



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Proyecto de Investigación de Titulación previo a la obtención del Título de
Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

“EDUCATIONAL WEBSITES AND VOCABULARY”

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Ambato – Ecuador

2022

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DEDICATION

TO:

God for helping me get here and achieve an important goal. Especially to my dear mother Ximena, all my achievements are by and for her. Her whole life has made an effort to help me, be my support at all times and instill values in me so that all this is possible.

Karen Mabel.

ACKNOWLEDGMENTS

First of all, I thank God for giving me life and health to get to where I am. For being my strength in difficult times and step by step to fulfill each of my dreams.

My mother without her all this would not have been possible, always by my side being my support not to decline.

To my teachers, who throughout my career have given me all their knowledge to be better every day, leaving traces in my mind and heart.

Finally to my friends who have given me not only companionship but also a sincere and loyal friendship.

Karen Mabel.

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: Educational Websites and Vocabulary

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ABSTRACT

The following research is focused on determining the influence of Educational Websites (Educaplay) in English language vocabulary learning. The population that was part of this research was 22 students of 9th level “A” from “Unidad Educativa Sagrada Familia”. The methodology used was a quali-quantitative approach. It was considered qualitative due to a series of interventions carried out in class with the students and with the help of Educaplay. In addition, the results obtained from the pre and post-test were analyzed, this was a test taken from Cambridge called Flyers A2 based on the level of the students. On the other hand, it was also quantitative due to the data that was collected through the aforementioned instruments. The data collected was analyzed using the SPSS software to verify whether the proposed hypothesis was confirmed or denied through the process. The results obtained in the pre-test were considered intermediate because the general average obtained was 5.23 out of 10 points. With this result, the students showed that they had a certain lack of vocabulary. The students had confusion about verb tenses, prepositions, and meaning. To solve the problem, a series of activities that the platform offers were used, such as: Relate columns, Froggy jumps, Crossword, Order words, Complete and Order letters. Subsequently, the post-test was applied and the result was 9.39 out of 10 points. Which showed that the activities used helped students to strengthen the weaknesses identified in the pre-test. In addition, through a survey, the participants mentioned that the activities helped them mainly to improve their pronunciation. In conclusion, this means that the students did improve their vocabulary through the interactive activities carried out in each class with the help of the Educaplay educational website.

Keywords: Educaplay, English vocabulary, standardized test, educational websites, ICT tools.

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TEMA: Educational Websites and Vocabulary

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RESUMEN

La siguiente investigación está enfocada en determinar la influencia de los Sitios Web Educativos (Educaplay) en el aprendizaje de vocabulario del idioma inglés. La población que formó parte de esta investigación fue de 22 estudiantes de 9no nivel “A” de la Unidad Educativa Sagrada Familia. La metodología utilizada fue un enfoque cuali-cuantitativo. Se consideró cualitativo debido a una serie de intervenciones realizadas en clase con los alumnos y con la ayuda de Educaplay. Además, se analizaron los resultados obtenidos del pre y post test, este fue un test tomado de Cambridge llamado Flyers A2 en base al nivel de los alumnos. Por otro lado, también fue cuantitativa debido a los datos que se recolectaron a través de los instrumentos antes mencionados. Los datos recolectados fueron analizados utilizando el software SPSS para verificar si la hipótesis propuesta fue confirmada o negada a través del proceso. Los resultados obtenidos en el pretest se consideraron intermedios debido a que la media general obtenida fue de 5,23 sobre 10 puntos. Con este resultado, los alumnos demostraron que tenían cierta falta de vocabulario. Los estudiantes tenían confusión sobre los tiempos verbales, las preposiciones y el significado. Para solucionar el problema se utilizaron una serie de actividades que ofrece la plataforma como: Relacionar columnas, Saltos de rana, Crucigrama, Ordenar palabras, Completar y Ordenar letras. Posteriormente se aplicó el post-test y el resultado fue de 9,39 sobre 10 puntos. Lo cual evidenció que las actividades utilizadas ayudaron a los estudiantes a fortalecer las debilidades identificadas en el pre-test. Además, a través de una encuesta, los participantes mencionaron que las actividades les ayudaron principalmente a mejorar su pronunciación. En conclusión, esto significa que los alumnos sí mejoraron su vocabulario a través de las actividades interactivas realizadas en cada clase con la ayuda de la web educativa Educaplay.

Palabras clave: Educaplay, vocabulario en inglés, prueba estandarizada, sitios web educativos, herramientas TIC.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Investigative Background

Today, technology is a tool that helps teachers to develop interactive activities in a class. These tools have several benefits for the student and the teacher because are easier to learn and teach as well as reinforce any skills that are lacking in students. For this reason, some investigations were searched to guide the investigation and achieve the proposed objectives.

In the article developed by Bavi (2018) titled “The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level”, the author had 40 participants who were chosen from among 80. Should be noted that only women were chosen and their ages ranged from 8 to 15 years. The students were administered an Oxford rapid placement test to obtain homogeneous groups and determine their competence. Finally, the same population was divided into two equal groups; one was experimental, which means that received instruction, and the other was a control, which was taught traditionally. The methodology of this research was qualitative and quantitative because the data obtained were analyzed and based on a test after the end of the course. The results obtained were very favorable and far exceeded the control group, which makes us understand that being didactic when teaching vocabulary brings benefits to students and better understanding.

Kayaaltı (2018), in the research titled “A Literature Review on the Impact of Online Games in Learning Vocabulary,” mentioned that 5 international articles from Iran, Turkey, and China were studied. The aim was to find the relationship between online games and vocabulary, as well as to see if gender affects the learning of vocabulary through online games. For this reason, the qualitative and quantitative methodology was used as well as the articles investigated, resulting in the learning of vocabulary being more efficient and effective guided by online games compared to learning by memory, even though there was a great difference between men and women because in the case of men obtained better results through online games compared to women.

Karaaslan et al. (2018) mentioned in the research “Students’ Reflections on Vocabulary Learning through Synchronous and Asynchronous Games and Activities” that participants were a group of intermediate-level English learners in the School of Foreign Languages of an English-medium state university. The methodology was quantitative because data was taken from a survey of students' reflections on vocabulary learning experiences through games and digital activities. This study aimed to improve students' vocabulary learning performance in synchronous and asynchronous activities that maintains students' motivation and was expected to improve students' vocabulary learning performance. As a result, a finding was obtained regarding the efficiency of incorporating synchronous and asynchronous learning materials, which suggests that asynchronous work serves to motivate students to perform.

Ojugo and Eboka (2018) developed the research “Assessing Users Satisfaction and Experience on Academic Websites: A Case of Selected Nigerian Universities Websites” at the Effurun Federal University of Petroleum Resources (FUPRE). The methodology was quantitative because the authors compared the scores achieved in each criterion of selected university websites. The objective of this investigation was to evaluate the coexistence and experience that users have with this web-based system. Also as in the previous study, the importance of knowing the opinion of the people who interact with these websites can be seen. Finally, the results collected were that even the best-ranked universities have websites that lack several different areas of usability.

Allison et al. (2019) conducted the research “A Comprehensive Framework to Evaluate Websites: Literature Review and Development of GoodWeb”. Research that aimed to define and review existing methodologies and techniques around the world to evaluate websites and provide a framework of the attributes. In this research, the population studied, in total 69 met the established inclusion criteria. Regarding the method, systematic searches were carried out in electronic databases. On the other hand regarding the results, the researchers mentioned that the extracted data included the type of website, the objective or purpose of the study, the study population that includes users and experts, sample size, environment, the attributes of the websites

evaluated, the process of methodology and the analysis process. Finally, as mentioned above, the studies met the inclusion criteria.

Chen and Hsu (2019) pointed out in the article “The impact of a serious game on vocabulary and content learning” that worked with 66 EFL college students, did pre-tests and post-tests, and asked them to respond to a user survey about a game called Slave Trade that was created only for educational purposes so authors said that the game can be denominated "serious". The methodology used was qualitative and quantitative by the cited instruments, obtaining statistically significant improvements as a result. Finally, the students said that everybody enjoyed the learning experience through this serious game and suggest that language teachers make educational use of serious games.

Khalaf (2019) led the research called “Responsive or Adaptive Educational Mobile Websites: The Impact of Different Designs on Students' Preferences at Jouf University -- Saudi Arabia”. The study was applied to 84 undergraduate students who participated in the main project, divided his students into two groups and each group was made up of 42 students. In the first group, the researcher used the responsive website (RW) while the second group used the adaptive website (AW). Therefore, the methodology used was quantitative to obtain the numerical results according to the experience that the participants had. The results had a notable difference between both groups because group number two had a statistically significant difference. For this reason, the researcher concludes that is so necessary to create awareness regarding the importance of mobile learning, as well as, is important to adapt designs effectively for users.

In another research made by Shabaneh and Farrah (2019) titled “The Effect of Games on Vocabulary Retention”, the authors mentioned that has become a necessity during the century in which we are living. The study was carried out with 20 participants during the first semester of 2018 - 2019. The methodology used was quantitative and qualitative, a post-test and observation were carried out in class to collect data, obtaining as a result, when introducing vocabulary through games there is a big difference when not introducing since the games help the student to retain vocabulary more effectively.

Zou et al. (2019) developed the research called “Digital game-based vocabulary learning: where are we and where are we going?” The researchers cited that the acquisition of new words in the second language is essential, and effective approaches should always be sought for the benefit of the student. Specific criteria were used for the selection of various articles. The researchers chose 21 SSC journal publications for the systematic review based on 5 perspectives: a general description of the published studies, digital games for learning vocabulary, theoretical frameworks, research topics, and findings and implications. Then, to develop the study was used qualitative and quantitative methodology. As a result of the study was obtained that 10 types of digital games dominate the field and show positive effects on vocabulary learning in the short and long term, increasing student motivation and engagement and even reducing anxiety and promoting interactions between classmates.

Alfayez (2021) conducted a study about “Designing Educational Videos for University Websites Based on Students' Preferences” which was applied to students from two different graduate and undergraduate universities (one high-level university and the other from a developing country). The main objective was to explore the experiences of students from both universities regarding online educational videos and to note if these types of videos influence their studies. The methodology used was qualitative research because some questions related to what was required were asked and for data collection, the researchers used individual interviews to gather perspectives, opinions, and aspirations regarding the subject. Finally, regarding the results, several recommendations were made to develop a usable design to add to the videos, in addition to the findings of this research that contributed to the COVID-19 pandemic.

Consequently, after analyzing the articles, and investigating and ordering them chronologically, it was possible to conclude that all the projects had positive results. Although the studies were different, they had in common the use of websites. Therefore, after applying their study topic, the majority had the result that websites have a great impact in terms of vocabulary learning. This means that studies have shown that this new interactive, innovative and useful way of teaching vocabulary should be implemented more in education due to the great impact it has had.

Theoretical Foundation

Independent Variable: Educational Websites

ICT

The term “information and communication technologies” (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail and blogs (Alkamel and Chouthaiwale, 2018).

Information and Communication Technologies (ICTs) were increasingly becoming an indispensable part of the education system. It has changed many aspects of students' lives. Those changes have led educational institutions, administrators, and teachers to rethink their roles, teaching, and vision for the future. ICT has witnessed the newest challenges for quality education among learners (Das, 2019).

Educational Websites Web 2.0

Cong-Lem (2018) cited in the research that web 2.0 technology has given language teachers the facility to teach the English language. This is something that any language teacher can notice because everyone has used this new and innovative resource for the class. In addition, the advantages have been many because the students consider this material something current which allows them to show the skills with technology to the people of this century.

O'Reilly (2005) proposed that when someone refers to Web 2.0 talked about the network or platform that delivers software that is constantly updated, therefore has continuous improvement. This is also beneficial because, like humanity, this software is improving or evolving and all of us who are in contact with technology is adapting to its changes and improvements. On the other hand, Anderson (2007) established “Web 2.0 is more than a set of ‘cool’ and new technologies and services, important though some of these are”.

According to Nagpal (2015), the Website of an educational institute is a platform that gives complete information about the organization. These websites are frequently visited by students, university faculties and other personnel, and many other visitors who want to know about the organization.

The web is a great medium of communication and is well suited to shorter documents with lots of links. The Web is not good for very long documents that need to present an ever-evolving argument (Nielsen, 2000).

Some of the Internet technologies for the development and use of Websites are grouped in Web 2.0 tools. Which are a set of interaction mechanisms with visitors to a website where programmers offer new services on the sites, achieving greater interactivity to enable the formation of virtual communities (Akarte, 2001).

Web 2.0 tools have been available for some years, also these tools are in the public domain with the implementation of free code on any website. For this reason, commercial websites are the ones that have made the greatest use of technologies of this type to maintain a large number of customers on the Internet (Fu et al., 2008).

Educaplay

According to Vargas and Mora (2016), Educaplay is a platform for the creation of multimedia educational activities, characterized by attractive and professional results. Is aimed at creating a community of users with a vocation to learn and teach while having fun. The platform provides various possibilities for teaching professionals to install their own online educational space on the platform, where everyone can take classes to another level of participation.

In addition, this application allows teachers to create different types of multimedia and interactive activities with educational orientation, through different scenarios such as Riddles, Complete, Crossword, Dialogue, Dictation, Order letters, Order words, Test (Vargas and Mora, 2016).

The Educaplay platform is easy to use and has many resources, this site can become a good ally when preparing activities for students. Is intuitive, free, and does not require installation software, the resources created are compatible with LMS platforms and

can be embedded in web pages or blogs. The platform allows you to create collections to package activities and facilitate the use of everything from crossword puzzles, and word searches, to dictations and dialogues, all gathered in one interface (Quimbayo and Sanabria, 2017).

Another author who highlights the characteristics of Educaplay said that contributes to the development of abilities, skills, and a better understanding of the topics of different courses. Additionally, the platform is offered as a friendly, attractive, dynamic educational resource with a use value for all users. Therefore, the activities can be created by the teacher according to the subject, the ability of the students, and the level and year people are studying. Is possible to work with this one in various languages, can be connected to the network or offline, besides has the facility to integrate other online tools, so that their use is much simpler and more stable (Jurado, 2022)

The same author Jurado (2022) proposed that, without a doubt, Educaplay is a complete gamification resource that allows teachers and students to create and find educational activities, manage groups, and export their resources. Another advantage is the ease of use on any device, in times where almost everyone has a mobile device to learn from anywhere.

Educaplay is an easy-to-use platform that does not require much time to learn, recognizing the fact that this platform generates tutorial videos on how to carry out each type of activity, it is only necessary to plan the activity correctly” (Oviedo and Galarza, 2015). In other words, the benefits are many and the fact of having tutorial videos facilitates the work of the person who needs to create an activity. In the same way, the entry or start of the session is very simple where you only have to register with an email that you use, and then you can create the activity of your choice or need.

Finally, the researcher summarizes the findings in which the authors agree with the researched author that teachers should be trained to be able to manage the resources, tools, and activities of the Educaplay platform (Enríquez, 2018). This idea is positive because someone can help teachers who are not very connected to technology.

Dependent Variable: Vocabulary

Language

According to Black (2019) language is derived from the French langue, or "tongue" therefore, means "tongue". However, takes into account only a very small part of the ideas behind the word. It captures a familiar and important detail of everyday speech. Although is doubtful that the tongue has more to do with speech than the lips, teeth, and throat, nevertheless does not attempt to capture and express the essential feature of speech.

According to Piaget (1983), the conditions for the emergence of language have been prepared by the different stages of sensorimotor intelligence. Language appears at a time of transition between this intelligence and the one that was developed in the pre-operative period, thanks to the benefits of sensory-motor logic and symbolic function. In this sense, the author explains language acquisition from the synchronization shown by sensorimotor intelligence and symbolic function which, from his point of view is not fortuitous. On the contrary indicates that the formation of the symbolic function is a derivative of the intelligence of the sensory-motor period and that would be what finally allows the acquisition of language (García and Zegarra, 2010).

Besides García and Zegarra (2010) pointed out that language is a function that is acquired through the relationship between the individual and the environment. Meanwhile, biologically, the author had the necessary structures to create signs of verbal communication. In this sense, the evolutionary process leads human beings to handle instruments (symbols), such as language, to adapt to the environment. Therefore, human behavior is organized and controlled both by real intentions (of the individual himself) and by intentions attributed to others (coming from the interaction with others).

Language Components

Timothy (2018) stated that the study of components of the English language may vary in the different syllabi. Four main components have to be considered when a syllabus is created. These are vocabulary development, literacy skills (Comprising Reading for Comprehension and Effective Study, and Writing for Effective Communication),

oracy skills (comprising Spoken English, and Listening for Comprehension), and English grammatical structure.

Regarding vocabulary development, Sun and Yin (2022) mentioned that the construction of lexical knowledge is one of the most fundamental developments in early childhood. Both the breadth (eg, receptive vocabulary size) and depth (eg, syntagmatic and paradigmatic knowledge) of lexical knowledge is vital. He finally mentioned that they have summarized educational strategies, such as shared book reading and multimodality that are effective in teaching vocabulary in various types of bilingual language programs.

On the other hand, de Aguilera (2019) argued that literacy skills can be improved with Dialogic Literary Gatherings (TLD), a global educational practice in which participants read and discuss literary classics in an equal dialogue, contributes to the development of language skills and school-relevant language skills.

Heron and Palfreyman (2019) detailed that the voice and participation of students in the dialogue are sustained and depend on the ability of students to use appropriate linguistic and non-linguistic resources. In addition, the Oracy Skills Framework is presented as a tool to support student participation in dialogue and decision-making.

Finally, Escobar (2018) argued that structure is employed to mean the order such as words and phrases, and are sequenced to make up larger units. It is divided by the structure of the clause, the noun phrase, and the verb phrase.

Vocabulary

Students would not comprehend others' ideas or communicate their ideas if they did not have a broad vocabulary. Learning vocabulary increases students' English speaking skills (Rashid et al., 2022).

The learning of Vocabulary is an important part of foreign language learning. The meanings of new words are very frequently emphasized, whether in books or verbal communication. Vocabulary is considered essential in language teaching and is of paramount importance to a language learner, also a basis for one learning a foreign language. Smaller quantity research indicates that teaching vocabulary can be

considered problematic, as some teachers are not sure about the best practice in the teaching and are sometimes not aware of how to start forming an instructional emphasis on vocabulary learning (Susanto, 2017).

To support the previous statement the researcher Rashid et al. (2022) mentioned that teachers must first understand the difficulty of the English language for their pupils. Since English is the most used language by far, understanding enough of its vocabulary can be a challenging task. This is a reality that all language students go through in their learning and it is something that future teachers should always keep in mind because it is difficult to learn a second language.

On the other hand, how vocabulary can be taught must also be taken into account and there is a new "trend" to teach vocabulary through applications. This strategy or technique has had positive results, which is why the following research helps verify this statement. The researchers Lin and Lin, (2019) argued that Mobile-assisted language learning (MALL) has been a popular research area in recent years in the SLA field. It has been considered as being able to facilitate language learning by offering an authentic, socially connective, contextually sensitive, and personalized mobile-mediated language learning environment. To investigate the benefits and possible limitations of mobile-assisted L2 vocabulary retention, many researchers continuously conducted relevant experiments worldwide.

Finally, a comparison was made with past years to see how the way of teaching vocabulary has changed over the years. First of all, was taken into account that technology has been evolving just like us. In addition to the pandemic we are experiencing, people are becoming more and more familiar with this "trend". To demonstrate how technology in education has changed, several articles were investigated. For example, the author Blachowicz (2004) proposed that one of the longest and most articulated lines of research in literacy describes the strong connection between readers' vocabulary knowledge and their reading comprehension. Educators and parents also recognize the importance of vocabulary instruction.

Developing a strong vocabulary not only promotes reading comprehension but also allows us to actively participate in our society. People often consider a strong vocabulary to be the hallmark of an educated person. Take any magazine on board and

you'll find articles and ads selling programs and books that promise to help you "increase your vocabulary and "learn to speak like a CEO, reinforcing the importance of vocabulary in preparing students to enter the world of work" (Blachowicz, 2004).

1.2 Objectives

General Objective

To determine the influence of Educational Websites (Educaplay) on English language vocabulary learning.

Specific Objectives

- To identify the importance of Educational Websites (Educaplay) for teaching vocabulary.
- To test the students' vocabulary level.
- To establish the usefulness of Educational Websites (Educaplay) in English language vocabulary learning.

Description of the fulfillment of objectives

To achieve the objectives, it was necessary to follow several steps. To start, the general objective had to be met and to respond to it, three specific objectives were established.

To identify the importance of Educational Websites (Educaplay) was observed in several investigations and articles were helpful to the researcher. These studies helped to complement the research with all the necessary information, basing the work on authors who have carried out previous studies with positive aims.

To test the student's vocabulary level a certified pre-test was applied. The test is called Flyers A2 and it was according to the level of the students. It was done to realize the level of vocabulary that the participants have. In addition, was possible to notice the weaknesses and strengths of many of them.

Finally, a post-test and some autonomous monitoring activities were applied to see how the Educational Website (Educaplay) influences students' vocabulary learning. In which the result was expected to be positive to demonstrate that educational websites are useful for teaching vocabulary in the second language.

CHAPTER II

METHODOLOGY

2.1 Resources

The research was important to take into account and consider the different types of resources such as technical, technological, and human. Technical resources, books, articles, and online theses from the Universidad Técnica de Ambato repository, among others, were used to obtain the necessary information and guide the research. On the other hand, to apply the first variable were used some technological resources like computers, smartphones, and Educational websites (Educaplay). Then, measure the second variable was chosen Reading and Writing Part of Flyers Cambridge exam. Finally, in terms of human resources, there were 22 students from Unidad Educativa Sagrada Familia in 9th grade "A" of EGB, of which 12 students were women and 10 were men.

2.2 Methods

2.2.1 Quali – Quantitative Approach

The research was based on a qualitative and quantitative approach. It was qualitative because a series of interventions and observation techniques were carried out on the Educational Websites (Educaplay) and the influence on vocabulary teaching. The observation techniques used were: Habitual and Systematic. Habitual because as the authors Matos and Pasek (2008) said, the student was prepared not to be indifferent to the stimuli that the environment offers at all times. Systematic because the individual was guided to find out about a phenomenon in an exact and orderly manner, which can lead to the perception of cause and effect relationships of events. Additionally, it provided indications for eventual experimentation that could better clarify what happened and facilitate a more conscious and effective action in the face of reality (Matos and Pasek, 2008). To conclude this approach, was qualitative because as Rot (2008) mentioned, it does not operate on numerical data, and only presents the results in the form of descriptions and recommendations.

In addition, it was quantitative because a standardized test was used to collect the information, from which quantifiable results were obtained. After this, the analysis of

real data was carried out, as well as the tabulation and finely inferring the result of the investigation. According to Apuke (2017), quantitative research deals with quantifying and analyzing variables to obtain results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how.

2.3 Research Modality

2.3.1 Bibliographical Research

Bibliographical documentary research was used to be able to base the study on the theories of other authors. The information was collected from different resources such as books, magazines, reports, journals, and also electronic media. Ocaña and Fuster (2021) proposed an observational, retrospective, systematic research methodology, oriented to the selection, analysis, interpretation, and interpretation of theoretical positions, results, and conclusions. Embodied in scientific articles published in recent years on a topic of choice, to obtain relevant information that contributes to solving problems.

2.3.2 Field Research

Field research was used because it helped to observe, interact and understand people while the population was in the natural environment. The students were tested through surveys, pre-test, and post-test, which helped the study to see how the participants reacted to these situations. The participants used for the observation were the students from 9th level “A” from “Unidad Educativa Sagrada Familia”. Moreover, the previous statement can be supported because Ary et al. (2018) argued that field research is carried out in a natural environment or "field". The researcher observed the behavior of the group and it occurred naturally without any simulation or imposed structure. In addition, a variety of data collection procedures were used, such as prolonged observation of the environment, interviews with members of the culture, and the study of documents.

2.4 Level of Research

2.4.1 Exploratory

According to Swedberg (2020), exploratory research consists of an attempt to discover something new and interesting, working your way through a research topic. Carrying out this type of research is risky by definition since it is not possible to know in advance if something new will come out of everything. And to get an answer, you must wait until the investigation process is well advanced. In addition, a null and true hypothesis is formulated so that either of the two can be fulfilled.

2.4.2 Descriptive

Descriptive research was used in the study because it helped to describe and collect quantifiable information for statistical analysis of the population sample that was used to develop the research. Furthermore, Siedlecki (2020) proposed that descriptive research describes individuals, events, or conditions by studying them as they are in nature. The researcher does not manipulate any of the variables but only describes the sample and/or the variables. Descriptive studies analyze the characteristics of a population, identify problems that exist within a unit, an organization, or a population, or look at variations in characteristics or practices between institutions or even countries.

2.5 Population

For this research, twenty-nine students from the ninth level “A” of “Unidad Educativa Sagrada Familia” with an A2 level were considered for the investigation. The age range of the students was from 11 to 13 years old. The entire population was taken into account.

Table 1

Population	Experimental Group	Percentage
Male	10	45%
Female	12	55%
Total	22	100%

2.6 Instruments

The instruments used were a pre and post-test for which the Cambridge Flyers exam was chosen, furthermore, it is a standardized test and certified to apply at the A2 level. The Reading and Writing section was chosen to assess the level of the vocabulary of the students but of the 7 parts that the exam consists of, only 3 of them were taken. Part 1 (multiple choice) was about 15 words and 10 definitions (sentences that define only 10 of the 15 words). Students had to write the correct word next to each definition and the exam consisted of 10 questions. Part 2 (multiple choice) was about a small conversation between two people in which the dialogue of the first person is on the question paper and the answers of the second person is the one that the students must choose according to the options A-H and consist of 5 questions. Finally, part 6 (gap fill) is about a letter or diary with 5 spaces where students must write the missing word in each of the spaces. Here a slight change was made because this part did not contain options but for this occasion, the options were added for a better understanding and contain 5 questions.

Furthermore, the Educational Website that was chosen for the treatment phase was Educaplay to teach vocabulary through the interactive games that the application has. The games that were taken into account to develop the vocabulary activities were: Complete, Order Words, Relate Columns, Froggy Jumps, Crossword, and Word Search. Finally, the Microsoft Teams platform was also used to send homework to students.

2.7 Procedure

Initially, the content of the book was reviewed to choose and plan the activities on the platform. The lesson plans made were coupled to those of the teacher, because the activities were a reinforcement of the class taught. In other words, they were monitoring activities that served to provide support to autonomous activities. In addition, each plan was previously reviewed by the tutor. The monitoring was online and face-to-face because students were prohibited from bringing cell phones to school. The face-to-face activities were supported for those that were done online. Each applied session is explained in detail below.

Week 1 (See annex 3)

- **Day 1**

In the first session, the teacher introduces herself and explains to the students that she is going to work with them for a while. Also, she tells them to help her with their collaboration and participation in the activities that she is going to carry out before each class with their professor to reinforce their vocabulary knowledge. After that, the teacher starts the class by reminding them of the parts of the body, what they use each one of them for, what their name is, and what they mean, working with page 104 of the book "Think". Finally, the teacher gives instructions so that the students understand how they should answer in the exam and gives them a maximum of 25 minutes to complete the exam. She also tells them that if they have any questions they can ask.

- **Day 2**

In the second session, the teacher starts the class by talking about Educaplay and asking questions such as: Do you know about the Educaplay platform? Have you used the platform? How has your experience been in case you have used it? Then, the teacher presents the slides and explains everything about the platform. Also, the teacher teaches how to sign in and how to find activities to practice. Finally, the teacher does an example exercise about the parts of the body to practice and remember what has been taught.

- **Day 3**

In the third session, the teacher starts the class with a reminder of the reading that was sent to know if the students did or not the homework. Afterward, the teacher projects the activity called "Complete" so the students answer according to the information they read. Those who voluntarily participate will receive a prize.

Week 2 (See annex 3)

- **Day 4**

In the fourth session, the teacher introduces the topic by asking some questions, such as:

- Do you know some means of transportation?

- What are the means of transport you use daily?
- What are your favorite means of transportation? Why?
- Are there any means of transport in which they have not traveled?

Besides, the teacher projects the Educaplay activity on the screen and asks the students to participate in finding the words in the alphabet soup. Finally, the teacher chooses some students to spell each means of transport and make a sentence with it, so, all the students can participate.

- **Day 5**

In the fifth session, the teacher starts the class by asking the students to remind her of the vocabulary that was seen in the last class. She asks for everyone's participation. Then, she asks them to give a small concept about what each of them is, to make a sentence, and if they found any transport that they did not know how to say in English. Besides, the professor asks them to take out the book and look for page 110 to review the vocabulary that the book provides. Moreover, she teaches them the correct pronunciation of each word, asks if there are words that are new to them, and helps by answering any questions students have. Finally, she explains the activity they have as homework on the Educaplay platform, which is about the vocabulary seen in class.

- **Day 6**

In the sixth session, the teacher begins the class by asking the students if they remember the structure of the present perfect simple that they saw yesterday. Then, she writes the structure on the board to help them remember along with an example. Furthermore, the teacher shows them an activity on Educaplay to practice the first 9 verbs on the list of irregular verbs in which they need to order the letters to form the verb in the past participle. Finally, she explains to them the homework on Educaplay about some sentences in present perfect simple.

Week 3 (See annex 3)

- **Day 7**

In the seventh session, the teacher starts the class by remembering the verbs that she was sent to study as homework. After that, she asks for the participation of all the students asking them the verb in present, past, and past participle. Moreover, the

teacher projects the Educaplay activity to continue with the following 7 verbs in the past participle. Finally, the teacher explains that the same activity must be carried out as homework on the platform.

- **Day 8**

The teacher starts the class with a game. The game is called "decomposed telephone" and consists of a volunteer student chosen by the teacher going to memorize a sentence in the present perfect that the teacher gives him. This student must say the same phrase in the ear of her classmate and so on, all the students must do until the end. The last one should write and read aloud the message that he or she heard. Finally, the teacher shows them the activity that will be sent as homework. She gives them general instructions so that they can carry out the activity.

- **Day 9**

In the ninth session, the teacher starts the class by making 3 groups of 4 people and 2 groups of 5 people. She then explains that she is going to give each group a piece of paper that contains 4 verbs that are in the present tense. In addition, with these 4 verbs, students must make a sentence for each verb in the present perfect simple. The first group to give the paper to the teacher and have the correct sentences will be the winner. Besides, she shows them the Educaplay activity, which will be their homework, and finally gives them general instructions to do it.

- **Day 10**

In the tenth session, the teacher begins the class by dividing the students into two groups, each consisting of 11 people. Furthermore, she explains that they are going to compete between the two groups and the winners will earn 1 point in the verbs test they take every day. The game is about each student must write a sentence in present perfect but they must make posts because everyone must be at the end of the class and must run to the blackboard to write their sentence. They must take into account that verbs cannot be repeated. Finally, the teacher will read the sentences and verify each one of them to have a winning group. After the game, the teacher shows them the Educaplay activity that they must carry out as their homework.

Week 4 (See annex 3)

- **Day 11**

In the eleventh session, the teacher begins the class by thanking the students for their participation and help in each activity carried out in the classroom as well as the activities they did at home. Then she gives general indications about the post-test that they are going to take. The same one will last 25 minutes maximum. In addition, this was online due to the precautionary measures taken by the authorities. Finally, she tells them that they can ask the teacher any questions if they have one.

2.8 Hypothesis

- **H0:** Educational Websites do not influence the students' vocabulary learning.
- **H1:** Educational Websites influence the students' vocabulary learning.

2.9 Variable Identification

- Educational Websites (Independent Variable)
- Vocabulary (Dependent Variable)

CHAPTER III

RESULTS AND DISCUSSION

This chapter refers to the analysis and interpretation of all the information that was collected through the pre-test and post-test. The first test was applied to identify the level of vocabulary participants have. Data were collected from 22 students in ninth grade from “Unidad Educativa Sagrada Familia”. The students participated in the improvement process, using educational websites for learning vocabulary in the English language. The same test was applied again, this time to identify whether the students developed their vocabulary during the treatment.

The test that was applied consists of 3 parts. The first part comprised a dialogue between two people in which students completed multiple selection questions. The second part was about a gap-fill activity in which students chose an appropriate word to complete sentences. The third part featured a variety of sentences in which students had to read and choose the appropriate word that defines it. The rubric used allowed the students to obtain a score of 2.5 out of 2.5 points, for parts 1 and 2, on the other hand, in part 3 the students were able to obtain a score of 5 points. The student could obtain a maximum score of 10 points at the end of the test. For the analysis and interpretation of the results, a series of tables and graphs were prepared, which allowed a better understanding. These tables show the average result of each part that was evaluated in both the pre-test and the post-test.

Finally, the statistical program IBM SPSS was used because it is a powerful statistical software platform. Besides, it offers an intuitive interface and a robust set of features that allow the user to quickly extract actionable insights from their data. This software allows the analysis of inferential statistics. Also, it allowed the verification of the hypothesis, through the development of the normality test. The test helped to show that the results are dispersed, therefore, a range test called Wilcoxon was carried out. It will be verified if the level of significance allows accepting or rejecting the study hypothesis.

3.1 Pre-Test Results

Number of Students	Part 1	Part 2	Part 3	Scores
1	2	1	3	6
2	0,5	1,5	2	4
3	0,5	0,5	0,5	1,5
4	2,5	2	3,5	8
5	1	0,5	3,5	5
6	1,5	2,5	2,5	6,5
7	0,5	0,5	3,5	4,5
8	1,5	1,5	4	7
9	1,5	1	3	5,5
10	1	0,5	3	4,5
11	0,5	1,5	3	5
12	1	0,5	2,5	4
13	1,5	2	0,5	4
14	2	1,5	4	7,5
15	2,5	2	3,5	8
16	0	0,5	1	1,5
17	1,5	2	0,5	4
18	0,5	1	3	4,5
19	1,5	2	4	7,5
20	2	1,5	2	5,5
21	2	1	3	6
22	2	0,5	2,5	5

Table 2

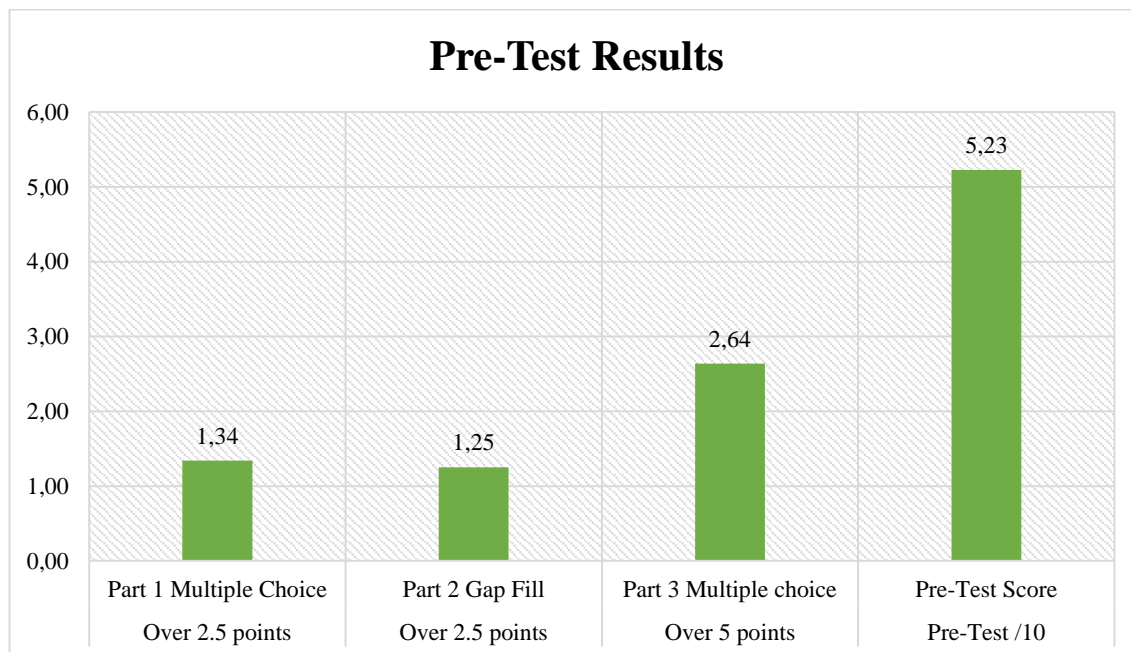
Pre-Test Results

	Part 1 Multiple Choice	Part 2 Gap-fill	Part 3 Multiple Choice	Pre-Test Score
Average	1,34	1,25	2,64	5,23

Note: General Average of the writing pre-test.

Figure 1

Pre-test Results



Analysis and Interpretation

The students participated in the test, to identify the level of vocabulary of the English language that the participants possess. For the analysis, the table shown was developed, where the average result of the scores obtained by the students in each of the evaluated parts can be evidenced. In general, it can be seen that 17 of the 22 students obtained a score less than 7 and the remaining 5 obtained a score equal to or greater than 7.

In part 1, an average of 1.34 out of 2.5 points was obtained. That is to say that the problem of the students in this part was that they cannot understand the dialogue due to their lack of vocabulary. For this reason, they cannot deduce the correct sentence with which it should be completed. While in part 2 the average range was 1.25 out of 2.5 points. In the same way, you can see the lack of vocabulary and also the confusion they have with verb tenses because many students failed the same question. Finally, the result of the average range of part 3 was 2.64 out of 5 points. This mean was the lowest of the 3 parts. This means that they had a limited vocabulary, they do not understand the meaning of many words that they should already know at the level at

which they are. The result of a general average of the pre-test was 5.23 out of 10 points. In conclusion, the participants needed help with vocabulary.

Once the analysis of the pre-test data was finished, it was inferred that the students demonstrated a lack of vocabulary. The problem was evident, and it was demonstrated with the averages, where there was a range of half of the maximum score that can be obtained in each part. The lack of means of learning, such as websites, may be a factor in the limited score that was observed in the pre-test. Therefore, the level of vocabulary needs to be developed and improved.

3.1.1 Post-Test Results

Number of Students	Part 1	Part 2	Part 3	Scores
1	2,5	2,5	5	10
2	2,5	2	5	9,5
3	2,5	2,5	4,5	9,5
4	2,5	2,5	5	10
5	2	2	5	9
6	2,5	2,5	4,5	9,5
7	2,5	2,5	5	10
8	2,5	2,5	5	10
9	2	2,5	5	9,5
10	2,5	2,5	5	10
11	2	2,5	4,5	9
12	2,5	2,5	4,5	9,5
13	2	2	5	9
14	2	2,5	5	9,5
15	2,5	2,5	5	10
16	2,5	2	5	9,5
17	2,5	2	5	9,5
18	1,5	2,5	5	9
19	2,5	2,5	5	10
20	2,5	2,5	5	10
21	2	2,5	5	9,5
22	2,5	2	5	9,5

Table 3

Post-Test Results

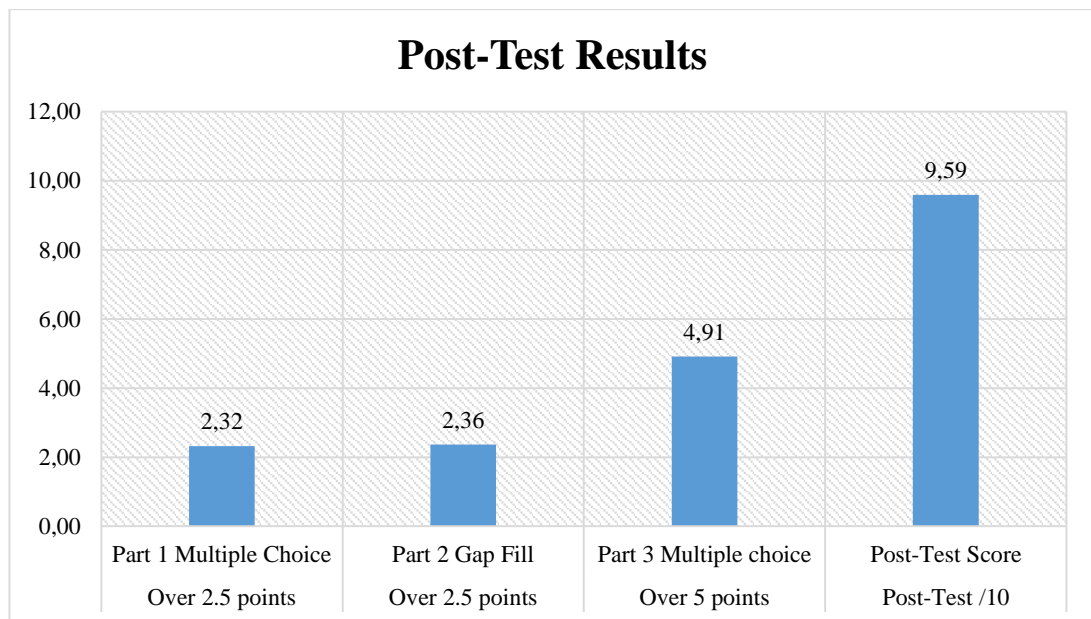
Post-Test Results

	Part 1 Multiple Choice	Part 2 Gap-Fill	Part 3 Multiple Choice	Post-Test Score
Average	2,32	2,36	4,91	9,39

Note: General Average of the writing post-test.

Figure 2

Post-Test Results



Analysis and Interpretation

A post-test was provided, which collected the information shown in the table. To increase the level of vocabulary, educational websites for the English language were used to determine if they affect learning. The test that was applied has the same structure as the initial test. The table shows the average result of the scores that the students obtained in each of the evaluated parts of the post-test. In part 1, an average range of 2.32 out of 2.5 points was reached. In part 2, the average range reached 2.36

out of 2.5 points. Finally the result the average range of part 3 improved to 4.91 out of 5 points. The general result of the post-test increased to 9.59 out of 10 points.

In the first part (Multiple Choice), the test subjects achieved 0.98 which is a considerable improvement, and they did this because they had a larger vocabulary due to the activities that were applied in every class. Therefore, they understood the dialogue and were able to choose the correct options. In the second part (Gap-Fill), the test subjects had an improvement of 1,11 points. This was a good upgrade compared to the grades achieved in the pre-test. This was due to the emphasis put on working on verb tenses through interactive activities on the platform. In the third part (Multiple Choice), there was an increase of 2.27 points. Their average improved because they worked with the help of the interactive activities of Educaplay. Reinforcing reading and expanding their vocabulary.

3.1.2 Comparative Results Pre-Test and Post-Test

Number of Students	Pre-Test Scores	Post-Test Scores
1	6	10
2	4	9,5
3	1,5	9,5
4	8	10
5	5	9
6	6,5	9,5
7	4,5	10
8	7	10
9	5,5	9,5
10	4,5	10
11	5	9
12	4	9,5
13	4	9
14	7,5	9,5
15	8	10
16	1,5	9,5
17	4	9,5
18	4,5	9
19	7,5	10
20	5,5	10
21	6	9,5
22	5	9,5

Table 4

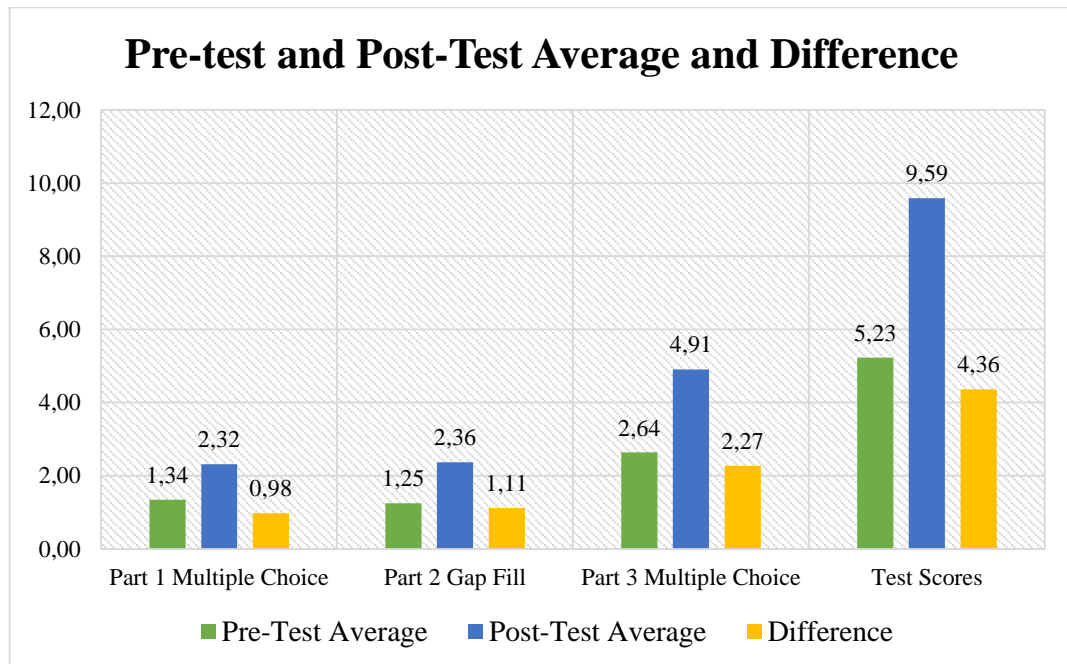
Pre-Test and Post-Test Average and Difference.

Criteria	Pre-Test Average	Post-Test Average	Difference
Part 1 Multiple Choice	1,34	2,32	0,98
Part 2 Gap Fill	1,25	2,36	1,11
Part 3 Multiple Choice	2,64	4,91	2,27
TEST SCORES	5,23	9,59	4,36

Note: General Average and Difference pre-test and post-test.

Figure 3

Pre-Test and Post-Test Average and Difference



Analysis and Interpretation

The comparative table shows the averages of the pre-test and post-test. In part 1 the mean range in the pre-test was 1.34, this value improved in the post-test to 2.32, over 2.5 points, and there was an increase of 0.98 points. On the other hand, in part 2 the initial average was 1.25, while the average grew to 2.26, over 2.5 points, with an increase of 1.11 points. And finally, part 3, had a value of 2.64 in the pre-test, this increased to 4.91, over 5 points in the post-test, with an increase of 2.27 points. The general average of the pre-test was 5.23, and this changed thanks to the use of educational websites, the range increased to 9.59 over 10 points, it is shown that between each test there was an increase of 4.36 points.

Moreover, the influence of educational websites on students' vocabulary learning is such that it helped them better their pronunciation and meaning acquisition of vocabulary because of how interactive, accessible, and appropriate for all ages educational websites are.

In conclusion, the use of educational websites influenced learning positively. It was reflected in the notable increase in the post-test scores, therefore, its use is recommended. Students can access these sites because nowadays it is very easy to do it, everyone can enter and observe the content, which allows learning to be very useful.

3.2 Verification of Hypotheses

- **Hypothesis statement**

Null Hypothesis

The educational websites do not influence the learning of the vocabulary of 9th-grade students from "Unidad Educativa Sagrada Familia".

Alternative Hypothesis

The educational websites influence the learning of the vocabulary of 9th-grade students from “Unidad Educativa Sagrada Familia”.

- **Test of Normality**

Table 5

Test of Normality

Test of Normality						
	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadístic	gl	Sig.	Stadístic	gl	Sig.
Pre_Test	,156	22	,178	,940	22	,198
Post_Test	,234	22	,003	,804	22	,001

a. Lilliefors Significance Correction.

Note: Shapiro Wilk Normality test values.

The table presented is the result of developing the normality test, to verify if the results obtained follow a normal distribution. The normality test is the result of subtracting the post-test and pre-test. As a consequence, for the continuation of this investigation, Shapiro Wilk was considered, this statistician worked with a sample of less than 30. In this case, the study group comprises 22 students. The acronym sigs is the adverb of significance, where the level of significance in the pre-test is equal to 0.193. On the other hand, the level that the post-test is 0.001. At this point, it is clarified that the data is scattered. Therefore, you must apply a non-parametric Wilcoxon test, this test relates to 2 equal samples, and it allowed to reject or accept the hypothesis with 100% reliability.

- **Wilcoxon signed ranks test**

Table 6

Wilcoxon signed ranks test

Wilcoxon signed ranks Test

		N	Mean Rank	Sum of ranks
Post_Test - Pre_Test	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	22 ^b	11,50	253,00
	Ties	0 ^c		
	Total	22		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

Note: Wilcoxon signed ranks test values.

- **Test Statistics**

Table 7

Test Statistics

Test Statistics

		Post_Test - Pre_Test
Z		-4,118 ^b
Sig. asintót. (2- tailed)		.000

a. Wilcoxon signed ranks test.

b. Based on Negative Rank.

Note: Test statistic values with asymptotic significance.

Analysis and Interpretation

The range test known as the Wilcoxon test was developed, it was created using the IBM SPSS software because this program is indicated for the analysis of inferential statistics. As a result, once the post-test was applied to the students. The negative range is equal to 0, this means that there were no students who lowered their average after applying the post-test. While the positive range had a value of 22, according to that, it was observed that all the students who participated in the test improved their scores.

Also, it was observed that there was no tie. The midrange result was one value of 0.00, and the other was 1.50. The sum of these ranges resulted in a value of 0.00, while the other value is 253.00.

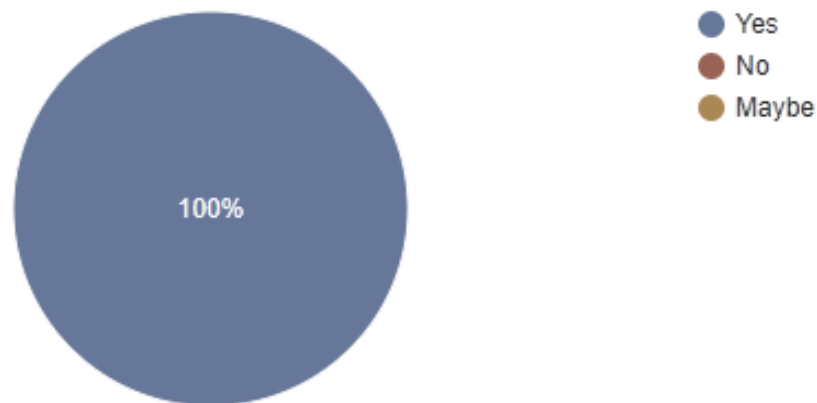
The statistical test table shows the level of significance, which yielded the data from both the pre-test and post-test, in the table was observed that the Z value is -4.118, and the level of significance is equal to 0.000, this value is well below the range which is 0.05. Finally, it is established that the null hypothesis is rejected, it is given way immediately and the alternative hypothesis that was raised in the investigation is accepted, then, the use of educational websites influences the learning of the vocabulary of the 9th-grade students from “Unidad Educativa Sagrada Familia”.

- **Survey**

A survey consisting of 5 questions was carried out on the students to know their level of satisfaction after using the Educaplay platform.

1. Do you consider learning vocabulary in English is important?

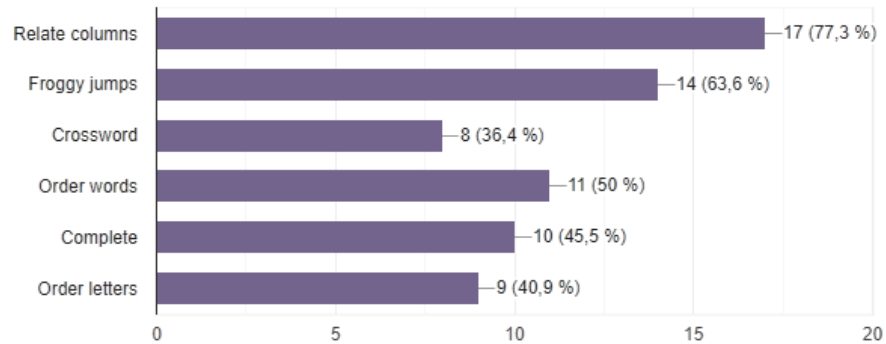
Graphic 1



As a result, the graph shows that 100% of the students do consider it important to learn vocabulary in English.

2. Which activity did you like the best? (Choose one or more).

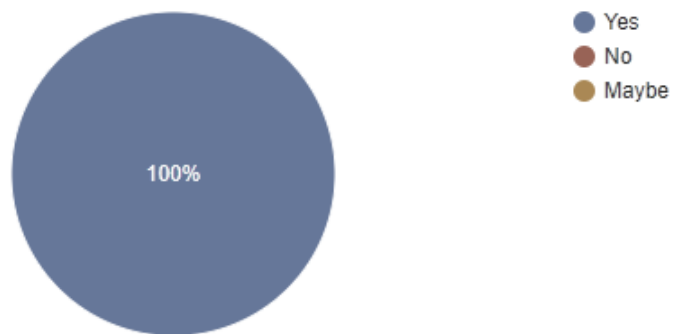
Graphic 2



In the graph shown, there were two activities that the students liked the most. The activities are called Relate Columns and Froggy.

3. Do you think by using the platform of Educaplay it helped you learn English in a better way?

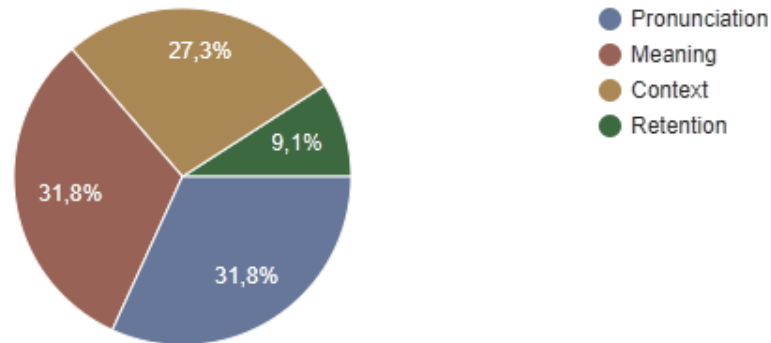
Graphic 3



The result of this question was positive, that is, the students agree that the Educaplay platform helps them learn vocabulary in a better way.

5. Which aspects of vocabulary did you improve? (Choose one or more)

Graphic 4



In this question, the students mention that the platform allowed them to improve in two aspects, which were: pronunciation and meaning.

6. What did you think of using Educaplay platform?

Graphic 5



Finally, 100% of the students think that the use of the platform was useful for their learning.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The following conclusions presented were the result obtained after completing the research:

- To identify the importance, the research was based on several authors and articles that helped to solve the required information. As, some researchers mentioned the benefits, advantages, and usability of the platform. These resources were detailed in Investigative Background, where the authors mentioned that the use of this educational website contributed to the development of abilities and skills, achieving a better understanding of vocabulary. Besides, the use of this platform was important and helpful for the teacher who used this website as an educational and interactive resource, as well as, the students who were beneficiaries of it.
- The vocabulary level of students was reflected in the pre-test (A2 Flyers) taken at the beginning of the process. The overall percentage obtained was 5.23 out of 10 points which means that they had a medium level. This evidenced that the students had shortcomings in their vocabulary, they could not identify the meaning of some words that were unknown to them and that at their level they should have known. It is concluded that the participants did not have the level of vocabulary that their level required.
- The results of the post-test were obtained to later infer that the use of educational websites for the English language had a significant impact on student's learning. The percentage that students obtained was 9.59. As we can see, the score was high and that means that they improved their vocabulary level. Therefore, it was concluded that the use of educational websites is an important factor in the development of vocabulary skills in students.

4.2 Recommendations

The recommendations proposed by the researcher were based on what was observed during the application of the process and can be improved.

- It is suggested that students, as well as teachers, be informed about this educational website (Educaplay). To publicize its benefits and advantages that help students improve vocabulary or any of their skills. Finally, to be used more frequently due to the positive impact obtained.
- It is considered that students should participate in more tests of this type, such as Flyers A2. The objective of implementing these exams is that teachers can know the level of vocabulary that their students have. They can also recognize their shortcomings to reinforce and help the student improve. Standardized tests help students to learn and improve their knowledge.
- It is recommended to look for more ways to incorporate the "Educaplay" educational website to help students improve their vocabulary. This will be developed with the employment of interactive games that the platform offers, such as Relate columns, Froggy jumps, Crossword, Order words, Complete and Order letters.

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ANNEXES

ANNEX 1

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 26/04/2022

Doctor
Marcelo Nuñez
Presidente de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Miguel Ángel González en mi calidad de Rector de la Unidad Educativa Sagrada Familia me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "EDUCATIONAL WEBSITES AND VOCABULARY" propuesto por la estudiante Becerra Coba Karen Mabel, portador de la Cédula de Ciudadanía 1850026301, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente



Mg. Miguel Ángel González
C.I 1600291692
TELF: 0974140370
Correo: magagoran@safa.edu.ec




U.E. "Sagrada Familia"

RECTORADO

ANNEX 2

PRE-TEST AND POST-TEST (ONLINE)

	UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRAJEROS CICLO ACADÉMICO: Abril – Septiembre 2022	
	INSTRUMENTS FOR DATA ASIGNATURA: Desarrollo de Proyectos	PROFESOR: Mg. Xavier Sulca NIVEL: Octavo “A” FECHA: Mayo 09/ 2022

FLYERS READING – PARTS 1, 2 AND 3

General Information



- **Examiner:** Karen Mabel Becerra Coba
- **Population:** Ninth grade of EGB from Unidad Educativa “Sagrada Familia”
- **Time:** 20 - 25 minutes.

Part 1

– 5 questions –

Michael is talking to Sally. What does Sally say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.

Example:

	Michael: Hello Sally. Why weren't you at school yesterday?
	Sally: B

Questions

1



Michael: What was the matter? Did you have a sore head?

2



Sally:

3



Michael: I hate being ill.



Sally:

4



Michael: In our English lesson, we had to answer some questions about a story.



Sally:



Michael: I can come to your house after school if you like.



Sally:

5



Michael: Have you got any games that we can play?



Sally:



- A** So do I! It's horrible!
- B** Hello Michael, I was feeling sick so I stayed in bed. **(example)**
- C** Did you? I just watched TV all day.
- D** Yes, they have. Thank you very much.
- E** No. I had a terrible cold but it's better now.
- F** A few, I hope you'll enjoy them.
- G** Would you like to play it soon?
- H** This afternoon? OK! I could show you my new computer then too!

Part 2

– 5 questions –

Read the diary and write the missing words. Complete each gap with one word. BE CAREFUL there are extra words that you don't need to use. There is one example.



be	this	watching	was
which	been	at	to

Example

Friday

Today *was* very interesting.

Peter Face, the famous actor, came to talk to us

6 our school!

Peter is in some great television programmes. Mum and I always

7 like him on TV.

8 He has an actor since he was about

17. He talked about his new film, 'Pirate Gold', too. It will be in

9 cinemas month.

He was very friendly. When he left, he gave our teacher three

10 DVDs of his films our teacher is going to show in film club.

Part 3

– 10 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.

	a diary	a businessman	a calendar	a desert
	Some people write in this at the end of every day.			a diary
			
				1 These are dark, cold places inside mountains, and sometimes bats live in them.
			
an ocean				2 A driver takes people who are very ill to see doctors in hospital in this.
			
				3 If you can't spell a word, you can look for the meanings and spellings of different words in this.
			
	a tyre			4 This person carries meals on plates to people in restaurants.
			
				5 This is a very dry place where there is usually sand on the ground.
			
				6 If you go for a walk in these, you see some trees and perhaps birds, too.
			
	a waiter			7 You go and see this person if you have a hole in your tooth.
			
				8 This is something you write on and send to a friend when you are on holiday.
			
				9 This is a kind of road where you can travel very quickly from city to city.
			
a dictionary				10 You find this round and black thing on the wheels of cars and motorbikes.
			
	woods	an ambulance		a postcard

ANSWER SHEET

Name:

Date:

Level:

Part 1	
Questions	Answer
1	
2	
3	
4	
5	

Part 2	
Questions	Answer
6	
7	
8	
9	
10	

Part 3	
Questions	Answer
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

ANNEX 3

LESSON PLAN

First Session - Lesson plan 1

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: May 10 th , 2022	Language skill: Reading and Writing
Topic: Reading and Writing Competence		
Objectives: Students will be able to demonstrate their level of vocabulary knowledge by taking the pre-test.		
PROCEDURE:		
TIME	Teacher's Activities	Materials
15 minutes	Presentation <ul style="list-style-type: none"> The professor introduces the student who is going to apply her thesis project. The teacher introduces herself and explains to the students that she is going to work with them for some time and that she needs their collaboration and participation in the activities that she is going to carry out after each class with their professor to reinforce the vocabulary knowledge. Then the teacher starts the class by reminding them of the parts of the body, what they use each one of them for, what their name is, and what they mean with the help of page 104 of the book "Think". 	<ul style="list-style-type: none"> Computer Projector Markers Whiteboard
5 minutes	Practice <ul style="list-style-type: none"> The professor tells them to do activity 2 on page 104 of their book. 	<ul style="list-style-type: none"> Book "Think" Pencil
25 minutes	Production <ul style="list-style-type: none"> The teacher gives instructions so that the students understand how they should answer in the exam and gives them a maximum of 25 minutes to complete their exam. She also tells them that if they have any questions they can ask. 	<ul style="list-style-type: none"> Pre-test Pencil Pen
Task: Students should practice the pronunciation of the vocabulary on page 102 of the Workbook.		

Second Session - Lesson plan 2

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: May 11 th , 2022	Language skill: Reading and Writing
Topic: Introduction		
Objectives: Students will be able to identify and recognize body parts.		
PROCEDURE:		
TIME	PROCEDURE	Materials
30 minutes	<p>Presentation</p> <ul style="list-style-type: none"> Teacher starts the class talking about Educaplay and asking questions such as: Do you know about the Educaplay platform? Have you used the platform? How has your experience been in case you have used it? Teacher presents the slides and to explain everything about the platform. https://docs.google.com/presentation/d/120D2kfI41yk--8AU72M2Bt4MPpJeX7kxMdG0uj74mO4/edit#slide=id.g1129b41d3d9_0_0 Teacher teaches students how to sign in and how to find activities to practice. The professor explains to the students the topic on page 106 and 107. 	<ul style="list-style-type: none"> Computer Projector Markers Whiteboard Slides: https://docs.google.com/presentation/d/120D2kfI41yk--8AU72M2Bt4MPpJeX7kxMdG0uj74mO4/edit#slide=id.g1129b41d3d9_0_0
5 minutes	<p>Practice</p> <ul style="list-style-type: none"> The teacher does an example exercise about the parts of the body to practice and remember what has been taught. Link: https://es.educaplay.com/recursos-educativos/7899825-parts_of_the_body.html 	<ul style="list-style-type: none"> Computer Projector https://es.educaplay.com/recursos-educativos/7899825-parts_of_the_body.html
10 minutes	<p>Production</p> <ul style="list-style-type: none"> The professor asks the students to complete page 107 with the explanation given. 	<ul style="list-style-type: none"> Pencil Pen Book Makers Whiteboard
<p>Task 1: Students must register on the Educaplay platform through this link: https://es.educaplay.com/ Then they will practice the following activity: https://es.educaplay.com/recursos-educativos/7899825-parts_of_the_body.html</p> <p>Homework: Students must read the reading on page 104 of the workbook and answer questions 2 and 3 on the same page.</p>		

Third Session - Lesson plan 3

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: May 12 th , 2022	Language skill: Reading
Topic: Future Bodies		
Objectives: Students will be able to identify and recognize the parts of the body developing the crossword activity in Educaplay.		
PROCEDURE:		
TIME	PROCEDURE	Materials
20 minutes	Presentation <ul style="list-style-type: none"> Teacher starts the class with a reminder of the reading that was sent to know if the students did or not the homework. The teacher projects the activity called "Complete": https://es.educaplay.com/recurso-educativos/12133048-the future of.html so the students answer according to the information they read. Those who voluntarily participate will receive a prize. 	<ul style="list-style-type: none"> Computer Projector Markers Whiteboard Activity: https://es.educaplay.com/recurso-educativos/12133048-the future of.html
15 minutes	Practice <ul style="list-style-type: none"> The professor works with the students on page 105 of the workbook to reinforce the writing part. 	<ul style="list-style-type: none"> Computer Projector Book "Think" Pencil
10 minutes	Production <ul style="list-style-type: none"> The professor carries out activity 6 on page 105 	<ul style="list-style-type: none"> Computer Projector Book "Think" Pencil
Task 2: Students must develop the activity called "Froggy Jumps" https://es.educaplay.com/recurso-educativos/12121898-which part of your body do you use.html		

Fourth Session - Lesson plan 4

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: May 17 th , 2022	Language skill: Reading and Writing
Topic: Travellers' Tales		
Objectives: Students will be able to identify, use and understand the vocabulary about transport.		
PROCEDURE:		
TIME	Teacher's Activities	Materials
15 minutes	<p>Presentation</p> <ul style="list-style-type: none"> • The teacher introduces the topic by asking students questions, such as: <ul style="list-style-type: none"> ✓ Do you know some means of transportation? ✓ What are the means of transport you use daily? ✓ What are your favorite means of transportation? Why? ✓ Are there any means of transport in which they have not traveled? • The teacher projects the Educaplay activity on the screen and asks the students to participate in finding the words in the alphabet soup. • Then the teacher chooses some students to spell each means of transport and make a sentence with it, in this way all the students can participate. 	<ul style="list-style-type: none"> • Computer • Projector • Markers • Whiteboard • Educaplay: https://es.educaplay.com/recursos-educativos/10059121-means_of_transport.html
5 minutes	<p>Practice</p> <ul style="list-style-type: none"> • The teacher asks the students to take out their books and look for page 110 to start reading. 	<ul style="list-style-type: none"> • Book "Think" • Computer • Projector
25 minutes	<p>Production</p> <ul style="list-style-type: none"> • The teacher asks students the words that they do not understand from the reading. • Then he asks them to repeat the pronunciation and explains its meaning. • The teacher asks them to complete the exercise on page 110 after reading about travelers' stories. • He also tells them that if they have any questions they can ask. 	<ul style="list-style-type: none"> • Book "Think" • Pencil • Pen • Computer • Projector
Task: Students must find new means of transportation and complete page 106 of the workbook.		

Fifth Session - Lesson plan 5

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: May 18 th , 2022	Language skill: Reading and Writing
Topic: Travellers' Tales		
Objectives: Students will be able to identify, use and understand the structure of present perfect simple.		
PROCEDURE:		
TIME	Teacher's Activities	Materials
15 minutes	<p>Presentation</p> <ul style="list-style-type: none"> • The teacher starts the class by asking the students to remind her the vocabulary that was seen last class. She asks for everyone's participation. • Then the teacher asks them to give a small concept about what each of them is, to make a sentence and if they found any transport that they did not know how to say in English. • Then the teacher asks them to take out the book and look for page 110 in order to review the vocabulary that the book provides. • The teacher teaches them the correct pronunciation of each word, asks if there are words that are new to them, and helps by answering any questions students have. • Then she explains to them the activity they have as homework on the Educaplay platform, which is about the vocabulary seen in class. 	<ul style="list-style-type: none"> • Computer • Projector • Markers • Whiteboard • Educaplay: https://es.educaplay.com/recursos-educativos/12172900-transport.html
10 minutes	<p>Practice</p> <ul style="list-style-type: none"> • The professor asks them to review the reading on page 111 and understand what it wants to convey. • The teacher asks the students to recognize the tense of the sentences in the reading. • He also tells them that if they are in doubt about the meaning of any word, ask about it. 	<ul style="list-style-type: none"> • Book "Think" • Pencil
20 minutes	<p>Production</p> <ul style="list-style-type: none"> • The teacher asks them what tense the sentences are in and then asks them to turn to page 112 to review the structure of the present perfect simple. • Finally, the teacher asks them to underline in the book the sentences that are in the present perfect simple of the reading. Recognizing each part of speech for example: <p style="text-align: center; color: green;">Subject + Auxiliary verb + Main verb + Complement</p> <p style="text-align: center; color: blue; font-size: small;">Past participle</p> <p style="text-align: center; font-size: large; margin-top: 10px;"><u>We</u> <u>have</u> <u>traveled</u> <u>before</u> <u>to</u> <u>that</u> <u>city</u>.</p>	<ul style="list-style-type: none"> • Book "Think" • Pencil • Pen
Task: Students must do the following link https://es.educaplay.com/recursos-educativos/12172900-transport.html		

Sixth Session - Lesson plan 6

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: May 19 th , 2022	Language skill: Reading and Writing
Topic: Travellers' Tales		
Objectives: Students will be able to identify, use and understand the structure of present perfect simple		
PROCEDURE:		
TIME	Teacher's Activities	Materials
15 minutes	Presentation <ul style="list-style-type: none"> The teacher begins the class by asking the students if they remember the structure of the present perfect simple that they saw yesterday. She then writes the structure on the board to help them remember along with an example. Then the teacher shows them an activity on Educaplay to practice the first 9 verbs on the list of irregular verbs. They need to order the letters to form the verb in the past participle. After that, she explains to them their homework on Educaplay about some sentences in present perfect simple. 	<ul style="list-style-type: none"> Computer Projector Markers Whiteboard Educaplay: https://es.educaplay.com/recursos-educativos/12192457-past_participle.html https://es.educaplay.com/recursos-educativos/12192900-present_perfect_simple.html
10 minutes	Practice <ul style="list-style-type: none"> The professor explains what they have to do on page 113 to practice some sentences in present perfect. 	<ul style="list-style-type: none"> Book "Think" Pencil
20 minutes	Production <ul style="list-style-type: none"> The teacher asks the students to make 5 sentences in the present perfect simple with different verbs. He also tells them if anyone has any questions, they can ask. 	<ul style="list-style-type: none"> Pencil Pen Notebook
Task: Do both activities on the Educaplay platform and study the first 10 verbs on the list. Link 1: https://es.educaplay.com/recursos-educativos/12192457-past_participle.html Link 2: https://es.educaplay.com/recursos-educativos/12192900-present_perfect_simple.html		

Seventh Session - Lesson plan 7

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: May 24 th , 2022	Language skill: Reading and Writing
Topic: Travellers' Tales		
Objectives: Students will be able to identify, use and understand the structure of present perfect simple and irregular verbs list.		
PROCEDURE:		
TIME	Teacher's Activities	Materials
15 minutes	Presentation <ul style="list-style-type: none"> The teacher starts the class by remembering the verbs that she was sent to study as homework. After that, she asks for the participation of all the students asking them the verb in present, past and past participle. Then the teacher projects the Educaplay activity to continue with the following 7 verbs in past participle. After that, the teacher explains that the same activity must be carried out as homework on the platform. 	<ul style="list-style-type: none"> Computer Projector Markers Whiteboard Educaplay: https://es.educaplay.com/recursos-educativos/12234504-irregular_verbs.html
10 minutes	Practice <ul style="list-style-type: none"> Then the teacher reminds them of all the verbs studied to then take a test. 	<ul style="list-style-type: none"> Book "Think" Computer Projector Whiteboard Markers
20 minutes	Production <ul style="list-style-type: none"> The teacher asks them to save everything so they can take the test. In addition, he gives them general instructions, and finally that they have 10 minutes to take the test. After the test, they are asked to make 10 sentences in the present perfect with the verbs learned. 	<ul style="list-style-type: none"> Book "Think" Pencil Pen Computer Projector Test
Task: Students must finish making the sentences, study the next five verbs on the list and carry out the Educaplay activity. Link: https://es.educaplay.com/recursos-educativos/12234504-irregular_verbs.html		

Eighth Session - Lesson plan 8

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: May 25 th , 2022	Language skill: Reading and Writing
Topic: Travellers' Tales		
Objectives: Students will be able to identify, use and understand the structure of present perfect simple and irregular verbs list.		
PROCEDURE:		
TIME	Teacher's Activities	Materials
15 minutes	Presentation <ul style="list-style-type: none"> The teacher starts the class with a game. The game is called "decomposed telephone" and consists of a volunteer student chosen by the teacher going to memorize a sentence in the present perfect that the teacher gives him. This student must say the same phrase in the ear of her classmate and so on, all the students must do until the end. The last one should write and read aloud the message that he or she heard. Then the teacher shows them the activity that will be sent as homework. She gives them general instructions so that they can carry out the activity. 	<ul style="list-style-type: none"> Computer Projector Markers Whiteboard Educaplay: https://es.educaplay.com/recursos-educativos/12245834-irregular_verbs_part_4.html
10 minutes	Practice <ul style="list-style-type: none"> The teacher asks them to work on the book by reading page 108 of the workbook. He gives them general directions so they can solve them. In addition, the teacher monitors the class in case a student has a question. 	<ul style="list-style-type: none"> Book "Think" Computer Projector Whiteboard Markers
20 minutes	Production <ul style="list-style-type: none"> Then the teacher continues with the test of the 5 verbs that they had to study. Finally, they do an activity from the book on page 114. 	<ul style="list-style-type: none"> Book "Think" Pencil Pen Computer Projector Test
Task: Students must study the next five verbs on the list and carry out the Educaplay activity. Link: https://es.educaplay.com/recursos-educativos/12245834-irregular_verbs_part_4.html		

Ninth Session - Lesson plan 9

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: May 26 th , 2022	Language skill: Reading and Writing
Topic: Travellers' Tales		
Objectives:		
Students will be able to identify, use and understand the structure of present perfect simple and irregular verbs list.		
PROCEDURE:		
TIME	Teacher's Activities	Materials
15 minutes	<p>Presentation</p> <ul style="list-style-type: none"> • The teacher starts the class by making 3 groups of 4 people and 2 groups of 5 people. • She then explains that she is going to give each group a piece of paper that contains 4 verbs that are in the present tense. With these 4 verbs, students must make a sentence for each verb in the present perfect simple. The first group to give the paper to the teacher and to have the correct sentences will be the winner. • Then the teacher shows them the Educaplay activity, which will be their homework, and finally gives them general instructions to do it. 	<ul style="list-style-type: none"> • Computer • Projector • Markers • Whiteboard • Educaplay: https://es.educaplay.com/recursos-educativos/12259958-irregular_vber.html
10 minutes	<p>Practice</p> <ul style="list-style-type: none"> • Then the teacher reminds them all the verbs studied to then take a test. 	<ul style="list-style-type: none"> • Book "Think" • Computer • Projector • Whiteboard • Markers
20 minutes	<p>Production</p> <ul style="list-style-type: none"> • The teacher asks them to save everything so they can take the test. • In addition, he gives them general instructions and finally that they have 10 minutes to take the test. • After the test, the teacher explains that as homework they will have to write a 5-line story in present perfect simple, telling their life story. • Then he shows them the example on page 115 of the book. He finally mentions that they will have to do a presentation about their story and it will be graded. 	<ul style="list-style-type: none"> • Pencil • Pen • Computer • Projector • Test
<p>Task: Students must study the next five verbs on the list, write and study the story in present perfect simple that they will create and carry out the Educaplay activity.</p> <p>Link: https://es.educaplay.com/recursos-educativos/12259958-irregular_vber.html</p>		

Tenth Session - Lesson plan 10

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: May 27 th , 2022	Language skill: Reading and Writing
Topic: Travellers' Tales		
Objectives: Students will be able to identify, use and understand the structure of present perfect simple and irregular verbs list.		
PROCEDURE:		
TIME	Teacher's Activities	Materials
15 minutes	Presentation <ul style="list-style-type: none"> The teacher begins the class by dividing the students into two groups, each consisting of 11 people. She then explains to them that they are going to compete between the two groups and the winners will earn 1 point in the verbs test they take every day. The game is that each student must write a sentence in the present perfect but they must make posts because everyone must be at the end of the class and must run to the blackboard to write their sentence. They must take into account that verbs cannot be repeated. In the end, the teacher will read the sentences and verify each one of them to have a winning group. After the game, the teacher shows them the Educaplay activity that they must carry out as their homework. 	<ul style="list-style-type: none"> Computer Projector Markers Whiteboard Educaplay: https://es.educaplay.com/recursos-educativos/12266412-irregular-verbs-part-6.html
10 minutes	Practice <ul style="list-style-type: none"> The teacher tells the students that they have 5 minutes to practice presenting their story. He also mentions that 3 randomly chosen students will have to make their presentation for the day. Each student will have 5 minutes to make their presentation. After the explanation, the presentations begin. 	<ul style="list-style-type: none"> Computer Projector Whiteboard Markers
20 minutes	Production <ul style="list-style-type: none"> Then the teacher continues with the presentations of two more students. After the presentations, the teacher asks them to save everything so they can take the test. 	<ul style="list-style-type: none"> Pencil Pen Computer Projector Test
Task: Students must study the next five verbs on the list, study for the presentations about the story in present perfect simple and carry out the Educaplay activity. Link: https://es.educaplay.com/recursos-educativos/12266412-irregular-verbs-part-6.html		

Eleventh Session - Lesson plan 11

Course: 9th grade of EGB	Subject: English	Duration: 45 minutes
Number of students: 22	Date: June 17 th , 2022	Language skill: Reading and Writing
Topic: Reading and Writing Competence		
Objectives: Students will be able to demonstrate the vocabulary learned by taking the post-test.		
PROCEDURE:		
TIME	Teacher's Activities	Materials
30 minutes	Presentation <ul style="list-style-type: none"> • The teacher begins the class by thanking the students for their participation and help in each activity carried out in the classroom as well as the activities they did at home. • She then gives general indications about the post-test that they are going to take. The same one will last 25 minutes maximum. In addition, this was online due to the precautionary measures taken by the authorities. • She finally tells them that they can ask the teacher any questions if they have one. 	<ul style="list-style-type: none"> • Computer • Projector • Markers • Whiteboard • Test Online: https://forms.gle/D5MXaF49ckcbsag89
5 minutes	Practice <ul style="list-style-type: none"> • The teacher asks to continue with the presentations. • He chooses only 1 student for the presentation. 	<ul style="list-style-type: none"> • Computer • Projector • Whiteboard • Markers
10 minutes	Production <ul style="list-style-type: none"> • The teacher asks them to save everything so they can take the test. 	<ul style="list-style-type: none"> • Pencil • Pen • Computer • Projector • Test
Task: Students must study for the presentations about the story in present perfect simple.		

ANNEX 4

Survey

Topic: *Educational websites and Vocabulary*

1. Do you consider learning vocabulary in English is important? *

- Yes
- No
- Maybe

2. Which activity did you like the best? (Choose one or more) *

- Relate columns
- Froggy jumps
- Crossword
- Order words
- Complete
- Order letters

3. Do you think by using the platform of Educaplay it helped you learn English in a better way? *

- Yes
- No
- Maybe

4. Which aspects of vocabulary did you improve? (Choose one or more) *

- Pronunciation
- Meaning
- Context
- Retention

5. What did you think of using Educaplay platform? *

- It was useful
- It was not necessary
- It did not matter