



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y**  
**TECNOLOGÍAS**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

The usage of technology- based didactic resources as a teaching strategy to improve  
vocabulary

**Trabajo de Titulación para optar al título de**  
**Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros**

**Autor:**

Brito Ordoñez Karen Sabrina

**Tutor:**

MsC. Eduardo Heredia

**Riobamba, Ecuador, 2024**

## DECLARATION OF AUTHORSHIP

I, Karen Sabrina Brito Ordoñez with ID number 0604875559, author of the research work titled **“The usage of technology-based Didactic resources as a teaching strategy to improve vocabulary”**. in the city of Riobamba in Chimborazo province, during the academic period 2024 2S, certify that the production of ideas, opinions, criteria, content, and conclusions exposed are my sole responsibility.

Likewise, I assign to the Universidad Nacional de Chimborazo, not exclusively, the rights of its use, public communication, distribution, divulgation, and/or full or partial reproduction by physical or digital means. Based on this assignment, it is understood that the assignee will not be able to obtain economic benefits. The possible claims from third parties regarding the author’s rights of the referred work will be my full responsibility, freeing the Universidad Nacional de Chimborazo from plausible obligations.

Riobamba, May 23rd, 2024



---

Karen Sabrina Brito Ordoñez

ID: 0604875559

## FAVORABLE OPINION OF THE TUTOR TEACHER

I, the undersigned, Eduardo Heredia, professor in the Faculty of Ciencias de la Educación, Humanas y Tecnologías, hereby certify that I have guided and reviewed the development of the research work entitled “**The usage of technology- based didactic resources as a teaching strategy to improve vocabulary**” under the authorship of Karen Sabrina Brito Ordoñez; for which it is authorized to execute the legal procedures for its sustentation.

It is everything to report in honor of the truth. In Riobamba, May 23 rd, 2024.



---

Msc. Eduardo Heredia  
ID: 0603718818

## COMMITTEE MEMBERS CERTIFICATE

We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work **"The usage of technology- based didactic resources as a teaching strategy to improve vocabulary"**, presented by Brito Ordoñez Karen Sabrina, with ID number 0604875559, under the tutorship of Mgs. Edgar Eduardo Heredia Arboleda; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

In accordance with applicable regulations, we sign, in Riobamba on June 11<sup>th</sup>, 2024.

Dra. Magdalena Ullauri  
**Degree Tribunal President**



Mgs. Mercedes Gallegos  
**Member of the Degree Tribunal**



Mgs. Daysi Fierro  
**Member of the Degree Tribunal**



Mgs. Eduardo Heredia  
**Tutor**





Dirección  
Académica  
VICERRECTORADO ACADÉMICO



UNACH-RGF-01-04-08.15  
VERSIÓN 01: 04-09-2021

# CERTIFICACIÓN

Que, Brito Ordoñez Karen Sabrina; con CC: 0604875559, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias de la Educación Humanas y Tecnologías; ha trabajado bajo mi tutoría el trabajo de investigación titulado " THE USAGE OF TECHNOLOGY-BASED DIDACTIC RESOURCES AS A TEACHING STRATEGY TO IMPROVE VOCABULARY", cumple con el 4%, de acuerdo al reporte del sistema Anti plagio TURNITIN, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 01 de julio de 2024



VERIFICACIÓN  
DIGITAL  
FIRMANTE: ARBOLEDA

Mgs. Edgar Eduardo Heredia Arboleda  
TUTOR (A)

## DEDICATORY

*I dedicate my thesis first of all to God who has guided me in this stage of my life and has given me the wisdom and intelligence to achieve this goal. I dedicate my thesis with all my heart to my mother, because without her I would not achieve it. Her daily blessing throughout my life protects me and leads me on the path of good. That is why I give her my work as an offering for her patience and love.*

## **ACKNOWLEDGMENT**

*At the end of a wonderful stage of my life, I would like to extend my deepest gratitude to those who made this dream possible, those who walked with me at all times and were always an inspiration, support and strength. This special mention goes to God, my parents Gloria and Genaro, my sister Madeline, my grandparents Carmita and German, my uncles Hendry, Fabian, Monica, Sixto and my best friends. Thank you very much to all of you for showing me that "True love is nothing other than the inevitable desire to help another person to overcome."*

*My gratitude, also to the Universidad Nacional de Chimborazo my thanks to my thesis advisor Ms.C Eduardo Heredia, thanks to each teacher who with their support and teaching are the basis of my professional life.*

*Infinite thanks to all of them.*

## GENERAL INDEX

DECLARATION OF AUTHORSHIP .....	
FAVORABLE OPINION OF THE TUTOR TEACHER .....	
COMMITTEE MEMBERS CERTIFICATE .....	
CERTIFICADO ANTIPLAGIO .....	
ACKNOWLEDGMENT .....	
GENERAL INDEX .....	
RESUMEN .....	
ABSTRACT .....	
CHAPTER I.....	12
1.1    Introduction .....	12
1.2    Problem Statement.....	12
1.3    Formulation of the problem.....	14
1.4    Justification .....	14
1.5    Objetives .....	15
1.5.1    General Objective .....	15
1.5.2    Specific Objective .....	15
CHAPTER II.....	16
2.THEORETHICAL FRAMEWORK .....	16
CHAPTER III .....	23
3.METHODOLOGY .....	23
CHAPTER IV .....	27
4.RESULTS AND DISCUSSION .....	27
4.1    Results.....	27
4.2    Discussion .....	31
CHAPTER V .....	33
5.CONCLUSIONS AND RECOMMENDATIONS .....	33
5.1    Conclusions.....	33
5.2    Recommendations.....	33
6.BIBLIOGRAPHY .....	35



**RESUMEN**

La implementación de recursos didácticos basados en tecnología ha mejorado significativamente el vocabulario en inglés en las primeras etapas y al mismo tiempo ha desarrollado habilidades lingüísticas. Mediante el uso de métodos de enseñanza interactivos, los estudiantes están expuestos a plataformas y sitios web que profundizan su comprensión del idioma a través de la gamificación. Utilizando un marco de investigación cuasi experimental, este estudio se centra en un enfoque cuantitativo para evaluar el conocimiento del vocabulario básico de los niños después de seguir un tratamiento de dos semanas que incorpora juegos.

El grupo de control estuvo organizado por niños del mismo subnivel que el grupo experimental, el cual incluyó a veintiséis estudiantes de nivel Inicial de la Unidad Educativa Vigotsky de la ciudad de Riobamba. Se observó una diferencia significativa entre las puntuaciones pretest y posttest del Grupo de Intervención (GI). La breve síntesis a continuación presenta las conclusiones más importantes de la siguiente manera: Los puntajes de IG pretest mostraron ( $M=4,23$ ,  $SD=2,06$ ) en comparación con los puntajes de IG posttest ( $M=8,50$ ,  $SD=1,50$ ). Por lo tanto, se ha demostrado que el uso de recursos en línea aumenta el vocabulario en EFL (Inglés como lengua extranjera), impulsando la innovación y los métodos de enseñanza

**Palabras claves:** tecnología, recursos didácticos, gamificación, vocabulario, motivación

## ABSTRACT

The implementation of technology-based didactic resources has significantly enhanced English vocabulary at early stages while developing language skills at the same time. Through the use of interactive teaching methods, students are exposed to platforms and websites which deepens their comprehension of the language via gamification. By using a quasi-experimental research framework, this study focuses on a quantitative approach to evaluate kids' knowledge of basic vocabulary after following a two-week treatment that incorporates games on platforms.

The control group was organized by children at the same grade level as the experimental group, which included twenty-six Initial level students from Unidad Educativa Vigotsky in the city of Riobamba. A significant difference was observed between the pretest and posttest scores of the Intervention Group (IG). The brief synthesis below presents the most important conclusions in the following manner: The pretest IG scores showed ( $M=4,23$ ,  $SD=2,06$ ) compared to the posttest IG scores ( $M=8,50$ ,  $SD=1,50$ ). Therefore, it has been shown that using online resources increase vocabulary in EFL (English as a Foreign Language), boosting innovation and dynamic teaching methods due to the availability of visual aids to assist learning.

**Keywords:** technology, didactic resources, gamification, vocabulary, motivation.

Reviewed by:



A handwritten signature in blue ink, appearing to read 'Mónica Noemi Cadena Figueroa', enclosed in a blue oval.

Mgs. Mónica Noemi Cadena Figueroa  
**English Professor**  
C.C 0602935926

# CHAPTER I

## 1. REFERENTIAL FRAMEWORK

### 1.1 Introduction

English is usually regarded as one of the most difficult subjects on the school's curriculum. Nowadays, educators employ advanced pedagogical strategies to help students generate a powerful and persistent encouragement to learn this foreign language and to ensure the most effective acquisition of the course material. These methodologies include non-traditional forms of instruction as well as the incorporation of modern methods and strategies designed to boost language learning and fluency. Technology integration has always been quite prominent in educational settings and is an essential part of the teaching and learning environment. Throughout the educational context, technology plays a countless functions as a crucial resource that teachers can use to help students learn and exchange knowledge (Ahmadi, 2018).

The process of linguistic development is the foundational stage in the acquisition of vocabulary, thereby constitutes an ongoing component of an individual's cognitive capacity. The acquisition of vocabulary begins as a constantly changing relationship between the learner and the surrounding environment, particularly happens throughout the initial stages inside the natural context. The necessity for effective vocabulary acquisition has ultimately resulted in the development of vocabulary production and introduction of innovative educational methods such as gamification. Gamification is quite effective in supporting learners in memorizing new terminology and naturally applying it in real-world scenarios. Educators build an engaging learning environment that allows students improve their vocabulary by successfully integrating gamification strategies with game-based learning principles. For instance, to improve vocabulary acquisition and retention, educators effectively introduces engaging methodologies and interactive exercises like word games, viewing captivating movies, doing matching exercises with definitions, and utilizing other educational resources such as gamification using free websites (Díaz et al., 2022).

### 1.2 Problem Statement

A significant subject that has been thoroughly researched in a variety of international situations is English language teaching. It includes all kinds of difficulties that come up with curriculum frameworks, texts, assessment techniques, and English

educators. Moreover, there are a great number of factors that need to be deeply researched and understood due to the complex nature of effective English as a Foreign Language (EFL) instruction. English, being cataloged as the academic lingua franca, plays an important role in doing research, publishing scholarly publications, and organizing academic conferences. For instance, multimedia materials could be used extensively in traditional classroom settings thanks to advancements in higher education technology across the globe. In the last decades, teachers have been incorporating films as instructional tools in English lessons with the ultimate goal of increasing students' learning outcomes over time. The videos are meant to capture students' attention and hold it throughout the lesson (Noor et al., 2023).

Throughout the 1990s, there was a growing movement in Latin America, especially in nations like Argentina, Chile, Colombia, and Mexico to include English education in elementary and secondary schools. Several countries in the region have adopted this approach, which has resulted in the implementation of English Language Teaching (ELT) programs in their public education systems. Nevertheless, even with the importance of these initiatives, surveys have found that most people in Latin America lacked sufficient English language ability (Ramirez-Romero & Sayer, 2016). There are various obstacles that students from all over the world frequently face when learning a language or acquiring linguistic skills. These language barriers include grammatical issues, trouble pronouncing words correctly, and a limited vocabulary on colloquial language, all of these issues can make it difficult to handle an effective oral communication (Muhammad et al., 2023).

In Ecuador, the current scenario tragically echoes a disturbing reality where the acquisition of foreign languages frequently overwhelms the development of effective communication skills. Furthermore, it is well acknowledged that the conventional methods of instruction and uninteresting techniques used in English classrooms have a negative effect on students' interpersonal abilities. This challenge is especially evident at Unidad Educativa Vigotsky in Riobamba, province of Chimborazo, where students are taught English using traditional approaches in a monotonous educational environment. Furthermore, the absence of the implementation of information and communication technologies (ICTs) has restricted opportunities for students to learn the language using online resources.

To successfully accomplish the study's objectives, a combination of qualitative and quantitative approaches was employed to investigate linguistic relativity and its implications for foreign language acquisition from multiple perspectives. The approach included identifying trustworthy resources in order to develop an accurate understanding of the theory's foundations, which allowed an in-depth examination. Furthermore, the research required a philosophical analysis through an interpretive process with the of exploring all aspects of the topic. Based on methodological procedures, the research systematically categorized and evaluated the relevant sources by means

of applying evaluation, observation, and bibliographic analysis. The primary goal of these methodological techniques was to present an in-depth investigation of the research areas while contributing significant improvements to the current corpus of knowledge.

### **1.3 Formulation of the problem**

How does the use of Technology-Based on Didactic Resources impact on teaching vocabulary among second initial students at Unidad Educativa Vigotsky in Riobamba, province of Chimborazo, throughout the academic period 2023-2024?

### **1.4 Justification**

Technology has unquestionably taken the initiative over the last decades, affecting our environment with an extensive variety of educational and entertaining activities. A plethora of options have emerged for educators as a consequence of the remarkable developments in audio, video, and digital communication. Currently, they could come up with interesting activities that focus around watching and listening to news videos, conducting chats in real time, and watching TV and radio news programs by incorporating authentic material into the class.

On the first hand, English language learners must be immersed in comprehensible input in both formal and informal language learning contexts, including English as a Second Language (ESL) and English as a Foreign Language (EFL). On the second hand, it is undeniable that exposure to diverse language input is essential for language learning which cannot occur in an isolated environment like the one provided in traditional classrooms (Bahrani & Sim, 2012). Unfortunately, new data reveal that most Ecuadorian students still struggle to become proficient in the English language, especially when it comes to listening and speaking comprehension due to the lack of preparation to handle real talks with native people.

This condition is quite familiar at Unidad Educativa Vigotsky, where children struggle to understand English. Evidently, students' motivation and attitudes toward learning are equally important as the contribution of educators to the process. It is also evident that the educational objectives at school might not be achieved due to the inappropriate utilization of effective didactic resources that enables a dynamic learning process in favor of developing communication among learners.

The current study attempts to construct a comprehensive set of teaching resources aimed at improving specialized vocabulary development with the application of digital platforms as a methodological resource. Additionally, this study will offer a methodological framework for interactive learning that investigates comprehension of vocabulary throughout gamification. The primary purpose is to apply innovative approaches to teach English as a Foreign Language (EFL) to students by carrying out an in-depth examination of vocabulary pertaining to the current academic period. Through this study, it is intended to improve students' language learning experiences and outcomes in a dynamic, digitally controlled educational environment.

## **1.5 Objectives**

### **1.5.1 General Objective**

To analyze the use of Technology-Based on Didactic Resources to teach Vocabulary among second initial students at Unidad Educativa Vigotsky in Riobamba, province of Chimborazo, throughout the academic period 2023-2024.

### **1.5.2 Specific Objective**

1. To determine learners' starting vocabulary competency levels through the application of a Pretest questionnaire.
2. To apply methodological techniques based on the incorporation of technology based didactic resources to improve learners' vocabulary acquisition.
3. To quantify the advancements and changes in vocabulary that learners have shown after using technology based didactic resources.
4. To disseminate the final results of the data interpretation with the stakeholders emphasizing the main conclusions and their importance.

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1 Research Background

English language education practices have changed significantly over the years, especially in the 20th century. Language learning has an extensive background, compared to many other areas of study with variations emerging throughout the Western world from the 17th century. Learning Latin and Greek, two languages thought to improve intelligence, was the primary objective of learning foreign languages in previous periods. At the same time, interpreting literary texts was given prominence as well as acquiring grammatical principles, syntactic structures, and vocabulary memorization (Heydrich, Rojas, & Hernández, 2010).

The origins of didactic or instructive materials can be found in the pioneering 17th-century work of J.A. Comenius, specifically in his foundational work *Orbis Sensualium Pictus*. Comenius attempted to achieve a couple of objectives with this revolutionary material: to make it more accessible for knowledge to be effectively transferred by combining written text with appealing images and illustrations, and additionally to introduce language into the process of learning. Moreover, as technology advanced in the following years, the development of educational resources acquired increasingly interactive element. As previously said, technology has played an essential component in simplifying and enhancing language learning processes. Nowadays, educators are able to improve the experience of learning a new language by employing technology to create activities in the classroom. (COMENIO, 1658).

The last twenty years of the 1800s characterized the starting point of a new era. In his paper titled "The Art of Learning and Studying Foreign Languages," Francois Godin discusses his arduous journey to German proficiency and provides critical examination of the challenges associated with both language learning and teaching. Godin acquired an in-depth understanding of the complex procedures involved in language acquisition and teaching as the consequence of his upsetting experiences. Therefore, the internationalization of pedagogic resources seeks to expedite the spread of knowledge through the inclusion of linguistic elements and connecting written material text with visual illustrations. This integrated approach promotes learning processes' effectiveness and accessibility worldwide.(Godin, 1880).

Three major technological developments of the 20th century audiovisual media, telecommunications, and information technology converge to form information and communication technologies. ICTs function as instruments that provide access to a vast



information repository. In this case, it is important to consider the difference between a book and a video: in the past, the content of a book was restricted to its pages, while the length of a movie determined how much information could be included. For instance, whether we think of a library that has a huge collection, but the amount of information that is available is still limited. In contrast, by providing virtually limitless access to materials and information, ICTs revolutionize this paradigm. However, with the introduction of the Internet, the amount of accessible and storable information has increased exponentially (Bautista, 2019) .

Technology allows educators the capacity to tailor lessons, thereby improving the process of learning a language. The role it plays as a resource for assisting language learning is constantly improving. The incorporation of Web 2.0 resources, particularly taking advantage of Internet-based technologies, represents a noteworthy advancement in English language learning. These resources encompass social networks, video conferencing platforms, blogs, podcasts, and wikis. Actually, they show how modern technology may completely change the procedure that languages are taught and acquired (EUROINNOVA, 2021).

According to a research conducted by Yule and Hamade (2011), employing technology-based didactic materials into teaching and learning English as a foreign language could prove to be an extremely effective method to improve student performance. Based on those results, Akhy & Iswari (2021), performed a study to figure out how didactic resources influenced the ability of students to communicate in English. The examination's favorable outcomes suggest that technology-driven instructional materials have become crucial for assisting learners, particularly when dealing with mastering English. This finding emphasizes the significance of using didactic resources effectively in order to encourage English language proficiency in an educational setting. Although technological tools and teaching strategies are implemented regularly and efficiently, consistency becomes possible for students when they get accustomed with the linguistic complexities which have been incorporated into these resources. Therefore, this methodology promotes a more dynamic and immersive learning environment that is beneficial for language learning.

Carls (2013), carried out studies to investigate whether integrating didactic resources might enhance EFL learners' English proficiency. Through an in-depth analysis of the data collected, it was established with certainty that teachers and students experienced a positive attitude on using these resources as effective tools for developing and improving English language skills. According to a study conducted by Gloria Casper at the Diana Oese Bilingual School in Colombia, technology-based teaching materials play an essential role for the achievement of effective and practical thinking in addition to enhancing the effectiveness of information transmission. Furthermore, they enable the

integration of theoretical reasoning with image-based thinking, which represents an important development in pedagogy.

## **2.2 Philosophical foundation**

In terms of philosophy, the use of interactive didactic materials is thought to improve and springboard the language learning process. These resources contribute as aids in learning new information and the development of abilities necessary for students' overall social development. Through the use of interactive didactic tools, students are given the chance to actively contribute to the creation of their own knowledge frameworks in order to assimilate information, which enhances their cognitive abilities and supports their advancement. Meaningful Learning, as defined by David Ausubel, a proponent of Meaningful Learning Theory (MLT), seems to be a promising pedagogical method inside formal educational settings. It involves the deliberate, contextually appropriate blending of recently acquired information with relevant previous knowledge currently in existence, a process called integration. This integration evolves over time through consecutive transfers, acquiring additional dimensions of improvement, differentiation, and significance.

The current paradigm of teaching and learning has supported a mechanical approach to education, where pupils are frequently trained to memorize things by heart, obstructing critical thinking. Mechanically learned knowledge is typically superficial and limited to prominent situations, which makes it difficult for learners to comprehend the sense of their own personal reality and make autonomous choices. Although the conventional cognitive framework is deeply embedded, planning, carrying out, and assessing instructional strategies within it might be difficult in today's educational setting. However, the solution to this weakness can be discovered in both individual and group analysis on the fundamental principles of modern teaching methods. The value of Meaningful Learning Theory (MLT) as the conceptual basis of this study is demonstrated through this particular necessity of study (Agra et al., 2019).

## **2.3 Pedagogical Foundation**

From the pedagogical point of view, according to Lemus (1970) "defined as a set of rules, principles and laws that regulate the educational fact, which aims at the approach, study and solution of the educational problem". It can be said that interactive didactic material is necessary and should be used by the teacher to facilitate meaningful learning by students, so that they are critical, reflective and capable of creating their own learning.

This theory bases its success on the fact that it focuses more on how one learns than on how one teaches, on ensuring that the students' learning is of quality, that it is understood and deepened in the right way. Ausubel calls this quality learning meaningful learning and it is achieved through the interaction of the previous knowledge that a student has about a subject or concept and the new information he receives, so that by relating them he can learn and assimilate the new contents more easily.

On the other hand, Behaviorists' theory of learning establishes considerable value on how stimuli and reactions affect students' behavior. Moreover, behaviorists assert that behavior is observable and favorable to empirical investigation. According to behaviorism theory, learning involves changing learners attitudes so they can create written or speech outputs. In order to guide learners toward desired outcomes, the teacher's responsibility in this paradigm is to control the learning environment and stimuli. Learners who make significant progress receive rewards, while those who are less successful in demonstrating real change may receive feedback to make substantial improvements later (Budiman, 2017).

## **2.4 Educational Models**

The learning model used to learn languages in European and North American countries makes use of many technical tools designed precisely to capture the meaning of words centered on schemes that motivate to have a good knowledge of at least two languages. These schemes, which are maintained in teaching institutions at the high school level, constitute a reinforcement that improves the learning constant for use in post-high school entities, such as professionalization units.

Additionally, respect to the education and learning of English language in Latin America, there are several points that can be taken into account to improve the educational model that motivates learning, starting from the central axis of the methodology centered on the didactic material. First world countries do not only base their teaching model on the knowledge and rigidity of the teacher, but the effort to make themselves understood and achieve satisfactory results in their students leads them to try in an ingenious way a series of alternatives that motivate the individual by engaging all their senses.

## **2.5 Learning English throughout technology**

Effective foreign language acquisition in educational settings is greatly aided by the incorporation of digital technologies. These days, a wide range of digital resources, such as interactive exercises, e-textbooks, webinars, and video conferencing, are widely used to improve language acquisition (Bondarenko & Gudkova, 2023). According to

Ahmadi (2018), technology is essential for both enabling student activities and shaping the instructional strategies teachers employ. For instance, multimedia displays are more successful than a single medium at stimulating and engaging both hemispheres of the brain, which helps with memory retention. When it comes to educational resources, digital multimedia systems are more superior than traditional print media (Akhy & Iswari, 2021). Teachers must take an active role in order to improve digital literacy in the classroom. In other words, instructors' use of technology has a direct impact on teaching effectiveness, learning outcomes, and the overall pedagogical process (Kurniawati et al., 2024).

## **2.6 Digital platforms feature**

These days, the market is flooded with digital platforms designed specifically for online education. Every platform has unique attributes and characteristics that have been painstakingly designed to satisfy the various needs of educators. When deciding which platform to use for teaching, there are a number of things to take into account. For instance, these include the evaluation of instructors' and students' internet accessibility, the variety and type of online learning activities, and the planning and execution of assignments, classes, and assessments (Amin & Paiman, 2022). In addition, gamification is particularly noteworthy as an efficacious method for acquiring foreign languages. In a study conducted by Bondarenko & Gudkova (2023), suggest that students can mimic the natural expression of a foreign language within its socio-cultural context by immersing themselves in its original sounds through the use of audiovisual tools.

## **2.7 Pedagogical use of gamification in EFL**

Gamification apps provide English teachers with a great tool for expanding vocabulary instruction beyond the classroom, allowing them to engage students in learning activities outside of traditional settings while tracking progress in real time (Panmei & Waluyo, 2023). According to Chai & Md. Yunus (2020), Game-based learning (GBL) methodologies allow students to pursue objectives through a sequence of hierarchical actions at several levels. It is evident that educational games have particular advantages, benefiting not only students who engage in language learning by providing an element of enjoyment, but also allowing teachers to develop a motivated environment conducive to effective instruction (Trinh et al., 2022). In contrast, the use of gamification approaches transforms the negative stigma associated with failure in the learning path, transforming it into a constructive and rewarding experience. Students understand failure as new opportunities for personal growth and improvement, not as something that should make them feel helpless, anxious, or overwhelmed (Huseinović, 2024).

## **2.8 Effects of applying English Vocabulary with digital games**

Digital games have been proven to be highly efficient tools for increasing learning outcomes by transforming the atmosphere for learning and generating the interest of learners. For instance, Game based learning corresponds to the purposeful application of games as platforms for providing educational resources. This type of instruction may adopt a variety of shapes. It could be implemented to both modern digital games and traditional games such as card games, board games, and scavenger hunts. Due to their innate characteristics, incorporating games for educational purposes has been associated for increasing engagement. Moreover, Digital game based language learning (DGBLL) has been tested in numerous studies to be efficient for decreasing affective barriers such as anxiety and increasing communication. Finally, Games offer the capacity to coach users through autonomous and immersive learning experiences, giving an element of enjoyment that traditional teaching resources frequently find challenging to incorporate (Govender&Arnedo-Moreno,2021).

## **2.9 Wordwall as a vocabulary learning tool**

The importance of vocabulary acquisition in developing proficient speaking abilities has been emphasized by academics and educational experts, who see it as the foundation of successful communication. The best results from vocabulary acquisition come from exposing pupils to a word multiple times in various settings, allowing them to deduce the meaning of the contextual information presented. Wordwall media is one particular kind of educational resource that can help pupils become more proficient in vocabulary acquisition(Syamsidar et al., 2023).For instance , Wordwall is meticulously developed to support interactive learning in a variety of settings. It enhances individual and collaborative learning experiences by enabling instructors and learners to create personalized interactive resources (Rodríguez-Escobar et al., 2023).According to Zahrah & Anwar (2023) , established that Wordwall is a flexible tool that may create a wide range of instructional material, including word searches, anagrams, quizzes, matching activities, and more.

## **2.10 Game based on Kahoot**

Students can choose from a variety of resources that are tailored to meet their unique requirements, interests, and skill levels. As an illustration, certain resources can focus on improving vocabulary and grammar, while others might give more importance on practicing pronunciation and listening. For instance, Kahoot serves as an inspiration

for students, pushing them to persevere in their efforts to understand teachings without feeling embarrassed. The process of learning begins when educators choose relevant materials based on what their pupils already know. In addition, this encourages students to study more deeply than just by memorizing information, interestingly, Kahoot provides both illustration and validation for this idea. Consequently, Through the game, students can experiment, explore, and analyze their knowledge while answering questions, all while receiving quick feedback (Hsia & Yamat, 2022).

## **CHAPTER III**

### **3. METHODOLOGY**

#### **3.1 Approach**

Technology integration is essential for an extensive examination of the methods by which pupils acquire new language. In regards of this study, primary and secondary research methods were integrated into the research framework. The study specifically used a quasi-experimental methodology that combines quantitative and qualitative approaches. It is essential to emphasize the importance of examine behaviors while learners acquire vocabulary in natural settings wherein particular subjects are randomized to either the treatment or control groups, consequently quasi-experimental research designs use non-experimental alterations in the key independent variable (Gopalan et al., 2020).

#### **3.2 Modality**

The current study emphasized extensive fieldwork for gathering data directly from the institution, especially has its foundation on practical research approaches. The study attempted to identify the underlying causes of difficulties that students might encounter during treatment sessions within this methodological framework through direct interaction and experiential investigation. The study aimed at offering useful information necessary for effectively dealing with challenges faced during implementation by exploring real-life educational settings and contextual complexities of the learning atmosphere through directly research and monitoring (Almalki, 2016).

#### **3.3 Level**

This study followed a descriptive level since it clarifies situations and events by describing the ways they speak as well as determining relevant features of people, communities, groups, and other elements. The existence of the problem was initially made possible by the empirical foundation of this study, that additionally provided an organized and methodical framework that was favorable to the development of extensive research. This methodological approach ensure that the outcomes have been carefully examined with the goal of guaranteeing the appropriate presentation of recommendations and conclusions (Galindo, 2016).

### **3.4 Study population**

A group of fifty- two initial students, with ages ranging from 4 to 5 participated in the study. Firstly, school administrators, parents, and legal representatives of participants at this level were fully informed about the instruments and platforms that students will meet during the treatment session. The goal of this preventive strategy was to mitigate any concerns or ongoing problems related to the research that is being done.

The participants then were divided into two groups by the researcher: the experimental group (Sublevel of Initial 2 A, 13 male and 13 female participants) and the control group (Sublevel of Initial 2 D, 13 male – 12 female participants) at Unidad Educativa Vigotsky in Riobamba. The control group received instruction on the target vocabulary using traditional approaches. On the other hand, the experimental group was exposed to the same vocabulary with the use of digital platforms. Throughout the experiment, the number of participants in both groups stayed the same. For two weeks, each group, the experimental group were taught for a forty-minute period of class. Every student in both groups took place in every stage of the experiment; at the of the treatment, a group of ten participants were chosen at random from the experimental group to take part in an interview.

### **3.5 Sample size**

The sample will not be necessary for this research since the participants are not the necessary amount to require this section.

### **3.6 Technique**

Quantitative research seeks to clearly identify a certain phenomenon through the systematic collection of numerical data matched to specific research questions (Taherdoost, 2022).In the current study, Pre-test and post-test phases constitute the data gathering stages to evaluate students' performance at the beginning and ending of this research. This test comprised a group of twenty multiple choice questionnaire carefully developed on Quizzis according to the students' age and level aligned to the contents provided at Initial level. Pre-testing took place before the introduction of several digital resources such as Wordwall, Kahoot, Quizzis, British English Council. Moreover, it was considered the evaluation of vocabulary through the implementation of basic visuals in



order to measure vocabulary comprehension during the classroom lesson. Participants employed the digital resources mentioned above to complete the application method after completing the pre-test. The same questions from the pre-test are then used in a post-test that is given using the same platform. The post-test assessed how well the digital resources application techniques worked.

### 3.7 Intervention section

This part contained a properly designed intervention plan that provides students with helpful resources that help them become more actively involved and motivated to interact with others. Additionally, this study supported the use of digital platforms that include useful vocabulary aligned to the class objectives for this level to improve English language pronunciation and written abilities. The primary beneficiaries of this research were students from the Initial level at Unidad Educativa Vigotsky who also participated in a two-week intervention session to evaluate the efficacy of digital platforms as a methodological resource for vocabulary improvement.

*Table 1 Intervention proposal plan*

Sessions	Activities	Description
<b>Pretest</b> <i>Time: 30 minutes</i>	Paper based test	Students will solve a test in regards of basic vocabulary such as colors, professions , Use of there is / are
<b>Week 1</b>		
<b>1</b> Colors and objects	a) Simon says game b) Video about colors	<b>Class time:</b> 40 minutes Students will identify the colors and objects around the classroom and pronounce it correctly.
<b>Wordwall</b>	c) Colors song d) Checking pronunciation and spelling e) Evaluation and feedback on Wordwall	
<b>1</b> Professions Singular/ Plural	a) Video presentation b) Vocabulary and spelling review c) Professions song	
<b>Quizzis</b>	d) Contest game on Quizzis e) Post-listening activities	Students will participate in a contest where they have to identify and select the correct profession
<b>3</b> There is /there are	a) Picture description b) Vocabulary review and pronunciation	Analyzing basic senteces by looking at a picture about objects that students normally have in their bedrooms, then they will play a game on kahoot
<b>Kahoot</b>	c) Making oral statements d) Evaluation on Kahoot	
<b>Week 2</b>		

<p><b>4</b> Animals</p> <p><b>British English Council</b></p>	<p>a) Tic - Tac - toe warm up  b) Vocabulary pronunciation  c) Animals song  d) Game on British English Council  e) Evaluation</p>	<p>Students will practice the vocabulary about the animals splitted into farm and wild, then they will play a game where students have to plop balloons with the right Word according to the picture</p>
<p><b>5</b> The weather</p> <p><b>Wordwall</b></p>	<p>a) Video presentation  b) Vocabulary practice  c) Labeling pictures game  d) Matching game on Wordwall</p>	<p>Watching a video about the weather forecast in other countries, then they will practice the pronunciation of the weather and seasons</p>
<p><b>10</b> Class commands</p> <p><b>Kahoot</b></p>	<p>a) Simon says game  b) Vocabulary review and practice  c) Song  d) Memory game  e) Game on kahoot</p>	<p>Students will identify the vocabulary about the commands , then they will play symon says to internalize vocabulary to solve the final game on Kahoot</p>
<p><b>Posttest</b>  <i>Time: 30 minutes</i></p>	<p>Paper based test</p>	<p>Students will solve a test after the treatment sessions in regards of basic vocabulary such as colors, professions, Use of there is / are, class commands etc.</p>
<p><b>Interview</b>  <i>Time: 30 minutes</i></p>	<p>a) Test</p>	<p>Participants will take a test based on the relevance of gamification for learning English as a foreing language</p>

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

#### 4.1 Results

##### The Usage of technology to increase vocabulary

In regards of the research question, the pretest and posttest analyses demonstrated a significant improvement in students' scores following technology-based treatment interventions. The improvement was most noticeable in the comprehension of new vocabulary by demonstrating the advantages of integrating a variety of activities on free websites and platforms to support the intervention process. The outcomes categorically illustrate that language vocabulary comprehension improves significantly when students actively exposed to platforms for learning English based on gamification. This improvement is especially notable given the statistically significant p-value of 0.001 as shown in Table 1. More precisely, the intervention group (IG) pretest scores increased significantly from a mean of 4.23 (SD=2.06) to a posttest mean of (IG) 8.50 (SD=1.50). Figure 1 graphically demonstrates the effectiveness of technology-based resources as educational support.

	PRETEST CG	POSTTEST CG	PRETEST IG	POSTTEST IG
N	26	26	26	26
Missing	4	4	4	4
Mean	4.29	6.37	4.23	8.50
Median	4.00	6.25	4.25	9.00
Mode	4.00	7.00	5.00	9.00
Standard deviation	1.59	1.38	2.06	1.50
Variance	2.52	1.91	4.24	2.24
Minimum	1.00	3.00	0.00	5.00
Maximum	8.50	9.00	8.00	10.0
Shapiro-Wilk W	0.916	0.948	0.947	0.797
Shapiro-Wilk p	0.036	0.207	0.201	< .001

Table 1 Descriptive analysis of pretest and posttest scores

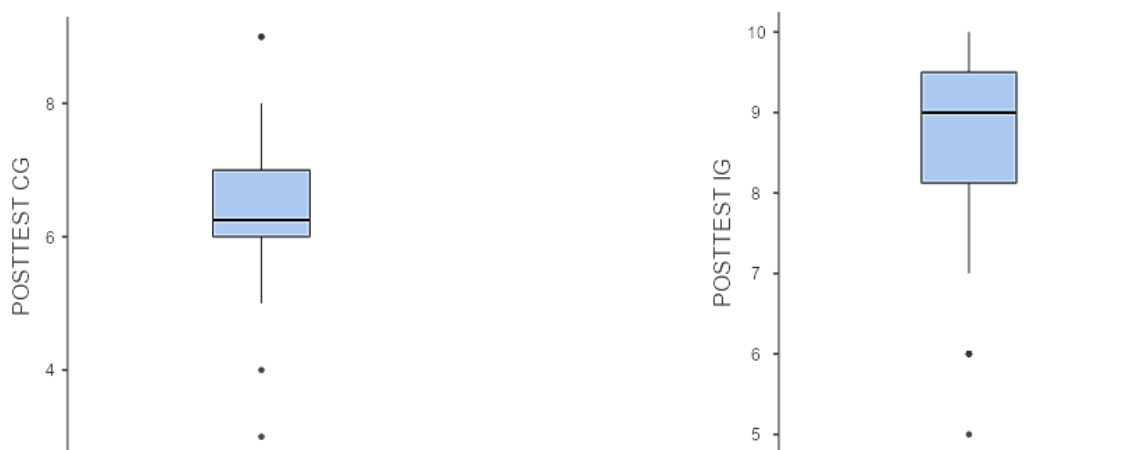


Figure 1 Comparison between pretest and posttest scores

The statistical significance of recognized disparities in data requires to be explored. In order to assess this, paired samples T-tests were employed with the objective of identifying differences among the control and intervention groups' pretest and posttest scores. The most important findings are summarized as follows: First of all, the primary values in the CG that were observed in the absence of any intervention were subsequently obtained for both tests' scores (Mean difference = - 2,8 SE difference = 0.255, p-value < .001). By contrast, after following a two-week treatment, there was a significant difference in posttest outcomes between both tests in the IG which is summarized as follows (Mean difference = - 4, 27, SE difference = 0.295, p-value < .001) as it is presented in Table 2. As a result, the use of technology-based resources aligned to incorporating current teaching strategies for vocabulary acquisition produces significant evidence of successful advancements in students' comprehension of lexical at early stages.

#### Paired Samples T-Test

			statistic	df	p	Mean difference	SE difference
PRETEST CG	POSTTEST CG	Student's t	-8.14	25.0	< .001	-2.08	0.255
PRETEST IG	POSTTEST IG	Student's t	-14.47	25.0	< .001	-4.27	0.295

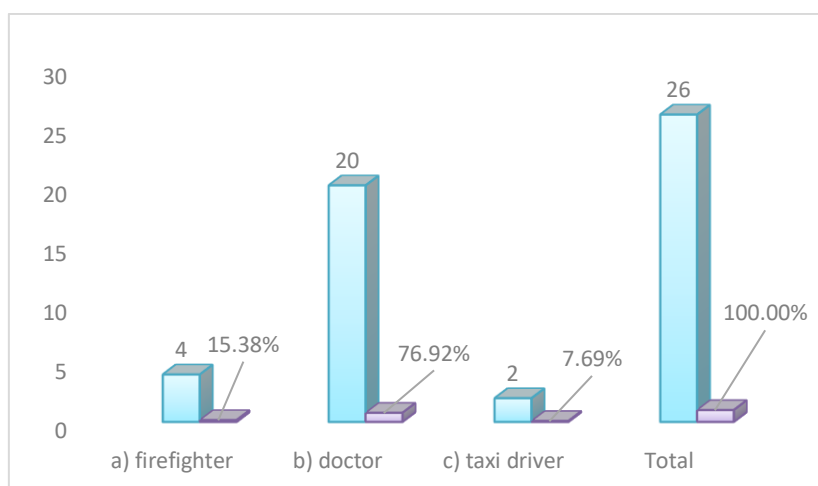
U MANN WHITNEY	w =74,5	p= value= 0,000003018
----------------	---------	-----------------------

Table 2 Paired simple T-test analysis

In a comprehensive examination of the questions concerning professions which required students to correctly recognize them by selecting the correct answer, participants had the greatest percentage of correct replies, with 76,92% submitting valid answers. This noteworthy outcome becomes even more significant considering the question was brought up on a Kahoot practice. The results obtained highlight the advantages of applying technology-based resources for adapting teaching content that boost students' interests, resulting in greater involvement and engagement in EFL education.

<b>Professions</b>		
<b>Choose the correct answer</b>	<b>N</b>	<b>%</b>
<b>a) firefighter</b>	4	<b>15,38%</b>
<b>b) doctor</b>	20	<b>76,92%</b>
<b>c) taxi driver</b>	2	<b>7,69%</b>
<b>Total</b>	26	<b>100,00%</b>

*Table 3 Question in regards of professions*



*Figure 2 Professions' results graphic interpretation*

Besides, there was a significant improvement in the scores in the questions about numbers and colors demonstrating the students possess an extensive knowledge of the context as it can be observed in their responses justifying the efficacy of introducing songs, games and interactive websites to reinforce these topics along the treatment intervention. The students then applied this new terminology to solve the posttest

intervention to finally use them in real situations and simulations at school. The results showed that 69,23 % of participants could define the quantity accurately, showing the possibility of future application of adapting the lessons to help them to recognize the numbers' spelling and pointing out the relevance of acquiring these math abilities for everyday tasks. The inclusion of platforms such as Wordwall, Kahoot and Quizzis games boosted motivation during the intervention sessions resulted in a noteworthy enhancement in post-test scores as it is shown in Table 4, Figure 4. Through these exercises, students were able to establish rapport with one another and improve four language skills competence.

<b>Numbers</b>		
<b>Choose the correct answer</b>	<b>N</b>	<b>%</b>
<b>a) four</b>	5	<b>19,23%</b>
<b>b) one</b>	2	<b>7,69%</b>
<b>c) two</b>	18	<b>69,23%</b>
<b>d) three</b>	1	<b>3,85%</b>
<b>Total</b>	26	<b>100,00%</b>

Table 4 Question in regards of numbers

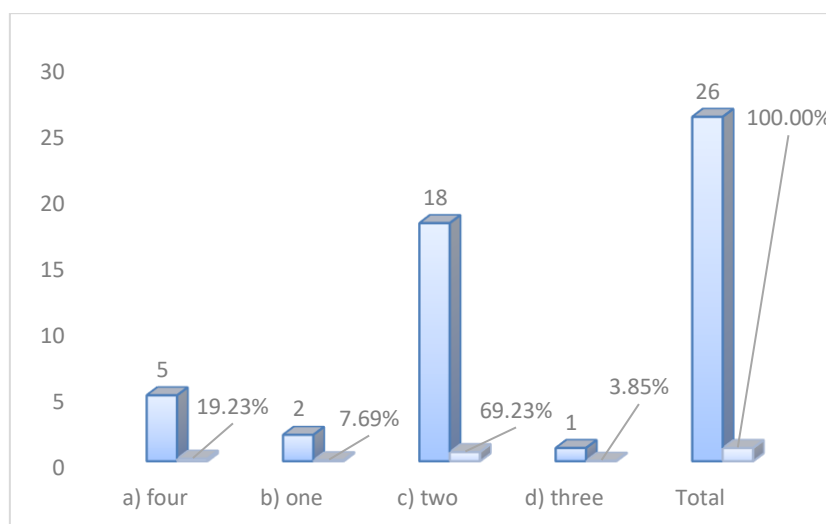


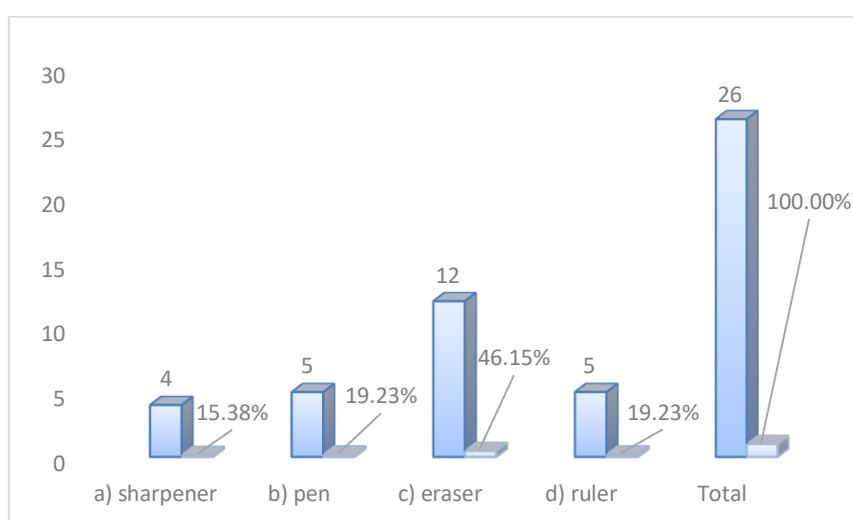
Figure 3 Posttest results about numbers

On the other hand, in regards of questions about obtained the lowest classroom commnads, animals and class objects showed lower scores in the posttest. It might be evident the importance to emphasize the main challenges that participants face in order

to clearly understand how new words are articulated and the possible situations where participants may employ vocabulary in everyday situations. The results revealed a considerable discrepancy, with only 19,23 % of individuals submitting correct responses as it is shown in Table 5, Figure 4. This result highlights the difficulties students face when developing complex vocabulary for this sublevel of education due to the lack enough information of these contexts.

<b>School objects</b>		
<b>It is a ruler</b>	<b>N</b>	<b>%</b>
<b>a) sharpener</b>	4	<b>15,38%</b>
<b>b) pen</b>	5	<b>19,23%</b>
<b>c) eraser</b>	12	<b>46,15%</b>
<b>d) ruler</b>	5	<b>19,23%</b>
<b>Total</b>	26	<b>100,00%</b>

*Table 5 Question in regards of school objects*



*Figure 4 Posttest about school objects*

## **4.2 Discussion**

Results from the pretest and posttest demonstrated significant improvements in participants' scores confirming that treatment experienced a beneficial impact on language learning through technology-based resources. Furthermore, participants demonstrated a favorable disposition towards using online websites to complement their lessons via activities centered around gamification. By contrast, the control group did not show any improvement not only in language learning but also in motivation. In addition,

the lessons were explicitly tailored by the teacher to present the best strategies and methods to carry out the process and guide students to acquire vocabulary in a dynamic learning atmosphere.

The intervention's efficacy has been demonstrated by statistical analysis conducted with the assistance of Jamovi program. The results of this study demonstrated that there was indeed significant variation in the posttest scores between the intervention group (IG) and the control group (CG). As a consequence, the treatment sessions concluded showing significantly higher scores ( $M = 8.50$ ,  $SD = 1,50$ ). The results of a study conducted by Bondarenko & Gudkova (2023) found that incorporating digital tools as video conferencing, webinars, e-textbooks, and interactive exercises can increase learners' motivation and engagement while also improving the quality of the learning experience. The current study's findings support the hypothesis that using technology-based resources improve students' attitudes toward learning basic language vocabulary and help them to develop language skills at the same time.

On the other hand, there was no statistically significant gain in word comprehension among the participants in the control group since they were only exposed to traditional methods and printed resources. Furthermore, the control group showed little enthusiasm for the material, which might suggest that they had difficulties to fully comprehend topics. According to the results of a study conducted by Díaz et al (2022) suggested that games should be used in an organized manner to accomplish educational goals and improve student performance. Therefore, in the absence of a framework, the learning process may be overlooked, and students may get overly focused on the tool's entertaining aspects, excluding the instructional objectives.

Several difficulties arose throughout the implementation of technology-based resources during the intervention process to teach vocabulary at this sublevel of education. The institution's inadequate connectivity to the internet and difficulty with lexical comprehension because students do not know how to write or read yet and the majority of vocabulary was assimilated just by looking and recognizing pictures at the beginning of the intervention. Subsequently, students developed language skills and generated vocabulary by their own to write and produce simple words.



## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

The engagement of participants in class activities has shown that implementing technology-based resources for vocabulary expansion has been rather successful. For instance, integrating free websites and platforms provide outstanding methods for transcending beyond traditional linguistic patterns. Indeed, the combination of pedagogical and technological methods promotes learning flexibility and offers an extensive variety of learning experiences. Consequently, the application of multimedia resources not only encourages the development of interpersonal relationships but also guides students to boost language skills production. To effectively utilize these websites and platforms to language learning across initial educational sublevel, educators must possess a thorough understanding of gamification in order to apply the most dynamic strategies to get fully students' attention. This comprehensive knowledge is essential for engaging in meaningful language learning atmosphere aligned at getting sublevel goals.

In response to the research question, it is extremely important that learners should be exposed to real-world language through online games. Concurrently, it is advised that meticulous language guidelines should be developed for Ecuadorian educators in order to support the incorporation of current methods such as Language Immersion, and Translanguaging as part of teaching foreign languages. The main objective of this study was to bring together all the different language features frequently found on platforms and websites according to participants' age and level with the most recent developments in EFL education. The advantages of implementing current practices in education have been highlighted through the literature empirical studies, the didactic strategies, and the assessment which contrasted the intervention group to the control group.

As a result, the study's findings revealed that participants were not only adequately exposed to technology-based didactic resources but also motivation was not deeply generated throughout activities. Consequently, the lack of exposure to online platforms and websites evoked certain difficulties to springboard attitude towards learning at the beginning of the study resulting in a deficiency in language production.

#### 5.2 Recommendations

First and foremost, technology-based didactic resources provide learners with tailored linguistic material that allows them to understand unfamiliar words in settings.

In addition to boosting memorization, gamification flexibility also promotes language transfer and retention. Moreover, online platforms provide additional information by combining appealing audio-visual that enhance word recognition and comprehension.

Furthermore, the wide range of online resources and platforms allow teachers to customize vocabulary courses to fit the interests and preferences of their the students, contributing to learning efficiency and enjoyment. Games can also be used for strengthening students' motivation competency and cultural understanding when teaching languages. The participants suggested that gamification is a powerful tool for learning vocabulary in a dynamic atmosphere.

## 6. BIBLIOGRAPHY

- Agra, G., Formiga, N. S., Oliveira, P. S. de, Costa, M. M. L., Fernandes, M. das G. M., & Nóbrega, M. M. L. da. (2019). Analysis of the concept of Meaningful Learning in light of the Ausubel's Theory. *Revista Brasileira de Enfermagem*, 72, 248-255. <https://doi.org/10.1590/0034-7167-2017-0691>
- Ahmadi, D. M. R. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of Research in English Education*, 3(2), 115-125. <https://doi.org/10.29252/ijree.3.2.115>
- Akhy, K. B., & Iswari, W. P. (2021). Information Communication Technology in EFL Classroom. *Journal of English as A Foreign Language Teaching and Research*, 1(1), Article 1. <https://doi.org/10.31098/jefltr.v1i1.485>
- Almalki, S. (2016). Integrating Quantitative and Qualitative Data in Mixed Methods Research—Challenges and Benefits. *Journal of Education and Learning*, 5(3), Article 3. <https://doi.org/10.5539/jel.v5n3p288>
- Amin, M. M., & Paiman, N. (2022). University English Language Teachers' Use of Digital Platforms for Online Teaching. *International Journal of Emerging Technologies in Learning (iJET)*, 17(20), Article 20. <https://doi.org/10.3991/ijet.v17i20.31421>
- Bondarenko, A., & Gudkova, N. (2023). ENHANCING FOREIGN LANGUAGE TEACHING THROUGH DIGITAL TOOLS AND RESOURCES. *Collection of Scientific Papers «ΛΟΓΟΣ»*, June 23, 2023; Oxford, UK, Article June 23, 2023; Oxford, UK. <https://doi.org/10.36074/logos-23.06.2023.35>
- Budiman, A. (2017). Behaviorism and Foreign Language Teaching Methodology. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 1(2 December), Article 2 December. <https://doi.org/10.29240/ef.v1i2.171>
- Chai, K. N., & Md. Yunus, M. (2020). Primary Pupils' Challenges and Benefits of Game-Based Learning Strategies in Vocabulary Learning: A Literature Review. *International Journal of Academic Research in Business and Social Sciences*, 10(10), Pages 877-886. <https://doi.org/10.6007/IJARBS/v10-i10/7907>
- Gopalan, M., Rosinger, K., & Ahn, J. B. (2020). Use of Quasi-Experimental Research Designs in Education Research: Growth, Promise, and Challenges. *Review of Research in Education*, 44(1), 218-243. <https://doi.org/10.3102/0091732X20903302>
- Govender, T., & Arnedo-Moreno, J. (2021). An Analysis of Game Design Elements Used in Digital Game-Based Language Learning. *Sustainability*, 13(12), Article 12. <https://doi.org/10.3390/su13126679>

- Hsia, L. D., & Yamat, H. (2022). The Use of Kahoot and its Role in Improving Irregular Verbs Learning among Primary ESL Learners. *International Journal of Academic Research in Progressive Education and Development*, 11(2), Pages 1409-1422. <https://doi.org/10.6007/IJARPED/v11-i2/13358>
- Huseinović, L. (2024). The Effects of Gamification On Student Motivation And Achievement In Learning English As A Foreign Language In Higher Education. *MAP Education and Humanities*, 4, 10-36. <https://doi.org/10.53880/2744-2373.2023.4.10>
- Klement, M. (2012). MODERN DIDACTIC TOOLS AND THE POSSIBILITIES OF THEIR IMPLEMENTATION INTO THE EDUCATIONAL PROCESS. *problems of education in the 21st century*, 38. <https://doi.org/10.33225/pec/12.39.83>
- Kurniawati, N., Mayuni, I., & Lustyantje, N. (2024). A Case Study of Millennial English Teachers' Awareness of Digital Media in EFL Classrooms. *Studies in Media and Communication*, 12(1), Article 1. <https://doi.org/10.11114/smc.v12i1.6670>
- Muhammad, N., Iqbal, J., & Nosheen, A. (2023). Psychological Problems Faced by Nonnatives English Learners: A Perspective of Secondary Level English Learners in D. G. Khan. *Academy of Education and Social Sciences Review*, 3(2), Article 2. <https://doi.org/10.48112/aessr.v3i2.476>
- Noor, Z., Harahap, A. K., & Dewi, U. (2023). THE PROBLEM OF TEACHING ENGLISH IN ELEMENTARY SCHOOL-BASED ON TEACHER INVOLVED: EXPLORING TEACHER'S PERSPECTIVE. *LLT Journal: A Journal on Language and Language Teaching*, 26(1), Article 1. <https://doi.org/10.24071/llt.v26i1.5708>
- Padrón-Nápoles, C., Doderó, J. M., Díaz, P., & Aedo, I. (2005). The collaborative development of didactic materials. *Computer Science and Information Systems*, 2, 1-21.
- Panmei, B., & Waluyo, B. (2023). The Pedagogical Use of Gamification in English Vocabulary Training and Learning in Higher Education. *Education Sciences*, 13(1), Article 1. <https://doi.org/10.3390/educsci13010024>
- Ramírez-Romero, J. L., & Sayer, P. (2016). Introduction to the special issue on English language teaching in public primary schools in Latin America. *Education Policy Analysis Archives*, 24, 79-79. <https://doi.org/10.14507/epaa.24.2635>
- Reskiawan, B., Andas, N. H., & Hajra, H. (2020). A Study on Students' Difficulties In Vocabulary Mastery at First Grade Students of SMPN 1 Baula. *Tamaddun*, 19(1), 34-54. <https://doi.org/10.33096/tamaddun.v19i1.74>
- Rodríguez-Escobar, C., Cuevas-Lepe, J., & Maluenda-Parraguez, L. (2023). *Assessing the Effectiveness of Wordwall.net as a Vocabulary Learning Tool: Pre-Service EFL Teachers' Perspectives*. 14, 2023. <https://doi.org/10.7176/JEP/14-31-04>

- Rosyada-AS, A., & Apoko, T. W. (2023). Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students. *Journal of Languages and Language Teaching*, 11(3), 489-501. <https://doi.org/10.33394/joltt.v11i3.8404>
- Syamsidar, S., Silalahi, R. M. P., Rusmardiana, A., Febriningsih, F., Taha, M., & Erniwati, E. (2023). Wordwall on Mastery of Vocabulary in English Learning. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), Article 2. <https://doi.org/10.35445/alishlah.v15i2.3466>
- Taherdoost, H. (2022). What are Different Research Approaches? Comprehensive Review of Qualitative, Quantitative, and Mixed Method Research, Their Applications, Types, and Limitations. *Journal of Management Science & Engineering Research*, 5(1), Article 1. <https://doi.org/10.30564/jmser.v5i1.4538>
- Trinh, T. H., Nguyen, M. N., & Tran, T. T. H. (2022). Teachers and Students' Perceptions of Using Digital Games in Improving Vocabulary at Non-English-majored Class. *AsiaCALL Online Journal*, 13(5), Article 5. <https://doi.org/10.54855/acoj.221358>
- Zahrah, R. amalia A., & Anwar, K. (2023). The Effect Using Wordwall Game Applications To Improve Student's Vocabulary In Chumchon Ban Phanokkhao School. *DIDAKTIKA : Jurnal Pemikiran Pendidikan*, 29(1), Article 1. <https://doi.org/10.30587/didaktika.v29i1.5246>

## ANNEXES

### Instruments

- **Instrument 1:** Pretest and Posttest
- **Instrument 2:** Interview questionnaire
- **Instrument 4:** Photographs of intervention



# UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías  
*Pedagogía de los Idiomas Nacionales y Extranjeros*



**Class: Initial A**

**Date:**

## PRETEST – POSTEST ON VOCABULARY BASED ON DIGITAL

### RESOURCES

Choose the correct word for the picture



1.

- a) firefighter
- c) doctor

b) taxi driver



Choose the weather

2.

- a) hot
- c) rainy

- b) sunny
- d) snowy

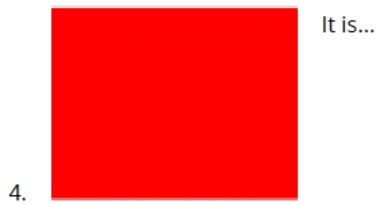


It is a...

3.

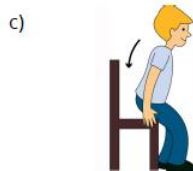
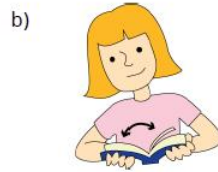
- a) pencil
- c) book

- b) bag
- d) pen

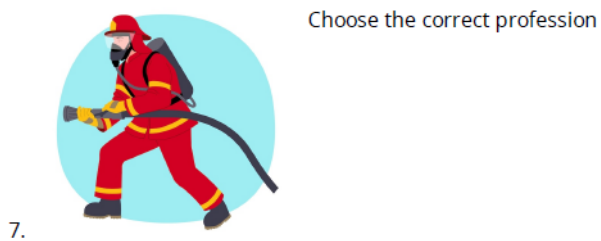


- a) green
- b) red
- c) yellow
- d) blue

5. Close the door



- a) duck
- b) fish
- c) bee
- d) cow



- a) Firefighter
- b) Police officer
- c) Nurse



- a) bird
- b) rabbit
- c) cat
- d) dog



9.  There are ... cars.

- a) four
- b) one
- c) two
- d) three

10.  It is a...

- a) cow
- b) cat
- c) dog
- d) bee

11.  It is a .....

- a) bag
- b) ruler
- c) pencil
- d) pen

12.  What's this?

- a) Park
- b) Church
- c) Zoo

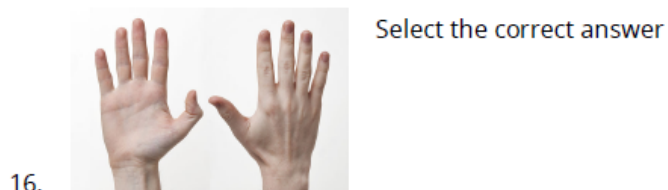
13. Which picture starts from letter A?





- a) blue
- b) pink
- c) yellow
- d) red

15. It is a ruler.



- a) Head
- b) Shoulders
- c) hands
- d) eyes



- a) bee
- b) bird
- c) rabbit
- d) cat



There are ... balls.

18.

- a) Three
- c) One

- b) Five
- d) Six

19. It is a horse.



It is a....

20.

- a) pen
- c) pencil

- b) book
- d) ruler



# UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías  
Pedagogía de los Idiomas Nacionales y Extranjeros



## The Usage of Technology-Based Didactic Resources as a Teaching Strategy to Improve Vocabulary

Date:





Class: Initial 2

Topic:

This interview is addressed to initial level students at Unidad Educativa Vigotsky aimed at gathering information about their comprehension of vocabulary throughout the application of Technology-Based Didactic Resources



Excellent    Good    Neutral    Not good    Awful

Criteria	Color your answer
I enjoy learning English with digital platforms	
I understand the vocabulary presented in class	
I follow my teacher's instructions and apply the vocabulary in real context	
I pronounce the new words and identify them when playing a game on the computer	



# UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías  
Pedagogía de los Idiomas Nacionales y Extranjeros



Photo 1 Kahoot game to reinforce the topic with IG



Photo 2 Posttest stage



Photo 3 Intervention stage and group communicative games on Wordwall



Photo 4 Control group class based on traditional methods