language learning and gradually displacing traditional teaching strategies. Moreover, the use of mobile applications has brought diverse benefits for English learning. Indeed, as Chen, Chung, & Yen (2012) claimed, devices such as cellphones can be adaptable resources for some students' learning styles (p. 122); thus, the implementation of cellphones and other electronic devices can ease and diversify the process of learning any language.

Furthermore, one of the elements that led to the implementation of a mobile application in English classes is to promote the initiative proposed by the Ministerio de Educación Pública (2016), which recognizes in its English syllabus for third cycle and diversified education that the ICTs are useful tools to support its Action-oriented Approach (p. 29). ICT's stands for Information and Communication Technologies and according to Ratheeswari (2018):

> ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more at schools. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs. (p. 45)

In this manner, it is considered that the employment of a mobile application such as the FunEasyLearn app contributes to the development of English classes with more meaningful experiences. Besides, UNESCO (2016) remarked that "the greater a country's technological capability the better its economic performance. Improving people's ICT's skills, as well as their literacy and numeracy skills, will

benefit the whole community." Thus, using a technological tool in English classes would also help the learning process to be contextualized to the demands and innovations of this digital age.

Nevertheless, as stated by UNESCO (2016) and referring to rural areas, young people and adults are not proficient in the use of innovative technologies, and some of them are unwilling to use them. Despite the fact that these new generations are digitally born, not all of the population has had the opportunity to be instructed in the use of technology for academic purposes. Furthermore, Light et al. (2010), as cited in Charpentier (2013), found through the "International Survey for Teachers" about the Use of Technology on Teaching that in Costa Rica, 48% of teachers surveyed do not use technology when teaching (p. 451). This reflects that a large percentage of teachers in this country do not take advantage of technological resources in the classroom and are more attached to traditional teaching tools. In addition, Charpentier (2013) confirmed what was cited by finding in his study that technological resources are not fully incorporated in basic and diversified education in Costa Rica (p. 462). Therefore, the digital generation can be combined with modern and easy mobile apps to promote ICTs as much as desired according to the guidelines set out in the syllabus of English for third cycle and diversified education.

To emphasize, in Costa Rica's education system, these practices have not been adopted yet. As stated by Barrientos (2019) "It is time to have a look at researchers' results and learned lessons, and to start making sustainable efforts to include mobile learning in Costa Rica's high schools and educational systems as a whole" (p. 252). For that reason, it is valuable to consider investing in research and academic efforts to introduce more technological strategies and resources in secondary schools and, more specifically, in the English classroom in order to improve the development of new ways of teaching and new teaching techniques. Additionally, as expected contributions, the researchers of this study consider that through this research the different teaching practices could be further improved by including learning apps in the academic syllabus.

First, the incorporation of the FunEasyLean app can become an option to appraise the development of new teaching strategies for English teachers in Costa Rica's educational environments by means of its use. Second, through the implementation of the FunEasyLean app, students will find a different tool to learn vocabulary and pronunciation by a mobile application which makes language

learning more interactive, self-contained, and not limited to a specific place or schedule. Therefore, they can discover and experience a new way of supporting their learning process without restricting themselves to traditional learning tools. Third, according to Barrientos (2019):

> Under the current conditions of public secondary education institutions in Costa Rica, and the importance of English learning as a national goal and political concern, the challenge of integrating mobile learning into the teaching strategies and pedagogical frameworks of English teachers becomes even more complex. (p. 264)

Hence, the results of the effectiveness of the FunEasyLearn app as an aid to enrich pronunciation and vocabulary may be an essential evaluation of ways to achieve a positive and realistic integration of mobile learning into the English class and Costa Rica's educational system in general.

Additionally, there are few studies conducted that go through the applicability of technology with specific language microskills such as pronunciation and vocabulary. Besides, Costa Rica drastically readjusted its educational process during 2020 and 2021 working with two modalities, virtual and classroom classes, to incorporate technology that is able to support English lessons' content and activities. It is fundamental to consider that multiple public and private institutions of all levels around different countries postponed their physical activities recasting educational fields in order to keep students safe from a world pandemic and also to protect teachers and administrative staff's health (Salas, 2021, p. 50). Consequently, the authenticity of the investigation is focused on the incorporation of technology to contribute to the new path of English classes in Costa Rica, providing innovative closure activities for seventh grade students adapting to any circumstance. Besides, the study of vocabulary and pronunciation, individually and separately, contribute to the enrichment of these skills and other microskills such as recognizing vocabulary or typical words, and guessing meaning by context as a whole to evaluate the results in an academic public high school with seventh grade samples.

Another reason to carry out this project centers on the fact that fostering vocabulary is crucial when learning English. Vocabulary knowledge is an essential micro skill to foster other macro skills. According to Alqahtani (2015), "Lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to

learning" (p. 31). Therefore, it is essential for learners to have the ability to recognize vocabulary in order to develop proficiency in the second language learning process. Likewise, pronunciation training is also a fundamental part of mastering any foreign language, including English. In 2014, Tlazalo and Basurto stated that "although it can be said that pronunciation is not the most important aspect of FL learning, it needs to be acknowledged that without adequate or intelligible pronunciation we would not be able to get our messages across when interacting with others in the FL" (p. 153). Consequently, vocabulary and pronunciation play a vital role in oral communication since it allows the understanding and ability to transmit messages of the second language when it is used for communicative purposes in real contexts. Those are the skills that have been considered for the development of this project.

On the other hand, as mentioned before, the Costa Rican education system has been working to be better in the digital field, and today, these efforts offer a more stable system to be used in the education area. In 2010, the Constitutional Chamber of Costa Rica declared that internet access is a fundamental human right and, in the country, there are many Information and Communication Technology initiatives aimed towards education. For example, the Ministerio de Educación Pública has implemented the "National Program of Educational Informatics Pronie and FOD" (Cuevas & Núñez, 2016, p. 374). This proposal intends to be presented as an innovative tool. However, to incorporate technology to public education is still under development, and situations like the covid-19 pandemic makes this a greater need. This is the reason the proposal was born, to look for digital alternatives that do not always need Internet access to operate. In the same way, in this proposal, both students and teachers will be able to use the technological application FunEasyLearn without restriction due to the Internet access since this app can be used offline.

To contribute with the use of modern teaching strategies in educational settings, to foment the learning of words and their correct pronunciation, and to facilitate this process through an application that does not need internet, the use of a 21st century tool such as FunEasyLearn app is proposed in this research. The FunEasyLearn application employs an engaging game-based approach to make language acquisition enjoyable and rewarding; this could become a contemporary strategy that teachers can consider and implement in their classrooms in order to motivate students to practice new vocabulary and their pronunciation in an

interactive way. For the purposes of this research, the FunEasyLearn app will be implemented in closure activities inside the English class setting with the intention to discover how effective its implementation could be as an aid to enrich the student's vocabulary and pronunciation in closure activities in seventh-grade learners from Colegio Técnico Profesional of Puntarenas. Furthermore, it is important to mention that this project is a contribution to the study, research and development of new learning mechanisms that seek to adapt to the demands and needs of today's society.

Finally, this research aims to strengthen and motivate other professionals to practice and improve educational research in order to boost language acquisition and investigation in Costa Rica. Another crucial aspect to be emphasized is that one of the reasons for choosing seventh-grade learners from Colegio Tecnico Profesional of Puntarenas as the target population lies in the fact that there is a lack of research being conducted in rural educational institutions. In terms of benefits, this study attempts to encourage educators to become more interested in research that can support the professional and personal growth of teachers. In addition, one of the benefits contemplated from this research is the development of modern and useful teaching styles and strategies, including the incorporation of technology into educational settings such as the use of digital apps for improving language skills in face-to-face classes and virtuality. In this manner, this research can increase teachers' understanding of their students' needs while enriching their academic experience. Moreover, this research seeks to introduce both educators and students to options to modernize the ways in which a language is learned today while also realizing that technology is a necessary tool to expand the coverage and effectiveness of the acquisition of competence within a language. To sum up, this research urges teachers and students to be open-minded and willing to find the best approach to teach and learn English to adapt to the new life that humanity has experienced since 2020.

Objectives

General Objective

To evaluate the effectiveness of the FunEasyLearn app as an aid to enrich English vocabulary and pronunciation in the Academic English class of seventh-grade learners from Colegio Tecnico Profesional of Puntarenas.

Specific Objectives

1. To determine strategies in which the FunEasyLearn app can be used as an aid to enrich Vocabulary and Pronunciation.
2. To apply the FunEasyLearn app to develop the student's competence in selected vocabulary and its pronunciation.
3. To analyze the results obtained during the implementation process of the FunEasyLearn app as an aid to enrich students' vocabulary and pronunciation in closure activities.

Research Problem

For this research project, the main research question is the following: How effective is the implementation of the FunEasyLearn app as an aid to enrich the students' vocabulary and pronunciation in closure activities in seventh-grade learners from Colegio Tecnico Profesional of Puntarenas?

Theoretical Framework

Background Information

Even though there are many scholars who agree that technology in general should have more presence in the classroom, there are few studies that focus on documenting the effectiveness of interactive language applications used to foster vocabulary and pronunciation in the real classroom setting. Technology, more than an option, has become part of people's life to the point where digital natives may not be able to "live" without internet connection and electronic devices. Prensky (2001) asserted that:

> Today's students represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cellphones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games. (p. 1)

Therefore, adapting to the way in which new generations learn in their daily lives is the main reason why implementing digital applications in the classroom is suitable for fostering English language skills. As most students are now more involved with the use of mobile devices, applying a technological tool such as the FunEasyLearn app is considered an up-to-date option for students to be able to enrich their English vocabulary and pronunciation skills. Besides, the use of applications on electronic devices, in addition to being uncomplicated to use for most students, turns out to be a flexible tool not only for face-to-face classes but also for the virtual modality. On the other hand, learning English vocabulary and pronunciation through technological devices is an exceptional contemporary option to help make classes more dynamic and interactive. Likewise, this is a way to take advantage of technology and still obtain excellent results in students' English proficiency level.

In a study carried out by Franciosi (2017) aimed to discover the effect of computer-based games for a short period of time to increase vocabulary transferability. This quasi-experimental study was conducted in a Japanese university with learners taking EFL classes and used a vocabulary pretest, a posttest, a short writing task, plus observations as part of the data collection instruments. As part of the findings of the research, students demonstrated more

utilization of target vocabulary present in the games when writing assignments than those who did not play the game. On the other hand, Wu and Huang (2017), taking into account how crucial vocabulary is for English learners, conducted a study using a mobile game-base as a system to practice vocabulary and increase interest and motivation with students. Also, to enhance learners' vocabulary memorization and familiarization with specific vocabulary, they divided the population into three groups. Group A received normal English classes through a lecture, Group B also received the instruction, but half of the class time was used for vocabulary instruction, and lastly, Group C, after the traditional class instruction, used only the mobile-game as a vocabulary practice tool. The research demonstrated that students of the third group manifested independent learning, their motivation increased, and were more accurate with vocabulary use on the posttest.

Furthermore, Borja (2018), studied the effectiveness of using the Duolingo Language Learning platform in English vocabulary. Through its pretest it was found that 48.8% of students' proficiency before the implementation of the app were beginners, 57,5% had a basic level and only 1,7% showed an intermediate level. However, in the posttest, after students used Duolingo as a tool to improve vocabulary, only 0.8% had a beginner level, 56,7% evidenced an intermediate level and 40,8% had a basic level (pp. 59-61). In short, there was a significant improvement in students' English vocabulary acquisition. Consequently, it seems that the use of mobile applications is a useful method to encourage and stimulate students' English language skills which is the main purpose of this research: to determine the effectiveness of the FunEasyLearn app to enrich students' competence in vocabulary and pronunciation. While there has been much research on vocabulary acquisition, few researchers have taken pronunciation into consideration. None addressed how pronunciation, which is another aspect of English learning that second language students struggle with, can be instructed with the use of mobile games or apps while learning vocabulary at the same time.

To continue, in order to better understand the theoretical bases involved in the process of using FunEasyLearn app in closure activities to enrich students' vocabulary and pronunciation, the following section describes the basic concepts that contextualize this research.

Use of Technology for the Learning of Vocabulary and Pronunciation

Recently, the digital world has emerged as a relevant source for educational

purposes, and it opens a path of new opportunities for teaching methodologies. In the field of teaching, technology has become part of the learning process; for instance, teachers can teach English language acquisition through a variety of technological devices including mobile, computer, and online applications. Ma (2017) stated:

> The fast advances in language technologies in the era of information technology have brought considerable opportunities for L2 vocabulary learning and teaching. They provide inexhaustible language resources and a huge range of language learning software/applications which greatly facilitate how L2 vocabulary can be acquired. (p. 45)

Therefore, the use of technological resources supports language acquisition, and it helps to enrich the learning of vocabulary through the different digital resources. It is relevant to mention that when students are learning vocabulary, they can do it through different devices; in the case of mobile devices, some learners can have access to the content at any time or at any place, depending on their daily routines, depending on the application, or if it requires Internet connection.

In addition, pronunciation is another fundamental skill that should be linked with the learning of vocabulary as well as technological resources for teaching purposes. Indeed, "To learn a new word, one must learn three things: meaning, pronunciation, and spelling. Learning the exact pronunciation of the new word is very important for L2 vocabulary acquisition" (Min, 2013, p. 66); thus, these two micro skills can be combined to get an integral learning, and technological mobile devices can be used to get that enrichment.

Mobile Apps Used for Education

As it has been introduced previously, technology development allows for new ways to learn and to teach. The proliferation of mobile devices is one factor why mobile apps have become not only a source of entertainment, but a support for educational purposes. The Vidyalankar Language College (2021) explained that "Educational mobile Apps directly target the psychology of the students which helps students to understand and grab the information from a different perspective. The app makes them understand the concepts by giving them challenging tasks, puzzles, and educational games" (para. 6). Hence, it is thanks to these applications that teachers can challenge and complement methodologies, diversify, and liven up

learning experiences.

Disadvantages of Mobile Applications in Education

Although the development of mobile devices and educational applications has opened new opportunities and advantages to make second language learning possible, there are various disadvantages that may impact the learning outcomes and its usage in the classroom. Firstly, most mobile applications require internet connection. This can be a problem in rural areas and in areas where the usage of wireless internet is poor or not prevalent yet. For that reason, before deciding to implement an app that requires internet connection in the classroom, teachers and schools have to guarantee that internet bandwidth is stable so it will not cause delays or fluidity issues during classes. Apart from this challenge, there may be unequal opportunities since not all students necessarily have a cellphone. In 2013, Arús, Rodríguez and Calle found that more than one third of the apps downloaded by the evaluators during the assessment process proved not to work properly or not to work at all. This means that even though students own a mobile device, other restrictions may interfere with an optimal learning experience. For instance, insufficient internal memory to install the application or update it when required, application- software compatibility, non-optimal device operation, etc.

Another concern is the potential distraction caused by using mobile apps. According to the research of Zhang and Xu (2021) "70% of the participants state that they can easily be distracted when they use mobile apps for English learning. Easy to distract has become the biggest barrier to mobile learning" (p. 107). Using mobile learning creates a lot of distraction. Many students misuse the device for different purposes. They can open the mobile to learn something and end up using social media websites, chatting, sharing pictures, or playing video games. Finally, the feedback from apps is limited. The learning content and feedback of mobile apps are not professional because feedback is usually provided in a general way and explained with only several words. Chen (2016) highlighted that "the app Speak English Fluently fails to provide learners with further instruction on how to correct and improve the unmatched words or phrases. As a result, learners who have failed many times in getting the correct answer may feel frustrated and unmotivated" (p. 45). This poor feedback problem could be addressed by the teacher during the classes, but it is still a limitation that cannot be overlooked.

Advantages of Mobile Applications in Education

Still, even with drawbacks such as the ones exposed previously, various sources defend the idea that the benefits of technology and apps used in education outweigh any type of resistance to the use of modern tools for learning. For example, Ranasinghe and Leisner (2009) affirmed that:

> Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles. Gifted students can work at their own pace and explore subjects in more depth than the basic curriculum. (p. 4)

This applied to the ESL classroom means that students can use several types of tools or apps such as the one proposed in this study, to broaden their collection of gadgets provided by technology and be at their disposal to learn beyond classroom borders with the convenience of learning anytime and anywhere. Namely, for the occasions when class time is not enough, when the teacher cannot provide individual attention to all students due to the group size or just whenever students have the personal drive to adopt more autonomous practices when learning and take initiative to actively use mobile apps. In addition to phone apps being there anywhere and anytime for students, the new teaching methodologies seek to put more importance to student centered approaches while combining collaborative learning, where by interactions and problem solving, students gain knowledge not only from the educator but also from their peers.

Mobile apps can become the new setting or "virtual environment" where all sorts of interactions can start. According to Mengorio and Dumlao (2019):

> In the modern classroom, mobile apps are just one part of the picture for ESL learners. It effectively helps the teachers add a new dimension to their teaching. It also gives students a break from the traditional classroom all while still reinforcing the skills they are learning. (p. 51)

Concretely, mobile apps not only assist to vary the way classes are developed, but also open new opportunities to enhance desired skills in students, such as problem solving, practicing autonomous learning, and learning to negotiate and collaborate with others.

Effectiveness of FunEasyLearn App

Given that the aim of this research is to know the extent of the effectiveness of the FunEasyLearn app in language classrooms, researchers deem vital to provide the definition of this term. According to Oxford Learner's Dictionaries (2022), effectiveness refers to "the fact of producing a successful result"; from a general perspective, this term evokes an intended positive impression. On the other hand, deepening into the educational context, "effectiveness can be defined as a degree in which an educational system and its components and stakeholders achieve specific desired goals and effects" (Burušić et al., 2016, p. 8). In addition, Scheerens (2000) affirmed that effectiveness can be described as the extent to which the expected output level is met (p. 21). So, it can be said that effectiveness in education is reached when an element implemented in the learning process produces the intended success.

However, Sammons (1996) stated that effectiveness is a relative term that is influenced by various criteria that are part of the context in which the goals to be achieved are developed (p. 143). Consequently, effectiveness is a complex issue whose conception is likely to vary depending on various criteria that are part of the learning process. To understand the effectiveness of an element in the educational process, Scheerens (2004) talked about the elements that are part of the functionality of education, mentioning the following:

The major task of school effectiveness research is to reveal the impact of relevant input characteristics on output and to "break open" the black box in order to show which process or throughput factors "work", next to the impact of contextual conditions. (p. 1)

Therefore, for the purposes of this educational research, the effectiveness of Funeasylearn app will be influenced and understood by its performance as a means to enrich the taught input, its impact reflected in the behavior of students during the application process, and its final effect in the enrichment of the vocabulary and pronunciation of the participants of this research.

FunEasyLearn

FunEasyLearn, as guaranteed on the official app website, is a global language learning application that stands out for being a free and offline platform in which users have access to take 34 language courses like English, Spanish,

German, French, Chinese, and so on. The course guides of this application are divided based on difficulty levels that include topics and subtopics related to everyday life. The contents that can be found in FunEasyLearn app include the alphabet, rules, and exceptions for those who need to start from the introductory level of the language; and words, phrases, and sentences about 40+ topics and 300+ subtopics that cover nouns, verbs, adjectives, and others. In addition, to increase the quality of the content, the application boosts vocabulary learning through hand-drawn illustration so users can associate the meaning of the words or phrases with illustrations that are easy to remember. Besides, all the contents of the platform are complemented with a variety of learning games and activities that will help users to improve listening, writing, reading, and speaking skills.

Students' Motivation

Adopting educational mobile devices in learning can foster students' motivation. Such motivation implies the integration of different aspects, as Hidayati and Diana (2019) pointed out "L2 motivation was viewed as the combination of three complex elements comprising motivational intensity, desire to learn the language, and attitude toward language learning activity" (p. 192). Thus, these categories can be denoted with some students' behaviors during the use of language apps, such as the engagement in learning vocabulary, developing the sense of curiosity, expressing their feelings with affirmative words, or providing new suggestions of activities for the mobile apps. This process of motivation also includes autonomy since students complete the activities by themselves after instructions are provided.

Regarding meaningful learning through mobile apps, there is a taxonomy of intrinsic motivation by Malone and Lepper (1987) that refers to "attractive interface and interactive features of mobile applications enable learners to be challenged, to feel curious, to have control, to get recognition, and to compete as well as to cooperate among others" (as cited in Ciampa, 2013. p. 1). These characteristics related to satisfaction include teamwork which is very common in English classes and these criteria implicates problem resolution in pairs or more than one group and the creation of implicit collaboration strategies to complete the activities assigned. In addition to the benefits of mobile apps, FunEasyLearn is a mobile app that refers to the promotion of motivation through its singular setting, it can be freely downloaded into mobile devices, it can be used at any time and anywhere, and challenges

students to continue unlocking levels as they learn.

Classroom effect

The introduction of applications in education has led to new learning strategies and experiences. It has contributed to the promotion of strategies of general access to information and knowledge construction by all users. It has been proved that mobile applications indulge the students into a healthy thought process and help them understand things from a different perspective.

According to Mengorio and Dumlao (2019), "In the modern classroom, mobile apps are just one part of the picture for ESL learners. It effectively helps the teachers add a new dimension to their teaching. It also gives students a break from the traditional classroom all while still reinforcing the skills they are learning" (p.51). FunEasyLearn combines games with lessons, creating a new breeze for students. Through the use of this app teachers can encourage students to do collaborative learning since they can make groups and play a lesson game together. In this way, students take charge of their teaching and teachers just become facilitators of learning. Besides, the use of this app helps to change the environment from teacher-centered to student-centered. Instead of teachers lecturing to students, students can participate much more actively in the learning experience; this gives them a sense of ownership and makes them more eager to learn.

Language Effect

Available literature demonstrates through diverse studies that the use of mobile applications such as FunEasyLearn has produced a considerable and positive impact on students' performance, learning process, and management of the English language. In this way, some studies have focused their attention on the acquisition of vocabulary, and the results have shown that mobile apps cause a larger impact than traditional tools. For instance, Ba o Lu and Akdemir (2010) investigated the effect of an online vocabulary design and flashcards on the success of vocabulary learning, "students who used mobile phones had better success and higher motivation" (as cited in Soler & Han, 2017, p.3). Similarly, another study by Lu (2008) compared paper-based and mobile-assisted learning processes, and the comparison revealed that "the use of apps and electronic devices increases the rates of success in vocabulary acquisition." (as cited in Soler & Han, 2017, p.3). Moreover, other researchers have addressed their studies to discover the effect of using mobile apps on pronunciation. As expressed, one research case investigated whether

podcast usage via mobile apps on phones had any impact on 187 EFL learners. In this manner, Ba aran and Cabaro lu (2014) indicated that "the results showed that podcasts had favorable effects" (as cited in Soler & Han, 2017, p.3). Definitely, mobile apps such as FunEasyLearn produce a larger impact on language learning for students because of their characteristics, accessibility, and simplicity. Furthermore, about the app Castelo (2022) mentioned that "For each new target, there is also an image and its written form. The presence of these visual cues can also foster the memorization of the word or sentence. The more cues are available, the more likely it is that the user will learn the target in a more complete way: with its semantic content, written form and phonological form" (p.7). Likewise, it is necessary to emphasize that mobile apps are useful tools that students count on to reach their academic goals and language desires. For these reasons, FunEasyLearn has the potential and features to cause a beneficial effect for learners that take it as a source of knowledge and support to improve their language skills, including vocabulary and pronunciation. Moreover, one detail of the app that cannot be missed is the free access it provides to a lot of content that students can use without spending any money. Furthermore, the app facilitates engagement, and motivation during the process of learning since according to Castelo (2022), "The User experience can be considered positive according to four criteria: Interactivity (the user can have some active engagement with the app, as s/he can choose what and how to review); Badging (it is possible to share the user's accomplishments on social media); Registration (the user only needs to register if s/he wants to track progress); Advertising (as the app does not include ads)" (p.6). Besides, its media features and easy-going software is catching on for the users. Hence, FunEasyLearn is an essential and available mobile application that today's learners of English should take into account to improve and develop skills in the target language.

Definition of Vocabulary

For the acquisition of English language, fostering vocabulary is a key element in language communication and this is defined as words people are able to express appropriately in both listening and speaking skills (Neuman & Dwyer, p. 385, 2009). This can be interpreted as words that can be used to speak and understand sentences that are used to communicate with people. Additionally, Henriksen (1996) cited in Fortes (2007) stated that "Vocabulary knowledge is often defined as precise comprehension which is operationalized as the ability to translate the lexical items

into, the ability to find the right definition in a multiple-choice task, or the ability to give a target language paraphrase" (p. 11). Therefore, fostering vocabulary is an essential way to learn language effectively and it can be used to develop different other micro skills.

On the other hand, learning vocabulary involves fundamental and positive aspects; however, this skill is considered as one of the main crucial challenges for L2 learners since vocabulary acquisition might not be as practical as other skills. Indeed "Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules the learners may follow to acquire and develop their knowledge" (Alqahtani, p. 23, 2015). Thus, despite the importance of vocabulary, learners do not learn vocabulary easily, which stops them from continuing to keep improving the language. As manifested by Berne and Blachowicz (2008), cited in Alqahtani (2015) "Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning" (p. 24). Learning vocabulary is one of the many ways to increase your knowledge and to understand a word and its uses, and both aspects are essential when learning a second language; therefore, it is vital for teachers to find innovative ways in which students can learn the vocabulary fast and accurately in order to enhance their skills in the learning process.

Vocabulary Selection

Vocabulary selection is essential to enhance the learning process of students. According to Beukelman et al. (1991), "vocabulary selection is a dynamic process that attempts to capture the changing experiences, interests, and knowledge of the person" (p. 171). When selecting vocabulary, students' needs must be taken into account in order to communicate in their way of life. Teachers have to prioritize teaching vocabulary that students can put into practice every day and include vocabulary that learners can easily remember such as words they use and listen to every day, for example: "Sit", "Television" and "Family". These words are constantly read, listened to and spoken by them because those words are in the students' daily lives, so it could mean that they remember what they practice, but more importantly, they can remember words if the words are meaningful for them in some way.

According to Wallace (1998); "there are several general principles for

successful teaching, which are valid for any method. The principles are: - Aim: what is to be taught, which words, how many. - Need: target vocabulary should respond to students' real needs and interests. - Frequent exposure and repetition. - Meaningful presentation: clear and unambiguous denotation or reference should be assured. (As cited in Shejbalová, 2006, p.16). Based on this, knowing the context of the students is relevant to fostering vocabulary; important aspects such as their academic level, the environment in which they operate, and their interests, must be taken into account for the selection of vocabulary. Topics such as means of transportation, favorite dishes, economic status, and real-life situations could be beneficial when selecting vocabulary because such topics would catch their attention if they feel that they are going to use them. Besides, in some cases, not knowing what a word means provokes a misunderstanding of the whole sentence or the proper understanding of messages. For this reason, it is important to give clear references to the selected vocabulary and try to select concrete and also abstract words. In addition to this, frequent exposure to the vocabulary and repetition of words is key to the learning process. Kareem (2013) expressed that:

> In the past, teachers used to select and present vocabulary from concrete to abstract. Words like 'door', 'window', 'desk', etc. However, words like 'honesty', 'beauty' etc., which are abstract words, used to be taught at advanced levels because they are not "physically represented" in the learning/teaching environment and are very difficult to explain. (p. 2)

Through the years, the way that teachers choose vocabulary for teaching English has changed. However, the purpose has been the same: to choose words that the learners can use in their lives. Kareem (2013) explained that "Nowadays methodologists and linguists suggest that teachers can decide and select the words to be taught on the basis of how frequently they are used by speakers of the language" (p. 2). Here, the key point is not only to teach difficult or complex words, but also to teach words students will use and teach them in a way they can feel those words are useful and meaningful.

Importance of Vocabulary When Learning a Second Language

Fostering vocabulary for the acquisition of English is one of the main challenges learners of a second language must face. Tovar (2017) shared that "Recent developments in second and foreign language acquisition highlight that non-native speakers apart from grammar and pronunciation require a solid foundation of

vocabulary knowledge to become successful users of English in any academic environment" (pp. 89-90). Therefore, without fostering vocabulary it is impossible to speak and keep a conversation with someone. Knowing a language's rules and structure is vital in order to be clearly understood by the people who are listening to the speaker. Vocabulary is not less important than other skills since it gives the speaker the way to produce content. In addition, vocabulary provides the ability to manage different words that help the speaker to vary their lexicon.

On the other hand, the listener or reader acquires the competence to understand what they are reading or listening to. In particular, vocabulary is used to produce orally what the person knows, so words are the way in which a non-native speaker expresses what they want to say. Therefore, according to Tovar (2017), the exposure to vocabulary makes students feel more confident when interpreting texts with unfamiliar words from context since knowing vocabulary contributes to all English skills and also with the understanding of written or spoken texts (p. 90). In short, students need to have contact with vocabulary to keep learning more and more. Hence, in classrooms, vocabulary should be taught in an interactive way because it is as meaningful as the other microskills; however, as Tovar (2017) asserted: "fostering vocabulary does not only mean the learning of new words but also to know their functions and applicability to different contexts and situations" (pp. 91-92). In other words, to obtain meaningful learning, it is not enough to know the meaning of words, rather the vocabulary has to be put into practice to really know how and when to use it.

Definition of Pronunciation

Pronunciation is intended to be enriched through the use of the application FunEasyLearn in this research. In 2016, Pourhosein (citing Yates, 2002), stated that pronunciation is the emission of words that is used to convey meaning. Besides, a similar definition was found in the Adult Migrant English Program Research Centre (2002) where it is proposed that "pronunciation refers to the production of sounds that we use to make meaning" (p. 1). Furthermore, pronunciation is considered a speaking sub-skill; according to Pourhossein (2011), citing Fraser (2000), "being able to speak English includes a number of sub-skills of which pronunciation is by far the most important" (p. 2); some other sub-skills of speaking are grammar, pragmatics, and vocabulary. On the other hand, Pourhosein (2016) also mentioned that "pronunciation is learnt by repeating sounds and correcting them when produced

inaccurately" (p. 2). That is to say that in order to produce meaningful sounds in oral communication and contribute with proficiency in the target language, pronunciation must be studied, practiced, and corrected in the second language acquisition process.

Importance of Pronunciation When Learning a Second Language

Pronunciation is considered as one of the main sources for communicative competence, as it was stated by Pourhosein (2012), "Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance" (p. 119), and Abu and Ridhuan (2015) who agreed that "Pronunciation has a key role in successful communication both productively and receptively" (p. 143). The importance of intentional teaching of pronunciation is that correct pronunciation of the target language facilitates communication for both the speaker and the listener, obtaining higher levels of understanding and assertiveness in verbal interactions. In 2014, Çakir and Baytar conducted a study on the attitudes of foreign language learners studying at prep classes towards pronunciation; they found out that students would like to use the foreign language not only syntactically but also phonetically (p. 106), shedding light on the fact that students should be exposed to the target language both written and orally. Besides, the authors stated that "the other significant finding of this study indicates that participants to a great extent have a belief in common that pronunciation conveys a great role in establishing a mutual intelligibility, which is an essential component of communication competence" (Çakir & Baytar, 2014, p. 106); correct pronunciation of the target language increases the students' language understanding in communicative contexts. On the other hand, Abu and Ridhuan (2015) focused their research on the students' perspectives about pronunciation and its importance in spoken English. They stated that "the negative responses to all these groups of items showed that the students perceived discomfort and lack in confidence to speak English with lack of correct pronunciation" (Abu & Ridhuan, 2015, p.150). Consequently, second language learners' confidence and motivation in oral performance is linked to the correct pronunciation of the target language.

In addition, the pronunciation skill has a fundamental role in getting appropriate language communication. According to Hişmanoğlu (2006) "There should be emphasis on meaningful communication when teaching pronunciation to the students. Without adequate pronunciation skills, the learner's ability to

communicate is severely limited" (p. 104). Thus, this statement reveals the restriction of language communication when students do not have an accurate pronunciation skill.

Definition of Closure Activities

There are multiple ways in which a class can be structured and developed; however, every lesson plan has something in common: they have a beginning and an ending either of a certain topic or of the class itself. According to Wolf and Supon (1994): "closure is most appropriately used at the end of an instructional objective to determine if students grasped the significant concepts emphasized in the lesson" (p. 4): that is, closure can take place any time in a lesson when it is necessary to examine the students' attainment of the aspects taught in the class. In addition, Lewis (2019) stated that: "closure is the step where you wrap up a lesson plan and help students organize the information in a meaningful context in their minds" (para. 3); closure in a lesson is an opportunity for the teacher to do an appraisal of the students' understanding of the learning objectives.

Furthermore, "closure activities are brief and focus on helping students to identify, mainly, what they learned in class" (Tagle et al., 2020, p. 265); so, this kind of activities are carried out at the ending segment of a class to examine what elements of the content have been taken in during the class. Therefore, for the purpose of this research, closure activities will be defined as the final part of a class when the teacher creates the conditions in which students reflect on what they have learned and take the opportunity to deepen their learning.

The importance of Closure Activities

Closure is an essential part of the overall class as it is claimed by Tagle et al. (2020), closure activities enable the students to know and reflect on the input they have learned throughout the class session. Indeed, Wolf and Supon (1994) stated that "as a result of a weak closure, or no closure at all, students are robbed of the most important part of the lesson -- the time when they have the opportunity to think about what they learned and to discuss it" (p. 3); consequently, the importance of closure activities lies in the chance they give to the student to contemplate content seen in the class in order to maximize its learning. Furthermore, when Ganske (2017) referred to the need for closure in a lesson, she says that "students need closure to help them give their learning lasting relevance for their lives, to reflect, to solidify and internalize what they've learned" (p. 99); therefore, teachers should take

the time from the lesson to include closure activities that allow students to introspect and interiorize the skills covered in class with the purpose of achieving a significant learning.

Given the great results reported in previous research on the use of technology in education, the importance of working on students' pronunciation and vocabulary learning and the necessity of developing closure activities in the class, the main goal of this research is to know how effective the FunEasyLearn app is as an aid to enrich the vocabulary and pronunciation in closure activities of seventh-grade learners from Colegio Técnico Profesional of Puntarenas. Both the positive and negative information gathered in this section is also an important guide to develop the following chapter.

Methodology

This section highlights in detail the method, type and design of the research that was used to carry out this study. Furthermore, the researchers describe the participants, the characteristics of the instruments designed, and it presents a description of the procedures to address the data analysis.

Research Method

The mixed method research was selected as the basis for carrying out this project. Ary et al. (2010), defined this method in the following way: "Mixed methods research combines quantitative and qualitative research methods in different ways, with each approach adding something to the understanding of the phenomenon" (p. 559), that is to say that two types of data are gathered to study an object from different perspectives. The combination of these two methods was considered ideal to better understand the complex research question under investigation since, as Şahin and Öztürk (2019) stated, the mixed method emerged to intervene when mono-method research is not enough to give an answer to the problem. Moreover, mixed method research is characterized by using quantitative and qualitative instruments to generate the information that will be analyzed to then present the study findings (Ponce & Pagán, 2015). Hence, the mixed method was applied in this research with the intention to measure through quantitative instruments, the students' subject matter vocabulary and pronunciation proficiency before and after the use of the FunEasyLearn app.

Besides, as a way to learn more about the overall experience, the mixed method assisted researchers to learn through qualitative instruments, the students'

engagement with the app and their insights or perspectives about the use of the mobile application as an aid to enrich their vocabulary and pronunciation. On the other hand, Dörnyei (2011) affirmed that "mixed methods research has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings" (p. 45). Therefore, the mixed method was not only ideal for collecting the information necessary to know the effectiveness of the FunEasyLearn app to enrich students' vocabulary and pronunciation, but it also benefited the research findings' validity.

Research Type and Design

To develop this study, the action research design was proposed in order to conduct and solve the research problem. According to Bula (2015) "Action research basically promotes social change with practical actions by transforming the current reality and offering feasible solutions to concerns" (p. 354). This research approach involves interventions to improve, modify, or develop a situation while reflecting on the systematic information gathered. Besides, expanding on this concept, "action research is simply a form of self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out" (Carr & Kemmins, 1986 as cited in Heigham et al, 2009). Actions tried out in the classroom setting by teachers or researchers were useful to reveal details in order to take any further actions based on current evidence. Researchers of this study considered this research design as the most suitable to accomplish the objectives of the investigation since it is focused on making modifications in teaching practices to change or improve current methodologies. In addition, this study was mainly focused on the practical action research type. This is the one concerned with seeking to enhance the practice of education through the systematic study of a local problem. Thus, the practical action research type was the ideal one to address the specific problem of this research, the enrichment of vocabulary and pronunciation.

For the purposes of this research, the idea was to implement the FunEasyLearn app in English classes as the main action tried out in the classroom. Based on it, researchers recorded information systematically and then reflected on it to obtain results not only about the effectiveness of the FunEasyLearn app as an aid to boost students' vocabulary and pronunciation, but also on how students responded to the activities and personal perspectives about the use of this app.

Moreover, both observational and non-observational data collection methods including audio recordings, tests, observations, and questionnaires were carried out by the researchers to gain knowledge about the outcomes of the implementation of FunEasyLearn app in a second language learning setting. Additionally, the quantification was not excluded since the data gathered was compared, reduced and presented through the mixed method.

Target population

Participants

The participants in this study consisted of one group of seventh-grade students from Colegio Técnico Profesional of Puntarenas in the 2022 academic year; in total, 27 students were taken into account for this research. The ages of the students ranged from 12 to 14 years old. They received academic English classes twice a week.

Setting

The investigation was developed in Colegio Tecnico Profesional of Puntarenas. The classroom was in good condition for the development of the teaching process. There was free Wi-Fi in the establishment, a whiteboard, projector, and suitable lightning. Forestalling any potential issues with the Wi-Fi connection, the investigators´ phones served as a hotspot to download the app. This classroom was free from outside noise because it was well sealed. In addition, the conditions and hardware found in the institution made the application of the activities feasible.

Instruments

In order to gather the necessary data to find a solution to the research problem, the following instruments were applied: An initial questionnaire, a pretest, observations, a posttest, and a final questionnaire. The characteristics and purpose of these instruments are described in detail below.

Questionnaire I

A questionnaire written in Spanish was given to the participants. The questionnaire was redacted in Spanish due to the unknown students' English level. In this way, to avoid issues with comprehension, this instrument was administered in the students' native language to guarantee accurate answers and useful results for the development of this research. All data were analyzed and presented in English. Likewise, the purpose of this questionnaire was to know if students own or not a mobile device and to realize if they were familiar with the use of applications for

educational purposes.

Pretest

  The pretest was divided into two stages in order to evaluate the initial knowledge students had of the presented topic. First, a vocabulary test was developed with the chosen vocabulary, giving importance to vocabulary that contained words that were frequently used by students and in sync of their proficiency level. This vocabulary test included three parts. To start, the test presented a section where students must associate an image with the corresponding English word. Also, another activity was a series of incomplete words with their representative images below each word where students had to fill in the missing letters in order to complete the word. Lastly, students had to fill the blank spaces of an incomplete dialogue; besides, they had to find a box above the sentences containing the words that should be placed on the blank spaces to complete the sentences in the dialogue correctly.

  The first two activities included in the vocabulary test were selected in order to evaluate if the students were able to identify the meaning of a word and its correct spelling. Besides, those activities were also chosen since they were very similar to the activities the students had to try when using the FunEasyLearn app. Furthermore, the intention of this activity was to evaluate if students could use the words in sentences depending on different situations. According to Tovar (2016), "fostering vocabulary does not only mean the learning of new words but also to know their functions and applicability to different contexts and situations" (pp. 91-92). Therefore, through the activities included in this test, researchers were able to analyze how students worked with isolated and in context words, and the tests provided more valuable information about the effectiveness of the app to enrich vocabulary.

  In addition, given that this research focused on two different language abilities, a short pronunciation test was also administered including a list containing the words of the selected vocabulary which students had to read out loud. Researchers recorded the students' voices (after previously requesting the students' permission) while they took this test in order to identify which words students pronounced without difficulty and which words represented a challenge for them. A checklist was also prepared for this same activity with the purpose of letting the researchers identify the students' capability to produce the sounds corresponding to

the words. Consequently, this checklist allowed the conversion of the audio data to a physical document so the results could be measured by counting how many correct or incorrect responses resulted from the test.

Observations

Researchers participated in an observation process where an observation checklist contributed to gathering information of the interaction students had with the app. Some of the main components of this checklist were the following: whether they had problems with the app, the level of usage, their interest in participating, their acceptance of the app, how engaged they were with the activities, and the overall attitude while they operated the app. Also, observations were carried out while students participated in the closing activities that employed the FunEasyLearn app.

Posttest

The posttest was carried out with the same words of the pretest in order for the researchers to be able to compare the results of the pretest with the data obtained with this one and analyze whether there was improvement after using the app or not. Also, the students were asked to record an audio pronouncing the same words they uttered in the pretest.

Questionnaire II

The questionnaire contained a list of ten questions redacted in Spanish, which is the learners' L1, in order to gather information regarding the opinion of each student about their experience of using the FunEasyLearn app. The purpose of these questions was to investigate the students' personal perspectives after the use of this app inside the classroom, more specifically for closing activities.

Data gathering procedures

This study was conducted over seven weeks, one 45 minutes session per week. Before the application of the instruments the consent letter was sent to everyone involved in allowing the start of the study: the high school administrative personnel, and the teacher in charge of the participants. Then, the application of the instruments was as follows: In the first session, the questionnaire I written in Spanish was applied to get a general diagnostic of mobile access and use of applications. In the second session, researchers applied a pretest divided in two sections; one to gather vocabulary knowledge and the second one to measure pronunciation. From session three to session six, the teacher in charge of the group implemented the FunEasyLearn app to the regular English classes. One researcher implemented the

observation instruments during sessions three, five and six. Finally, in session seven, researchers administered the posttest to the students in order to measure the students' vocabulary knowledge and pronunciation proficiency. Also, researchers conducted questionnaire II to obtain students' experience on using the FunEasyLearn app.

For the implementation of this tool, researchers applied six activities in the target language from the FunEasyLearn app. In the first activity "choose word", the app showed a picture with two options of its meaning and students chose the best option that matched with the picture. Once they had chosen the correct word, the students listened to the word pronunciation from the app. In the second activity "listen & choose", students listened to a word pronunciation, then they chose the corresponding meaning. After they decided the correct meaning, they chose one picture of four options without a written cue. In the third activity "find image", a written word was shown in the center of four images where students had chosen the best option related to the vocabulary. In the fourth activity "match words", there were two columns, one up column included English words and the other down column included Spanish words; therefore, the main purpose of this activity was for students to match the corresponding words from English to Spanish. In the fifth activity, "write words", there were an incomplete word, a picture, and a variety of letters. Students selected the missing letters to complete the word. Once they had completed the word, the students listened to the word pronunciation from the app. In the sixth activity, "listen & write" there was an image displayed, the app pronounced a word that had described the picture, and the students wrote down the word that was pronounced.

Data Analysis

This section will analyze the data obtained through the different phases and it will be categorized into three main components. The literature review findings, the results of the instruments and the researchers' interpretation. To interpret the data collected, the researchers will follow the same direction of an action research, developing a triangulation among the three main aspects, and to present the information obtained in a more clear and concise way, the researchers use charts and graphs.

Validity and Reliability

For the purpose of this research, the interpretation guarantees the validity of a

mixed method. The instruments contained a diagnostic test, observations, a pretest and a posttest to compare students' results, but it also involved interpretation based on the theory. The validity of instruments depends on how well the measurement fits with the conceptual definition (Ary et al, 2010. p. 225). Triangulation can be explained as the sequential integration of qualitative and quantitative results since each session during data procedure helped to get an answer of a research question; hence, the triangulation of theory, instruments' results and observations ensured the validity of the research. Besides, reliability is ensured through instruments' measurement; these include the standard scale of the reliability, avoiding subjectivity, technical language and appropriate length.

Data Results and Analysis

Based on the methodology of this research, this section provides the data obtained from the instruments applied to the target population, a seventh-grade group from Colegio Técnico Profesional of Puntarenas, with the purpose of knowing the effectiveness of FunEasyLearn as an aid to enrich seventh-grade students' vocabulary and pronunciation in closing activities. A total of seven instruments were given to the group, including an initial questionnaire, vocabulary and pronunciation pretests, observations, vocabulary and pronunciation posttests, and a final questionnaire. In addition, in this section, the results of the seven instruments applied are analyzed chronologically according to the order in which they were presented to the participating students.

Results from Questionnaire I

The first questionnaire was applied to 27 students with ages from 12 to 14 years old. The aim of this instrument was to know the accessibility students have to technological devices. Besides, the questionnaire was designed to determine if students are familiar with the use of mobile apps for educational purposes.

Firstly, Table 1 shows the average of technological devices used for educational purposes. It was fundamental for researchers to know the accessibility to mobile devices for the implementation of the FunEasyLearn app. Answers revealed that the majority of students used their cellphones for educational purposes, the remaining used computers, tablets and only two students did not use their technological device for learning purposes. However, it was found that some students used more than one device for learning objectives because the total participating students was 27, but the total number of answers

was 29.

Table 1

*Technological devices used by students for educational purposes, June 2022.*

Technological Device	Absolute Frequency
Cellphone	20
Tablet	2
Computer	5
None of the above	2
Total	29

Source: Own elaboration.

  Secondly, graph 1 illustrates the frequency of usage per week of the mobile devices for academic purposes. The time range goes from 0 times in a week to 3 or more times in a week. These answers revealed the accessibility to technological devices in the learning process. Most of the respondents (52%) had the chance to practice with the mobile devices three or more times a week, following more than a quarter of students who practiced at least twice a week and only 15% practiced once a week. The last 15% of the total did not allot time with their mobile device to be used for academic purposes.

Graph 1

Use of the Mobile Device for Academic Purposes by the participating students, June 2022.
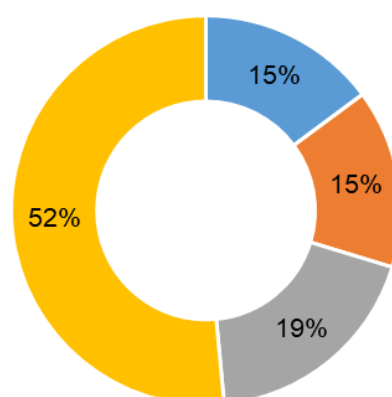

■ Zero times a week   ■ Once a week   ■ Twice a week   ■ Three or more times a week

Source: Own elaboration.

Thirdly, graph 2 shows participating students' answers in terms of time dedicated to improving English vocabulary and pronunciation per week. The purpose of this question was to check the approximate time in which students practice those skills based on their preferences or assignments. The options ranged from 0 minutes to 2 hours and more per week. Results showed that nearly half of students dedicated 5 to 30 minutes per week. Around a third stated they did not practice vocabulary nor pronunciation at all, less than a quarter dedicated from 1 to 2 hours, and only 4% dedicated from 30 to 60 minutes.

Graph 2

Time Dedicated by the students to Improving English Vocabulary and Pronunciation, June 2022.
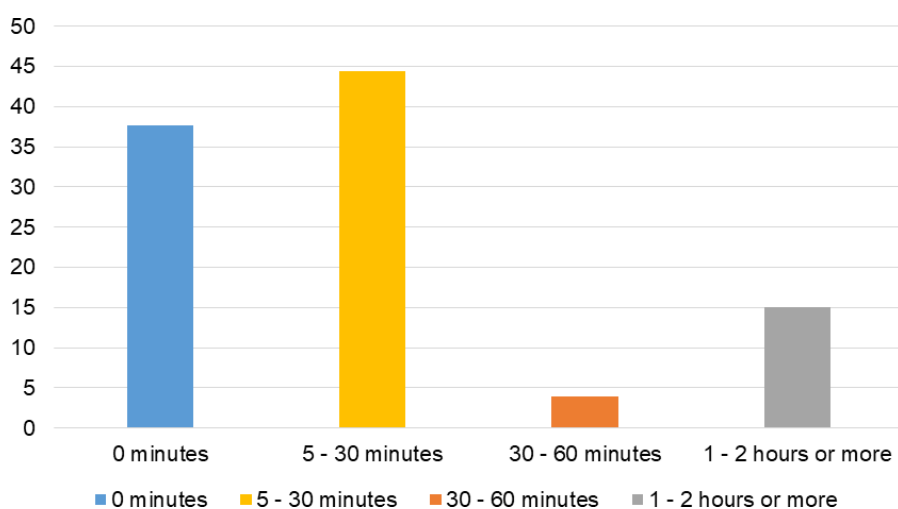
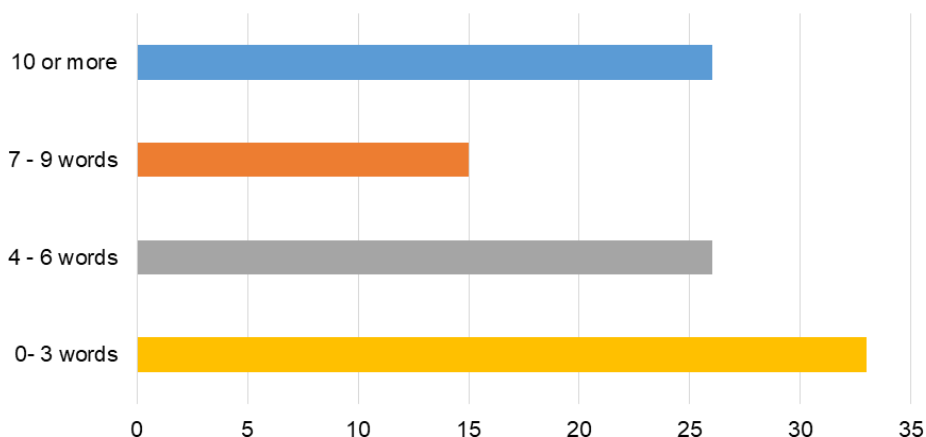

Source: Own elaboration.

In graph 3, the approximate sum of vocabulary learned per day by participating students is presented. The highest percentage, 33%, can learn from 0 to 3 words per day, followed by 26% that can learn from 4 to 6 words and the same percentage 26% can learn 10 or more words per day. According to students' personal experience only 15% can learn from 7 to 9 words per day.

Graph 3

Average vocabulary learned per day by the target population, June 2022.
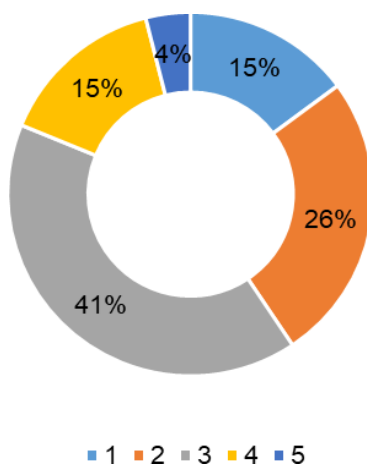

Source: Own elaboration.

Besides, students were requested to self-assess their English level. Graph 4 below shows the range of self-assessment that is based on a scale from 1 to 5 in which 1 is the lowest level and 5 is the highest level. Only one student provided the highest level of English, and most of the respondents considered their English level to be in the upper range (3) or even in the second lowest level range (2).

Graph 4

Participating students' self-assessment of their English level from 1 to 5 June 2022.

Source: Own elaboration.

Following, in graph 5, significant information is provided about the tools used by the participant´s English language teacher. Based on the data collected, 48% of the respondents stated their teacher uses printed pictures, flashcards, or educational images. Only 26% argued their teachers use visual aid, but the other portion, 19% of students, stated their teacher incorporates educational tools in their learning process, and only 6% of the respondents stated that the teacher

implemented practices with educational apps.

Graph 5

Tools used by the participating students' English teacher for language teaching. June 2022.
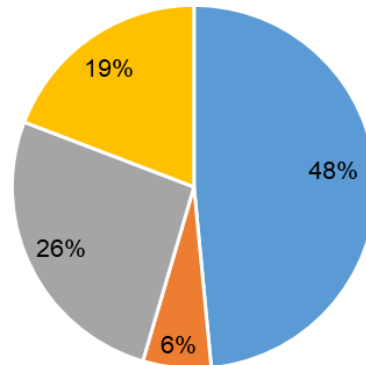
■Flashcards or Educational Images ■ Apps ■ Videos ■ None of Above

Source: Own elaboration.

Moreover, graph 6 displays the intent to discover if students already knew about the existence of digital applications to complement their English language learning. 93% of the participants declared that they were aware of the existence of those digital apps. On the other hand, 7% did not know about it at all. In this manner, it is much easier to identify that most of the participants were familiar with the use of apps for educational purposes, especially those related to English language learning.

Graph 6

Students' knowledge of digital apps to complement English language learning, June 2022.
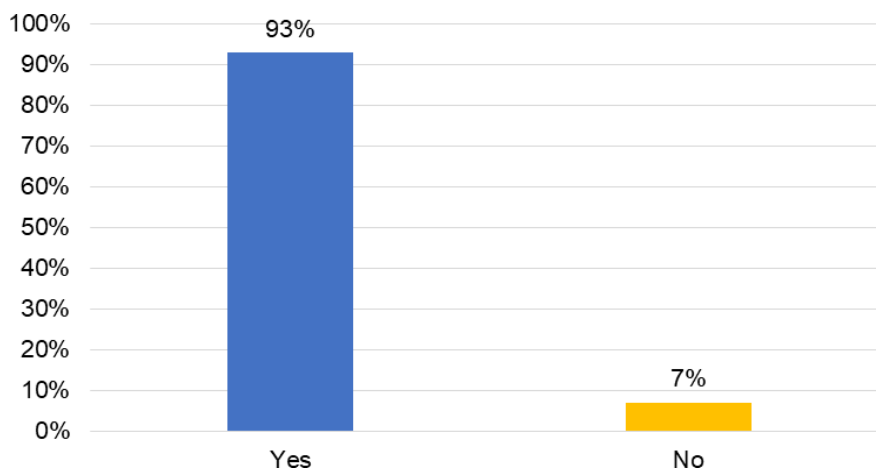
Source: Own elaboration.

In addition, graph 7 illustrates the respondents' answers when asked if they had used digital apps for English language learning. The results reveal that 56% of

the participants stated that they have implemented the use of digital apps for learning the English language, whereas 44% of the respondents have never used any app for educational purposes.

Graph 7

Percentage of participating students who have and have not used apps to learn English, June 2022.
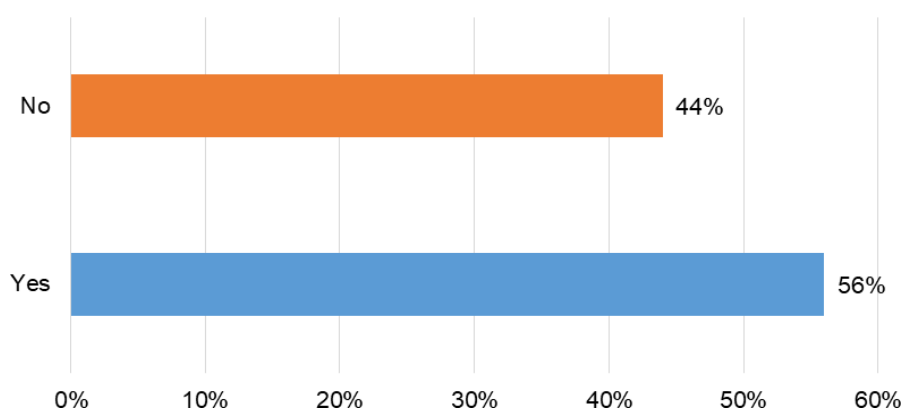
Source: Own Elaboration.

As displayed in graph 8, the target population recognized diverse educational apps used for English language learning such as FunEasyLearn, Duolingo, Tongo, or Busuu. Furthermore, the students were able to express if they did not know any of the apps presented in the questionnaire. The findings demonstrated that 72.2% of the participants recognized Duolingo, which proves that this application is the most known by students. Moreover, 11,1% of the participants declared that they knew about Busuu, while FunEasyLearn as well as Tongo were the least known, representing each one a 5,6% from all apps asked. Finally, 5,6% of the students stated that they did not know any of the apps.

Graph 8

Target population's knowledge of educational apps, June 2022.
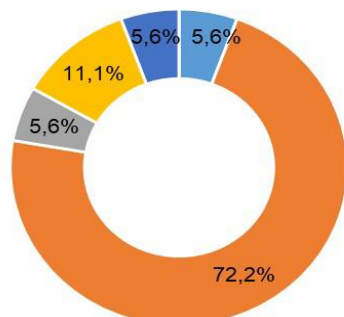
Source: Own elaboration.

Following Graph 9 exhibits the experience that participants have had while using educational apps. Students were asked to label their experience as excellent, very good, good, or bad. In this way, 13,3% of the respondents classified their experience as excellent. Besides, 20% of the students stated that they have had a very good experience utilizing educational apps. Likewise, 53,3% of the participants identified that they have had a good experience using apps in their English learning process, whereas 13,3% of the students determined that their experience with educational apps has been bad.

Graph 9

Students' experience using educational apps, June 2022.
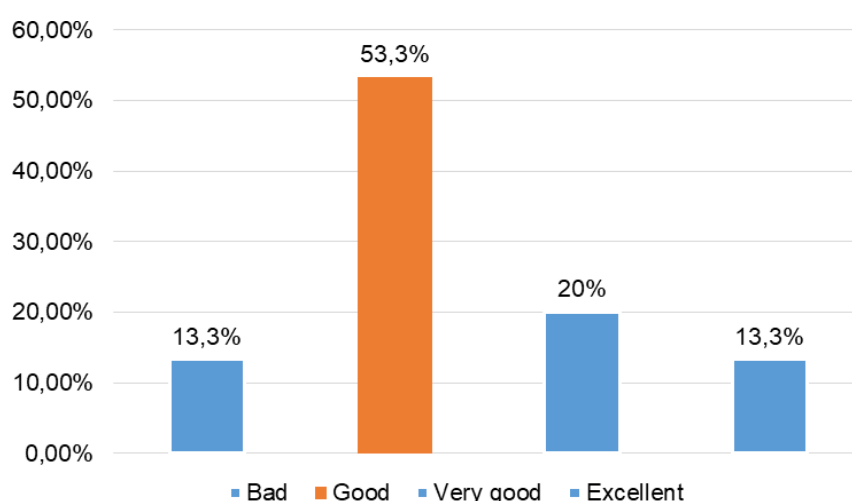
Source: Own elaboration.

Furthermore, graph 10 reveals the level of acceptance that the target population has towards the employment of technological apps for learning English vocabulary and pronunciation. In fact, 52% of the respondents believed that the proposal is excellent. Similarly, 19% of the students considered digital apps as a very good option to learn vocabulary and pronunciation. As well, 26% of the students answered that they find digital apps to be a good proposal. Finally, few participants (4%) considered that their level of acceptance towards the apps is bad.

Graph 10

Participating students' acceptance of digital apps as an option to learn vocabulary and pronunciation, June 2022.

■ Bad ■ Good ■ Very good ■ Excellent
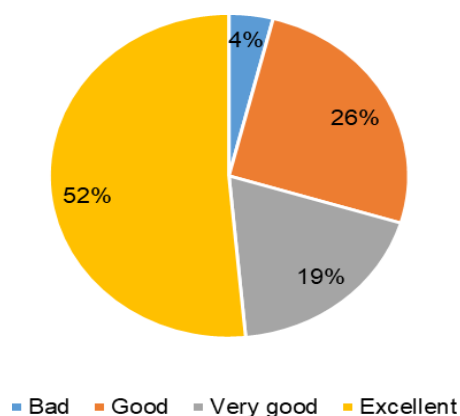
Source: Own elaboration.

Additionally, students were inquired in question 12 about their perception regarding their ability to use digital apps in order to learn vocabulary and pronunciation. In Table 2, there are two options that are almost equal in responses. Eleven students, representing the 41%, selected they feel prepared to implement apps in their education in order to improve the two English skills being discussed, while twelve students, the 44%, shared that they perceive themselves as being a little prepared. A minority, 4 students, the 15%, feel very capable.

Table 2

How prepared students perceive themselves to be when having to use apps to learn vocabulary and pronunciation, June 2022.

Students' Perception	Number of Students
Not prepared	0
A little prepared	12
Prepared	11
Very prepared	4
Total	27

Source: Own elaboration.

For question 13, participants were asked to consider the effects of the use of language apps to learn vocabulary and pronunciation. As seen in table 3, fifteen students (56%) selected that it depends on the use one could give to such apps to see if they could improve the skills previously mentioned, while ten students (37%) regard a positive view. Only two participants (7%) perceive a

negative effect to the use of language apps for academic endeavors.

Table 3

Students' perception regarding the use of apps and their ability to learn vocabulary and pronunciation skills from such apps, June 2022.

Students' Perception	Number of Students
No effect	0
Negative	2
Positive	10
Depends on its use	15
Total	27

Source: Own elaboration.

On the other hand, table 4 illustrates the information collected when participants were asked to consider the importance of English teachers dedicating class time to present and explain how to use language apps. The majority, eleven students (41%), assert that they are neutral since the use of language apps depends on the knowledge each student has about technological tools. Seven students (26%) agree that teachers explaining the use of apps in class would facilitate their use, and other 7 students (26%) express that it would be more appropriate that class time is taken for these purposes given that not everyone knows how to use phone apps. Finally, two students (7%) did not agree to the premise and believe they can learn how to use technological tools by themselves.

Table 4

Students' perception about the importance of time taken by teachers to explain the use of technological tools, June 2022.

Students' Perception	Number of Students
No, I can learn it by myself.	2
Neutral since it depends on the knowledge of every student.	11
Yes, it would facilitate the use of technological tools.	7
Definitely, not all of us know how to use technological tools	7
Total	27

Source: Own elaboration.

Graph 11 below shows the degree of agreement respondents

expressed when asked if they agree with using educational apps in and outside the classroom with the goal of improving the learning process of vocabulary and pronunciation skills. The majority, 44.4%, strongly agreed that virtual apps should be used at school and at home, while the 41% simply agreed. Lastly, a minority of 15% marked that they agreed just a little on the premise.

Graph 11

Participating population agreement on the use of educational applications to improve vocabulary and pronunciation, June 2022.
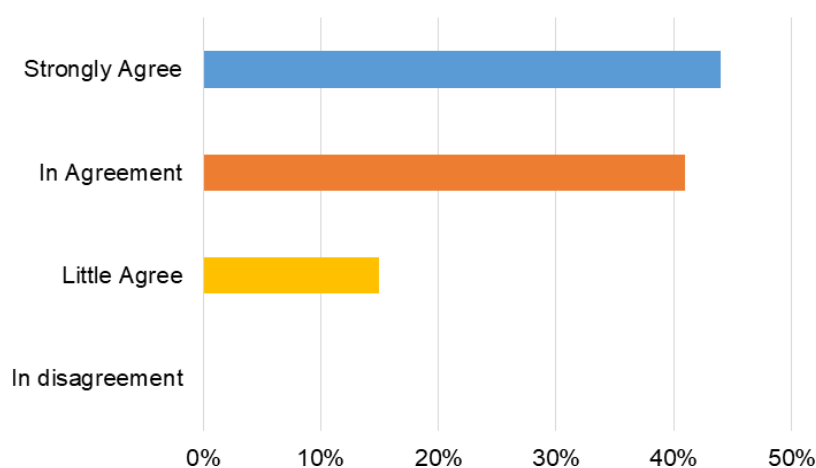
Source: Own elaboration.

Finally, students were asked about how important the use of technological tools such as videos, digital platforms, and apps as an aid in the academic process of learning a second language is for them. As presented in graph 12, thirteen students out of 27 (48%) deem that technology used for educational purposes is moderately important, while twelve (44%) believe that it is highly important. For the little important and not important items, just one student marked each one of them as their opinion, representing a 4% for each option respectively.

Graph 12

Students' perspective about the importance of using technological tools as an aid to support their learning processes, June 2022.
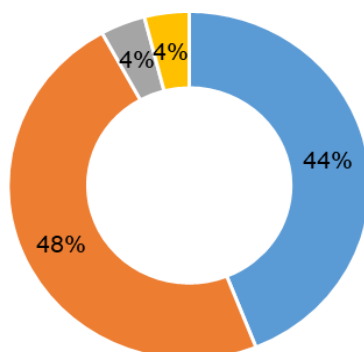
■ Highly Important   ■ Moderately Important   ■ Little Important   ■ Not Important

Source: Own elaboration.

Discussion on Questionnaire I Results

    Technological devices can be useful to involve students' participation as Chen, Chung, and Yen (2012) argued that these resources can be adaptable to different students' learning styles (p. 122) Indeed, the access to learning online apps or any gives the opportunity to create collaborative strategies. Besides, integrating technology to support language acquisition can encompass considerable benefits. According to Zhang and Xu (2021), "Learners find it very flexible using mobile apps for English learning because they can access learning materials anytime and anywhere." (p. 106). In the questionnaire's results, many participating students had the opportunity to invest their time with mobile apps for educational purposes, mainly with their cellphones. Thus, through the implementation of the FunEasyLearn app, this practice might improve in and outside English classes due to offline connectivity.

    A negative finding in the results was the low time dedicated to the use of mobile apps to improve English vocabulary and pronunciation, which can be linked to some difficulties accessing learning apps. For instance, it was found that most mobile applications require internet connection, and that there are many apps with extreme restrictions (Arús et al, 2013) such as non-compatible with students' devices, monetary obstacles, and insufficient internal memory devices. Besides, these results support the FunEasyLearn app implementation because it

is a free and offline platform, and it can be adapted to any English level.

Researchers agreed with Min (2013) that stated "To learn a new word, one must learn three things: meaning, pronunciation, and spelling. Learning the exact pronunciation of the new word is very important for L2 vocabulary acquisition." (p. 66) Therefore, vocabulary can be linked to different language skills and English level. Graph 4 reflects the upper range of participants, and these results imply that students face challenges when applying vocabulary in different contexts since they do not know enough vocabulary. In addition to this finding, students were self-assessed, and they considered their level to be in the upper range, which also supports previous results about the integrality for the acquisition of vocabulary.

On the other hand, the incorporation of tools to support language acquisition can be very useful when they are combined with the technological devices. The statistics in figure 7 revealed a high percentage of students' awareness about the existence of educational apps to complement English learning. However, the data gathered in figure 6 demonstrated a small percentage of educational apps used by students to complement English learning. These findings can be linked to the disadvantages exposed in the theoretical framework: some students do not have Internet connection, others do not even have cellphones, nor they give an appropriate use to their technological devices.

Besides, the gap between the awareness and use of educational apps is emphasized because the technological resources have a lot of benefits to complement English learning. "They provide inexhaustible language resources and a huge range of language learning software/applications which greatly facilitate how L2 vocabulary can be acquired" (Ma, 2017, p. 45) Thus, increasing the implementation of technological tools needs to be readjusted in English lessons.

With the advances in technology, the proliferation of technological tools to learn a language have also rapidly spread. The target group for this research recognized most of the app names researchers included in the instrument, but the most popular one turned out to be Duolingo with 72.2% of students knowing the app. Still, some students shared that they did not know or identify any of the apps nor were able to provide the name of any other not included in the list, thus a 5.6% of the group was not aware of any app for language learning. For those who had already experienced using any app for

learning vocabulary or pronunciation, researchers were intrigued to know about their experiences, among the bad, good, very good and excellent, the majority, 53.3%, stated that their experience was just a lukewarm good, while only 13.3% thought its use was excellent, and 13.3% chose the bad option. Some of the issues that arise with the use of educational virtual apps is that people generally do not continue their implementation due to many different reasons such as losing interest, having to pay money to continue their use, or even not having internet service to work on them. Thus, these drawbacks in the use of educational virtual apps can cause a bad experience and unsatisfactory perception to users.

When students were asked about the proposal to start using apps for academic purposes, their responses were mostly positive. Moreover, more than half asserted that using technology like this is an excellent option to improve their vocabulary and pronunciation skills. From this, one can infer that most students show a positive disposition to make use of apps in the classroom. One of the advantages of using technology to the benefit of students' development is the fact that nowadays they are digital native, so teachers should take advantage of technology as a solution to outdated teaching mechanisms for language learning. Still, it becomes counterproductive to assume that all students would be ready to use apps whenever teachers present the idea since one of the very basic requirements to use technology is to own an electronic device with enough features that can allow the download, the storage and active use of digital apps.

Smartphones have become more and more easily accessible for teenagers, but teachers should suggest the implementation of apps only when all their students can have equal access to technology; either because all students have a smartphone or because the institution has resources that allow the implementation of mitigation strategies. This could be one of the reasons why 44% of the population responded that they feel just a little prepared to start using apps. In addition, it could be a matter of not being trained or not understanding the use of virtual apps. For this same reason, it becomes crucial that educators, before asking students to simply use apps to learn English, take time at the beginning of the lesson to actually explain and guide them on how to use the apps. Again, it is fundamental that teachers do not assume that just because their students are from newer

generations, everyone would be completely ready or able to use technology for their education. Thus, it is of utmost importance to at least know the background of our students before even trying to implement a more technological driven instruction and ask first, if they have the means to own an electric device and second, if they know how to use it.

Results from the Vocabulary Pretest

The second instrument administered was the vocabulary pretest. The pretest was designed to assess students' knowledge of frequently used vocabulary in English before the implementation of the FunEasyLearn app in students' classes, especially in closing activities. The pretest was divided into 3 sections; in the first section, they were presented with a list of verbs and illustrative images. Students were asked to match the corresponding image with each word from the list. In the following section, the pretest presented incomplete words with their representative images below each word. Students were asked to fill in the missing letters in order to complete the word. Finally, in the third section, students were given a list of words and a dialogue. They had to read the dialogue and fill in the blanks to complete the sentences using all the words provided in the box and without repeating any of them. The 28 words evaluated in the pretest were selected as they were words students recently studied in class or they were about to learn in future classes.

The results obtained in the pretest by the participating students can be observed in table 5. The individual students' average grades were calculated according to the number of points that they obtained in the test. This test had a worth of 28 points and the grades shown in the table were based on a scale from 1 to 100; the minimum grade being 1 and the maximum 100. Besides, this test was totally anonymous; therefore, the pretest and the posttest will be compared by using the class average grade stated in the table.

Table 5

Grades obtained by the participating students in the vocabulary pretest, June 2022.

Participating Students	*Grade Obtained (Out of 100)*
Student 1	*60*
Student 2	*57*

Student 3	*25*
Student 4	*28*
Student 5	*64*
Student 6	*42*
Student 7	*71*
Student 8	*71*
Student 9	*92*
Student 10	*57*
Student 11	*92*
Student 12	*82*
Student 13	*35*
Student 14	*35*
Student 15	*50*
Student 16	*42*
Student 17	*50*
Student 18	*64*
Student 19	*50*
Student 20	*7*
Student 21	*32*
Student 22	*32*
Student 23	*28*
Student 24	*32*
Student 25	*25*
Class Average Grade	*48.92*

Source: Own elaboration.

On the other hand, table 6 recounts the number of participating students who got each word correct and incorrect. Moreover, it shows in which part of the pretest and in what type of item the 28 words were located.

Table 6

Vocabulary of the pretest according to its corresponding part in the test and its correct or incorrect use by the participating students, June 2022.

Pretest part	Vocabulary	Correct	Incorrect
Part 1	Eat	18	7
	Jump	21	4
	Come	11	14
	Open	22	3
	Make	17	8
	Drink	22	3
	Sit	25	
	Go	17	8
	Close	22	3
	Look	13	12
Part 2	Breakfast	10	15
	Television	6	19
	Food	21	4
	Dinner	11	14
	Show	13	12
	Lunch	17	8
	News	11	14
	Radio	19	6
	Sister	11	14
	Family	4	21
	Mother	4	21

	Brother	4	21
Part 3	Father	4	21
	Tomorrow	2	23
	Yesterday	1	24
	Today	1	24
	Now	3	22
	Time	10	15

Source: Own elaboration.

Discussion on Vocabulary Pretest Results

As it could be seen in table 2, the class average grade obtained by the students in the vocabulary pretest was 48.92 out of 100; the class did not even reach the 50% of the test maximum grade. In addition, the students' individual grades showed that 62% of the participating students did not score 70, which is necessary to pass a test according to MEP regulations. The results obtained by the participating students in the vocabulary pretest are worrying, but not surprising. In line with the Prueba de Dominio Lingüístico (PDL) [Language Proficiency Test], carried out in 2021, most students of Puntarenas graduate from high school with an A1 or A2 English level (Escuela de Lenguas Modernas, p. 14). Consequently, seventh graders of Colegio Técnico Profesional of Puntarenas are expected to have a very poor command of English. This is evidence that the selected population for this research is ideal for a possible progress in the students' knowledge of vocabulary.

Furthermore, researchers agree with Alqahtani (2015) when said that a reason why vocabulary is a challenge is that L2 learners do not have rules to obey to acquire and increase their vocabulary dominance (p.23). However, the vocabulary used in the test corresponds to a basic level of the English language, which, according to the MEP syllabus, students learn in pre-secondary levels, such as primary school. Even though students have been exposed before to this vocabulary, not all of them have internalized the meaning, the spelling, and the correct usage of the words through the methodologies they have been in contact with in English classes. Therefore, the low performance in the vocabulary pretest gives more relevance to the search for the effectiveness of FunEasyLearn as a

different strategy to enrich vocabulary.

Regarding the students' performance in each section of the pretest, the results reveal crucial information for this study. In the first section, in which words had to be associated with their corresponding image, students obtained most of the words right. In the second section, it was more challenging for students to complete the spelling of words correctly. Additionally, it was noteworthy that students' lowest grade was obtained in the third part, in which they had to use the vocabulary in context. However, this is not surprising data, since as stated earlier in this study, Tovar (2016) asserted that "fostering vocabulary does not only mean the learning of new words but also to know their functions and applicability to different contexts and situations" (pp. 91-92). Therefore, it was revealed that even though they are more capable of associating the word with its meaning and writing the correct spelling, they find it difficult to use the words correctly in a specific context.

Results from the Pronunciation Pretest

The third instrument distributed was the pronunciation pretest. The pretest pursued to identify which words are pronounced without difficulty by the student and which ones represent a challenge for the student before the FunEasyLearn app was used in the lesson closing activities. The pronunciation pretest consisted of a single part of 25 words that the students had to read out loud. Some of the criteria points taken into account on the checklist pronunciation pre-test were the following:

- The student sounds fluent.

-The student hesitates before pronouncing some words.

- The student pronounces the word as it is written.

- The student reads the words clearly and demonstrates good pronunciation.

- The student pronounces the /oʊ/ sound correctly.

- The student pronounces the /ʃ/ sound correctly.

- The student pronounces the /eɪ/ sound correctly.

- The student pronounces the /ɜ/ sound correctly.

- The student pronounces the /ʌ/ sound correctly.

- The student pronounces the /ʊ/ sound correctly.

The words evaluated in this pretest were selected according to the vocabulary students had studied in pre-seventh grade levels. The results obtained by the participating students can be observed in table 7. The individual student's

average grades were calculated according to the number of points that they obtained in the test. This test scored 25 points and the grades shown in the table were based on a scale from 1 to 100; the minimum grade being 1 and the maximum 100. Besides, this test was totally anonymous; therefore, the pronunciation pretest and the pronunciation posttest will be compared by using the class average grade stated in the table.

Table 7

Grades obtained by the participating students in the pronunciation pretest, June 2022.

Participating Students	Grade Obtained (Out of 100)
Test 1	76
Test 2	68
Test 3	84
Test 4	12
Test 5	64
Test 6	28
Test 7	24
Test 8	40
Test 9	24
Test 10	40
Test 11	36
Test 12	48
Test 13	72
Test 14	76
Test 15	24
Test 16	64
Test 17	40

Test 18	*52*
Test 19	*72*
Test 20	*60*
Test 21	*40*
Test 22	*60*
Test 23	*28*
Test 24	*80*
Test 25	*56*
Class Average Grade	*50.72*

Source: Own elaboration.

In addition, table 8 shows the number of participating students who pronounced each word correctly and incorrectly.

Table 8

Words used for the pronunciation pretest according to its correct or incorrect pronunciation by the participating students, June 2022.

Word	Correct pronunciation	Incorrect pronunciation
Eat	8	17
Drink	23	2
Jump	6	19
Sit	23	2
Look	9	16
Come	18	7
Open	22	3
Close	18	7
Make	13	12

Food	18	7
Breakfast	6	19
Lunch	11	14
Dinner	17	8
Radio	1	24
Television	6	19
News	7	18
Show	20	5
Now	5	20
Today	10	15
Tomorrow	16	9
Yesterday	7	18
Hour	0	25
Minute	8	17
Second	16	9
Time	16	9

Source: Own elaboration.

Finally, the next table presents the results of the checklist used for the pretest.

Table 9

Criteria used for the pronunciation pretest, June 2022.

Criteria	Number of students who did it	Number of students who did not
The student sounds fluent.	12	13
The student hesitates before pronouncing some words.	17	8
The student pronounces the word as it is written.	11	14
The student reads the words clearly and demonstrates good pronunciation.	10	15
The student pronounces the sound /oʊ/ in the correct way.	19	6
The student pronounces the sound /ʃ/ in the correct way.	20	5
The student pronounces the sound /eɪ/ in the correct way.	8	17
The student pronounces the sound /ɜ/ in the correct way.	6	19
The student pronounces the sound /ʌ/ in the correct way.	8	17
The student pronounces the sound /ʊ/ in the correct way.	5	20

Source: Own elaboration.

Discussion on Pronunciation Pretest Results

As shown in table 7, the class average grade obtained by the students in the pronunciation pretest was 50.72 out of 100. It means that the class reached the 50% of the test maximum grade, but the table also shows that most of the students scored very low individual grades; only six students were able to obtain a grade greater than 70. This grade is necessary for seventh graders to pass a test according to MEP. The results obtained by the participating students in the pronunciation pretest were surprising since the students did not reach 50% of the

test maximum grade in the vocabulary pretest. This means that students did better in the pronunciation pretest. Pourhosein (2016) mentioned that "pronunciation is learned by repeating sounds and correcting them when produced inaccurately" (p. 2). The researchers agree that students are probably more familiar with the repetition of sounds. This can be associated with the high exposure of English audiovisual material in different settings such as listening to music, watching T.V. series or video clips. (Milosevic, 2017, p. 16) Thus, this can be a reason why students got a better grade on the pronunciation pretest.

On the other hand, table 8 showed the number of participating students who pronounced each word correctly and incorrectly. In this table, researchers could see how some common words or daily used words such as radio, now, breakfast, television, hour, and minute were pronounced erroneously by most of the students. Kareem (2013) explained that "Nowadays methodologists and linguists suggest that teachers can decide and select the words to be taught based on how frequently they are used by speakers of the language" (p. 2). Here is the importance of the selection of words to be practiced in this research. Besides, in table 9, it is shown which sounds were difficult for most of the students to pronounce; some of them were the sounds /eɪ/, /ɜ/, /ʌ/, and /ʊ/.

Furthermore, researchers agree with Çakir & Baytar (2014), when they said that correct pronunciation of the target language increases the students' language understanding in communicative contexts (p. 106). Thus, to produce meaningful sounds in oral communication, pronunciation must be studied, practiced, and corrected in the second language acquisition process. In addition, students had been exposed to these sounds before and during their English classes. However, not all of them were able to pronounce all the sounds correctly. Hence, the student's performance in this pretest provides a great opportunity for researchers to compare students' pronunciation performance before and after using the FunEasyLearn app as an innovative strategy to enrich English pronunciation.

Results from the Observations

During the implementation of the FunEasyLearn app, three observations were conducted by means of a checklist with four categories divided into four indicators each one. The categories observed included students' motivation, teamwork behavior, language use, and FunEasyLearn app use. Regarding the description on how the FunEasyLearn app was used, it is illustrated as follows: students were able to practice with seven units of the app that contain different vocabulary; a total of 33 words were practiced. The vocabulary and its pronunciation were introduced first

since they saw the word with a related image and listened to the word pronunciation. After that, they developed the corresponding activities in the practice section.

The following tables illustrate the information gathered during the students' interactions with the FunEasyLearn app.

Table 10

Information gathered from the students' interaction with the FunEasyLearn app for the first time, August 2022.

Students' Motivation	YES	NO	Comments
1. Students participate and ask for clarification when they do not understand the use of the app.		X	The group is difficult to handle.
2. Students feel curious to advance to the next level in the app.	X		
3. Students provide positive feedback on the app after or during the activities.		X	
4. Students provide new ideas on how to use the FunEasyLearn app.		X	
Teamwork			
1. Students compare answers with their peers.	X		They were excited to do this.
2. Students take initiative to start the activities.		X	
3. Students use collaboration strategies to complete the assignment.	X		
4. Students work cooperatively during the activities.	X		
Language Use			
1. Students practice the pronunciation of the words during the activities with the app by whispering or loudly articulating the words.	X		
2. Students put in practice the vocabulary by creating sentences or using them in different contexts.		X	
3. Students articulate and repeat the words to make sure they pronounce them in the correct way.	X		Some of them did not participate.
4. Students listen to the words more than once to make sure they understand their pronunciation.	X		

FunEasyLearn Use

1. Students could not start the activities immediately after the instructions were provided, and they asked for a second explanation of instructions.	X
2. Students did not have issues when logging in to the app.	X
3. Students complete each level in order to advance.	X
4. Students take more time than scheduled to complete the assignments.	X

Source: Own elaboration.

In the first observation, it could be witnessed that while the head teacher was leading the class, participating students were not paying much attention. In fact, they were talking, making noise, and they lost concentration easily. However, once the researcher started to use the app, the students remained silent and in expectation of what the researcher was doing. They only interrupted a few times by doing actions that can be interpreted as enthusiastic; for instance, they laughed about the main character's dance and imitated the movements. Besides, they seemed to be eager to discover what came next in the app and expressed desire to play all the game sections. Apart from this, participants did not ask for clarification about the use of the FunEasyLearn app after explaining. In addition, they did not share any feedback in relation with the content, access, nor the difficulty of the level employed during or after the activities. This attitude may be associated with the nervousness or lack of confidence to share their doubts, ideas or thoughts.

In relation to the second category about teamwork, participants had the opportunity to work in pairs most of the time. They could compare answers with their classmates. Indeed, they used collaborative strategies to complete the assignments in the app. For example, they helped each other when someone did not understand something.

The third category about language use revealed that as soon as the participants got in contact with the application, they stayed engaged and tried to complete the assignments. However, some of the students expressed that they did not want to pronounce the words aloud because they found them difficult to pronounce, and they felt embarrassed to try. In this case, the researchers who were present tried to encourage the participants who felt insecure by repeating the words along with them and prompting them to complete the activities. Furthermore, while

they were completing the activities, they started to feel more comfortable and tried to pronounce and repeat the words.

Additionally, in the fourth category corresponding to the FunEasyLearn use when students worked with the app, it could be observed that they were able to start the activities immediately after the instructions provided. They did not require a second explanation of the instructions, and they did not take more time than scheduled to complete the assignments. Moreover, the indicators from this category exposed the simplicity of the app and its function presenting the vocabulary and pronunciation through the activities since students did not have issues when logging into the app, and they completed each level in order to advance.

Table 11

Information gathered from the students' interaction with the FunEasyLearn app for the second time, September 2022.

Students' Motivation	YES	NO	Comments
1. Students participate and ask for clarification when they do not understand the use of the app.	X		
2. Students feel curious to advance to the next level in the app.	X		
3. Students provide positive feedback on the app after or during the activities.	X		
4. Students provide new ideas on how to use the FunEasyLearn app.		X	
Teamwork			
1. Students compare answers with their peers.	X		
2. Students take initiative to start the activities.	X		
3. Students use collaboration strategies to complete the assignment.	X		
4. Students work cooperatively during the activities.	X		
Language Use			

1. Students practice the pronunciation of the words during the activities with the app whispering or loudly articulating the words.	X	
2. Students put in practice the vocabulary by creating sentences or using them in different contexts.		X
3. Students articulate and repeat the words to make sure they pronounce in the correct way.	X	
4. Students listen more than once to the words to make sure they understand their pronunciation.	X	
FunEasyLearn Use		
1. Students could not start the activities immediately after the instructions were provided and they asked for a second explanation of instructions.		Some of the students.
2. Students did not have issues when logging in to the app.	X	
3. Students complete each level in order to advance.	X	
4. Students take more time than scheduled to complete the assignments.		X

Source: Own elaboration.

In the second observation, the researchers presented the application to the students in a different way. During this session, the application was projected with a video projector so that all students practiced together the vocabulary and pronunciation to later complete the activities; in this way, the observer could notice the group started participating more given that they felt more comfortable. Besides, through this collaborative strategy, researchers intended to observe whether students who barely participated in previous sessions were going to feel more comfortable in this way. As a result, in this session those students practiced the pronunciation with the rest of the group more actively.

Besides, during this session students showed their excitement to advance and know more about the app. They even provided affirmative feedback on the app during the activities by saying comments like they were glad that the app does not need the internet in order to be used, also they mentioned that they wanted to continue using the app in class. On the other hand, while students were using the app individually, they expressed that activity number 6 was the most difficult to

complete. Therefore, during this session the researchers divided the group into two subgroups to complete the game. After that, the students could collaborate with each other and at the same time they had to compete a little. By playing this game into subgroups, the students showed an improvement in terms of being able to write more words than they could write individually; however, it also revealed the fact that the participants had a hard time writing some of the words completely.

Furthermore, some remarkable attitudes that were in turn collaborative were the initiative shown to start the activities, the pleasure of teamwork and how they celebrated when getting the right answers. In this session researchers perceived a more dynamic class environment since participants seemed to feel comfortable working and playing as a group. Activity number one, two and five were the most enjoyable activities for students and the least enjoyable was game number six in which they had to listen and write the complete word because sometimes they forgot or missed a letter.

The third category about language's use revealed that students participated more in this session than in the first observation session. Participants not only practiced the pronunciation of the words, but also repeated the words constantly to make sure that they pronounced the words in the correct way. Besides, some of them asked the researcher to reproduce the sounds of the words more than once in order to listen carefully and then practice the pronunciation. In short, most of the students could start the activities without difficulty, and all of them completed the activities in the time assigned. Moreover, students' positive attitude helped to maintain a pleasant class atmosphere, where boosted participants finished on time.

Table 12

Information gathered from the students' interaction with the FunEasyLearn app for the last time, October 2022.

Students' Motivation	YES	NO	Comments
1. Students participate and ask for clarification when they do not understand the use of the app.	X		
2. Students feel curious to advance to the next level in the app.	X		
3. Students provide positive feedback on the app after or during the activities.	X		

4. Students provide new ideas on how to use the FunEasyLearn app.	X	

Teamwork		
1. Students compare answers with their peers.	X	
2. Students take initiative to start the activities.	X	
3. Students use collaboration strategies to complete the assignment.	X	
4. Students work cooperatively during the activities.	X	

Language Use		
1. Students practice the pronunciation of the words during the activities with the app whispering or loudly articulating the words.	X	
2. Students put in practice the vocabulary by creating sentences or using them in different contexts.		X
3. Students articulate and repeat the words to make sure they pronounce in the correct way.	X	
4. Students listen more than once to the words to make sure they understand their pronunciation.	X	

FunEasyLearn Use		
1. Students could not start the activities immediately after the instructions were provided and they asked for a second explanation of instructions.		X
2. Students did not have issues when logging in to the app.	X	
3. Students complete each level in order to advance.	X	
4. Students take more time than scheduled to complete the assignments.		X

Source: Own elaboration.

Furthermore, the last and third observation was carried out during the last session using the app, before applying the posttests. In this session, the participants expressed that it was lamentable not using the app anymore in their classes since

they enjoyed using it. In addition, they also manifested that the previous classes were funny and entertaining due to the use of the app. The head teacher let them know that they will probably use the app in the future to do homework. Besides, the researcher encouraged them to continue using the app at home to learn new vocabulary and explore the other sections of the app.

Regarding the third category about the language use, during this session most of the students recognized the vocabulary, and most of them showed more confidence and less shame in pronouncing the words. In sum, the session had a good atmosphere, and the students were grateful and surprised at the progress they made.

Discussion on the Observations Results

This section presents a detailed interpretation of the findings from the observations, and it is discussed based on the research question as well as the literature review. As said before, three observations of students' interaction with the FunEasyLearn app were drawn into four aspects (students' motivation, teamwork, language's use, and FunEasyLearn app use); therefore, the information obtained from the observations for each criterion will be analyzed.

Students Motivation

In the first observation and interaction with the FunEasyLearn app, students' participation was almost null since participants did not provide neither positive nor negative feedback from the app. However, in the second and third observation the scenario was totally different related to students' engagement; during these sessions students felt more curious and they participated more; indeed, they provided very positive feedback to the app. It is relevant to highlight that from session two the presentation of the FunEasyLearn app was through the video projector by researchers.

The increase in student participation may be due to the different characteristics and versatility that a technological tool could offer. This finding is supported by existing literature reviews. According to Malone and Lepper (1987) there are two main conditions that allow students to be curious, to have control, to be recognized and motivated: the attractive interface and the interactive features of mobile applications. (as cited in Ciampa, 2013. p. 1). Given the fact that the participating students had a very limited English level, they might not feel very motivated to work with the app on their own. However, it was observed that as the

students discovered more features of the app and as the researchers projected the activities with the video projector, they seemed to be more engaged and confident.

Teamwork

Findings from the three observations showed that students felt more comfortable using the FunEasyLearn app when incorporating teamwork strategies. In the first session, students worked in pairs, sharing their knowledge, and comparing answers. Session two and three reaffirmed the positive findings of collaborative strategies such as solving problems of certain game activities and encouraging each other when they were competing. This finding also showed an increase of autonomy and pleasant classroom environment through each session.

Results from these observations support findings in the literature review that teamwork grew in the modern class. When teachers are looking for tools to reduce the monotony and reinforce students' skills, they need to incorporate mobile apps to add a new dimension to their teaching (Mengorio and Dumlao, 2019.p. 51). Therefore, this strategy favors teamwork in the class and stimulates, in this case, little verbal exchanges that are good for vocabulary and pronunciation enrichment.

Language Use

In the case of language use, at first, it was observed that participants were committed and excited to complete the assignments even though some of them were embarrassed when pronouncing the words. However, the more they advanced with the app, the more confident they felt with practicing the words. Second and third sessions were evidence of that advance because students participated more. Examples of this can be seen with the constant repetition of words to make sure that they pronounced the words in the correct way, and they asked the researcher to reproduce the sounds of the words more than once in order to practice the pronunciation. That engagement was highly increased with the use of the FunEasyLearn app.

These changes in the participants' behavior and their progress regarding the use of English in the class are relevant to answer the question of this study. However, low class participation during session one may be related to the lack of confidence, motivation and non-independency to start activities since it was the first interaction with the researchers. Nevertheless, researchers concur with Lu (2008) when said that the better success in vocabulary acquisition and higher motivation can be linked to those students who used electronic devices during their learning

process. (as cited in Soler & Han, 2017, p.3;). This confirms that the relation between the motivation and electronic devices increases the student participation in different stages of the lesson such as the closure activities, giving way to the enrichment of vocabulary and pronunciation.

FunEasyLearn use

The use of the FunEasyLearn app could be appreciated as an advance in each of the three observations. Since the first session students could start activities without any trouble which emphasize the simplicity of using the app. In fact, in session two participants finished all assignments on time. The third session emphasizes that this app is very useful for teachers because it helps to create activities based on scheduled time.

In the first session, some students showed lack of interest which caused low participation as well as nervousness and shyness. Fortunately, despite these challenges, it was still observed the constant expectation of the next session due to the appropriate setting of the FunEasyLearn app. According to Chen (2016) "A well designed mobile app would lower the affective filter so that users can actively participate in the given tasks. Such interactions can reduce learners' anxiety and self-consciousness, in addition to enhance the likelihood of learning." (p. 41) Thus, this can be seen as a tool to promote engagement and happiness of using learning activities and practicing language learning, and it can be workable with specific skills such as vocabulary and pronunciation enrichment.

Results from the Vocabulary Posttest

After the FunEasyLearn app was used in the closure part of four English classes, the vocabulary posttest was administered to the participating students. As mentioned in the instruments' description, this posttest is exactly the same as the pretest. Then, the purpose of applying this test again was to evaluate if there was any enrichment in the target population's vocabulary.

The results obtained in the pretest by the participating students can be observed in table 13. As in the pretest, the individual students' average grades were calculated according to the number of points that they obtained in the test. This test had a worth of 28 points and the grades shown in the table were based on a scale from 1 to 100; the minimum grade being 1 and the maximum 100.

Table 13

Grades obtained by the participating students in the vocabulary posttest, October 2022.

Participating Students	*Grade Obtained (Out of 100)*
Student 1	79
Student 2	68
Student 3	68
Student 4	61
Student 5	82
Student 6	82
Student 7	96
Student 8	89
Student 9	89
Student 10	82
Student 11	89
Student 12	96
Student 13	89
Student 14	96
Student 15	75
Student 16	86

Student 17	96
Student 18	89
Student 19	82
Student 20	86
Student 21	96
Student 22	96
Student 23	79
Student 24	64
Student 25	71
Class Average Grade	83.04

Source: Own elaboration.

In addition, the following figure, recounts the number of participating students who used each word correctly and incorrectly. As mentioned before, this test included a total of 28 words and was divided in three parts which varied according to the type of item.

Table 14

Vocabulary of the posttest according to its corresponding part in the test and its correct or incorrect use by the participating students, October 2022.

Pretest part	Vocabulary	Correct	Incorrect
Part 1	Eat	20	5
	Jump	25	0
	Come	21	4
	Open	25	0

	Make	22	3
	Drink	20	5
	Sit	25	0
	Go	20	5
	Close	25	0
	Look	21	4
	Breakfast	23	2
Part 2	Television	14	11
	Food	20	5
	Dinner	18	7
	Show	25	0
	Lunch	25	0
	News	25	0
	Radio	25	0
Part 3	Sister	14	11
	Family	23	2
	Mother	25	0
	Brother	15	10
	Father	25	0
	Tomorrow	15	10
	Yesterday	19	6
	Today	14	11
	Now	12	13
	Time	25	0

Source: Own elaboration.

Discussion on the Vocabulary Posttest Results

As presented in table 13, the class average grade obtained by the participating population in the posttest was 83.04 out of 100. Besides, considering the students' individual grades, the table shows that 84% of the participants passed the test with a grade of 70 or higher; only 4 students, who represent the 16%, scored

less than 70. The results obtained by the target population in the vocabulary posttest demonstrate a significant change in comparison to the outcomes obtained at the beginning of this study.

During the closure activities of the English lessons, FunEasyLearn provided students with different opportunities to interact with the English vocabulary. Indeed, students were exposed to graphic-audio visual, written words, self-repetition, and other stimuli while playing challenging activities. Consequently, these results consistently make researchers agree with Ma (2017) when stated that "The fast advances in language technologies in the era of information technology have brought considerable opportunities for L2 vocabulary learning and teaching. (p. 45). In addition, one of the reasons why these results were obtained, can be the comprehensible input that FunEasyLearn provided. In fact, Thach (2022), concluded that "the more effectiveness of input the teachers create, the more enhancing of learners' vocabulary acquisition will be made" (p. 129). Throughout all the resources that FunEasyLearn's interface includes, students might process the English language in a better way.

According to Nation's (2002) multi-componential framework for teaching vocabulary, there are three dimensions of word knowledge: form, meaning, and use. Students need to learn the form of words, their meaning, and how to use them appropriately in various settings (as cited in Makoe & Shandu, 2018). The FunEasyLearn app provided teaching and learning vocabulary following the three principles of vocabulary development. First, students were exposed to selected words in order to teach them the vocabulary explicitly through images, audios, and written words. Second, participants were involved in repeated practice and opportunities for rehearsal of the words used previously. Such activities included association, classification, completion activities, and others that were useful in helping learners to understand and remember the meaning of a word. Third, the incorporation of testing exercises enabled students to demonstrate their grasp of the new words. In addition, items evaluated in the vocabulary test were similar to the exercises found in the app.

Regarding the participating students' accomplishments on each part of the posttest, it can be noticed to be a greater correct than incorrect use of the words included in the test. Nevertheless, a significant finding was obtained from the posttest. Although there was improvement in all parts, results from the first and

second part highlighted. The first part was obtained by the majority of participants while the second one was accomplished with little difficulty. In the case of the third part, it was evidenced that this part was completed with a higher level of difficulty. Researchers consider that this result was achieved due to the accurate stimulus received from the app in the closing activities. In fact, FunEasyLearn app allowed students to learn vocabulary and develop word knowledge of the chosen words through multiple types of activities and assessments. Further, researchers contemplate that the reason why there was a higher enhancement in the first and second part is due to the fact that the main focus of most exercises offered in FunEasyLearn app is based on single word learning and only few exercises centered in words to be used in context.

Results from the Pronunciation Posttest

This section presents the results of the pronunciation posttest which was the last instrument distributed. This test is the same test as the pronunciation pretest that was applied at the beginning of the study.

The aim of the posttest was to identify which words are pronounced without difficulty by the students after the use of the FunEasyLearn application in closing activities, to then make a comparison with the applied pretest and identify if the use of the application was relevant to enrich the pronunciation of the participants.

The grades obtained by the participating students can be observed in table 15. And, as it was stated in the pretest, the individual student's average grades were calculated according to the number of points that they obtained in the test. This test scored 25 points and the grades shown in the table were based on a scale from 1 to 100; the minimum grade being 1 and the maximum 100. At this point, it is important to keep in mind that the pronunciation pretest and the pronunciation posttest will be compared by using the class average grade stated in the table.

Table 15

Grades obtained by the participants in the pronunciation posttest, October 2022.

Participating Students	Grade Obtained (Out of 100)
Test 1	88
Test 2	96

Test 3	88
Test 4	80
Test 5	88
Test 6	80
Test 7	92
Test 8	88
Test 9	84
Test 10	76
Test 11	68
Test 12	80
Test 13	88
Test 14	96
Test 15	88
Test 16	72
Test 17	88
Test 18	76
Test 19	92
Test 20	80
Test 21	76

Test 22	60
Test 23	60
Test 24	60
Test 25	56
Class Average Grade	**80**

Source: Own elaboration.

Additionally, table 16 presents the number of participating students who pronounced each word correctly and incorrectly.

Table 16

Words used for the pronunciation posttest according to its correct or incorrect pronunciation by the participating students, October 2022.

Word	Correct pronunciation	Incorrect pronunciation
Eat	19	6
Drink	24	1
Jump	19	6
Sit	25	0
Look	17	8
Come	21	4
Open	22	3
Close	20	5
Make	20	5
Food	23	2
Breakfast	19	6
Lunch	19	6

Dinner	21	4
Radio	16	9
Television	20	5
News	20	5
Show	25	0
Now	19	6
Today	18	7
Tomorrow	23	2
Yesterday	21	4
Hour	13	12
Minute	19	6
Second	23	2
Time	19	6

Source: Own elaboration.

Finally, table 17 shows the findings of the checklist used for the posttest.

Table 17

Criteria used for the pronunciation posttest, October 2022.

Criteria	Number of students who did it	Number of students who did not
The student sounds fluent.	17	8
The student hesitates before pronouncing some words.	12	13
The student pronounces the word as it is written.	7	18
The student reads the words clearly and demonstrates good pronunciation.	17	8
The student pronounces the sound /oʊ/ in the correct way.	23	2

The student pronounces the sound /ʃ/ in the correct way.	25	0
The student pronounces the sound /eɪ/ in the correct way.	18	7
The student pronounces the sound /ɜ/ in the correct way.	20	5
The student pronounces the sound /ʌ/ in the correct way.	19	6
The student pronounces the sound /ʊ/ in the correct way.	17	8

Source: Own elaboration.

Discussion on the Pronunciation Posttest Results

Based on the valuable information gathered from the pronunciation posttest, this section will emphasize on the effects found after the implementation of the FunEasyLearn app. First, in terms of quantity, the first part of the posttest showed that most participants scored grades higher than 70. The progress on these results was not a coincidence because researchers continuously insisted on the relevance of actively participating during all sessions as stated by Hişmanoğlu (2006) "There should be emphasis on meaningful communication when teaching pronunciation to the students. Without adequate pronunciation skills, the learner's ability to communicate is severely limited" (p. 104). Therefore, the appropriate use of listening activities encourages the students' attention without forcing them.

The second part of the pronunciation posttest showed that the results achieved exceeded the researchers' expectations. Table 16 showed that the average of words correctly pronounced by students was higher than words incorrectly pronounced. Additionally, researchers were able to identify some changes in students' behaviors and motivation during the implementation of the FunEasyLearn app. Malone and Lepper (1987) pointed out that an "attractive interface and interactive features of mobile applications enable learners to be challenged, to feel curious, to have control, to get recognition, and to compete as well as to cooperate among others" (as cited in Ciampa, 2013. p. 1). The attractiveness of the interface helped in the development of these results and in the improvement of the students' attitude. At the beginning, many of the participants were embarrassed to pronounce the words out loud and participate in the activities;

but, as the different activities were shown, the students lost their shame and even commented among themselves how the words were pronounced or which word they had to select to complete the activities.

In the third part of the pronunciation posttest, table 17 showed another improvement in terms of phonetics; sounds such as /ʌ/, /ɜ/, /ʊ/ were better pronounced by the participants in this posttest. Also, most of them sounded very fluent. These results are associated with the process carried out during the implementation of the FunEasyLearn app. In fact, Pourhosein (2016) stated that "pronunciation is learnt by repeating sounds and correcting them when produced inaccurately" (p. 2). During the process, the participants had the opportunity to practice the sounds of the words repeatedly and they were able to receive feedback when it was needed. Besides, each time they played a game, they heard the pronunciation of the words. It means that their confidence increased when knowing the pronunciation of the words and that allowed them to have a satisfactory performance.

Further, it is considered that this is another microskill linked with the enrichment of students' communicative competences in the process of language acquisition (Pourhosein, p. 119, 2012). Students were able to see the illustration of the word, listen and put it in context through the use of the FunEasyLearn activities, this made them enjoy the process and become engaged with it. Then, researchers regard that the reason why there was an improvement in the pronunciation posttest is since during the process, the participants were practicing the words through implicit pronunciation activities.

Vocabulary Pretest and Posttest Comparison Results

The following graph illustrates the overall results obtained in both the vocabulary pretest and posttest. As depicted, the group average grade did not even reach the halfway point out of a 100% on the pretest. However, after the exposure and utilization of the app here proposed to learn selected vocabulary, the group achieved a new milestone of about 35% above their previous results, thus increasing the group average grade in the posttest up to an 83 out of a hundred.

Graph 13

Comparison of grades obtained by the participating students in the vocabulary pretest and posttest, November 2022.
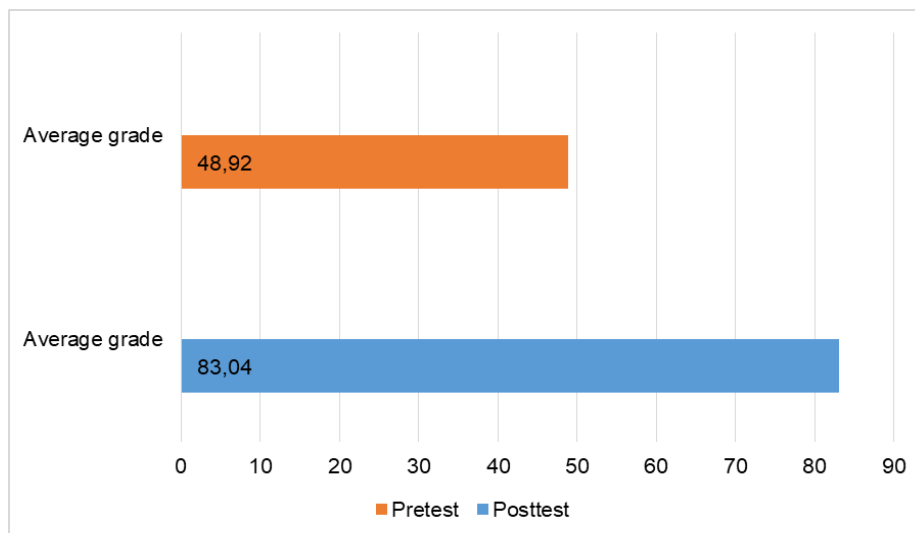
Source: Own elaboration.

Discussion on Vocabulary Pretest and Posttest Comparison

   After obtaining the valuable data from the vocabulary posttest, this section will focus on comparing both tests: the vocabulary pretest and its posttest concerning how students' reception and assimilation of the app are reflected in their proficiency of this language skill. As explained before, students were given a vocabulary pretest solely designed to examine their level regarding vocabulary usage. After the implementation of the FunEasyLearn app in the classroom, the next step of the research consisted in assessing whether the app proved to be decisive in the development of the selected vocabulary or not. The following are the main findings.

   Overall, in the first vocabulary test, in terms of numbers, the average of the class resulted in a 48.92 out of 100. The lowest individual grade was a 7, while the highest individual grade out of 25 students was a 92; the majority of students obtained a grade in the 30s and 60s range. These numbers are less than what the researchers expected; even though the tested group is mainly conformed of beginner English level students, the words presented in the pretest were some of the most basic in the language such as *jump, drink, lunch, family* and *today* just to mention a few. The fact that so many failed to recognize and correctly use these words hinted at the possibility of two options: students not receiving fulfilling English instruction in elementary school or a lag in vocabulary competence. On the contrary,

the group average grade changed up to an 83.04 for the vocabulary posttest. The lowest individual grade being a 61 and the highest a 96 for several students; the majority of the group now obtained a grade in the 80s range. In this case and based on the numbers presented, it becomes evident that the effect of students participating in the activities developed in class using the app served favorable for the significant boost in understanding the chosen vocabulary that students now evinced.

This increase of results was not spontaneous; it was the result of the weekly use distributed throughout a month of the FunEasyLearn app as part of the class activities and of course the motivation students manifested after testing the app and perceiving the value this creative and interactive tool added to their English classes. The new generations of students deserve an academic system that keeps up with all the technological advances experimented globally and use of digital tools that encourage interest in learning; as asserted by Lu (2008): "the use of apps and electronic devices increases the rates of success in vocabulary acquisition." (as cited in Soler & Han, 2017, p.3), thus, with adequate tools and persistent stimulation, language instructors can diversify their teaching to treat skills such as vocabulary and make it entertaining. Among the many strategies for vocabulary acquisition employed already in classrooms, many of them include word repetition, translation, spelling, using words in contexts, and more. Certainly, those have helped many people improve this second language skill throughout time, so they have proven effective. The aim of this research is not to undermine those known strategies and affirm the usage of a virtual app is the solution and only way people should learn English; what the research looks for is to present and discuss the possibility of the introduction of this tool, and potentially other similar ones, as an extra alternative to apply said strategies taking advantage of technology and appeal to the latest generations.

Pronunciation Pretest and Posttest Comparison Results

The first aspect to highlight is the improvement in terms of class average grade in the following aspects: fluency, accurate articulation, and appropriate pronunciation of the following sounds, /oʊ/, /ʃ/, /eɪ/, /ɜ/, /ʌ/ and /ʊ/. The participating students obtained a 51 grade in their first pronunciation pretest, whereas the posttest results showed a significant growth since the average grade obtained later was an 80. This

contrast was remarkable after the implementation of the FunEasyLearn app during closure activities.

Graph 14

Comparison of grades obtained by the participating students in the pronunciation pretest and posttest, November 2022.
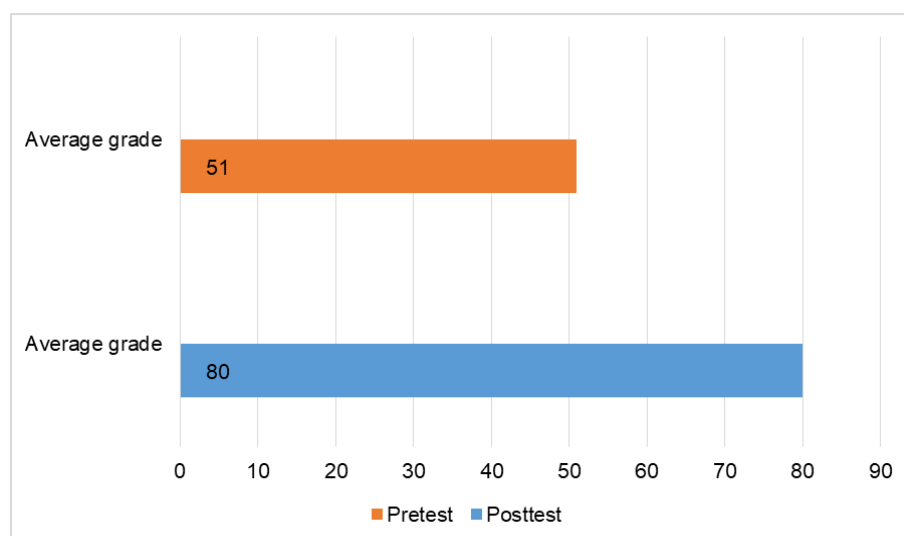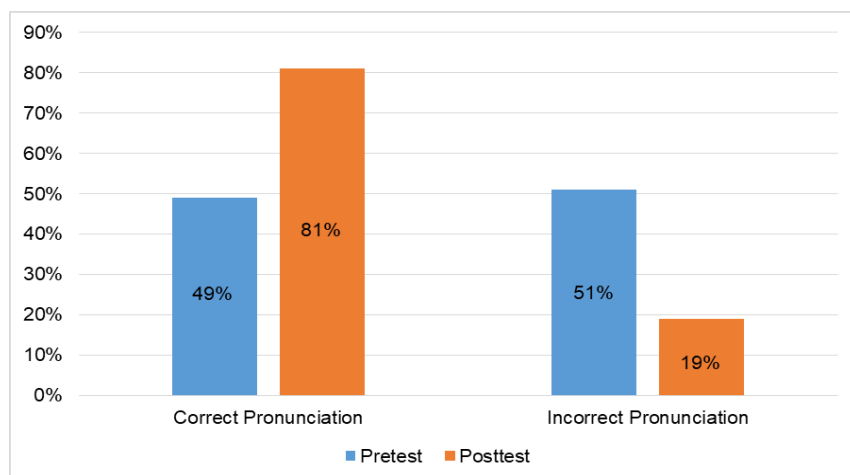

Source: own elaboration.

Then, the second aspect to compare are the words used for the pronunciation pretest according to their correct or incorrect pronunciation by the participating students. In the pretest, 49% of students pronounced words correctly, while 81% of the participating students in the posttest performed a better pronunciation of the given words listed in the instrument applied. Furthermore, in the pretest, 51% of the students were not able to pronounce words properly before the employment of FunEasyLearn. However, in the posttest, the number of mispronounced words was reduced after the use of the app. In fact, only 19% of the students did not articulate words in the correct manner.

Graph 15

Comparison of words used for the pronunciation pretest according to its correct or incorrect pronunciation by the participating students, November 2022.

Source: Own elaboration.

Discussion Pronunciation Pretest and Posttest Comparison

The aim of this section is to interpret the effects of the pretest and posttest pronunciation results in the line of literature and observations. Through the study of oral communication abilities, internal and external factors that influence the English pronunciation performance, the analysis is established. Besides, the purpose is to understand how the FunEasyLearn app impacts on the results.

In terms of quantity, the pretest revealed a low performance with 51% of well pronounced words based on the following criteria: fluency, accurate articulation, and appropriate pronunciation of the following sounds, /oʊ/, /ʃ/, /eɪ/, /ɜ/, /ʌ/ and /ʊ/ while the posttest showed 80% of words correctly pronounced. The low performance in the pretest can be influenced by anxiety. Even though this educational research is not focused on the students' behavior, it is important to know the elements that influence the test results to avoid information gaps. Indeed, there is a particular anxiety related to oral communication and it is called situation-specific anxiety. Any particular situation can alter emotions and confidence. (Lee, 2017, p.5). Although the tests are not evaluated, during test application students might feel preoccupied with having a test by researchers that are not regularly in charge of their classes. On the other hand, the posttest was evaluated in the same categories; however, during this stage there was a significant improvement. A majority of students became more familiar and committed to practicing new vocabulary. Perhaps the anxiety was reduced, they

started knowing the researchers, they noticed the purposes of having new people in their classes, thus they were less stressed. Furthermore, it seems that having a technological tool such as the FunEasyLearn app facilitated participation and encouraged communication.

In the second stage of the pretest, related to numbers, the average of correctly pronounced words was 49%. Nevertheless, in the second section of the posttest, around 81% showed a significant change in the results since most students answered correctly. These outcomes may be associated with students' personalities. According to Ali (2014) extroverted students have the facility to easily communicate in the second language, they interact spontaneously, and they do not feel the pressure of the classroom to express themselves. Meanwhile, the introverted students tend to be less talker, like to be careful when producing grammatically sentences, like autonomous work because they are afraid of embarrassing themselves when committing mistakes (p.231). Based on that fact, personalities found in the participating students were varied and can be considered as extraversion and introversion. Therefore, during the pretest some students may feel shyness, low confidence and even embarrassment. These aspects are related to the class environment and the students' reaction. For instance, introverted students are the ones who may be more challenged in these categories, but this is an opportunity to find tools to get students more involved. In the posttest, the results were highly noticeable, and these results could be because the scenario was totally different. Adding to these results, the FunEasyLearn app was applied as a tool to enrich that pronunciation; hence, students tend to help each other, actively participate more, and create an assertive class atmosphere which helps to keep anxiety under control.

Questionnaire II Results

This questionnaire was applied to 25 students who were part of the target population selected for this research. The purpose of this instrument was to know the participating students' experience after using FunEasyLearn in the English Class. Besides, it is important to specify that this questionnaire was provided to the population in Spanish for a better understanding, but it is presented in English in this document.

Graph 16 illustrates students' perspective on how much they liked to use the FunEasyLearn app to enrich English vocabulary and pronunciation. Students were presented different options and they chose the one that suited their opinion. The

results showed that "much" was the most selected option by 64% of the students, followed by "a lot" with 32%, then 4% of the students chose "a little", and none of the students expressed that they did not like to use the FunEasyLearn app.

Graph 16

How much students liked the FunEasyLearn app to enrich English vocabulary and pronunciation, October 2022.
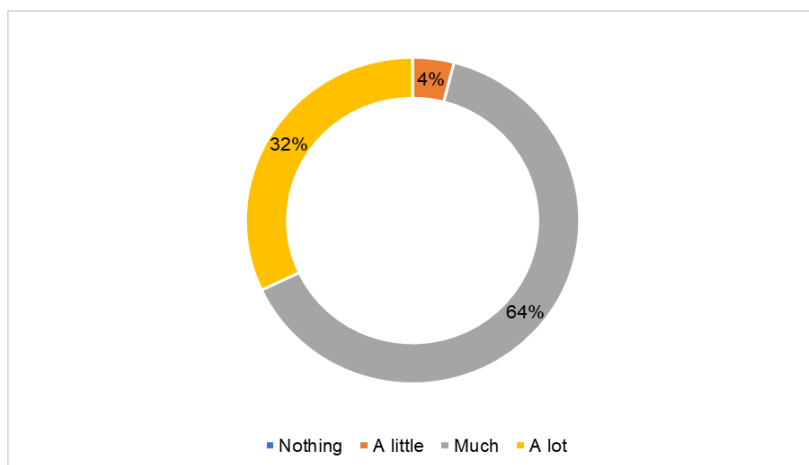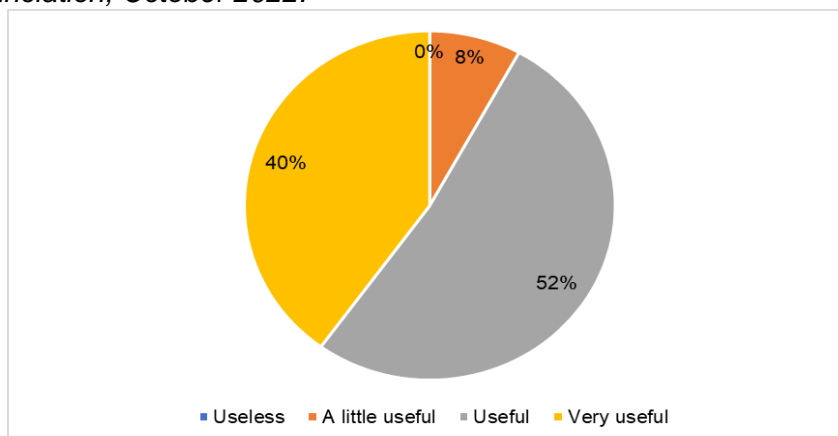

Source: Own elaboration.

Moreover, students were also asked to share their perspective on how useful they found FunEasyLearn to enrich English vocabulary and pronunciation. According to the results presented in graph 17, most of the students (52%) consider FunEasyLear useful, the remaining consider that the app is very useful (40%), and a little useful (8%). As the graph 17 showed, nobody found the app useless.

Graph 17
Students' perception of how useful FunEasyLearn app was to enrich English vocabulary and pronunciation, October 2022.

Source: Own elaboration.

Following, graph 18 illustrates the participating students' viewpoint regarding how user-friendly the FunEasyLearn app was in the closure part of the English class.

In this case, two midpoints were the most selected, while 10 (40%) of the students considered using FunEasyLearn as easy, 6 (24%) of them found it a little difficult. Furthermore, 5 (20%) of the students consider that FunEasyLearn is very easy to use, and 4 (16%) of them catalog the app as hard to use.

Graph 18

Students' viewpoint of the difficulty level of using FunEasyLearn in closing activities in classes, October 2022.
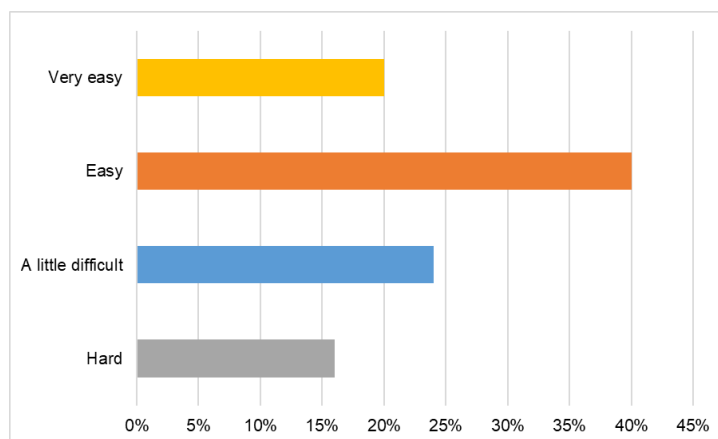
Source: Own elaboration.

Furthermore, in responses from question 4 it was demonstrated that after using the FunEasyLearn app, 100% of the participating students would like to continue using FunEasyLearn in the English class. Additionally, the students were asked to justify their selection to gather their reasons. The justifications they provided were the following: "I learn how to pronounce the words", "it's funnier", "because the app is good", "since we interact more", and "it is easier to learn the pronunciation". It is necessary to clarify that the justification comments were written in Spanish.

Besides, the instrument also asked the target population in question 5 if they would recommend other English language learners to use the FunEasyLearn app to enrich vocabulary and pronunciation. Based on their experience, all the students who answered the instrument would recommend the FunEasyLearn app. To justify their answers, some of the students left the following comments: "it is funny", "it is easy to use", "people would be more interested in learning and would not be bored". For clarification, the comments were written in Spanish by the participating learners.

In addition, graph 19 illustrates the participants' level of difficulty found in the content of the FunEasyLearn app considering their English level. Students were asked to evaluate the content based on their experience as very easy, easy, hard,

very difficult. In fact, 40% of the participants considered that the content was very easy. In addition, 32% of the students classified the FunEasyLearn app content as easy regarding their English skills. However, 7 students (the 28%) determined that the level of difficulty of the FunEasyLearn app content was hard. Finally, none of the participants assured that the content was very difficult.

Graph 19

Students' rating of the difficulty of the FunEasyLearn app content according to their level of English, October 2022.
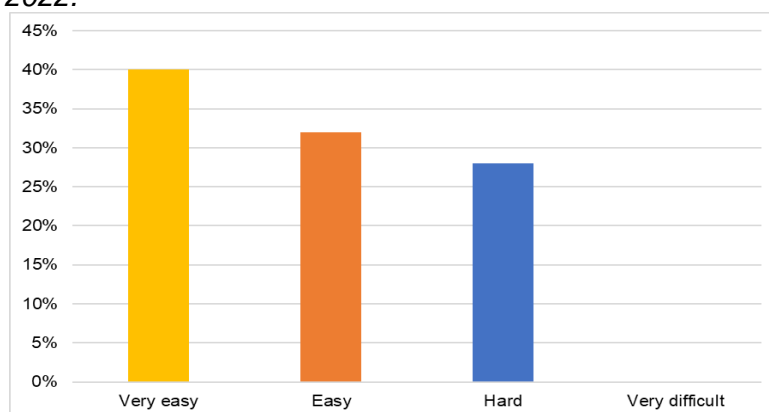
Source: Own elaboration.

Graph 20 shows the respondents' appreciation when asked if they considered that their English vocabulary and pronunciation improved after using the FunEasyLearn app in classes. The data collected demonstrates that the majority of the students, being the 80% of the target population, believe that they noticed an improvement in these English skills. On the other hand, 5 of the participants, which represent the 20%, claimed that there is no difference in their progress after using the FunEasyLearn app.

Graph 20

Students' perspective on whether there is any difference in their English vocabulary and pronunciation before and after using the FunEasyLearn app, October 2022.
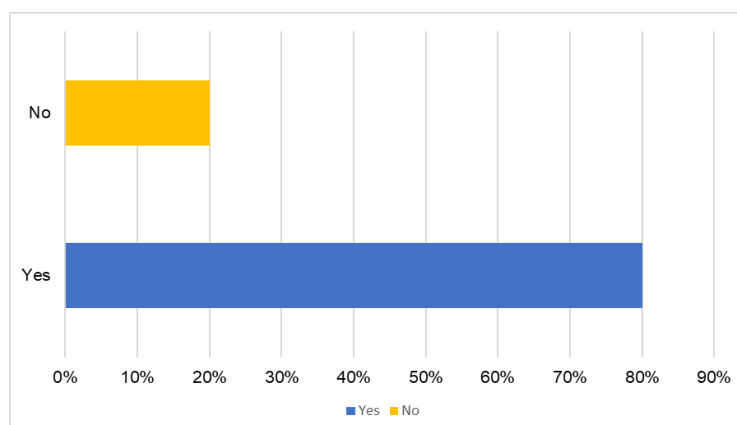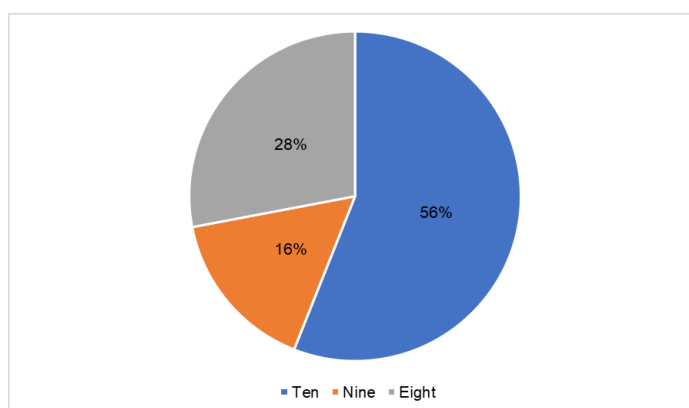

Source: Own elaboration.

Furthermore, graph 21 presents the range of the effectiveness of the FunEasyLearn app to enrich the vocabulary and pronunciation of English. Students were requested to evaluate how useful the FunEasyLearn app was based on a scale from 1 to 10 in which 1 is the lowest score and 10 is the highest score. All students participating provided one of the three highest scores. Answers revealed that more than half of the participants assessed the app as an excellent aid to enrich English vocabulary and pronunciation, giving it the highest score (10). As well, 16% of the respondents selected the second highest score (9) and the remaining 28% of the students provided a rating of 8 to the effectiveness of the FunEasyLearn app to enrich the vocabulary and pronunciation of English.

Graph 21

Evaluation of the effectiveness of FunEasyLearn to enrich the vocabulary and pronunciation of English from 1 to 10 by the target population, October 2022.

Source: Own elaboration.

The ninth question of questionnaire 2 was aimed to know the participants' opinion in relation to the aspects that caught their attention the most when using the FunEasyLearn app and the aspects that they did not like. Students were asked to share their point of view with two concise ideas: one idea to answer what they liked the most, and one idea to answer what they liked the least about using the FunEasyLearn app. Participants shared what they liked the most from the app writing comments such as, *"It is easier to learn vocabulary", "Internet connection is not required", "I can play games to improve my English", "It is entertaining because it has drawings and games", "It is useful to study", "I liked all the sections the app includes"*. Moreover, participants showed what they did not like when using the app expressing comments such as, *"I was ashamed to pronounce", "The app was used*

for a short time", *"I did not like the bee dancing"*. In fact, 10 students agreed with the last comment.

Lastly, in the tenth question, the purpose was to know the participants' perspective concerning if they considered that there was a difference between a class without any technological resource (using only books, worksheets, etc.) and a class in which digital applications are used. Students had to select option 'Yes' or 'No' based on their experience after using the FunEasyLearn app. Additionally, they were asked to justify the selected opinion with two ideas. Some of the justifications provided were the following: *"Using technology is funnier and interactive", "It is better with technology, but when it is used in the classroom because it is complicated to use it at home", "For some of us, it is easier to learn using technology, games and applications", "Without the use of technology we have to write more, and it is more boring", "Without technology, some of us progress more slowly".* All these comments were written, once again, in Spanish.

Discussion of Questionnaire II Results

When working with a selected group in a regular setting of English classes, it is relevant to be aware of the students' insights about the conducted process in order to better understand the overall results and give a more accurate answer to the research question. That is why questionnaire II was applied to the participating population which used the FunEasyLearn app in their English classes. In this section, the most relevant results obtained from this instrument are going to be discussed.

In regards to how much students liked to use the FunEasyLearn app to enrich their vocabulary and pronunciation, most of the students reported a rather positive opinion towards this question. As justified by the students, some of the reasons why they liked to use the FunEasyLearn app are related to the varied sections, games, images, features, and facilities that this app provides. Therefore, researchers greatly agree with what was mentioned as part of the literature consulted from Malone and Lepper (1987) that referred to "attractive interface and interactive features of mobile applications enable learners to be challenged, to feel curious, to have control, to get recognition, and to compete as well as to cooperate among others" (as cited in Ciampa, 2013. p. 1). This result was expected since throughout the lessons, most of the students were increasingly enthusiastic and committed with the use of the FunEasyLearn app to enrich English vocabulary and pronunciation.

In addition, 80% of the participating students acknowledged the enrichment of their vocabulary and pronunciation but the remaining 20% did not consider that there is a difference in their skills after the use of FunEasyLearn. Despite this, all students consider the app as a handy tool to enrich the target skills to different degrees (very useful (40%), useful (52%), and a little useful (8%)). These discrepancies can be due to different reasons like the level of commitment with the use of the mobile application, difficulties with the app content or app usage, the students' English level or their own expectations. Furthermore, when students were asked to rate the effectiveness of the FunEasyLearn app to enrich English vocabulary and pronunciation, the results were on the higher side given that on a scale from 1 to 10, the most selected options were 8 (56%), 9 (16%), 10 (28%). As mentioned before, The Vidyalankar Language College (2021) explained that the input that educational applications offer, influences the psychology of the learners, which helps them to get the content from a different point of view (para. 6). Therefore, although not all students found a significant change in their skills, the entire participating population experienced a certain sense of understanding and comfort that led them to recognize the FunEasyLearn app as a useful and effective aid to enrich vocabulary and pronunciation.

In terms of the difficulty encountered regarding the use of the application, it was found that 40% of the participants had some degree of difficulty when using the application on their mobile devices during the closing activities of the classes. These inconsistencies could be affected due to the lack of understanding about the application usage, difficult instructions on any of the activities to be developed, or students' distraction when introduced to the procedure. However, the students who did not find any difficulties showed interest in helping their classmates to clarify and understand how to use the application when doubts arose. Apart from this, although 72% of the participants assured that the FunEasyLearn app content was easy according to their English level, 7 students deemed the content as hard. This variation of perspectives can be attributed to the fact that all students presented different English levels.

On the other hand, as mentioned before, Mengorio and Dumlao (2019), "In the modern classroom, mobile apps are just one part of the picture for ESL learners. It effectively helps the teachers to add a new dimension to their teaching. It also gives students a break from the traditional classroom all while still reinforcing the

skills they are learning" (p.51). In fact, 100% of the participants manifested their desire to continue using the FunEasyLearn app in future English classes after this experience. Incorporating the FunEasyLearn app in the classroom not only facilitated practicing the vocabulary and its pronunciation but also increased interaction among peers. Moreover, there is matching evidence between the findings from the observations and from this questionnaire that students felt interested and motivated to continue with other exercises from the app. As a matter of fact, participating students assured that they prefer classes in which technology is used as it makes the lesson more interesting and advantageous for them. However, it was highlighted that students prefer to use the application only during class time since it could become difficult to use it outside of class. Despite the foregoing, all participants affirmed, after their experience, that they would recommend the FunEasyLearn app to other people who want to learn English justifying that the application is easy to use and that learning becomes more interesting.

Consequently, participating students' reactions towards the use of the FunEasyLearn app in the closing activities of the classes evinced to be very positive and assertive. All of them agreed that the use of this mobile application promoted the practice of English vocabulary and the reinforcement of its correct pronunciation from a flexible, simple to use, interactive, and innovative strategy. According to the students' experience, using FunEasyLearn can be a helpful alternative for the English language enrichment.

Conclusions

As stated in the introduction of this research paper, the purpose of this study is to determine the effectiveness of FunEasyLearn as an aid in enriching the vocabulary and pronunciation of seventh-grade students at Colegio Técnico Profesional in Puntarenas. The researchers were motivated by the search for an easily accessible and digitally adapted alternative to complement current English teaching strategies. After different stages of research, instrument creation, and analysis of information, it is possible to provide a positive evaluation of FunEasyLearn's effectiveness in enhancing skills related to English as a foreign language.

First, researchers had to identify the best suited strategies for the FunEasyLearn app to be applied. It was thus decided that the studied app would focus on the applicability it could demonstrate for closing activities in a

communicative classroom. For the purposes of practicability, the FunEasyLearn was used as a closing activity after the teaching of content in each class and the novelty and original approach is a proven success among students based on the improvement of their grades when comparing the pretest and posttest and from their feedback. They are specially drawn to the competitive aspect that the app provided since the instructor prepared activities for unlocking sections of vocabulary, so students would play to be faster than their peers and obtain first place. For certain classes, only a limited time could be used to apply the app due to schedule differences and students asserted their wish to be able to have more time to take advantage of said app. From this, researches are led to attest that the implementation of the virtual app is outstanding, and it can work as a motivation not only to use FunEasyLearn app, but technically any other app that can suffice students' second language learning necessities in the classroom.

Second, researchers agree that FunEasyLearn is a flexible application for teachers and students. The fact that FunEasyLearn is offline turned out to be an advantage since when using the app, the teacher did not face problems such as low internet connection or that there was no connectivity at all. Besides, researchers of this study concur that the FunEasyLearn app can be qualified as an interesting, entertaining, and dynamic aid for students to complement the learning of English vocabulary and pronunciation. In fact, participating students acknowledged having a positive experience using the FunEasyLearn app to enrich English vocabulary and pronunciation due to the simple accessibility, pleasant design and features included in the app. Moreover, they showed enthusiasm to continue using this mobile application in future classes. As well, students liked to use the FunEasyLearn app in the classroom because it offers a learning experience outside of traditional classroom instruction. Additionally, researchers agree that the way in which content is presented makes it advantageous since it makes it easy to understand and remember. The variety of exercises and its different sections enable learners both to be challenged and reinforce what was already learned.

Third, the implementation of the FunEasyLearn app as an educational tool apart from contributing to the enrichment of students' English level, it also influenced their motivation and attitude to practice and improve their vocabulary and pronunciation skills. As evidenced through the class observations, students enjoyed the activities and exercises proposed, and they got engaged when using the app

collaboratively. Consequently, researchers agree that the FunEasyLearn app strengthens students' motivation and collaboration to learn English vocabulary and pronunciation. Besides, researchers conclude that using this application as an aid to enhance English vocabulary and pronunciation is beneficial for promoting a more interactive and enjoyable learning environment experience.

Lastly, through the pretest and the posttest, valuable information could be obtained that helped to have a more consistent perspective regarding the effectiveness of FunEasyLearn to enrich the vocabulary and pronunciation of the participating students. In general terms, it can be concluded that in fact there is a pleasant improvement in both vocabulary and pronunciation of the students after using FunEasyLearn. Besides, the researchers of this study agree that the level of difficulty of the application activities is accurate for the participating students' English level. Regarding vocabulary enrichment, FunEasyLearn turns out to be very useful in terms of identifying the meaning of the vocabulary and its respective spelling. However, as it mostly has activities with isolated words, FunEasyLearn is not as useful for using vocabulary in context.

On the other hand, regarding the pronunciation enrichment, it is inferred that, through auditory resources and out loud repetition, FunEasyLearn allows students to be more conscious about the correct pronunciation of the vocabulary and helps them notice their mistakes when pronouncing the words. Besides, after the use of the app, the learners' pronunciation of certain phonemes of the selected vocabulary was more effective than its pronunciation prior to the use of the app. In addition, it is worth emphasizing that FunEasyLearn provides greater security and confidence to the students when pronouncing the words. Therefore, a 100% of correctness was not obtained in vocabulary handling and their pronunciation after the use of the app. In this manner, this is incisive evidence that FunEasyLearn influenced in a positive way these English skills of the participating students.

The academic system was, among many other structures of society, highly affected by the pandemic outbreak in 2020. This unexpected situation, together with the already outdated curricula, strategies and teachers who are not updated in new ways of teaching, have motivated in recent days many conversations and debates about the educational lag students are suffering. More importantly, something should be done to solve this dire situation, so students can regain the academic level they are expected to have. It is because of this emergency that researchers have carried

out this research with the intention to motivate the use of technology to be a way for both teachers and students to be up to date especially in the context of language learning education. English is a dynamic language. Therefore, the instruction must be varied and engaging since the use of mobile apps allows this. That is why, as part of answering the research question of this project, researchers of this study manifest that the use of the FunEasyLearn app proved successful for developing the vocabulary and pronunciation skills in English, and that also serves as a stepping stone for the future designing of educative curricula which should be motivated by a heavily implementation of technology to simplify but at the same time innovate and transform education as we know it today.

Limitations

The main goal of this investigation was to identify the effectiveness of the FunEasyLearn app as an aid in enriching students' vocabulary and pronunciation during closure activities. Although the results were positive, and the use of the app in class helped create an interactive learning environment, several limitations were encountered during the implementation of the instruments.

The first limitation was due to time constraints given that the time to apply the instruments to the target group was restricted to the availability of the class that day and the time period the teacher could allow researchers. For that reason, researchers agree that more significant results would have been obtained if the application was used for a longer period of time. In addition, the time for the development of each session was sometimes affected by the limited control of the group by the collaborating teacher, since the students took a lot of time to get in their seats and made a lot of noises at the beginning of the class, causing the start of the class to be delayed and therefore the time for the researchers to develop the use of the application at the end of the class was shorter.

The second limitation was the interruption of the process due to the suspension of classes and extracurricular activities of the institution, which meant that the participants had few English classes per week. Some of these activities were celebrations such as Independence Day, the English Festival, and the institution's elections. Also, the week that the exams were applied, the participants did not receive classes since they were allowed to leave classes after taking tests.

The loss of lessons due to the different institutional situations caused another limitation; although this limitation was not so recurring during the process, it did occur

on at least two occasions. On those two occasions the collaborating teacher was not willing to lend the group at the end of the class since she expressed that she needed the group full time to be able to teach material for the exam. That situation interrupted the continuity of the process; therefore, researchers had to restructure the chronogram of activities based on time based on the time available in the given circumstances.

Recommendations

After implementing the FunEasyLearn app and conducting analysis, some recommendations can be made for the use of educational apps in public high schools for students who have access to cellphones. The following guidelines should be taken into consideration by any user who wishes to integrate mobile apps for English enrichment.

Offline apps have been established as the most effective tools for educational purposes. An example of this is the FunEasyLearn app, which played a significant role in developing closure activities. This tool assisted students who had unstable or no connectivity on their cellphones. The app's feature can be considered as an enhancement of students' autonomy through homework assignments since internet access is not necessary to continue working.

It is crucial to find an app that unifies different settings to offer a variety of activities in just one app. For instance, the FunEasyLearn app offers short and fun lessons, word and sentence completion exercises, and picture-related word activities. As a result, students who participated in closure activities felt engaged. Another essential feature of FunEasyLearn is its compatibility with various technological devices, as it can be downloaded on iOS, Android, and Windows. Therefore, in case students do not have cell phones, the teacher can implement the app through a main computer.

On the other hand, during the implementation of any educational app, it is recommended to present the instructions in a general way that applies to all students. This presentation can be done by projecting the app and providing a demonstration on how to play it. This was the strategy used before the implementation of the FunEasyLearn app, and it can help teachers refocus the activities according to the students' level.

Additionally, it is recommended to ensure that future researchers have a larger number of participants during the application and use of mobile apps such as

FunEasyLearn. This provides strength and reliability to any study similar to this one. Moreover, having more participants facilitates the gathering of well-developed information and evidence that can lead to stronger conclusions.

Finally, it is necessary to highlight that integrating a mobile app to improve vocabulary and pronunciation in English classes requires teachers to take enough time to practice and reinforce content through the used application. This ensures that the process is useful and effective. Additionally, the last recommendation is to implement educational apps in diverse ways to find an accurate strategy that would drive to improve students' management of diverse subject matters while increasing and addressing their interest. Therefore, instructors should guarantee that the mobile apps have the same content and level as the students' English level and knowledge.

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Appendixes

Appendix 1

Questionnaire I

Universidad de Costa Rica
Escuela de Formación Docente
Licenciatura en la Enseñanza del Inglés como Lengua Extranjera

Investigadores:
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Tema de Investigación: *La efectividad de la aplicación FunEasyLearn como ayuda para enriquecer el vocabulario y la pronunciación de los estudiantes en actividades de clausura para aprendientes de séptimo grado del Colegio Técnico Profesional de Puntarenas.*

Cuestionario I
Este cuestionario tiene como propósito conocer su acceso a dispositivos tecnológicos tales como celulares, computadoras, tabletas, y el conocimiento que usted tiene acerca de las aplicaciones tecnológicas educativas para el aprendizaje de vocabulario y pronunciación del idioma inglés. La información que usted brinde será totalmente confidencial para los fines del proyecto de investigación de estudiantes de la Universidad de Costa Rica, Sede del Pacífico.

Información General
Edad _____   Género F ____   M ____   Otro ____

Instrucciones: Marque con una X la opción que considere más apropiada.

1. ¿Cuál de los siguientes dispositivos tecnológicos utiliza o ha utilizado para propósitos educativos? Marque las opciones que considere necesarias. Si su respuesta es <u>ninguna de las anteriores</u> pase a la pregunta 3.

    ( ) Celular
    ( ) Tableta
    ( ) Computadora
    ( ) Ninguno de los anteriores

2. ¿Cuántas veces a la semana utilizas tu dispositivo móvil para fines académicos?
    ( ) 0 veces por semana
    ( ) 1 veces por semana
    ( ) 2 veces por semana

( ) 3 o más veces por semana

3. ¿Cuánto tiempo por semana dedicas a la mejora de tu vocabulario y pronunciación del inglés?
( ) 0 minutos
( ) 5 - 30 minutos
( ) 30 - 60 horas
( ) 1 - 2 horas o más

4. ¿Cuánto vocabulario en inglés logras aprender en un día?
( ) 0 - 3 palabras
( ) 4 - 6 palabras
( ) 7 - 9 palabras
( ) 10 palabras o más

5. ¿Cómo calificarías tu nivel de pronunciación de vocabulario en inglés del 1 al 5? Siendo 1 un nivel bajo y 5 un nivel alto.
( ) 1 Nivel bajo
( ) 2
( ) 3
( ) 4
( ) 5 Nivel alto

6. ¿Cuáles de estas herramientas utiliza el docente de inglés para la enseñanza del idioma? Marque las opciones que considere necesarias.
( ) Tarjetas o Imágenes Educativas
( ) Aplicaciones
( ) Videos
( ) Ninguna de las anteriores

7. ¿Sabía usted que existen aplicaciones digitales para complementar el aprendizaje del idioma inglés?
( ) Sí
( ) No

8. ¿Ha utilizado anteriormente una aplicación para el aprendizaje del idioma inglés? Si su respuesta es NO pase a la pregunta 11.
( ) Sí
( ) No

9. ¿Conoce usted alguna de estas aplicaciones educativas? Marque todas las que conozca. Marque las opciones que considere necesarias.
( ) Fun Easy Learn
( ) Duolingo
( ) Tongo
( ) Busuu
( ) Ninguna de las anteriores

Otras _____

10. Según su opinión personal ¿cómo ha sido su experiencia utilizando herramientas tecnológicas en su proceso de aprendizaje?
    ( ) Mala
    ( ) Buena
    ( ) Muy buena
    ( ) Excelente

11. ¿Qué le parece a usted la propuesta de utilizar aplicaciones tecnológicas para aprender vocabulario y pronunciación en inglés?
    ( ) Mala
    ( ) Buena
    ( ) Muy buena
    ( ) Excelente

12. ¿Se considera usted preparado para utilizar aplicaciones tecnológicas para aprender vocabulario y pronunciación en inglés?
    ( ) Nada preparado
    ( ) Poco preparado
    ( ) Preparado
    ( ) Muy preparado

13. ¿Cuál considera usted que sería el efecto del uso de aplicaciones tecnológicas para aprender vocabulario y pronunciación en inglés?
    ( ) Sin efecto
    ( ) Negativo
    ( ) Positivo
    ( ) Depende de su uso

14. ¿Considera usted que es importante que el docente dedique tiempo de su clase a la explicación del uso de las herramientas tecnológicas?
    ( ) No, yo puedo aprender por mi propia cuenta.
    ( ) Neutral, depende de los conocimientos de cada estudiante.
    ( ) Sí, me facilitaría el uso de las herramientas tecnológicas.
    ( ) Definitivamente si, no todos sabemos utilizar herramientas tecnológicas.

15. ¿Estás de acuerdo con utilizar aplicaciones tecnológicas educativas, tanto dentro como fuera de clases para mejorar el proceso de aprendizaje del vocabulario y pronunciación en inglés?
    ( ) Muy de acuerdo
    ( ) De acuerdo
    ( ) Poco de acuerdo
    ( ) En desacuerdo

16. Desde su perspectiva ¿qué tan importante es el uso de herramientas tecnológicas, como recurso de apoyo en los procesos de aprendizaje? Por ejemplo, vídeos, plataformas y aplicaciones digitales.
    ( ) Muy importancia
    ( ) Algo importante
    ( ) Poco importante
    ( ) Nada importante

Appendix 2

Vocabulary Pre and Posttest

Universidad de Costa Rica
Escuela de Formación Docente
Licenciatura en la Enseñanza del Inglés como Lengua Extranjera

Investigadores:
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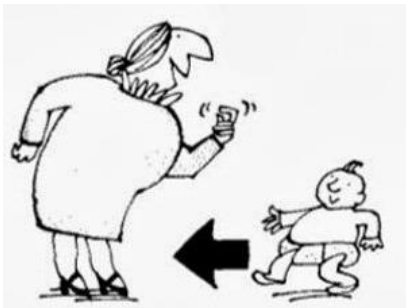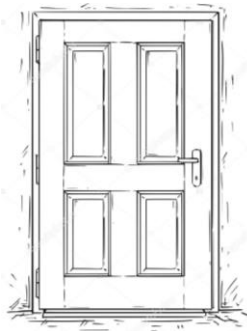
Prueba de Vocabulario

Esta prueba está compuesta de tres partes y tiene como fin diagnosticar su conocimiento de vocabulario de uso frecuente en inglés antes y después de utilizar la plataforma FunEasyLearn app. La información obtenida en esta prueba será totalmente confidencial y únicamente utilizada para fines del proyecto de investigación.

#1

Instrucciones: Asocie la imagen con su respectiva palabra en inglés.

Eat	Drink
Jump	Sit
Come	Go
Open	Close
Make	Look

_____

_____

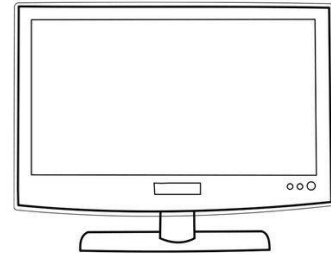_____

_____

_____

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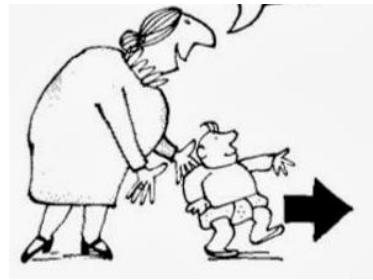
#2

Instrucciones: Escriba las letras faltantes para deletrear la palabra referente a la imagen mostrada.
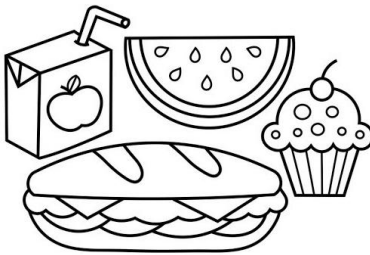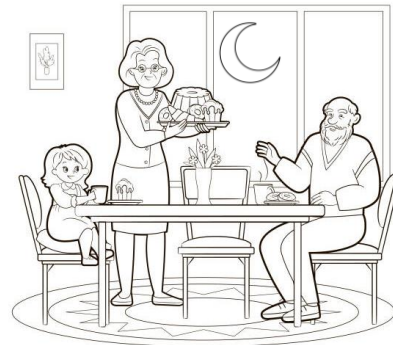
1. Br__ak__ast

2. Tel__vi__ion

3. F__ __d

4. D__n__er

5. Sho__

6. __unch

7. Ne__s

8. __adio

#3

Instrucciones: Complete las oraciones con la palabra adecuada del vocabulario brindado.

Sister	Family	Mother	Brother	Father
Tomorrow	Yesterday	Today	Now	Time

Arthur: Hi! Excuse me! What _____ is it?

Elizabeth: Hello! It is eight o'clock.

Arthur: Oh! I thought I was late once again. _____ I missed my flight.

Elizabeth: Really?! Thank God you are on time _____.

Arthur: I am always on time, but I am traveling with my little _____ and he is unpunctual.

Elizabeth: In my case, as I am traveling with my _____ and _____, I am very punctual.

Arthur: Lucky you! What is your destination?

Elizabeth: I am going to Costa Rica because my little _____ is getting married. What about you?

Arthur: I have to be in Brazil _____ for a _____ event as well.

Elizabeth: Nice… Hey look, you have to board _____!

Arthur: Oh thank you! It was a pleasure to talk with you.

Elizabeth: Same. Have a good flight!

Appendix 3

Pronunciation Pre and Posttest

Universidad de Costa Rica
Escuela de Formación Docente
Licenciatura en la Enseñanza del Inglés como Lengua Extranjera

Investigadores:
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Prueba de Pronunciación

Esta prueba tiene como finalidad identificar cuáles palabras son pronunciadas sin dificultad por el estudiante y cuáles representan un reto. La información obtenida en esta prueba será totalmente confidencial y únicamente utilizada para fines del proyecto de investigación.

Para iniciar con el test por favor lea la siguiente lista de palabras en voz alta.

Eat
Drink
Jump
Sit
Look
Come
Open
Close
Make
Food
Breakfast
Lunch
Dinner
Radio
Television
News
Show
Now
Today
Tomorrow

Yesterday
Hour
Minute
Second
Time

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Pronunciation Test

Checklist

Criteria	Yes	No
The student sounds fluent.		
The student hesitates before pronouncing some words.		
The student pronounces the word as it is written.		
The student reads the words clearly and demonstrates good pronunciation.		

The student pronounces the sound /oʊ/ in the correct way.		
The student pronounces the sound /ʃ/ in the correct way.		
The student pronounces the sound /eɪ/ in the correct way.		
The student pronounces the sound /ɜ/ in the correct way.		
The student pronounces the sound /ʌ/ in the correct way.		
The student pronounces the sound /ʊ/ in the correct way.		

Additional comments:

_____

_____

Appendix 4

Observation Checklist

Universidad de Costa Rica
Escuela de Formación Docente
Licenciatura en la Enseñanza del Inglés como Lengua Extranjera

Observations Checklist

Tema de Investigación: *La efectividad de la aplicación FunEasyLearn como ayuda para enriquecer el vocabulario y la pronunciación de los estudiantes en actividades de clausura para aprendientes de séptimo grado del Colegio Técnico Profesional de Puntarenas.*

<u>**Student Observation Checklist**</u>

The purpose of this checklist is to observe the students' behavior during the activities of using the FunEasyLearn app to enrich vocabulary and pronunciation. This instrument consists of an observation checklist to be used with students of Colegio Técnico Profesional de Puntarenas.

<u>General Instructions</u>: Mark with "X" the best category observed, and add comments if it is necessary.

Observation #: _____   Date: _____
Observer: _____   Time : _____

Students' Motivation	**YES**	**NO**	**Comments**
1. Students participate and ask for clarification when they do not understand the use of the app.			
2. Students feel curious to advance to the next level in the app.			
3. Students provide positive feedback on the app after or during the activities.			
4. Students provide new ideas on how to use the FunEasyLearn app.			
Teamwork			
1. Students compare answers with their peers.			
2. Students take initiative to start the activities.			
3. Students use collaboration strategies to complete the assignment.			

4. Students work cooperatively during the activities.			
Language´s Use			
1. Students practice the pronunciation of the words during the activities with the app whispering or loudly articulating the words.			
2. Students put in practice the vocabulary by creating sentences or using them in different contexts.			
3. Students articulate and repeat the words to make sure they pronounce in the correct way.			
4. Students listen more than once to the words to make sure they understand their pronunciation.			
FunEasyLearn Use			
1. Students could not start the activities immediately after the instructions were provided and they asked for a second explanation of instructions.			
2. Students did not have issues when logging in to the app.			
3. Students complete each level in order to advance.			
4. Students take more time than scheduled to complete the assignments.			

Appendix 5

Questionnaire II

Universidad de Costa Rica
Escuela de Formación Docente
Licenciatura en la Enseñanza del Inglés como Lengua Extranjera

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Tema de Investigación: *La efectividad de la aplicación FunEasyLearn como ayuda para enriquecer el vocabulario y la pronunciación de los estudiantes en actividades de clausura para aprendientes de séptimo grado del Colegio Técnico Profesional de Puntarenas.*

Cuestionario II

Este cuestionario tiene el fin de conocer su opinión respecto a su experiencia con el uso de la app FunEasyLearn en las clases de inglés. Además, estas preguntas indagarán su perspectiva personal sobre la efectividad de FunEasyLearn como ayuda para enriquecer su vocabulario y pronunciación específicamente para las actividades de cierre. La información que usted brinde será totalmente confidencial y únicamente utilizada para fines del proyecto de investigación.

Información General
Edad _____   Género F ____   M ____   Otro ____

Instrucciones: Marque con una **X** la opción que considere más apropiada según su experiencia.

1. Implementar FunEasyLearn app como ayuda para enriquecer el vocabulario y la pronunciación del inglés me gustó _____.

    ( ) Nada

    ( ) Poco

    ( ) Regular

    ( ) Bastante

2. La utilización de FunEasyLearn como apoyo para enriquecer el vocabulario y pronunciación del inglés, me resultó _____.

    ( ) Nada útil

    ( ) Poco útil

( ) Útil

( ) Muy útil

3. Utilizar FunEasyLearn en las actividades de cierre de la clase de inglés me pareció _____.

( ) Difícil

( ) Un poco difícil

( ) Fácil

( ) Muy fácil

4. Después de haber utilizado FunEasyLearn app, ¿Le gustaría que el docente de inglés la continúe utilizando en las clases?

( ) Sí

( ) No

Justifique su respuesta:_____.

5. ¿Recomendaría el uso de FunEasyLearn app a personas que quieran enriquecer el vocabulario y pronunciación del inglés?

( ) Sí

( ) No

Justifique su respuesta: _____.

6. ¿Cómo calificaría los contenidos de FunEasyLearn app de acuerdo a su nivel de inglés?

( ) Muy fácil

( ) Fácil

( ) Difícil

( ) Muy difícil

7. ¿Considera que FunEasyLearn app marcó una diferencia en su vocabulario y pronunciación del inglés entre antes y después de su uso?

( ) Sí

( ) No

8. En una escala del 1 al 10, ¿Cómo evaluaría la efectividad de FunEasyLearn app como ayuda para enriquecer el vocabulario y la pronunciación del inglés? **Siendo 1 la calificación más baja y 10 la más alta.** Marque con una **X** la casilla que corresponda a su criterio.

1	2	3	4	5	6	7	8	9	10

Instrucciones: Responda las siguientes preguntas de forma clara y concisa.

9. En su opinión qué fue lo que más le gustó y lo que menos le gustó de utilizar FunEasyLearn app. Comparta dos ideas.
Lo que más me gustó:
_____
_____

Lo que menos me gustó:
_____
_____

10. Después de haber utilizado FunEasyLearn app, ¿Considera usted que existe alguna diferencia entre una clase sin el uso de tecnología (uso de libros, pizarra, hojas de práctica, etc) y una clase en la que se utilizan aplicaciones digitales? Justifique su respuesta con dos ideas.

Sí (   ), especifique su opinión:

_____
_____

No (   ), especifique su opinión:

_____
_____

Appendix 6

Studied Words List

Unit: Family
Family Mother Father Sister Brother
Unit: Food and Drinks (Meals)
Food Breakfast Lunch Dinner
Verbs (Actions 1)
To come To go To open To close To make
Unit: Adverbs (Adverbs of time and frequency)
Now Today Tomorrow Yesterday
Unit: Communications (TV and radio)
Television Radio News Show
Unit: Body (Actions)
To eat To drink To sit To jump To look To sleep
Unit: Systems (Time)

Time
Day
Hour
Minute
Second

Appendix 7

Didactic Plans

Didactic Planning
Session 1

Level: 7th	Unit: 2

Domain: Socio-Interpersonal and Transactional	**Scenario:** Enjoying Life	**Theme:** My daily routine

Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.
Essential Question: How do the things people do every day help them enjoy life?

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√   )

New citizenship:

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Wh questions What's your daily routine? I have breakfast at 6:30 a.m. I go to high school. **Vocabulary** My Daily Routine My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up	**Function** Identifying daily routines **Discourse Markers** Connecting words: and	**Psychosocial** – Living safely by practicing healthy routines.

wake up go to high school Finish high school Study/watch TV/listen to music/read/go out/take a nap **Phonology** Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 40 min (1 lesson)
Learner…		**Pre-teaching** Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Questions, Can Do's, and class agenda, etc.	5 min
		Engaging T uses this opportunity to elicit some daily routines that Ls already know and get them on the board. **Introducing** The teacher tells her morning routine before coming to school. While the teacher tells the story, she shows learners pictures related to the activities she does every weekday using the structure of present tense and adverbs of frequency. (See the material at the end of these lesson plans, Appendix 7.1) **Pre-listening** T hands out printed sets of cards with pictures of daily routines from target vocabulary. T explains that Ls will try to guess at what time the T does each of the activities by ordering the pictures in a blank daily planner. (See example at end of these lesson plans, Appendix 7.2).	10 min

| L.2. distinguishes simple information and phrases about routines, eating habits, hobbies and hanging out activities. | L.2. understand simple information and phrases about routines, eating habits, hobbies and hanging out activities. | **Listening for the first time**
Ls listen to T explain her/his schedule using gestures, and try to correct their picture schedule predictions to reflect what he/she says.

Pair/Group Feedback
Ls report back which activities they understood.

Listening for the second time
T explains his/her schedule a second time, this time pausing after each step to have a L repeat the name of the routine and write it on the board.

Post listening
T asks Ls to think about how their schedules are different from the T's, adjust their pictorial schedules by putting the activities in the order in which they do them (and removing the activities that they don't do), and orally share some similarities/differences with the class. Example: *"At five pm I take a nap. I don't watch TV like the teacher."*

Closure Activity
The researcher asks Ls to log into the FunEasyLearn application and go to the people's section, once there Ls listen and repeat the vocabulary about family members (family- mother, father, sister, brother) and then, Ls develop 3 activities in the app related to the family vocabulary.

In the first activity, there is an image where Ls have to mark between two options the correct word in English. Once they have selected the word, the app has an option to hear the word sound.

In the second activity, Ls listen to the pronunciation of a word and they must select 1 image that they think corresponds to that pronunciation among 4 options.

In the third activity, a written word is shown in the center of four images where Ls choose the best option related to the vocabulary. When finishing with that section, the researcher asks the | 15 min

10 min |

| L.3. recognizes sounds, simple phrases and information. | L.3. understand sounds, simple phrases and information. | Ls to go to the body's section and once there, Ls listen and repeat the vocabulary about actions (eat, drink, sit, jump, look, sleep) and then, Ls develop 3 activities in the app related to the actions vocabulary.

In the fourth activity, there is one column of English words and in the other column the translation of those words and students have to match all the words.

In the fifth activity, the incomplete English words are shown and students have to select the missing letters to complete the word. Once they do that, the application pronounces the word.

In the sixth activity, there is an image displayed, the app pronounces a word that describes the image and the students write down the word that is pronounced. | |
| W.1. writes labels on familiar objects in a picture or diagram. | W.1. write labels on familiar objects in a picture or diagram. | | |

Didactic Planning
Session 2

Level: 7th		Unit: 2
Domain: Socio-Interpersonal and Transactional	**Scenario:** Enjoying Life	**Theme:** My daily routine

Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.
Essential Question: How do the things people do every day help them enjoy life?

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√   )

New citizenship:

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Wh questions What's your daily routine? I have breakfast at 6:30 a.m. I go to high school. **Vocabulary** My Daily Routine My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up go to high school Finish high school	**Function** Identifying daily routines **Discourse Markers** Connecting words: and	**Psychosocial** – Living safely by practicing healthy routines.

Study/watch TV/listen to music/read/go out/take a nap **Phonology** Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).		

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 40 min (1 lesson)
Learner…		**Pre-teaching** Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Questions, Can Do's, and class agenda, etc.	5 min
	·	**Introducing** **Game: Last Learner Standing** Ls stand at their desks (or in a circle) and the T calls out a time of day (Example: *"the morning"* or "*10 am")* and asks *"What do you do at ___?".* Ls pass a ball around saying routines they do at that time of day without repeating (Example: *"I listen to music"*); if a L can't think of a routine or repeats one that was already said that round, they must sit down. After a few Ls sit down the T gives a new time of day. **Pre-listening** T explains that Ls will now listen to a couple of friends talking about their daily routines together. **Listening for the first time** T previously records the script of two friends talking about their daily routines, and Ls write down the routines they hear the speakers saying they do. For example: Kim Andre	10 min

| | | Have light breakfast | | Have a quick breakfast | |
| | | Watch TV | | go for a run | |

(See the material at the end of these lesson plans, Appendix 7.3)

Pair/group feedback

Ls say the names of activities they heard for each speaker, and T writes them on the board under their names.

Listening for the second time

Ls listen for the activities and try to understand when the speakers do them, and write those times next to the activities listed. For example:

__Kim__		__Andre__
Get up at 8 am		Get up at 4 am
Go to bed at 11 pm		Go to bed at 9 pm

Post-listening

Ls complete two charts based on the conversation. They draw a check in the correct box.
(See the material at the end of these lesson plans, Appendix 7.4) For example:

	Yes, she does	No, she doesn't
Does Kim go for a run?		
Does Kim work at home?		

Closure Activity

The researcher tells Ls to log into the FunEasyLearn application and go to the foods and drinks section, once there Ls listen and repeat the vocabulary about food (food, breakfast, lunch, dinner) and then, Ls play 3 activities in the app related to the food vocabulary.

Left column (outcomes):

L.3. recognizes sounds, simple phrases and information.

L.3. understand sounds, simple phrases and information.

W.1. writes labels on familiar objects in a picture or diagram.

W.1. write labels on familiar objects in a picture or diagram.

Right column: 15 min

| | | In the first activity, there is an image where Ls have to mark between two options the correct word in English. Once they have selected the word, the app has an option to hear the word sound.

In the second activity, Ls listen to the pronunciation of a word and they must select 1 image that they think corresponds to that pronunciation among 4 options.

In the third activity, a written word is shown in the center of four images where Ls choose the best option related to the vocabulary. When finishing with that section, the researcher asks the Ls to go to the comunication's section and once there, Ls listen and repeat the vocabulary about television and radio (television, radio, news, show) and then, develop 3 activities in the app related to the television and radio vocabulary.

In the fourth activity, there is one column of English words and in the other column the translation of those words and students have to match all the words.

In the fifth activity, the incomplete English words are shown and students have to select the missing letters to complete the word. Once they do that, the application pronounces the word.

In the sixth activity, there is an image displayed, the app pronounces a word that describes the image and the students write down the word that is pronounced. | 10 min |

Didactic Planning

Session 3

Level: 7th		Unit: 2
Domain: Socio-Interpersonal and Transactional	**Scenario:** Enjoying Life	**Theme:** Eating habits

Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.
Essential Question: How do the things people do every day help them enjoy life?

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

New citizenship:

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Adverbs of Frequency Always, Sometimes, Never **Vocabulary** Eating Habits Healthy food: fruit/ vegetables Meats Typical food Junk Food: fast food Eating schedule Drinking Water **Phonology**	**Function** - Telling likes and dislikes about eating habits, routines and food. **Discourse Markers** Connecting words: but	**Psychosocial** – Being disciplined with eating times. – Loving myself by taking care of my body. **Proverbs/ Quotes** Eating and drinking shouldn't keep us from thinking--- Italian proverb

Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).		

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 40 min (1 lesson)
Learner…		**Pre-teaching** Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Questions, Can Do's, and class agenda, etc. **Introducing** The T explains that everyone has likes and dislikes for their eating/drinking habits, and switches from routines to eating and drinking habits, asking the same question to the students ("Do you like to eat vegetables?") The T will need to hold up a picture of the food/drink (s)he is asking about as it may be new vocabulary for the students. T introduces target food vocabulary to Ls using pictures: meat, fish, seafood, fruits, vegetables, bread, cookies, rice & beans, and Ls discuss and vote on whether a few example foods are healthy or unhealthy, and delicious or gross. It should be clear that healthy vs unhealthy is basically a matter of fact, but that delicious vs gross is an opinion. (See the material at the end of these lesson plans, Appendix 7.5)	5 min 10 min
	.	**Pre-reading**	

| R.3. distinguishes brief, simple instructions and some expressions in simple texts if allowed to use a dictionary | R.3. understand brief, simple instructions and some expressions in simple texts if allowed to use a dictionary. | T explains that Ls have received a message form two friends (Carlos and Alejandra), and that they want to share a little bit about their favorite foods.

Reading for the first time
T reads the "message from Carlos and Alejandra", stoppEl grupo que logre escribir la palabra completa primero, es el grupo que tomará los puntos.
ing each time there is an underlined word (target vocabulary) and prompting the class to pronounce that word. (See the material at the end of these lesson plans, Appendix 7.6)

Pair/group feedback

Ls share what they remember about Carlo's and Alejandra's preferences, and the T puts a couple of their answers on the board using the following format:

Reading for the second time

Ls now individually/silently read the message and complete a chart with their healthy and unhealthy eating.
(See the material at the end of these lesson plans, Appendix 7.7)

Post-reading

T asks Ls to share their answers with the class and then T gives them feedback. | 15 min |

		Closure Activity	
		The researcher uses a video beam to project the app and goes to the system's section; once there the researcher asks Ls to listen and repeat together the vocabulary about time (time, day, hour, minute, second.) and then, Ls develop 6 activities in the app related to the time vocabulary.	
		In the first five activities, Ls develop the activities together as a group, for the sixth game the researcher divides the group into two groups in order to play the game. The group that manages to write the whole word first is the group that will get the points.	10 min
		In the first activity, there is an image where Ls have to mark between two options the correct word in English. Once they have selected the word, the app has an option to hear the word sound.	
		In the second activity, Ls listen to the pronunciation of a word and they must select 1 image that they think corresponds to that pronunciation among 4 options.	
		In the third activity, a written word is shown in the center of four images where Ls choose the best option related to the vocabulary.	
		In the fourth activity, there is one column of English words and in the other column the translation of those words and students have to match all the words.	
		In the fifth activity, the incomplete English words are shown and students have to select the missing letters to complete the word. Once they do that, the application pronounces the word.	
		In the sixth activity, there is an image displayed, the app pronounces a word that describes the image and the students write down the word that is pronounced.	

Didactic Planning

Session 4

Level: 7th		Unit: 2
Domain: Socio-Interpersonal and Transactional	**Scenario:** Enjoying Life	**Theme:** Eating habits

Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives.
Essential Question: How do the things people do every day help them enjoy life?

Dimensions
1. Ways of thinking (√)
2. Ways of living in the world (√)
3. Ways of relating with others (√)
4. Tools for integrating with the world (√)

New citizenship:

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Adverbs of Frequency Always, Sometimes, Never **Vocabulary** Eating Habits Healthy food: fruit/ vegetables Meats Typical food Junk Food: fast food Eating schedule Drinking Water **Phonology**	**Function** - Telling likes and dislikes about eating habits, routines and food. **Discourse Markers** Connecting words: but	**Psychosocial** – Being disciplined with eating times. – Loving myself by taking care of my body. **Proverbs/ Quotes** Eating and drinking shouldn't keep us from thinking--- Italian proverb

Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).		

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 40 min (1 lesson)
Learner…	.	**Pre-teaching** **Routine –** Checking attendance, checking in with Ls, posting and reviewing Essential Questions, Can Do's, and class agenda, etc. **Participating : Warm up** **Routines and Food Relay Race (an activity for reviewing prior lessons)** Ls get into teams and line up in front of the board (with some space between them and the board if possible) in two single file lines. T explains that when (s)he says *"go"*, each team will have 90 seconds to write as many foods as they can remember on the board but they will be writing one person at a time. When T calls out *Go!* the first Ls on each team will run up to the board, write one food on their section of the board, return their marker to the next L in line, and go to the back of the line. This process will continue until the T calls *Time!* after 90 seconds. At the end of the time limit, the T will see how many foods each team was able to write down, and the team with the most correct words will get a point. In round two the teams will repeat this process with daily routines.	5 min 5 min

SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.	SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.	**Planning/organizing** Ls reflect on their own eating preferences and create a personal chart for their own preferences (following the table above). Once their personal tables are ready with several foods, they will use them to write 4 sentences, for example this table:	20 min

I like …	I do not like …	Why?
Vegetables		because vegetables are healthy
	Seafood	because seafood is gross

will become:

- I like to eat vegetables, because vegetables are healthy.
- I don't like to eat seafood, because seafood is gross.

Rehearsing

First, Ls will orally share a few of their sentences with their partners, with the T circulating, to make sure that their sentences are following the correct format and make sense.

Then, Ls will stand up at their desks with their notebooks and prepare to respond to questions from the T. The T will ask the class about different foods: If the Ls like that food they should turn to the left, while if they don't like that food they should turn to the right. All Ls must turn to one side or the other. After asking each question to the class, the T will repeat the question to individual Ls following the format below:

T to class: Do you like to eat rice and beans?

Class: (turns to one side or the other)

T to specific L: Maria, do you like to eat rice and beans?

Maria: Yes, I like to eat rice and beans.

T: Why?

Maria: Because rice and beans is delicious.

After going through some examples in this way, the T will guide the Ls to become the ones asking the question, first as a group, and then in pairs. For example:

T: (points to picture of fruit)

Whole class: "Do you like to eat fruit?" (the whole class, including T, turns to one side or the other), etc.

And later:

T: (points to a picture of fruit)

Ls: In pairs, ask each other "Do you like fruit?" and respond accordingly.

Interacting

Collaborative class food likes/dislikes survey: Ls each receive one food and a blank food likes/dislikes survey. Ls write their question at the top of the survey and prepare to survey their classmates to see who likes/dislikes that food and why. To do this, they will need to collect the responses of at least 4 classmates. (See the material at the end of these lesson plans, Appendix 7.8)

Ls circulate the room looking for partners. Every time they find a new classmate, Ls should stop and have a short conversation in which they greet each other and take turns asking one another "Do you like to eat ___?" and "Why?" At the end of each interaction, Ls should write down their classmate's response, say "goodbye", and look for a new partner to repeat the interaction with.

| | | Option: To make this activity more structured, the T can play music every time it is time for Ls to finish their conversation and look for a new partner.

Post-task: Survey results

Ls return to their seats and prepare to tally the results of their survey, counting how many Ls like their food and how many Ls don't like the food they were assigned. Ls then share their results in pairs or to the whole class saying for example "Two students like vegetables because vegetables are healthy," "Three students don't like vegetables because vegetables are gross."

Closure Activity

The researcher tells Ls to log into the FunEasyLearn application and go to the verbs section, once there Ls listen and repeat the vocabulary about actions (come, go, open, close, make) and then, Ls develop 3 activities in the app related to the actions vocabulary.

In the first activity, there is an image where Ls have to mark between two options the correct word in English. Once they have selected the word, the app has an option to hear the word sound.

In the second activity, Ls listen to the pronunciation of a word and they must select 1 image that they think corresponds to that pronunciation among 4 options.

In the third activity, a written word is shown in the center of four images where Ls choose the best option related to the vocabulary. When finishing with that section, the researcher asks the Ls to go to the adverbs section and once there, Ls listen and repeat the vocabulary about | 10 min |

| | | adverbs of time (now, today, tomorrow, yesterday) and then, Ls develop 3 activities in the app related to the adverbs of time vocabulary.

In the fourth activity, there is one column of English words and in the other column the translation of those words and students have to match all the words.

In the fifth activity, the incomplete English words are shown and students have to select the missing letters to complete the word. Once they do that, the application pronounces the word.

In the sixth activity, there is an image displayed, the app pronounces a word that describes the image and the students write down the word that is pronounced. | |

Appendix 7.1

1.1 Daily Routines

1. Wake-up
2. Get up
3. Take a shower
4. Brush my teeth
5. Floss my teeth
6. Get dressed
7. Make the bed
8. Brush/comb my hair
9. Walk to school
10. Take the bus
11. Attend classes
12. Take a break
13. Have/eat breakfast
14. Have/eat lunch
15. Go back home
16. Go to bed
17. Do homework
18. Have/eat dinner
19. Wash dishes
20. Watch TV

Appendix 7.2

Time	Teacher´s routines	My routines	Sentences: Example: I wake up and I have breakfast.
		Day ☀️	
6:00			_____ _____ _____
6:30			_____ _____ _____
9:00			_____ _____ _____
11:20			_____ _____ _____
1:00			_____ _____ _____

Appendix 7.3

Kim: Hey André, How are you doing?

André: Hey Kim. I am just a bit tired. My life is killing me!

Kim: Really? Why? What is your every day like?

André: Well, I get up at 4 am. I get a quick breakfast and go for 10 km run. Then, I take a shower and get dressed. I drive to my job and work from 7 to 4. Later, I prepare dinner, listen to some music and go to bed around 9. It's pretty exhausting, you know?

Kim: Wow!!! You have a busy life indeed. My life is quite the opposite you see.

André: Is that so? Tell me about it.

Kim: I get up around 8 am. Then, I take a walk for around an hour. After that, I get back home and have a light breakfast. I have a 9 am - 3 pm job and I do it from home! Later, I watch TV and go to bed around 11.

André: Lucky you!

Appendix 7.4

c. Complete the following charts based on the conversation. Draw a √ in the correct box.

	Yes, she does	No, she doesn't
1. Does Kim go for a run?		
2. Does Kim go to bed at 9 pm?		
3. Does Kim work at home?		
4. Does Kim drive to work?		
5. Does Kim have a 9 am to 3 pm job?		
	Yes, he does	No, he doesn't
1. Does André get up at 8 am?		
2. Does André run 10 km?		
3. Does André go to bed at 11 pm?		
4. Does André watch TV at night?		
5. Does André have a tiring job?		

Appendix 7.5

Healthy Food

1. Yogurt	2. Milk	3. Water
4. Seafood	5. Nuts	6. Pasta
7. Oats	8. Whole-wheat cereals	9. Rice
10. Beans	11. Peach Palm Fruit	12. Chicken
13. Eggs	14. Herbal tea	15. Fruit juices

Unhealthy Food and Junk Food

1. Pizza	2. French Fries	3. Onion Rings
4. Bacon	5. Hamburgers	6. Sour cream
7. Mayonnaise	8. Pastries	9. Fried Chicken
10. Hot Dog	11. Sausages	12. Butter
13. Ice cream	14. Cake	15. Marshmallows

Appendix 7. 6

Carlos: Let me tell you about my favorite foods. There are many healthy things I eat every day. I love fruits like pineapple and strawberries. I also enjoy eating vegetables like broccoli and carrots. However, I eat other things that are not so good. I like pizza, hamburgers, fries and I eat a lot of candy.

Alejandra: Hello there. I want to talk about the food I prefer to eat. I try to eat good foods for my body but sometimes I don't do so. I like to drink a lot of water. I enjoy fruits like apples and grapes. On the other hand, sometimes I eat unhealthy things like fried chicken and pop corn.

Appendix 7. 7

2. Complete the following charts with your healthy and unhealthy eating.

Appendix 7. 8

_____?

LIKES	DISLIKES	WHY?

Survey Results:

_____

_____?

LIKES	DISLIKES	WHY?

Survey Results:

_____

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LIKES	DISLIKES	WHY?

Survey Results:

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LIKES	DISLIKES	WHY?

Survey Results:

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