Implementing E-pals to Increase Vocabulary Knowledge in EFL Students.

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Abstract

In Ecuador there is a growing concern about the students' English level, which leads researchers to explore new alternatives in order to improve proficiency. The present action research aimed to evidence how implementing an e-pal strategy helped students to acquire vocabulary. The study included quantitative and qualitative instruments: a Likert-type survey and a pre and post-test. The latter measured the amount of vocabulary use, vocabulary use in context, and spelling. The students that participated in the study were forty university students of an English language class from Milagro's state university. The respective results were analyzed with calculators, online resources and SPSS software. The findings pointed to an increment in students' knowledge of the three elements of vocabulary knowledge: they increased the amount of target words and reduced both use-in-context and spelling errors. This led to an improvement in writing skills. The researcher concluded that the study benefits all parties in the educational sector: authorities, teachers, parents, and students, specifically in the area of English learning, vocabulary acquisition, and technology use in education.

Keywords: vocabulary acquisition, collaboration, e-pal, Padlet, EFL

Resumen

En Ecuador existe una creciente preocupación por el nivel de inglés de los estudiantes, lo que lleva a los investigadores a explorar nuevas alternativas para llegar a la proficiencia. La presente investigación de acción tuvo como objetivo evidenciar cómo la implementación de la estrategia de e-pal ayudó a los estudiantes a adquirir vocabulario. El estudio incluyó instrumentos cuantitativos y cualitativos: una encuesta tipo Likert y una prueba previa y posterior. La prueba posterior midió la cantidad de uso de vocabulario (amplitud), uso de vocabulario en contexto y ortografía. Los estudiantes que participaron en el estudio fueron cuarenta estudiantes universitarios de una clase de inglés de la universidad estatal de Milagro. Los resultados respectivos se analizaron con calculadoras, recursos en línea y el software SPSS. Los hallazgos apuntaban a un incremento en el conocimiento de los estudiantes de los tres elementos del conocimiento del vocabulario: aumentaron la cantidad de palabras y redujeron los errores tanto en uso en contexto como en ortografía. Esto condujo a una mejora en las habilidades de escritura. El investigador concluyó que el estudio beneficia a todas las partes en el sector educativo; autoridades, maestros, padres y estudiantes, específicamente en el área de aprendizaje de inglés, adquisición de vocabulario y uso de tecnología en la educación.

Palabras clave: adquisición de vocabulario, colaboración, e-pal, Padlet, EFL.

Implementing E-pals to Increase Vocabulary Knowledge in EFL Students

In programs like English as a second language (ESL) and English as a foreign language (EFL), vocabulary is crucial. First, it is considered the first step in the development of English skills (Nation, 2001). For instance, vocabulary acquisition plays an essential role in developing writing (Raimes, 1985). Second, vocabulary acquisition (VA) allows learners to create comprehensible communication (Rivers & Nunan, as cited in Alqahtani, 2015). For example, VA fosters language comprehension and use (Hunt & Beglar, 2005), facilitates and speeds up communication (Sedita, 2005). In other words, VA is a critical tool for English learners because a limited vocabulary in a second language impedes successful communication (Alqahtani, 2015).

Technology brings several benefits to vocabulary instruction. One of the benefits is that it helps foster vocabulary acquisition, mainly because of its relevance to students' reality (Guaqueta & Castro-Garcés, 2018). The use of multimedia is arguably a motivating element for students (Meli, 2009). Consequently, the interest of students towards technology leads to an improvement in their scores (Beatty, 2013; Wichadee & Pattanapichet, 2018). Nisbet and Austin (2013) stated that learning vocabulary through the use of technology is effective to enhance vocabulary development. Likewise, Dalton and Grisham (2011) confirmed that the use of technological devices is motivational and makes the acquisition of vocabulary easier for EFL students.

Technology is a great tool but instruction needs to be highlighted. Vocabulary frameworks are vast but there is not an agreement on the most effective one (Berne & Blachowicz, 2008). On the one hand, researchers point to explicit vocabulary instruction and implicit instruction in-context (Hunt & Beglar 2005). On the other hand, experts highlight the continuous use of vocabulary as a means to learn words (Willingham & Price, 2009). Mainly,

the use of technology is a viable approach to vocabulary building (Walters, as cited in Alqahtani, 2015) and there must exist interaction in the vocabulary learning process (Richards, 2014).

The use of vocabulary through online collaborative activities brings positive results. Baida (2014) stated that since there is a wide variety of online resources available for educators and students, it becomes more and more convenient to involve learners in both face-to-face collaborative activities and in synchronous or asynchronous online cooperation practices with online tools.

The subjects of the study are first year students of a state university majoring in foreign languages. Students entering in their first year of university should be B1 (Ministerio de Educación, 2016). All students should finish high school with a B1; but this is not the case. Learners with a B1 level should be independent users of the language, (University of Cambridge, 2011): they can use vocabulary of personal and familiar topics, produce simple connected text and write emails on a familiar topic. However, during the first partial, the students had low scores both in vocabulary and writing. Given that a lack of vocabulary causes poor writing (Santos, 1988), it was determined that students needed to acquire vocabulary to improve their writing skills.

The final task for students involved e-pal interaction. Students had to provide information about themselves with an e-pal on a virtual platform that would lead them to develop vocabulary use. Additionally, this action research proposed the implementation of Padlet as the technological tool to engage students in the e-pal tasks.

Padlet allows students to interact with each other and be in contact with the target language in a different and motivational way. Consequently, activities using Padlet can

increase students' knowledge because it allows them to comment on their work, visit links, and view their input directly (Deni & Zainal, as cited in Wulandari, 2018).

Considering that vocabulary acquisition fosters English learning, that technology facilitates interaction, and that interaction permits students to practice and improve vocabulary, the implementation aimed to answer the following questions:

1. To what extent does interaction with an e-pal enhance vocabulary in EFL students?

2. What are the students' perspectives towards the innovation?

Literature Review

Vocabulary Acquisition

Communication in L2 cannot happen in a meaningful way without words to express a wider range of meanings (McCartney, as cited in Boyd, 2011). However, it is important to determine which aspects of the words are likely to be acquired. Vocabulary knowledge is more than knowing the meaning of the words, it is the mastery of meaning, written form or spelling, spoken form or pronunciation, part of speech or function, frequency, collocations, register, and associations (Rasouli & Jafari, 2016).

Consequently, research consistently addresses which elements of the word need to be studied. On this matter, Duan (2018) stated that vocabulary acquisition must include recognition of the word but also there needs to exist the ability to produce the word correctly. Harmen and Wood (2018) used the term "application" of the word. For these reasons, the study considered the number of words, the spelling, and use in context of vocabulary, in order to measure vocabulary acquisition.

Writing to an Electronic Pal (E-pal)

According to Dalton and Grisham (2011), there is not a definitive strategy to integrate technology in vocabulary instruction. However, the authors recommend to first analyze the

needs of the students and the technology available. Similarly, they suggest using apps and engaging in several interactive tasks in order to learn vocabulary.

Digital tools foster vocabulary learning in students. For instance, these tools provide context in which students can learn about words in a much more enriching way (Dalton & Grisham, 2011). In addition, technological tools create rich, varied language experiences when used independently by students (Nisbet & Austin, 2013). In other words, vocabulary learning may be boosted by using the words through digital tools.

The focus of the e-pal strategy is providing interaction. According to Alghamdi (2019), students prefer working with other classmates to finish a task. The author later discussed that interaction leads to meaning negotiation of new vocabulary. Similarly, on the subject of interaction, Harmen and Wood (2018) recommended engaging students into group written tasks in order to learn vocabulary. Finally, Patton, Hirano, and Garrett (2017) found that e-pals give students a similar experience and students may notice some of their own mistakes when classmate are sharing.

In this study, writing is a beneficial way of using the vocabulary. On the one hand, through writing, individuals communicate their thoughts and interact with others (Taki & Fardafshari, 2012). On the other hand, writing on computers constitutes a great support for students: they reduce their mistakes, increase the quality of writing, and are given opportunities to learn from each other (Grejda & Hannafin, 1992).

Other authors believe that computer-based writing complemented with technological tools gives students opportunities to establish communication processes, interact with peers and teacher, discuss and comment on topics, perform communicative tasks, and correct each other's mistakes (Algraini, 2014). Furthermore, students produce longer texts and the writing quality is usually better when they use computers and technological tools (Zawilinski, 2012).

Perception on Digital Tools

Opinions from students vary regarding the effect of technology in learning. Students may say that even though technological tools contributed to their participation grade, they also perceived them as having no relevant impact (Deni & Zainal, 2015). In other words, digital tools were not highly determinant on the learning process.

Despite studies that have been conducted to determine the real impact of web tools on enhancing students' vocabulary, there is no compelling evidence. Furthermore, there has been no reported study that would share the impact of Padlet on students' learning of words to improve writing skills.

Padlet as an Educational Resource

Padlet is a digital tool with several positive features. Through this tool, users can interact with each other and use it as a platform for social networking (Wulandari, 2018). Moreover, the author stated that Padlet can be used in the educational field. Specifically, using Padlet in foreign language lessons has proven to be effective in fostering learning in students by increasing their interest (England, 2017).

Similarly, the tool is considered engaging due to its virtual content. Padlet replicates the feeling of a bulletin board where digital content is posted by anyone, for anyone, from anywhere (England, 2017). Padlet allows people to argue or discuss certain topics and use multimedia elements to enhance their words (Algraini, 2014). In addition, Padlet has virtual walls which function like white boards where words can be written and images or files can be uploaded (Deni & Zainal, 2015).

Another positive aspect is that Padlet is simple to use. It is a tool that can be implemented by any teacher, even if they are not experts on using computers; students of all ages, students of any language level and varying levels of computer knowledge (Nagamani,

2016). Moreover, Padlet can be installed on any mobile device and used anywhere with an internet connection (Deni & Zainal, 2015).

Padlet has other benefits as an informative tool. The online resource serves as an environment where students can find information and access content in and out the classroom (England, 2017). Consequently, web applications like Padlet may enhance learning in language settings as students are naturally attracted to technology (England, as cited in Ali & Jabar, 2016).

Innovation

This section describes the stages of the study's implementation. First, the author explains what the innovation consisted of. Second, the implementation is described and how it was conducted.

The study consisted of working on an e-pal written activity with a peer to improve vocabulary knowledge. The e-pal is an electronic friend with whom they communicated through Padlet. The students chose their e-pal among their classmates to work with in the activities and contents of the lesson plan (Appendix A). The activities required that students use the target vocabulary by expressing ideas through written tasks.

English classes were held twice a week, two hours per class for three weeks, which means a total of twelve face-to-face class hours in six lessons. In these learning hours, the students had to work with the Padlet. In addition, students worked autonomously on vocabulary assignments for an equivalent of twelve hours. For example, students solved the activities and their classmates were able to read them and interact in class.

Although writing is the final task, it is not a variable of the study. This research measured three components of vocabulary knowledge, which were the number of words used, vocabulary use in context, and the spelling of words. The tasks involved producing sentences,

giving opinions, answering questions, and replying to their peers using the target words. These activities were opportunities for meaningful interaction and communication among the students.

Students wrote to their e-pal asking questions and answers about the assignments that the other had created. The interaction happened through comments and replies on their peers' production. This fact allowed the students to establish processes of communication by giving opinions on how difficult, helpful or interesting the activities were as well as clarifying ideas about their own and their partner's tasks, all of these in real contexts.

The activities scaffold to a longer piece of writing, which involved writing an email as proof of their progress in vocabulary acquisition. The tasks and exercises progressively included the target words and expressions (Appendix B). The list of target words were available in one of the sections of the Padlet file created by the teacher. Students had access to the vocabulary, they were able to read the meaning, and they could find links to practice the words with the assignments.

The students created exercises to be solved by their e-pals taking as models the ones provided by their teacher. The teacher had the role of detecting and guiding the effective use of the words. Padlet was the tool that facilitated the writing process for the purpose of learning words. Finally, students had to produce an informal email to their e-pal with the aim of using the target words following a rubric (Appendix C).

Students wrote an email that included paragraphs where they described themselves, wrote about their family tree with their relatives' professions, and described their own hobbies as well as their preferences. The process of writing involved a first draft of the emails; the students identified mistakes, they edited their work and finally uploaded their final work to Padlet so that their e-pal could read and write a reply.

The teacher's role was given in three aspects. The first one was selecting the target words according to the students' level and needs. The second one was providing the list of words with their corresponding definitions to students for future practice as well as designing the activities that were displayed on Padlet. The third one was mainly to be the guide in the learning process. In other words, the teacher set the rules for the activities, gave clear instructions, clarified any doubts from students, and gave feedback on the students' performance and work.

Methodology

This action research followed the guidelines of Ravid (2014), who suggested that teachers should use the same everyday classroom when implementing a study. Another suggestion is implementing a solution with the respective measurement of effectiveness. This study included both qualitative and quantitative data that later was tabulated and analyzed in order to draw conclusions and give recommendations.

Ethical standards were considered before the study. Students were informed that they would be subjects of a study and agreed on participating verbally. On the first day of the study, the students signed a consent letter which stated that it would bring benefits to the class by giving them a specific measure of what they know and what they are learning.

Participants

Participants in this action research comprised 40 students from an Ecuadorian state university. They were in the first semester of the first year of an English program for higher education. Most of the students, 60% of them, were born and lived in the surrounding cities or areas of Milagro.

The students' age ranged between 18 and 22 years old. Most of them were female students, which was 83%, and the rest were male. The great majority of students (83%) had a

low technology knowledge, and the others (17%) had an intermediate level of knowledge of how to use technology.

The English level of most of them at the moment of the study was A2 according to the competences that they showed from the standards. Test results indicated that students had low vocabulary levels. Observations of students working in class revealed that there was almost no participation due to problems they found when trying to use vocabulary appropriately.

Instruments

The last stage of this innovation implied using instruments to collect data. The first day, a demographic survey (Appendix D) was applied to gather personal information about the students. Then, a pre-test (Appendix E) was applied, which was writing an email about their personal information in three aspects; 1) using their own information, 2) using their family's information, and 3) writing about their preferences. This writing pre-test is based on the standards from University of Cambridge (2011): to write short and simple descriptions in an informal email. The same rubric (Appendix C) is used for the pre and post-test.

On the last day of class, the students took a post-test (Appendix E), which was the same pre-test they had previously taken in the first class. The researcher analyzed the students' progress in vocabulary acquisition by comparing the initial and final results from the rubric. Additionally, students took a Likert-type scale survey (Appendix F) on their perspectives towards working with an e-pal and the impact on vocabulary knowledge. Finally, students filled in a questionnaire with open-ended questions (Appendix G) where they wrote their opinions on how effective they perceived vocabulary acquisition with the help of the technological tool Padlet.

The research question number one, *1. To what extent does interaction with an e-pal enhance vocabulary in EFL students?* sought to measure the students' knowledge and use of

vocabulary. In this research, the measurement of enhancing vocabulary is proved by using an email as a test with the help of a rubric, which measured vocabulary acquisition through writing.

For this study, the students were asked to write a short and simple description of themselves in an informal email. For this purpose, the students received a rubric (Appendix C) which specified the parts of the email and the groups of the target words that had to be included in each paragraph. Additionally, the rubric included the number of target words used, the correct use of those words, and their spelling. Although the rubric included the format of an email, this was not measured or analyzed in the data of the innovation.

The scores were limited to how many words from the vocabulary students used, the spelling, and appropriate vocabulary use. Particularly, the spelling of words and vocabulary in context were scored with the number of misspelled words or words used incorrectly in the whole text.

The research question number two, *2. What are the students' perspectives towards the innovation?* aimed to measure the students' perception of working with an e-pal and its impact on vocabulary use. Students took a Likert-type scale survey (Appendix F) with ten statements. The document presented five options and students had to mark the one that was in accordance with their perception. The scale was: 1) Totally Disagree, 2) Disagree, 3) Indifferent, 4) Agree, and 5) Totally Agree. The survey obtained a Cronbach Alpha of 0.78, which means that the instrument is reliable.

Finally, more information was collected through a questionnaire (Appendix G) with ten open-ended questions to know in more detail about students' opinions on e-pal strategy, use of Padlet, and vocabulary learning. The researcher considered the students' English level, for

this reason, the questions were in English and in Spanish so the students could understand the questions well. They were allowed to answer in Spanish.

Data Analysis

The information that was collected from students was related to three areas: demographic, vocabulary use in writing, and students' perception of this implementation. The information was collected before and after the implementation in the case of the tests. These data were compared and analyzed to get the results of this study. The survey was applied at the end of the implementation, as well as a questionnaire with open-ended questions.

The first stage for collecting data was done through a demographic survey, which served to know important personal information of the students subjected to this study. For obtaining the results from the demographic survey, code numbers were assigned to the options in this survey. For example, to know the student's access to technology, a *Yes* answer has number one (1) as code, and a *No* answer has number two (2) as code. This step allowed the researcher to enter and tabulate the data through the program Statistics Package for the Social Studies (SPSS).

Other measures were taken during the study. The SPSS was used to obtain the reliability of the survey, and the significance of the innovation (p-values). In addition, the results from the vocabulary-in-context test were collected: the researcher graded each test with the rubric and then recorded the score in the SPSS. Finally, the Cohen's *d* was obtained using the mean and the standard deviation for the pre-test and the post-test.

Results

This section shows the statistics results of this study. For this reason, tables that contain the averages of the instruments that were used are included. The data in the tables are related

to how the research questions respond to this study. These data come from the values obtained in the SPSS program and later a corresponding explanation of the results is described.

Question 1: To What Extent does Interaction with an E-pal Enhance Vocabulary in EFL Students?

For research question 1, the rubric reflected the increase in vocabulary use and the reduction of errors on vocabulary-in-context and spelling. Based on the scores of the pre and post-tests, students increased the amount of vocabulary use and lowered their errors.

The results of Table 1 show that over the course of the innovation, students used more of the target words. N represents the number of participants, which in this study was 40. The value of the mean differed from both tests. By comparing the pre and post-tests, a higher mean is evident from pre-test (14.85) to post-test (86.33). There was an increase of 57% in use of vocabulary. In addition, the result for Cohen's d is 0.30, which means that this research study can be "considered educationally meaningful" (Christensen, Knezek, Alexander, Owens, Overall & Mayes, 2015).

Table 1

Results of The Pre and Post-Test on Target Word Use

Variable	N	Mean	Std. Deviation
Pre-test target word use	40	14.85	2.29
Post-test target word use	40	86.33	3.18

There is also a variance for vocabulary-in-context errors. In Table 2, the values for the mean differed. The mean for the pre-test (4.88) is higher than the post-test (3.18). Considering that the values are based on the number of errors in vocabulary-in-context, a decrease in the

mean is favorable. Students decreased the errors by 35%. The result for Cohen's *d* is 0.67, which denotes a large effect size.

Table 2

Results of the Pre and Post-Test on Vocabulary-in-Context Errors

Variable	N	Mean	Std. Deviation
Pre vocabulary-in-context errors	40	4.88	2.54
Post vocabulary-in-context errors	40	3.18	2.50

The results for the pre-test and post-test on spelling errors varied. In Table 3, the mean in the post-test (0.88) is lower than the one in the pre-test (1.93). The values show the errors that students made in spelling. For this reason, a decrease in the mean is a positive result. The result for Cohen's *d* is 0.77, which implies that the measure is statistically significant in education (Cheung & Slavin, 2016).

Table 3

Results of the Pre and Post-Test on Spelling Errors

Variable	N	Mean	Std. Deviation
Pre Spelling errors	40	1.93	1.70
Post Spelling Errors	40	0.88	1.20

Other statistical values provide more information about the results. For example, *p* values for the three variables reveal that the study is significant. For spelling, vocabulary-in-

context and number of words used, the p value was *0.00* which translates to a non-existent

possibility of the results not happening in other studies (Goodman, 2008).

The standard deviation (SD) in the three tables show the dispersion of the values from

the mean. It is a positive sign that the values from pre and post did not vary greatly, and were

low. According to Maggin, Cook, and Cook (2019), low SDs suggest that the data does not

fluctuate dispersedly.

Question 2: What are Students' Perspective towards the Innovation?

For research question 2, students took a survey where the statements reflected how the

e-pal strategy to collect information was applied to students. It was related to the students'

perception of working with an e-pal and its impact on their learning process. The survey

followed a Likert scale with five options in ten statements. The results are shown in

percentages and there is a corresponding explanation in the following paragraphs.

Table 4

Results for the Likert Type Survey in Percentages

Statements	Answers in percentages				
	Totally Disagree	Disagree	Indifferent	Agree	Totally Agree
1. Working with my e-pal was motivating to me.	5%	5%	10%	35%	45%
2. Working with my e-pal helped me to learn new words.	2.5%	7.5%	7.5%	47.5%	35%
3. Working with my e-pal allowed me to improve the spelling of words.	5%	5%	2.5%	57.5%	30%

4. Working with my e-pal promoted my participation in English lessons.	0%	2.5%	10%	42.5%	45%
5. Working with my e-pal gave me the confidence to write.	0%	2.5%	2.5%	60%	35%
6. Working with my e-pal allowed me to use the target words in writing tasks.	0%	0%	7.5%	52.5%	40%
7. Answering my e-pal's questions allowed me to recycle words continuously.	0%	0%	7.5%	55%	37.5%
8. My e-pal's feedback allowed me to improve my writing skill.	0%	2.5%	10%	60%	27.5%
9. Commenting on my e-pal's work allowed me to reinforce my writing skill.	0%	0%	0%	52.5%	47.5%
10. It was a great experience to work with an e-pal to develop language competence.	0%	2.5%	5%	45%	47.5%

There are positive answers to the statements reflected in the survey. The results showed high percentages in e-pal, spelling, and participation elements in Table 4. There are more than 80% of students who think that working with their e-pal was motivating, that working with their e-pal helped them to learn new words, and allowed them to improve the spelling of words. Furthermore, 87.5% of students think that working with their e-pal promoted their participation in English lessons.

A considerable number of students (95%) felt confident to write when working with their e-pal. Most students (92.5%) favored that working with an e-pal promoted the use of

vocabulary in written tasks and that answering their e-pal's questions allowed them to recycle words continuously.

A great number of students (87.5%) reported that their e-pal's feedback allowed them to improve their writing skills. Students (100%) agreed that they reinforced their writing skills by commenting on their e-pal's work. Finally, a great majority of the students (92.5%) agreed or totally agreed that it was a great experience to work with an e-pal to develop language competence.

The questionnaire with open-ended questions showed positive students' rapport. Most students reported that vocabulary is very important for English learning and developing writing skills. Many of the students were convinced that, before the study, they were not able to use vocabulary in writing.

The instrument reflected a favorable opinion towards Padlet. Students expressed that using Padlet helped them to learn vocabulary and that it encouraged their participation in English lessons. A great number of the students found the activities on Padlet as motivating to use vocabulary. They considered that they could improve the spelling of words and found their vocabulary tasks as very meaningful. Finally, almost all of the students expressed that they felt confident in using vocabulary on written activities on Padlet and that working with an e-pal allowed them to develop their writing skills.

Discussion

This section presents a comparison of the results obtained in this study with the literature that supports it, included in the previous sections. There is a brief explanation on how studies in the field of vocabulary and the use of Padlet are related, based on the results of the present study.

Regarding research question 1, *to what extent does interaction with an e-pal enhance vocabulary in EFL students?* working with an e-pal presented positive results which may prove that students benefited from this strategy and increased their vocabulary. The increase in vocabulary, helped students to write better. The results confirm the theory of Nation (2001), who stated that second language learners need to know a large number of words to use the language.

The results of this study also presented an increase in vocabulary use and an improvement in vocabulary-in-context and spelling of vocabulary through written activities. This confirms the theory of Raimes (1985) who stated that written tasks contribute greatly to vocabulary acquisition. Regarding the use of vocabulary, there is a positive relation to the report of Alqahtani (2015) in the sense that vocabulary helped students to communicate.

In addition, results showed the relation of knowledge of vocabulary and language use. It was determined that during the interaction, students improved vocabulary knowledge. This was evident when students were able to use target words, on their own, in an email. There is a significant resemblance to the reports of Harmen and Wood (2018) and Patton, Hirano, and Garrett (2017) who advocated for interactive tasks in vocabulary instruction.

Regarding research question 2, *what are the students' perspectives towards the innovation?* the results from the survey reflected a growth in students' interest in learning vocabulary as a result of working with an e-pal. On this matter, there is a contradiction to the findings of Deni and Zainal (2015) who did not report positive students' acceptance towards the use of technology.

The level of acceptance by students confirms that it was a positive aspect to have both face to face and out of the classroom interaction. This coincides with the report of Baida

(2014), who reported that it is convenient to involve learners in synchronous or asynchronous online cooperation practices with the help of modern online tools.

The results of the questionnaire with the open-ended questions showed that, in general, students were prone to using technology as a means to acquire vocabulary and improve their language competence. This ratifies the results of Dalton and Grisham (2011), who maintained that digital tools provide scaffolds and context in which students can learn about words in a much more enriching way. However, the results reject the theory of Deni and Zainal (2015), whose students did not find technology effective.

Furthermore, the students commented that the use of Padlet as a technological resource kept them involved in the lessons and contributed to their learning. This result resembles the statement of England (2017), who affirmed that using Padlet in foreign language lessons has proven to be effective in fostering learning in students by increasing their interest. Similarly, the results of the present study confirm previous research by Beatty (2013), who claimed that learners who use a computer obtain great results and improve their learning of languages.

Conclusions

The results were positive in the three aspects of vocabulary knowledge: number of words, spelling, and use-in-context. First, the use of e-pal through Padlet boosted the scores from the rubric in the vocabulary post-test compared to the pre-test. Second, the Likert-scale and open-ended survey exhibit that the activities were well-received in terms of using Padlet as a means to acquire vocabulary.

At the beginning of the study, most of the students struggled to finish the tasks. Students were not able to write a paragraph where they shared their thoughts, when it was expected that students use level-specific vocabulary and write a three-paragraph email. The approach of

making students work in pairs with their e-pal sought to provide the students with opportunities to perform interactively and activities through communicative tasks.

The e-pal strategy helped the students to learn vocabulary through Padlet. The students' production in Padlet evidenced their progress in learning the target words since they were able to write their contributions. Students progressively covered several groups of target words that finally let them acquire the necessary vocabulary bank and develop writing to be able to produce an informal email.

The students' final product evidenced that they enhanced their vocabulary in written tasks. In the beginning, during the pre-test, the students used a few of the target words but at the end, in the post-test, they were able to use more target words and wrote a better description of themselves. During the process, positive attitudes were observed from students. The researcher noticed more engagement while working on the tasks. For instance, they were interested in finishing the tasks and asked questions about the use of vocabulary.

There were other positive factors noticeable by the end of the study. The fact of using a list of target words helped the students in their goal to acquire vocabulary and improve their spelling. The use of a rubric for an email that guides the students in their final work was a great support for them.

Before the study, students were not able to write sentences or express ideas by using words correctly due to their lack of vocabulary knowledge. On the contrary, at the end of the study, there was a significant improvement in this area since they could write not only sentences better but also better describe their ideas in the paragraphs of an informal email. In addition, the spelling of words was improved since there were fewer words with spelling errors in the final email than in the first one.

Limitations

Even though the findings reflected a positive result in general, the researcher faced some limitations that affected the process. There were circumstances pertaining to the type of study that need to be considered: time of implementation, students' group size and technological issues.

First, the group was large for a language class; 40 students in this study. Due to the nature of the study, every single student needed a computer with internet but these resources were not available in a regular classroom. For this reason, the researcher had to book the laboratories to be able to teach.

Another limitation was that not all the computers worked well; it was a real challenge for some of the students to work on Padlet. For example, there were hardware problems with the mouse, the keyboard, the screen, etc. Therefore, some students had to share the computers while they were working in class.

The internet was not fast enough to run the application well. There were many times that students found problems with the technological tool Padlet when trying to upload their contributions. This may have been caused by the number of students who were online at the same time working on Padlet. Because of the previous problem, there were times that the application reset and did not let the students continue working.

During the study, there were time class issues that stemmed from technological setbacks. The teacher had to wait for students to be online and in the app to write their contributions. This caused the tasks to take longer to be finished. In some cases, some students did not finish in class time and had to complete the activities at home. For this reason, students took more time than planned. These delays affected the nature of interaction in real time between students and upset students who were willing to do the activities but could not.

Finally, another limitation is the time for the implementation. The study was carried out over a short period of time. There were only twenty-four study hours since it was programmed to cover one unit of study. Students received a total of twelve hours in face-to-face lessons and twelve hours of autonomous work.

Recommendations

Based on the limitations of this study, there are some recommendations that can be taken into account for future similar studies. Considering all the aspects that could have been improved, experience and comments of students has also contributed to the following statements.

There needs to exist a plan for matching students before working together as e-pals. This study included the interaction of students from the same classroom that pretended to be "e-pals" who did not know each other. Although the researcher tried to match the e-pals among students who were not close friends, the students belonged to the same class and it was possible that they knew each other well. For this reason, it is recommended to choose e-pals from two different parallels. This way there would be a real need of writing to get to know each other.

Another recommendation is related to the technological tool Padlet. For this study, the researcher used the free version, which is limited. It would be better to use the version that is paid in order to get the benefits of other features and more speed.

Further research must rely on appropriate technological resources in order to avoid technological problems. In other words, the teacher and researcher need to be knowledgeable in regards of digital tools. Furthermore, there needs to exist a previous preparation of the technological elements. For example, the internet bandwidth must be adequate, the computers

must be in perfect working condition and the number of computers must be in accordance with the number of students.

Finally, this type of study should be conducted for a longer period of time. The aim of the implementation was to provide students with more opportunities to work with other classmates. This interaction must be exercised over a long term period so that it can contribute to obtaining permanent and meaningful learning to students.

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Appendix A

Lesson Plan

Design from Your Goals

Instructional design of units for transfer of learning to real life contexts

Institution:	Universidad Estatal de Milagro
Year of study:	2019
Student description:	40 university students from 18-22 years old.
(include English Level)	Level A2 of the CEFR
Professor:	Miguel Astudillo Quiñonez
Unit title:	All about me
Weeks:	3 weeks
Hours:	24 hours

I. Transfer Goal (Stage 1)

Goal: Students will learn vocabulary on the topics of countries, nationalities, family members, professions, adjectives of mood, and leisure activities.

Transfer Goal: Students will learn vocabulary on the topics of countries, nationalities, family members, professions, adjectives of mood, and leisure activities so that, in the long run and on their own, they are able to write informal emails describing themselves.

Standards the unit will work with:

STANDARD	CEFR LEVEL	SOURCE
Can understand expressions in familiar topics (school, leisure, etc.)	A2	University of Cambridge (2011)

Can produce simple connected text on topics which are familiar or of personal interest.	A2	University of Cambridge (2011)

Breakdown of transfer goal

A. If we see and hear them do this, they CAN transfer this learning.	B. If we see and hear them do this, then they CANNOT (yet) transfer:	C. What I will commit to doing differently in my classroom to ensure my results look like Column A.
Ss are able to use new vocabulary about personal information. Ss can describe their family and their jobs. Ss are able to describe their leisure activities. Ss are able to describe their feelings and moods. Ss can perform efficiently in writing an email to an epal by using accurate language to give personal information.	Unable to use vocabulary about personal information. Unable to describe their family members and their occupations. Unable to describe what they like to do in their free time. Unable to describe the way they feel. Make mistakes when writing an email to an epal.	Create a confident environment to report personal information. Provide Ss with authentic material to describe their family. Present useful material to describe leisure activities. Provide a comfortable learning environment for students. Guide students in the use of technology to send an email to an epal.

II. Summative Performance Assessment Task (Stage 2)

Goal	Write an email for an "e-pal" (electronic pal = a friend who has contact with you through an electronic means) introducing yourself.
Role	E-pals.

Audience	Your e-pal and your classmates.
Situation	You want your e-pal to know some personal information about you.
Performance	Write an email with some personal information about you so that your e-pal can know some details and know more about you.
Standards	Can understand expressions on familiar matters (school, leisure, etc.). Can produce simple connected text on topics which are familiar or of personal interest. Can use appropriate vocabulary to describe information about oneself, family, nationalities, professions, and leisure activities. (University of Cambridge, 2011).

III. Knowledge and skills

What students will need to know	The skills students will need to be able to do
Countries and nationalities. Vocabulary about family members. Vocabulary of professions or occupations. Expressions for leisure activities. Verbs: Love, like, and hate + Verb with "ing" ending. Adjectives for feelings and moods. The format and content of an informal email.	Say people's countries and their corresponding nationalities. Describe one's family and their jobs. Say people's professions or occupations. Describe people's hobbies and what they do in their spare time. Express people's preferences / likes and dislikes. Describe their own states of feelings. Write an informal email with personal information of oneself.

IV. Essential Questions (Stage 1)

Essential questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.

1. What makes an email relevant?	3. Which pieces of information makes people's descriptions interesting?
2. How can I describe people's personal information efficiently?	4. How essential is an email in the process of communication?

Transfer goal: To learn vocabulary on the topics of countries, nationalities, family members, professions, adjectives of mood, and leisure activities so that in the long run and on their own they are able to write informal emails describing themselves.

Abbreviated Performance Task: Write an email describing oneself using personal information.

Learning Activities	Intention	A	M	T
Lesson 1: **Hello, I am Miguel** (2 Hours – face to face + 2 Hours – Autonomous work) Before starting this lesson, as the first step, the Ss will be explained to briefly about this research study. Then, Ss will take a demographic survey. After that, they will take a pre-test of vocabulary use in an email as the first research instrument which will let the researcher identify students' vocabulary knowledge. After that, T presents Ss the Padlet application, explains its components, benefits and how to use it in face to face lessons and in autonomous work as well as the way they are going to work in the next six lessons. Then, T will explain that **on Padlet** the Ss will find the Application Quizlet, which will let the Ss work autonomously. The Ss will be encouraged to work autonomously on Quizlet since they will learn the definitions of the target words and be able to practice the spelling and pronunciation of those words. Ss will be informed that Quizlet is an essential component in	Hook Initiating			

their Padlet in order to get good learning results on this research.				
Then, T will explain to Ss that most of the activities are going to be worked and addressed to an e-pal who will communicate and interact with them. Then, T will present the pairs of e-pals.				
<u>Lesson Opening</u>	Developing			
Brainstorming of the days, months, and dates for the next holidays in Ecuador from the present date until the end of the year. T asks a few volunteers to write them on the board by taking turns. Examples: Carnival, holy week, The battle of Pichincha, the day of independence of Guayaquil, etc. After that, T divides the Ss in groups of five, sets a limit of time and asks them to write down as many holidays with their corresponding dates and seasons when they are celebrated.				
<u>During the Lesson</u> (**On Padlet**)				
After that, in the classroom, Ss will work in teams of five by playing a guessing game **on Padlet** in an interactive way. (Guessing Game: Guess my holiday)				
On Padlet, by taking turns, one team (A) writes clues of one of the holidays they wrote down in the previous activity for the other teams (B, C, D, ect.) to guess by asking and answering yes/no questions as in the following example:				
A: Is your holiday only celebrated in Ecuador? B: No				
A: Is your holiday celebrated around the world? C: Yes				
A: Is your holiday celebrated in Summer? D: No				
A: Is your holiday celebrated in Winter? E: Yes				
A: Is your holiday celebrated in January? D: No				
A: Is your holiday celebrated in December? F: Yes				

A: Is your holiday New Year's Eve?　　　　B: No A: Is your holiday Christmas?　　　　B: Yes, it is Then, T asks a S to be a volunteer to model the next activity with him by asking and answering personal questions to find out as much as their partners. Example: A: Hello / Hi　　　　　　B: Hello / Hi A: What's your name?　　　　B: My name's Miguel A: Do you like your name?　　B: Yes A: How old are you?　　　　B: I'm 18 A: Which month were you born?　B: In October A: Which season is in October?　B: Summer A: What's the weather like in October in Ecuador? B: In October it's usually cold and windy. Then, T asks the Ss to work in groups of five by saying their names, ages, and months when they were born as well as the season of their month of birth and what the weather is like in those months as in the previous example. Closing the Lesson Then, **on Padlet**, all the Ss will write to their **e-pals** about the information of their partners in the groups they worked before by reporting a summary of the information they got. Then, they have to read their **e-pals'** information about the same work and comment how similar or different their pieces of information are For example, they will have to write how many were male and female, in which months they were born, how many are 18 or 19, how many were born in summer or in winter, how many like or don't like their names. Example: Report about my partners	Formative assessment Review Formative assessment			

1. In my group, three of my partners are girls and 2 are boys. 2. Two of them were born in June, one was born in January, and two were born in December. 3. Two of my partners have their birthdays in summer and three celebrate their birthdays in winter. 4. Three of my partners like their names but two of them don't like their names. As homework: **(On Padlet)** 1. **On Padlet**, Ss will have to look at two examples of exercises, A) completion of words and B) unscramble the words. Examples: A) Complete the words with the missing letters. 1. S _ _ _ r _ _ y Answer: __**Saturday**__ B) Unscramble the letters to form a word. 1. N – R – W – E – I - T Answer: ___**Winter**__ Laboratory T will divide the Ss in groups of five and assign the groups a number. Then, the Ss will have to work collaboratively to create five exercises of each one, similar to the ones in the examples by using the list of the target words that is provided on Padlet (days, months, seasons). Once the exercises are ready, the groups will upload the exercises to **Padlet** and the other groups will solve them on it so that all the Ss practice the spelling of the target words. Finally, **on Padlet**, the Ss will write and comment to their **e-pals** which exercises they found easier and more difficult to solve.	Hook Initiating,			

Then, **on Padlet,** with their **e-pals**, they will write to each other wh-questions and answers with the target words. Then, based on the previous answers, they will continue interacting with other follow-up questions (activities they do on those days, months and seasons, as well as their favorites, etc.) Examples: A) 1. Question related to "Saturday" as a starting point. 1. What do you usually do on Saturday? 2. Which is your favorite day? Why? 3. Who else in your family likes "X" day? Why? B) 1. Question related to "winter" as a starting point. 1. Where do you frequently travel in winter? 2. What do you usually wear in winter? 3. Which is your favorite season? Why? **Lesson 2**: **He is from Argentina, he is not Spanish**. (2 Hours – face to face + 2 Hours – Autonomous work) <u>Lesson Opening</u> T elicits Ss oral participation by asking them personal questions about their favorite countries or the ones that they would like to visit one day. Then, T encourages Ss to say as many famous people as they can, their professions, and the countries where they were born. T asks a few volunteers to write each word on the board as a web. Examples: 1. Christiano Ronaldo. He's from Portugal. He's Potuguese. 2. Shakira. She's from Colombia. She's Colombian. <u>During the Lesson</u> **(On Padlet)** Activity 1: (Describing a famous person)	Developing Formative assessment			

On Padlet, T will display pictures of some famous people. The Ss will identify them and by tossing a small ball, they will take turns to say their names, the countries where they were born, their nationalties, and their jobs or professions.			
T introduces the next activity and lets the Ss notice how the structures of simple present with the verb to be works by using famous people's information, based on the previous examples.			
Example:			
T starts the activity by tossing a ball to student A, who catches it and says…			
A: She is Jennifer Lopez.	Review		
Then, student A tosses the ball to student B who catches it and says…..			
B: She is from the USA.			
Then, student B tosses the ball to student C who catches it and says….			
C: She is American.			
Then, student C tosses the ball to student D who catches it and says….			
D: She is a singer.	Formative		
Then, student D tosses the ball to student E who catches it and says….	assessment		
E: She is about fifty years old.			
Once they finish with the first famous person, the activity continues with the other famous ones displayed on Padlet.			
Then, **On Padlet**, T will display a table with the names of some famous people as well as some empty grids to			

be filled with information about them (Famous people chart).

Then, the Ss will have to work with their **e-pals** on a piece of paper by copying the table that is being displayed **on Padlet** and completing it. Once they finish, they will compare their tables with the ones from other pairs of partners and complete them if necessary by giving peer feedback and doing selfcorrection.

Activity 2: (Famous people chart – **On Padlet**)

FAMOUS PEOPLE CHART			
Person	**Occupation**	**Country**	**Natioanlity**
Jefferson Pérez		Ecuador	
Gloria Estefan			Cuban
Daniel Radcliffe (Harry Potter)	Actor		
Leonardo Da Vinci			Italian
Steven Spielberg		USA	
Albert Einstein		Germany	

Closing the Lesson

Activity: Guessing Game - Who am I? - **On Padlet**)

On Padlet, the Ss think of a name of another famous person to pretend that they are that person and play a guessing game called Who am I? with their **e-pals.** For this, they have to write as many yes/no questions to their **e-pals** who only writes "yes" or "no" as answers, until their e-pal guesses who they are. Then, they

Review

Formative assessment

Hook

change their roles and do the activity again by guessing who the other e-pal is as a famous person. The interaction begins with one of the students writing a simple clue and let their **e-pals** write as many Yes/No questions and answers as follows. Example: A: I am a famous man who usually travels for work. B: Are you a singer? A: No C: Are you a sportsman? A: Yes D: Are you a tennis player? A: No E: Are you a soccer player? A: Yes F: Are you from Brazil? A: No G: Are you from Argentina? A: Yes H: Are you Lionel Messi? A: Yes, I am.	Initiating		
As homework: Jobs descriptions on Padlet **In class - on Padlet**, Ss will see two examples of sentences that describe two jobs without naming them. Ss have to figure out which jobs those people have and write the answers **on Padlet**. After that, T will divide the Ss in groups of five and assign the groups a number so that they can work collaboratively. Then, **at home**, the Ss will write five decriptions of jobs. Ss should write first on a piece of paper, using the list of the target words that will be provided on Padlet (jobs, professions, occupations). Once the descriptions are ready, the groups write them **on Padlet** and the other groups will have to guess and comment the answer. Examples:	Developing		

1. My sister is a person who works in an office by typing documents, getting and responding emails and answering the phone. Answer: S_____ (Secretary). 2. My cousin is a person who plays a musical instrument that has keys and a lot of people like to hear. Answer: P_____ (Pianist). The final task, **on Padlet**, the Ss will comment to their **e-pals** which job descriptions they found difficult to figure out. Then, **on Padlet**, they will write questions to each other in order to know which job or profession their **e-pals** would like to have and why, just in case they were not studying their current career. They will also interact with their **e-pals** and write questions and answers with their opinions about which professions they think are the best or more interesting at this time. **Lesson 3**: **Mike's father is an engineer.** (2 Hours – face to face + 2 Hours – Autonomous work) Lesson Opening T elicits Ss oral participation by asking them personal questions about their family. Do you have a large or a small family? How many of them are male / female? (men / women) Do you have a father / mother? Do you have a sister / brother? Does your father / mother have a brother / sister? Does your uncle / aunt have children? During the Lesson **On Padlet**, T displays a family tree for the Ss to see and identify its family members. This family tree has	Reviewing Developing Reviewing			

only names of the people in that family but there are some empty boxes to be filled with the relationship they have in that family (brother, cousin, father, etc.). Then, T divides the Ss in groups of five and asks them to work on a piece of paper by writing in the boxes the family members. Once they finish, they will compare their answers with the ones from the other groups and complete them if necessary by giving peer feedback and doing selfcorrection.	formative assessment			
Then, **on Padlet,** all the groups will have to write: A) Five sentences about the relationship of the family tree they completed before using possessive ('s). B) Three questions about the relationship of the people in that family for the other groups to answer by addressing the questions to a specific group to answer.	formative assessment			
Examples: A) 1. Martin is Sally's brother. 2. Sally is Martin's sister. B) These questions are for Group three to answer. 1. Who is Mike's father? 2. Is Martin Mike's father?	closing			
After that, **on Padlet**, all the groups will check and write comments of the answers they had for their questions, if they were correct or incorrect and if necessary they write any clarification or correction.				
Closing the Lesson T asks the students to work in pairs (**not with their e-pals**) and interview one another in order to get as much information about their families as they can. After that, **on Padlet**, each student writes to their **e-pals** at least five sentences that they remember of their	Hook			

partner's family and comments about anything they found interesting or amazing as well as some questions for them to answer. Then, Ss will have to read their **e-pal's** sentences, comments, and questions so that they will have to answer them and also write any clarification if necessary. As homework: (Famous people's family tree) **On Padlet,** as a model for the assignment, T will display an extract with information of a famous person and their family members (Kim Kardashian), as well as a picture of her family tree so that the Ss are able to identify Kim's family members and their relationship with one to another. Then, T asks the students to work in pairs, with their **e-pals** but each one has to search for a famous person's life and write about it **on Padlet** so that each **e-pal** can read the information and create a family tree from that information that was provided by their **e-pal**. After that, **on Padlet**, they both have to upload the family tree that they designed and write a brief description of that famous persons' family and then address it to their **e-pal** so that they can check it and if necessary ask for corrections. Finally, **on Padlet**, they will have to check their **e-pal**'s work, agree or disagree and do peer feedback by writing comments about their work as well as any interesting information they found of the famous person they wrote. In addition, **on Padlet**, they will also have to search more of the famous person's life that they wrote about and add some new information that was not provided	initiating, Developing			

to them by their **e-pal** and compare it. They comment to each other on the different pieces of information they have.	Formative assessment			
Lesson 4: My ideal classroom has… (2 Hours – face to face + 2 Hours – Autonomous work) <u>Lesson Opening</u> T elicits Ss oral participation by pointing at some classroom objects and asking the Ss to say their names. T divides the Ss in groups of five and asks them to write down on a piece of paper as many classroom objects as they can in three minutes. After that, they will switch their papers and let the other groups check and correct any spelling mistake they could have had by giving each other peer feedback and selfcorrection.	Review			
<u>During the Lesson</u> (Game: Tic – Tac – Toe) **On Padlet**, T displays a picture / diagram of the game Tic – Tac – Toe with empty grids, which is ready to play so that the Ss will have to copy it on a piece of paper and in pairs, with their corresponding **e-pals**, by taking turns, they will play the game by writing classroom objects in the grids.				
Once they finish, the winners of this Tic – Tac – Toe game will participate in another contest **on Padlet.** **On Padlet** (Memory game – My ideal classroom has..) This time, **on Padlet**, the contestants, taking turns, will have to write progressively as many classroom objects as they can think of the things that their ideal classroom has, repeating the previous ones and adding one more in each participation. Example: One student starts by writing……	Formative assessment Closing			

A) My ideal classroom has ____a television____ Then, another student continues writing…. B) My ideal classroom has _a television and a desk__ Then, another student continues writing…. C) My ideal classroom has _a television, a desk, and a computer, ……. and so on The activity continues until the last contestant keeps on playing and the other ones are eliminated. The contestants who will be eliminated are the ones that don't start writing a word within five seconds,the ones who repeat a word that has been previously written or if they make spelling mistakes when writing. The other students' roles who are not participating at that moment in the contest is of being the judges. The ones who check the correct spelling of the words and they also decide if the words can be considered or not as classroom objects to validate them. Closing the Lesson (Descriptions of my personal belongings – I have something that….. **On Padlet**) T will divide the Ss in groups of five and lets Ss play a game **on Padlet** with the target words by describing them through clues that are written so that the other students have to identify which words they are. Then, T models the activity and tosses a ball to a student in the first group. After that, T writes a clue of a word so the student who catches the ball has to write **on Padlet** what that object is. If the S does not know the answer or writes an incorrect one, he/she has to toss the ball to a S in another group and the S who catches the ball has to write his/her answer. The activity	Hook Initiating			

continues until someone answers correctly. Then the S who wrote the correct answer has to write a clue for another word and tosses the ball to a student in another group so that he/she identifies the word and writes the answer **on Padlet**. Ther activity continues with some other words by following the same pattern. Example: (I have something that………) The teacher starts the activity by saying…… I have something that I usually keep in my wallet, it has some numbers, and I use it to identify myself. S1: It's a credit card.　　　T: No, it isn't. S2: It's an ID card.　　　T: Yes, it is. Then, S2 writes the clue and the answer **on Padlet** S2: I have something that I usually keep in my wallet, it has some numbers, and I use it to identify myself. Answer: It's an ID card. Then, S2 writes a clue for another word **on Padlet**. I have something that I keep in my backpack, it has a cap, and I use it when I write on the board. S3: It is a pen.　　　S2: No it isn't. S4: It's a marker.　　　S2: Yes, it is. Then, S4 writes the clue and the answer **on Padlet** S4: I have something that I keep in my backpack, it has a cap, and I use it when I write on the board. – Answer: It's a marker. After that, S4 writes a clue for another word, and so on, Finally, **on Padlet**, the Ss will comment to their **e-pals** which description was harder for them to figure out and why.	Developing Formative assessment Review			

In addition, their **e-pals** will ask and answer personal questions to each other about their belongings by writing on **Padlet.** Examples: (personal questions about previous answers) 1. Where do you keep your ID card? 2. What color marker do you prefer?.......and so on As homework **(On Padlet)** (What I have, what I don't have, and what I want to have). **On Padlet,** the Ss will work in pairs with their **e-pals** by writing to each other, six sentences about their personal belongings by describing what they have (2), don't have (2), and what they want to have (1). Example: 1. I have a computer. 2. I have a backpack. 3. I don't have a printer. 4. I don't have headphones. 5. I want to have a laptop. 6. I want to have a desk. Then, **On Padlet**, the Ss will have to read their **epal's** sentences and write to each other by asking and answering questions that caused them curiosity. Examples: 1. Why don't you have headphones? 2. Are you planning to buy a laptop? 3. Do you like your computer? 4. What color is your backpack? 5. How big do you want your desk to be? **Lesson 5: I usually get nervous when I take a lesson**. (2 Hours – face to face + 2 Hours – Autonomous work)	Formative assessment Developing Formative assessment			

Lesson Opening				
On Padlet, T displays a set of pictures of people showing different states of feelings and lets the Ss identify them by saying their corresponding adjectives.	Closing			
During the Lesson (How do you feel when…..) T elicits Ss oral participation by asking them personal questions about their states of feelings in order to engage them with the topic.	Review			
Examples:				
T: How do you feel when you get a good grade in a lesson?				
Ss: Happy				
T: How do you feel when you get a bad grade in an exam?				
Ss: Sad				
Then, **on Padlet**, T asks the Ss to work with their **e-pals** by taking turns and writing as many descriptive adjectives as they can so that one student writes a descriptive adjective and their e-pal writes their opposite, then they change roles in each turn.				
After that, **on Padlet**, T asks the Ss to work with their **e-pals** and write to each other five personal questions and answer their **e-pal's** questions about different situations. The questions have to be about an adjective that they choose from the list of adjectives they wrote in the previous activity. In addition, the answers have to match with the descriptive adjectives they chose. The questions ask about the way they feel in one or another circumstance. The activity is as follows.	Review			
First, student A asks and student B answers. Then, they change roles.	Hook			

Example: (Activity - When do you usually get……?) Student A asks student B to choose an adjective. Student B chooses the adjective – Angry –. Student A asks: When do you usually get angry? Student B answers: I usually get angry when my friends are late for a meeting. Student B asks student A to choose an adjective. Student A chooses the adjective – Nervous –. Student B asks: When do you usually get nervous? Student A answers: I usually get nervous when I take a lesson. (Follow-up questions **on Padlet**) Later, **on Padlet**, as an extension activity, the Ss continue working with their **e-pals** with additional follow-up questions and answers (minimum three), based on the answers of the previous activity. Example 1: As the answer was related to "meetings". A: 1. Do you have meetings frequently? 2. Which days do you have meetings? 3. Are your meetings long? Example 2 : As the answer was related to "lessons". B: 1. How difficult are your lessons? 2. Do you usually get good grades in your lessons? 3. Which subject lessons are easy for you? After that, T models another activity about people's preferences by using the Simple Present tense + the verbs: love, like, don't mind, prefer, don't like, and hate + Verb"ing". Examples: (T writes some sentences on the board). 1. I love listening to music. My favorite kind of music is salsa.	initiating			

2. I like exercising. My favorite sport is soccer. 3. I hate going to bed late. Activity: (Survey: My Partners' Preferences) Then, **on Padlet**, T displays a form of a survey with five incomplete sentences about the preferences of a person and asks the Ss, first, on a piece of paper, to copy and complete the second part of the sentences. Then, the Ss have to go over the class and ask several partners oral questions about those five sentences. They have to mark the corresponding boxes with a check (√) the "Yes" answers and with an (X) the "No" answers. Examples: 1. Do you love swimming in the sea? 2. Do you like dancing salsa? 3. Do you mind cleaning your room on weekends? 4. Do you like doing the dishes? 5. Do you hate studying on Saturdays? Then, the Ss also ask each other oral questions related to their preferences. Examples: 1. What do you love doing? 2. What do you like doing? 3. What don't you mind doing? 4. What don't you like doing? 5. What do you hate doing?	developing formative assessment			

SURVEY: My Partners' Preferences		
0	**Sentence**	**Yes (√) / No (X)**
1	I love **swimming in the sea.**	
2	I like **dancing salsa.**	

3	I don't mind **cleaning my room on weekends.**										
4	I don't like **doing the dishes**										
5	I hate **studying on Saturdays**										

Closing the Lesson

T asks the Ss to talk to their **e-pals** about the results of their surveys.

Then, **on Padlet** they have to write to each other a report of their surveys by describing a summary of their survey results.

After that, **on Padlet**, the Ss read their **e-pal's** summary and write comments about what they found interesting in their **e-pal's** data and how their survey is alike or different from each other's.

Finally, **on Padlet**, the Ss also have to write to their **e-pals** common things they figured out about them with other partners in their class about the last five questions that follow the pattern as follows:

What do you ….love/like/don't mind…….doing?

As homework (Sentence completion)

On Padlet, T asks the Ss to copy five incomplete sentences and fill in the gaps with an adjective that fits with the situation described. Examples:

1. When I don't have anything to do I feel __**bored**__.

Review

Closing

2. When it's windy outside and I don't have a sweater I feel __cold__.

3. When it's late and my brother doesn't come home from school I feel __worried__.

4. When I see an action movie I feel __excited__.

5. When I am at a party with my friends I feel __happy__.

In addition, they have to write three more incomplete sentences on their own **on Padlet** so that the other classmates can complete them with different adjectives.

After that, **on Padlet**, T asks the Ss to write to their **e-pals** comments about the answers that they received from their classmates in the sentences that had to be completed.

Then, **on Padlet**, Ss have to write questions to their **e-pals** related to the answers that they received from their classmates in order to know more details about them and also to find similar states of feelings of their **e-pals** in the same situations.

Lesson 6: Hi, I'm Miguel Astudillo, your new e-pal.

Lesson Opening

T engages Ss in the activity by asking personal questions about their best friends.

Examples:

1. Do you have a best friend?

2. What's his/ her name?

3. How did you meet him / her?

4. How old is he / she?

5. Where does he / she live?

6. What does he / she do in his / her free time?

7. How often do you see him / her? 8. How do you communicate each other? During the Lesson T explains to the Ss that they are going to identify mistakes in an informal email addressed to a pen pal with the aim of correcting it. T also explains to the Ss that this email and another one that they are going to read will be the models to write their own informal emails to their own pen pals. T presents the first email **on Padlet** and Ss identify the spelling mistakes, the use of target words in the different paragraphs. Ss correct the email. T monitors the activity and clarifies Ss' doubts. T asks the Ss to write a similar email as the one in the previous activity and address it to their **e-pals**. T makes Ss switch their emails with other partners who are not their e-pals to make peer correction. T monitors the writing process and clarifies Ss' doubts. Closing the Lesson Ss work on the edition of their final email. T monitors the activity. Asssignments: 1. Ss upload their emails to **Padlet** without writing the names of their e-pals in them. It means that the emails are not addressed to anybody, but they will have only the author's name. The objective is that the other students can read the emails, identify spelling mistakes and vocabulary use, and suggest their improvement by applying the rules for writing an informal email. Later, T asks the students to check Padlet and download one email from a partner and revise it for a				

possible edition by his / her author. After that, the Ss receive their emails with the suggestions to improve them, make corrections and edit them. T asks the Ss to upload the email to Padlet. At the end of this lesson, a post-test will be applied to identify the students' progress in vocabulary acquisition after having used Padlet as a tool which helps on this purpose. Later, a survey will be applied to Ss with the aim of measuring the impact of Padlet on vocabulary acquisition and its influence on the development of writing tasks. Finally, a questionnaire with open-ended questions will be applied to Ss to know their perception about using Padlet to develop communicative competence by using the English language in real contexts. Link for this PADLET: https://padlet.com/miguel_astudillo/88zw4x9no6yu				

Appendix B

127 Target Words and Phrases for Vocabulary Study

DAYS OF THE WEEK		
Written form - Spelling	**Part of speech**	**Meaning - Definition**
1. Monday (n)	Noun	The first labor day of the week
2. Tuesday (n)	Noun	The second labor day of the week
3. Wednesday (n)	Noun	The third labor day of the week
4. Thursday (n)	Noun	The fourth labor day of the week
5. Friday (n)	Noun	The fifth labor day of the week
6. Saturday (n)	Noun	The day after Friday
7. Sunday (n)	Noun	The day when most people don't usually work or study
8. Weekend	Noun	Saturday and Sunday makes the weekend
9. Weekdays	Noun	The days from Monday to Friday make the weekdays
10 Week	Noun	All the seven days make a week

MONTHS OF THE YEAR		
Written form - Spelling	**Part of speech**	**Meaning - Definition**
1. January (n)	Noun	The first month of year
2. February (n)	Noun	The month of Valentine's Day
3. March (n)	Noun	The month of Women's day
4. April (n)	Noun	The fourth month of year
5. May (n)	Noun	The month of Mother's day
6. June (n)	Noun	The month of Father's day
7. July (n)	Noun	The month of Children's day
8. August (n)	Noun	The eighth month of year
9. September (n)	Noun	The ninth month of year
10. October (n)	Noun	The month of Halloween
11. November (n)	Noun	The month of All Saints
12. December (n)	Noun	The month of Christmas day

COUNTRIES AND NATIONALITIES			
Written form - Spelling	**Part of speech**	**Written form - Spelling**	**Part of speech**
COUNTRY	**(N)**	**NATIONALITY**	**(Adj)**
1. England	Noun	English	Adjective
2. Ireland	Noun	Irish	Adjective
3. Spain	Noun	Spanish	Adjective

4. Turkey	Noun	Turkish	Adjective
5. Chile	Noun	Chilean	Adjective
6. Mexico	Noun	Mexican	Adjective
7. Germany	Noun	German	Adjective
8. Korea	Noun	Korean	Adjective
9. United States	Noun	American	Adjective
10. Brazil	Noun	Brazilian	Adjective
11. Canada	Noun	Canadian	Adjective
12. Ecuador	Noun	Ecuadorian	Adjective
13. Italy	Noun	Italian	Adjective
14. Peru	Noun	Peruvian	Adjective
15. Russia	Noun	Russian	Adjective
16. China	Noun	Chinese	Adjective
17. Japan	Noun	Japanese	Adjective
18. Vietnam	Noun	Vietnamese	Adjective
19. France	Noun	French	Adjective
20. Thailand	Noun	Thai	Adjective

THE FAMILY		
Written form - Spelling	**Part of speech**	**Meaning - Definition**
1. Father	Noun	Your male parent
2. Mother	Noun	Your female parent
3. Husband	Noun	The man to whom a woman is married
4. Wife	Noun	The woman to whom a man is married
5. Brother	Noun	The son of your parents
6. Sister	Noun	The daughter of your parents
7. Son	Noun	A couple's male child
8. Daughter	Noun	A couple's female child
9. Uncle	Noun	Your mother or father's brother
10. Aunt	Noun	Your mother or father's sister
11. Grandfather	Noun	Your father or mother's father
12. Grandmother	Noun	Your father or mother's mother
13. Nephew	Noun	Your brother or sister's son
14. Niece	Noun	Your brother or sister's daughter
15. Cousin	Noun	Your uncle or aunt's son or daughter

PROFESSIONS / JOBS		
Written form - Spelling	**Part of speech**	**Meaning - Definition**
1. Architect	Noun	A person who designs houses and buildings
2. Chef / cook	Noun	A person who does the cooking in a restaurant or hotel

3. Dentist	Noun	A person who repairs people's teeth
4. Doctor	Noun	A person who treats people who are ill
5. Engineer	Noun	A person who directs the constructions of houses, buildings, bridges, etc.
6. Journalist	Noun	A person who writes for newspapers and investigates facts to give news
7. Flight attendant	Noun	A person who helps and attends passengers in airplanes
8. Pilot	Noun	A person who flies airplanes
9. Receptionist	Noun	A person who answers the phone, greets, and welcomes people in an office
10. Lawyer	Noun	A person who defends people with law problems and accuses others of crimes
11. Nurse	Noun	A person who takes care of patients in a hospital
12. Musician	Noun	A person who plays musical instruments
13. Police officer	Noun	A person who catches criminals
14. Sales assistant	Noun	A person who sells things
15. Waiter / waitress	Noun	A person who takes orders and serves people in restaurants
16. Veterinarian	Noun	A person who cures people's pets or animals
17. Teacher	Noun	A person who teaches subjects in a school
18. Singer	Noun	A person who sings and record songs for living
19. Actor / actress	Noun	A person who acts in movies or plays
20. Movie director	Noun	A person who directs actors when filming movies

ADJECTIVES		
Written form - Spelling	**Part of speech**	**Meaning - Definition**
1. Beautiful	Adjective	A person who is very attractive to look at
2. Handsome	Adjective	A man who is very attractive to look at
3. Happy	Adjective	A person that has feelings of pleasure, usually because something nice has happened
4. Sad	Adjective	A person that feels unhappy, usually because something bad has happened
5. Bored	Adjective	A person that feels tired and impatient because they have lost interest in something or because they have nothing to do
6. Excited	Adjective	A person that feels happy especially because something pleasant is going to happen
7. Tired	Adjective	A person that wants to rest or sleep

8. Shy	Adjective	A timid person who does not speak or interact with other people because they feel uncomfortable with the company of those people
9. Calm	Adjective	A person who does not show or feel any worry, anger, or excitement
10. Nervous	Adjective	A person who is frightened or worried about something that is happening and shows this in their behavior
11. Embarrassed	Adjective	A person who feels shy, ashamed, or guilty about something
12. Guilty	Adjective	A person who feels unhappy because they think that they have done something wrong
13.Annoying	Adjective	Someone or something that makes you feel fairly angry and impatient
14. Exhausted	Adjective	A person who is very tired physically and mentally
15 Confusing	Adjective	Something that is difficult for people to know what is happening or what to do

CLASSROOM OBJECTS		
Written form - Spelling	**Part of speech**	**Meaning - Definition**
1. Scissors	Noun	Instrument used to cut things
2. Pencil	Noun	Thin cylindrical pointed writing object
3. Pen	Noun	Instrument for writing with ink
4. Marker	Noun	Object used to write on the whiteboard or for drawing
5. Glue	Noun	Adhesive substance used for sticking objects
6. Board	Noun	A surface where you write on with markers
7. Computer	Noun	Electronic device that receives, processes, and stores data to produce a result
8. Desk	Noun	Piece of furniture that is similar to a table
9. Folder	Noun	Object used for storing files or paper to keep them organized
10. Notebook	Noun	A kind of book with blank pages for recording notes
11. Calendar	Noun	Object used to tell you the days and months in a year
12. Wastebasket	Noun	Basket that is used to put garbage inside of it
13. Clock	Noun	Object used to tell time
14. Pencil case	Noun	Case where you keep your "pens", "pencils", and "pencil sharpeners" inside
15. Pencil sharpener	Noun	Device to give a pencil a sharp point
16.Eraser	Noun	Object used to erase something
17.Ruler	Noun	Tool used to measure length

18. Map	Noun	A drawing of an area such as a city, a country, or a continent, that gives information about it
19. Dictionary	Noun	A book that has the words of a language with their meanings
20. Laptop	Noun	A personal computer that can be taken to any place

VERB PHRASES		
Written form - Spelling	**Part of speech**	**Rest of the phrases**
1. Cook	VERB	Dinner
2. Do	VERB	homework / exercise / sports
3. Drink	VERB	Water / coffee
4. Eat	VERB	fast food / out
5. Go	VERB	to the movies / to the disco / shopping
6. Listen	VERB	to music / to the radio / to salsa
7. Play	VERB	tennis / the guitar / soccer / basketball
8. Read	VERB	a newspaper / a magazine / a book
9. Dance	VERB	Salsa / Reggaeton / electronic music
10. Watch	VERB	TV
11. See	VERB	a movie
12. Send	VERB	a message / flowers
13. Ride	VERB	a bicycle / a motorcycle
14. Make	VERB	a sandwich / dinner / a mistake / friends
15. Have	VERB	breakfast / lunch / dinner / a coffee / a drink / a sandwich

Appendix C

Rubric for an Informal Email

RUBRIC FOR AN INFORMAL EMAIL				
	Description			
Criteria	**3 points**	**2 points**	**1 points**	**Score**
Format (Formato) • Encabezamiento de un correo • Saludo informal • Frase de cierre • Despedida • Nombre del remitente • Email heading • Informal greeting • Closing phrase • Farewell • Sender's name	El correo electrónico sigue el formato de un correo informal e incluye los componentes de la lista The email follows the format of an informal email and includes the components of the list. **(3)**	El correo electrónico sigue en algo el formato de un correo informal e incluye algunos de los componentes de la lista. The email follows in some way the format of an informal email and includes some of the components of the list. **(2)**	El correo electrónico no sigue el formato de un correo informal e incluye pocas de los componentes de la lista. The email does not follow the format of an informal email and includes few of the components of the list. **(1)**	
Introductory paragraph - 1 (Información personal) • Nombre • Edad • Ciudad y país de origen • Nacionalidad • Idiomas que habla • Ocupación • Name • Age • City and country of origin • Nationality • Languages • Occupation	El párrafo describe información personal del estudiante e incluye las palabras requeridas usándolas adecuadamente en contexto. The paragraph describes the student's personal information and includes the required words using them properly in context.	El párrafo describe información personal del estudiante e incluye algunas de las palabras requeridas pero no todas son utilizadas adecuadamente en contexto. The paragraph describes the student's personal information and includes some of the required words but not all of them are used properly in a semantic way.	El párrafo describe información personal del estudiante, pero omite muchas de las palabras requeridas en la lista. The paragraph describes the student's personal information but many of the words required on the list are omitted.	

Body Paragraph - 2 (Familia) • Miembros de su familia • Profesiones de los miembros de su familia • Family members • Family members' professions	El párrafo describe la familia del estudiante e incluye las palabras requeridas usándolas adecuadamente en contexto. The paragraph describes the student's family and includes the required words using them properly in context.	El párrafo describe de alguna manera la familia del estudiante e incluye algunas de las palabras requeridas pero no todas son utilizadas de manera adecuada en contexto. The paragraph somehow describes the student's family and includes some of the required words but not all of them are used in context.	El párrafo describe pobremente la familia del estudiante y omite muchas de las palabras requeridas. The paragraph poorly describes the student's family and omits many of the required words.	
Body Paragraph - 3 (Pasatiempos) • Actividades de su preferencia (con frases verbales) • Pasatiempos, deportes, música, películas, y actores favoritos • Adjetivos descriptivos • Adjetivos de estados de ánimo • Leisure activities (with verb phrases) • Hobbies, sports, music, movies, favorite actors • Descriptive adjectives • Adjectives of feelings	El párrafo describe las actividades de esparcimiento del estudiante e incluye las palabras requeridas usándolas adecuadamente en contexto. The paragraph describes the student's leisure activities and includes the required words using them properly in context.	El párrafo describe de alguna manera las actividades de esparcimiento del estudiante e incluye algunas de las palabras requeridas pero no todas son usadas de manera adecuada en contexto. The paragraph somehow describes the student's leisure activities and includes some of the required words but not all of them are used in context.	El párrafo describe pobremente las actividades de esparcimiento del estudiante y omite muchas de las palabras requeridas en la lista. The paragraph poorly describes the student's leisure activities and omits many of the required words.	

Appendix D

Demographic Information/Información Demográfica

1. **Name (Nombre):** _____

2. **Nationality (Nacionalidad):**_____

3. **School (Escuela):** _____

4. **City (Ciudad):** _____

5. **Parallel/level (Paralelo/nivel):** _____

6. **Religion (Religión):** _____

7. **Gender (Género):** Male/Masculino (   )   Female/Femenino (   )

8. **Ethnicity (Étnia):** _____

9. **Social-economic class (Clase socio-económica):**

   (   ) low-income/bajos ingresos

   (   ) middle class/clase media

   (   ) high-income/clase alta

10. **Age/Edad:**

   (   ) 6 – 11   (   ) 11 - 17
   (   ) 18 - 22   (   ) 23 - 26
   (   ) 27 - more

11. **Language (Idioma)**: Spanish / Español (   )   English / Inglés (   )   Quichua (   )

12. **Marital status (Estado Civil**):

   single / soltero   (a) (   )   married / casado (a) (   )

   widowed / viudo (a) (   )   divorced / divorciado (a) (   )

   separated / separado (a)   (   ) other / otro _____

13. **English level (Nivel de inglés):**

   Beginner / principiante (   )   Basic / básico (   )

   Intermediate / intermedio (   )   Advanced / avanzado (   )

14. **English learning background (place of study, how long, difficulties)**
   Describa su experiencia aprendiendo inglés (dónde, por cuánto tiempo,
   dificultades):

_____

_____

15. **Special needs / Necesidades especiales:**

_____

_____

16. **Other skills / otras destrezas:**

_____

17. **Access to technology / Tiene acceso a tecnología:**

   Yes / Si (   )   No (   )

18. **Access to technology from / Tiene acceso a tecnología desde:**

   Home / casa (   )   School / institución educativa (   )

   Municipality / Municipio (   )   Other/otro: _____

19. **Knowledge about technology / Conocimientos sobre tecnología:**

   None / nada (   )   Beginner / principiante (   )

   Basic / básico (   )   Intermediate / intermedio (   )   Advanced / avanzado (   )

20. **Professional/Employment Status - Estado professional/empleo:**

   Student / estudiante (   )   employed / empleado (   )

   self-employed/independiente (   )   Retired / jubilado (   )

   Unemployed / desempleado (   )

Appendix E

Vocabulary and Writing Pre & Post-Test

NAME:_____ SCORE:_____

COURSE: _____ DATE: _____

WRITE AN INFORMAL EMAIL

Write a three-paragraph email to your e-pal about yourself. Include, in the first paragraph, your personal data such as name, age, city, occupation, where you were born, and nationality. In the second paragraph, describe your family and their professions. In the third paragraph, include your hobbies and other details such as favorite sports, music, movies, actors or actresses, etc.

_____

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Appendix F

Survey for the "E-pal" Strategy
Encuesta sobre la estrategia de un "Amigo por medio electrónico"

This survey is meant to gather your opinion towards working with an e-pal to enhance vocabulary. **This is not a test.** There are no right or wrong answers, but it is crucial to answer in all honesty. Thanks for your acceptance in participating.

Este grupo de preguntas está diseñado para recopilar información sobre su percepción del uso de e-pals como un recurso educativo para aprender vocabulario. **Esto no es una evaluación**. No hay respuestas correctas o incorrectas. Es importante responder cada pregunta con la mayor honestidad posible. Gracias por su colaboración

Name (Nombre): _____ Date (fecha): _____
Course (Curso): _____

Lea los enunciados que están a continuación y **responda con un** (√) según su opinión. Hay cinco opciones para cada enunciado.

Read the statements and answer with a check (√) based on your own opinion. There are five options for each statement that are detailed below.

Statements	1 Totally disagree (Totalmente desacuerdo)	2 Disagree (Desacuerdo)	3 Indifferent (Indiferente)	4 Agree (De Acuerdo)	5 Totally agree (Totalmente de acuerdo)
1. Working with my e-pal was motivating to me. Trabajar con mi e-pal fue motivante.					
2. Working with my e-pal helped me to learn new words. Trabajar con mi e-pal me ayudó a aprender palabras nuevas.					
3. Working with my e-pal allowed me to improve the spelling of words. Trabajar con mi e-pal me permitió mejorar el deletreo de palabras.					
4. Working with my e-pal promoted my participation in the English lessons.					

Trabajar con mi e-pal promovió mi participación en clases.				
5. Working with my e-pal gave me confidence to write. Trabajar con mi e-pal me dio confianza para escribir				
6. Working with my e-pal allowed me to use the target words in writing tasks. Trabajar con mi e-pal me permitió usar vocabulario target en actividades escritas.				
7. Answering my e-pal's questions allowed me to recycle words continuously. Responder a mi e-pal me permitió reciclar palabras continuamente.				
8. My e-pal's feedback allowed me to improve my writing skill. Los comentarios de mi e-pal me permitió mejorar mis habilidades en writing.				
9. Commenting on my e-pal's work allowed me to reinforce my writing skills. Comentar el trabajo de mi e-pal me permitió reforzar mis habilidades en writing.				
10. It was a great experience to work with an e-pal to develop language competence. Fue una gran experiencia trabajar con un e-pal para mejorar mi competencia comunicativa.				

Appendix G

Survey about the effect of Padlet

Encuesta sobre el efecto de Padlet

This survey is meant to gather your opinion towards working with Padlet to increase vocabulary. **This is not a test.** There are no right or wrong answers, but it is crucial to answer in all honesty. Thanks for your acceptance in participating.

Este grupo de preguntas está diseñado para recopilar información sobre la forma en que usted, como estudiante, adquiere el vocabulario y su percepción del uso de Padlet como un recurso educativo para desarrollar competencias comunicativas. **Esto no es una evaluación**. No hay respuestas correctas o incorrectas. Es importante responder cada pregunta con la mayor honestidad posible. Gracias por su colaboración.

Name (Nombre): _____ Date (fecha): _____

Course (Curso): _____

Read the statements and answer in Spanish, if necessary.

Lea las preguntas que están a continuación y **RESPÓNDALAS EN ESPAÑOL** de ser necesario.

1. Elija una opción y explique ¿cuán importante considera usted el vocabulario en el aprendizaje del idioma inglés?
1. Choose an option and explain, how important do you consider vocabulary in English language learning?

a) Mucho (Very)   b) Normal (Average)   c) Poco (A little)   d) Nada (Zero)

_____
_____

2. Elija una opción y explique ¿qué problemas enfrenta usted cuando no sabe o no conoce una palabra en un texto u oración, o cuando usted desea expresar una idea en inglés?
2. Choose an option and explain, what problems do you face when you do not know a word in a text or sentence; or when you want to express an idea in English?

a) No comprendo el texto / I cannot understand a text.

b) No puedo expresar lo que deseo / I cannot express my ideas.

c) Siento frustración del idioma / I feel frustrated.

d) No desarrollo las otras áreas del idioma / I cannot develop other language skills.

e) Otro / Other

_____
_____

3. Elija una opción y explique ¿qué tipos de actividades o trabajos en general considera usted que puede realizar cuando conoce un gran número de palabras de vocabulario?
3. Choose an option and explain, what kinds of activities or tasks in general do you think you are able to do when you know a good range of vocabulary?

a) Puedo entender una lectura / I can read a text.

b) Puedo escribir y expresar lo que deseo / I can write and express my ideas.

c) Puedo realizar mis tareas sin dificultad / I can finish my assignments.

d) Desarrollo las otras áreas del idioma / I can develop other language skills.

e) Otro / Other.

_____
_____

4. Elija una opción y explique ¿cuál es su opinión acerca de utilizar herramientas tecnológicas como un recurso educativo para aprender vocabulario, por ejemplo Padlet?
4. Choose an option and explain, what's your opinion about using technological tools as an educational resource to learn vocabulary; for example, Padlet?

a) Facilitan el aprendizaje / These resources facilitate learning.

b) Motivan la participación de los estudiantes / These resources increase class participation.

c) Te permiten utilizar otros recursos educativos / These resources allow you to use other educational resources.

d) Complementan la instrucción / These resources complement teaching.

e) Otro / Other.

_____
_____

5. ¿Qué ventajas y desventajas pudo usted experimentar al utilizar Padlet?
5. What advantages and disadvantages could you experience when using Padlet?

Ventajas/Advantages:_____
_____

Desventajas/Disadvantages:_____
_____

6. Elija una opción y explique ¿qué elementos de vocabulario usted mejoró utilizando Padlet? Explique cómo estos elementos lo ayudaron a usted a mejorar su habilidad de escritura.
6. Choose an option and explain, which elements of vocabulary did you improve by using Padlet? Explain how these elements helped you improve your writing skill.

☐ **Ortografía / Spelling**   ☐ **Significado / Meaning**   ☐**Acento/Accent**

☐ **Pronunciación / Pronunciation** ☐ **Asociación de palabras / Word association**
☐ **Todas las anteriores / All the previous options**

_____
_____

7. Elija una opción y explique ¿cuán motivadoras fueron las actividades que se desarrollaron en Padlet?
7. Choose an option and explain, how motivational were the activities developed in Padlet?

a) Mucho / Very   b) Normal / Average   c) Poco / A little

d) Nada motivador / Not motivational
_____
_____

8. Elija una opción y explique ¿cuán significativo o efectivo fue su aprendizaje de vocabulario utilizando Padlet?
8. Choose an option and explain, how meaningful or effective was vocabulary learning by using Padlet is?

a) Mucho / Very   b) Normal / Average

c) Poco / A little   d) Nada significativo / Not meaningful

_____
_____

9. Elija una opción y explique ¿el aprendizaje de vocabulario utilizando Padlet fue útil para que usted aumene su confianza para trabajar autónomamente? Sí / No, ¿por qué?

9. Choose an option and explain, did learning vocabulary by using Padlet help you increase your confidence to work autonomously? Yes / No, why?

a) Mucho / Very   b) Normal / Average

c) Poco / A little   d) Nada útil / Not helpful

_____

_____

10. Elija una opción y explique ¿cuán efectivo fue trabajar en parejas (con tu e-pal) para desarrollar habilidades de escritura en Padlet?

10. Choose an option and explain, how effective was working in pairs (with your e-pal) to develop writing skills on Padlet?

a) Mucho / Very   b) Normal / Average

c) Poco / A little   d) Nada efectivo / Not effective

_____

_____