# TECHNICAL UNIVERSITY OF COTOPAXI

# PUJILÍ CAMPUS

# EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

# RESEARCH PROJECT

## "TECHNOLOGICAL DIDACTIC RESOURCES TO INCREASE VOCABULARY IN A VIRTUAL ENVIRONMENT DURING PANDEMIC AT THE FEDERICO FROEBEL BASIC SCHOOL YEAR 2021-2022"

Research report before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major

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**PUJILÍ – ECUADOR**

**APRIL 2022**

# TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Technological didactic resources to increase vocabulary in a virtual environment during pandemic at the Federico Froebel Basic School year 2021-2022." and researched by Calderón Guano Jennifer Daniela, ID: 172691476-3 and Ramírez Yugcha Morelia Alejandra, ID: 230071523-8 for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

# I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March 2022

Andrade Morán Jose Ignacio, Mg.

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# COMMITTEE APPROVAL

The research report entitled "Technological didactic resources to increase vocabulary in a virtual environment during pandemic at the Federico Froebel Basic School year 2021-2022." has been revised, approved, and authorized for printing and binding before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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Pujilí, March 2022

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# GRATEFULNESS

## DEDICATION

*I dedicate this goal accomplished to my mother Laura, whom I love, and who accompanied me in every step with love and patience, also to my grandparents Rosa and Jaime, who gave me wisdom and strength during my professional journey. To my mother's family, who was by my side and I will always carry in my heart. Alejandro, who gave me much bravery to finish this project, I love you.*

*Jennifer*

## DEDICATION

*I dedicate this work to God, since He has allowed me to finish my career. To my mother, since she has always been by my side, giving me constant support and encouragement throughout my educational life. To my aunt Maria Ramirez for always believing in me, giving me strength and guiding me in every step I take. To my father who protects me from heaven and enlightens me to move forward.*

*Morelia*

**TECHNICAL UNIVERSITY OF COTOPAXI**

**PUJILÍ CAMPUS**

**EDUCATIONAL SCIENCES, MAJORING IN ENGLISH**

**THEME:"**TECHNOLOGICAL DIDACTIC RESOURCES TO INCREASE VOCABULARY IN A VIRTUAL ENVIRONMENT DURING PANDEMIC (COVID-19), AT THE FEDERICO FROEBEL BASIC SCHOOL YEAR 2021-2022"

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## ABSTRACT

The English vocabulary is an essential part of learning it as a foreign language. It can help people to understand and communicate in the same language. In vocabulary learning, many traditional methods might be applied in this sub-skill, such as flashcards, memorization of words, etc. As it is known, technology has helped learn a new language, become a modern strategy, and increasingly assist in developing language skills. However, due to the pandemic (Covid-19) and the change of Education in a virtual mode, it has caused that the use of technological resources increased, and it is essential in English classes. For that reason, this research aims to analyze technological didactic resources that will help in vocabulary learning in the English language for students of primary schools who adopted a virtual mode in the classrooms. A bibliography search was done based on different authors that support technological tools as a new strategy to learn English vocabulary to reach this goal. Hence, a quantitative approach was applied, with a non-experimental transversal type of research and theoretical-descriptive methodology. The instrument used was the survey, which allowed the data collection, and it was involved in a sample of 70 learners for the Fourth-grade of a primary school. As a result of this proposal, technological didactic resources will benefit the learners' vocabulary learning in a foreign language, virtually during pandemic (Covid-19). These platforms and web pages provide different activities that are fun, interactive, and produce students' interest in learning new words. With findings is concluded that with the appropriate use of the technological resources inside the virtual classroom, students can increase their vocabulary in the English language in an innovative, creative, and motivational way.

Key words: learning, technological didactic resources, vocabulary, virtual mode.

**UNIVESIDAD TÉCNICA DE COTOPAXI**

**EXTENSIÓN PIJILÍ**

**CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS**

**TÍTULO:** "RECURSOS DIDÁCTICOS TECNOLÓGICOS PARA INCREMENTAR EL VOCABULARIO EN UN AMBIENTE VIRTUAL, DURANTE LA PANDEMIA (COVID-19), EN LA ESCUELA FEDERICO FROEBEL AÑO 2021-2022"

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**RESUMEN**

El vocabulario en inglés es una parte esencial del aprendizaje de este idioma como lengua extranjera. Puede ayudar a las personas a entender y comunicarse en el mismo idioma. En el aprendizaje del vocabulario, se pueden aplicar muchos métodos tradicionales en esta sub-habilidad, como tarjetas de memoria, memorización de palabras, etc. Como se sabe, la tecnología ha ayudado en el aprendizaje de un nuevo idioma, convirtiéndose en una estrategia moderna, y ayudando cada vez más a desarrollar las habilidades lingüísticas. Sin embargo, debido a la pandemia (Covid-19) y al cambio de la Educación en modalidad virtual, ha causado que se incremente el uso de recursos tecnológicos, el cual es esencial en las clases de inglés. Por ello, esta investigación tiene como objetivo analizar los recursos didácticos tecnológicos que ayuden en el aprendizaje del vocabulario en el idioma inglés a los alumnos de las escuelas primarias que adoptaron la modalidad virtual en las aulas. Se realizó una búsqueda bibliográfica basada en diferentes autores que apoyan las herramientas tecnológicas como una nueva estrategia para el aprendizaje del vocabulario en inglés para alcanzar este objetivo. Por ello, se aplicó un enfoque cuantitativo, con una investigación de tipo transversal no experimental y metodología teórico-descriptiva. El instrumento utilizado fue la encuesta, que permitió la recopilación de datos, y se involucró en una muestra de 70 alumnos del cuarto grado de una escuela primaria. Como resultado de esta propuesta, los recursos didácticos tecnológicos beneficiarán el aprendizaje de vocabulario de los alumnos en una lengua extranjera, prácticamente durante la pandemia (Covid-19). Estas plataformas y páginas web proporcionan diferentes actividades que son divertidas, interactivas y producen el interés de los estudiantes en el aprendizaje de nuevas palabras. Con los hallazgos se concluye que, con el uso adecuado de los recursos tecnológicos dentro del aula virtual, los alumnos pueden aumentar su vocabulario en lengua inglesa de una forma innovadora, creativa y motivadora.

Palabras claves: aprendizaje, modo virtual, recursos didácticos tecnológicos, vocabulario.

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**TECHNICAL UNIVERSITY OF COTOPAXI**

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## 1. GENERAL INFORMATION

**Theme: "**TECHNOLOGICAL DIDACTIC RESOURCES TO INCREASE VOCABULARY IN A VIRTUAL ENVIRONMENT DURING PANDEMIC AT THE FEDERICO FROEBEL BASIC SCHOOL YEAR 2021-2022"

**Starting Date:** March, 2021

**Ending Date:** March, 2022

**Place of Research:** Machachi – Mejía - Pichincha – Zona 3 - Escuela Básica Federico Froebel.

**Sponsoring Faculty:** Pujilí Campus

**Sponsoring career:** Educational Sciences, Majoring in English.

**Linked Research Project:** Formative research

**Macro Project of the career:** Training process in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

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**Knowledge area:** Education

**Research line:** Education and communication for human and social development.

**Research line of the career:** Innovation in teaching and learning English as a foreign language.

## 2. PROBLEM STATEMENT

Nowadays, English is the principal language spoken in several countries worldwide. It can use not only in Education even in politics, economics, professions, etc. English as a foreign language had had a low level in the different institutions in Ecuador. For that reason, the Ministry of Education set out the agreement 0052-14, which stated that "the teaching of the foreign language (English) from 2016-2017 (Highland) and 2017-2018 (Coast) will be mandatory from the second grade of General Basic Education to third grade of High School for all public and private institutions, etc. in the country." p.3. Consequently, the objective of this agreement is that students will be obtained B2 as a level of this foreign language, but currently, this proposal has not been achieved. Due to students having a basic English language level at the end of their baccalaureate.

In educative institutions are different problems in teaching and learning of English language, and more during the COVID -19 pandemic where teachers and students changed the way to teaching and learning. In Ecuador, the Ministry of Education made a new Curriculum, "Prioritized Curriculum, "to deal with this problem because the studies took a virtual model. The objectives, contents, skills, indicators are different for this emergency that Ecuador crossed. Teachers did not teach vocabulary using appropriate didactic material in the traditional model. However, the virtual model was unaware of technological didactic resources to increase this sub-skill. It was shown in students of the Fourth grade of Basic School "Federico Froebel" that the causes of these problems were: teachers do not focus on teaching vocabulary or do not have an appropriate methodology. Moreover, teachers think that the main four skills are more important and do not implement strategies for students to learn a certain number of words useful for them when they learn a new language. Thus, it is important to mention that "vocabulary is essential for learners because they can have a successful in all skills of a target language" (Alqahtani, 2015, p.22).

During this pandemic, in the virtual model, teachers used the same traditional method like flashcards in PowerPoint, giving a list of words to memorize, etc. For that reason, students have brought problems to have a significate learning. Besides, teachers did not know the methodology and technological didactic resources for this virtual environment and enriched students' vocabulary.

Due to the pandemic, the educational process declined. The strategies used have not provided good support in the teaching and learning of students, which has not allowed them to increase

their knowledge of the language. Hence, the proposal of new technological didactic resources in vocabulary teaching is necessary for students to strengthen the English language acquisition at each educational level. Nowadays, several platforms and web pages are used as technological didactic resources that help teachers generate a motivating virtual environment where students learn the language.

Consequently, this project focuses on applying technological didactic resources in Fourth-grade children of the private school Federico Froebel to increase and improve vocabulary as a sub-skill of the English language. In addition, in this research, teachers will find the different platforms, web pages, etc., as didactic resources to strengthen the acquisition of vocabulary in students. In institutions and others that have the same problems or are in virtual mode, to achieve adequate development in students' skills when learning a new language, thus they can develop in different contexts of daily life.

**Research Question**

The research question for this study is: How do technological didactic resources help to increase learning vocabulary in a virtual environment during the pandemic (Covid-19) in the Fourth-grade students at Federico Froebel school Pichincha province, Machachi canton, 2021-2022 school year?

## 3. OBJECTIVES

### 3.1 General Objective

To analyze the technological didactic resources for learning the English vocabulary, Fourth-grade students at Federico Froebel, the school year 2021-2022, are studying in a virtual environment due to the pandemic (Covid-19).

### 3.2 Specific objective

- To identify the educative factors influence vocabulary learning in the English language in the Fourth-grade students at Federico Froebel, the school year 2021-2022.

- To determine the different technological didactic resources and the useful activities in developing students' vocabulary in the English language.

- To describe how technological didactic resources improve the students' vocabulary in acquiring a foreign language.

## 4. SYSTEM OF TASKS IN RELATION TO THE PROPOSED OBJECTIVES

**Table 1**

*System of task in relation to the proposed objectives*

| Objectives | Activities | Means of verification |
|---|---|---|
| To identify which educative factors influence vocabulary learning in the English language in the Fourth-grade students at Federico Froebel, the school year 2021-2022. | - To apply a survey to identify which are the educative factors influence in learning of vocabulary.<br>- To identify how often students learn vocabulary during the class. | - Survey<br>- Research project |
| To determine the different technological didactic resources and useful activities in developing students' vocabulary in the English language. | - Organize different technological didactic resources and activities that are useful to develop students' vocabulary for obtaining the results of this research.<br>- To show these technological didactic resources which help in learning vocabulary in the classroom. | - Bibliography<br>- Explanation of these technological didactic resources. |
| To describe how technological didactic resources, improve the students' vocabulary in acquiring a foreign language. | - To show the analysis obtained in the survey for application technological didactic resources.<br>- To propose technological didactic resources as a good way of vocabulary learning in the English Language. | Results of survey. |

## 5. JUSTIFICATION

This study is carried out because the world is going through a worldwide pandemic, and all the contexts of humanity have changed educationally, psychologically, economically, and socially. For this reason, this research is focused on the educational context, which was one of the most affected until today. In Ecuador, the educational context changed strategies, objectives, curriculum, and even student teaching resources. In addition, teachers during the state of emergency have conducted their teaching and learning process in virtual mode.

Furthermore, many teachers do not know the technological didactic resources to increase vocabulary and motivate their students to learn English in this environment. Thus, it is wanted to provide this educational problem with several didactic resources that will facilitate students to develop their vocabulary in the target language.

The technological didactic resources will contribute to the student's learning process; they will have interactive, novel, innovative, and creative classes in the virtual environment. As a result, students will increase their vocabulary and be motivated to learn the English language since traditional resources are consistently applied, which does not allow the development of this skill and only leads to demotivation.

The beneficiaries of the technological didactic resources will be the students who need to experience another way to increase their vocabulary in the foreign language. However, it should be mentioned that this will only help students who have digital internet devices and are studying in a virtual environment. The pandemic has affected the student's learning process, as it shows a low proficiency in the language. Hence, the Fourth-grade students at the Federico Froebel School located in Machachi city, canton Mejia, will be the beneficiaries of these tools, which have the resources such as the internet and digital devices.

Moreover, the impact of these technological didactic resources inside virtual Education will be not to use traditional resources such as flashcards, lists, and word repetition. They are resources that limit learning, demotivate, do not allow autonomy and creativity. Thus, the LOEI (Organic Law of Intercultural Education) in its article 347 section 8 states that "it is necessary to incorporate the use of the information and communication technologies in the educational process also, provide the link between education and productive or social activities." (p.6) Therefore, the application of ICTs benefits students' learning because they are funny, innovative, creative, interactive, and bring significant knowledge in classes. The platforms and web pages were used as a didactic resource since the state of emergency required their

implementation within the new virtual modality to continue learning and thus obtain classes that motivate the student.

Finally, children will practice using the technological didactic resource with teacher help during the classes, so they will reinforce their vocabulary in speaking and writing, reading, and recognizing when they hear them. By employing these platforms, they will be able to keep all this vocabulary in their memory, which will help to strengthen their other English language skills and, in the future, apply them in everyday life.

## 6. SCIENTIFIC AND TECHNICAL FRAMEWORK

### 6.1 Background

People who learn a new language should develop vocabulary since this allows them to interact with other people: "vocabulary development is widely recognized by learners, teachers, and researchers as a key component of learning a language" (Elgort, 2017, p.2). For that reason, vocabulary is necessary for acquiring the English language, and it can be learned in an innovative way. Therefore, "there are several technological tools that allow the teacher to increase vocabulary learning in students since they capture the interest and provide significant knowledge in this sub-skill of the target language" (Hermagustiana & Rusmawaty, 2017, p. 138).

Thus, several authors support the idea that technological didactic resources improve vocabulary learning in the English language. (Ahmadi, 2018) "technology provides students with essential learning tools that facilitate cooperative learning, offer exciting alternatives for developing language skills through experimentation" (p.1). Moreover, "technology promotes students' autonomy and increases their motivation making the learning experience more student-centered" (Ahmadi, 2018, p.1).

Hence, using technological didactic resources inside the classroom gives a new way to increase students' vocabulary due to interactive, creative, and motivational applications when learning a target language.

Furthermore, other authors claim that:

> New technologies enable us to design and develop many complementary materials. Teachers will be able to adapt new materials for different levels. In addition, individualized evaluation processes can be designed to increase the student's motivation.

The language teaching process can be digitized because materials before introducing new technologies are still helpful. (Rico, 2017, p.25).

To highlight the above, technological teaching resources help in the teaching-learning process, allowing autonomy and evaluation of knowledge during the use of them by the students in the acquisition of the English language.

Urrea (2018) states that "technological resources are extensions of the contents that complement the classroom methodology, and motivate the student to learn in an innovative way through multimedia aspects such as audio and video" (p.7). Besides, (Vulchanova et al., 2015) said that "these platforms have made major advances in information processing and provide a wide variety of learning strategies." Technological didactic resources are additional and excellent methodology inside classes. For that reason, there are different platforms web pages that give activities and helpful information to help in vocabulary learning.

In addition, (Moreno et al., 2021), claims "with the new technological tools inside of the school is obtained a high level in English classes, since these can catch the attention in the learners and transmit a new knowledge through games, videos, images, and text" (p.4).

There is an impact on technological tools in acquiring the target language. For Cervantes (2019), "the ICT's can show various platforms or web pages to share content, but their true strength is the capacity to have a real communication also, these help in the acquisition, improve vocabulary, and practice other English language skills" (p.120).

Another vital research emphasized the use of technological resources to improve vocabulary. (Moreno et al., 2021) states, "the use of ICTs gives many benefits to learners since they can find different ways to have an autonomy learning which are useful at the moment to acquire a new vocabulary in a foreign language" (p.5).

These authors emphasize the use of technological didactic resources because these allow a high advance in Education since these offer a lot of innovative strategies during learning a foreign language. Due to the implementation of platforms and web pages, learners can be autonomous in developing their linguistic knowledge because these tools can catch the learners' attention and facilitate learning during English classes.

It is essential to mention that some investigations support the use of different platforms or technological resources that are a good idea to apply in the learning vocabulary and the English language. According to Franco, Diaz, and Estrada (2014) states that:

> At La Salle University in Bogota, they have implemented blogs, wikis, and Speechyard with a group of elementary-level students at the CUN (Corporación Unificada Nacional) university. This research concluded that the three technological tools had not linguistic impact by proving that students improved vocabulary by 40% in their second application. The learners had an emotional impact through questionnaires, which showed that students were motivated by the platforms and the strategies used for vocabulary learning. (pp 9-10)

This study allows us to analyze that the application of different technological didactic resources contributes to learning a new language and focuses on increasing vocabulary as a sub-skill. Thus, various platforms web pages (blogs, wikis, Speechyard) used in this research had a positive and motivating impact on these students learning the foreign language.

Finally, to support this research on using technological didactic resources in vocabulary learning, different information was searched, which stated that these help the teacher and the student inside and outside the virtual classroom. With continuous training and the use of these resources, learners can improve their skills and, in this case, focus on vocabulary as a sub-skill when acquiring the English language. On the other hand, it is necessary to emphasize that the didactic tools do not substitute the teacher but complement the learning of the target language.

**6.2 Theoretical Framework**

**6.2.1 Technological Didactic Resources**

It is essential to know the different definitions of technological didactic resources, based on another point of view of the authors:

"ICTs are a group of technological sources in different formats such as texts, images, sounds, videos, games, etc. These resources allow wide access for its creation, production, and sharing of the information elaborated within the network" (Abril & Acosta, 2015, p.24).

According to (Chancusig et al., 2017) states about technological didactic resources, "Interactive didactic resources have the power to make students enhance their skills and awaken their interest in the educational process with stimulating and motivating activities that facilitate

meaningful learning. They are those elements such as audio, video, graphics and others" (p.10). In addition, (Chancusig et al., 2017) mentioned that "technological didactic resources help to manage information on the network, through the storage and processing of different web pages and sites where these contents are transmitted in various forms" (p.9).

For (Escobar et al., 2021) mentioned that "the function of the technological didactic resources inside of the teaching-learning process is: organize, generate, access, store, and transmit knowledge" (p.1274).

These authors define didactic resources as a source of information from the network, which provides platforms for creating, modifying, and displaying applicable content for Education. They are presented in different formats for use or application, thus serving as an innovative, creative, and motivating support in the teaching and learning process.

### 6.2.2 Importance of Technological Didactic Resources

Technological didactics resources are necessary for some aspects of Education, as is known, are tools that help motivate, improve the development, and bring interesting activities in the teaching and learning process in classes. Therefore, it mentions some importance:

According to (Orozco et al., 2020) "the importance of technological didactic resources improves the acquisition of knowledge, and improve the teaching and learning process between teachers and learners" (p.34). For (Pourhosein, 2014) states that "the technology in the learning of English created an atmosphere centered around the learners, give with positive results during its application, and provides significative classes where the student is independent in their learning" (p.118).

(Abril & Acosta, 2015) mention the importance of technological didactic resources that: "these resources are to bring tools to incorporate in the curriculum of the Educative institutions through platforms, web pages, activities which are flexible in time, use, and practice, not as the traditional methodologies so that students can develop their motivational capacities" (p.29).

Moreover (Granda et al.,2019) states, "technological resources in modern Education contribute different ways to get to the teaching and learning process, without forgetting the traditional methodologies. Additionally, these tools with the use and practice allow obtaining a high academic performance" (p.105).

For that reason, technological didactic resources are essential during the classes because students can improve the acquisition of their knowledge. Also, teachers can incorporate extra tools in their teaching and provide motivational, productive, and original classes for their students. Finally, these platforms allow students to have control and availability of these and use them in the environment, time, or circumstances they find themselves in.

### 6.2.3 TPACK Model

This research is based on the TPACK model, a framework that emphasizes technology in Education. In addition, as has been explained, these tools provide some benefits for teachers and students inside the teaching and learning process.

Shulman (1986, as cited in Koehler, Mishra, Kereluik, Shin & Graham, 2014) proposes that effective teaching needs special knowledge, called pedagogical content knowledge (PCK). This model represents "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to learners' diverse interests and abilities, and presented for instruction" (p.8). Thus, PCK manifests that content teaching requires the application of strategies, methodologies, activities adequate for students' capacities to get a significative knowledge.

Consequently, Shulman's proposal is joined by Mishra and Koehler's (2006) bringing a new model TPACK (technological, pedagogical, and content knowledge) establish that the use of technology in the teacher's role can improve their teaching in classes.
According to Koehler et al. (2014), there are three fundamental aspects that components TPACK framework:

1. Content knowledge (CK): is any subject content that the teacher is responsible for teaching.
2. Pedagogical knowledge (PK): there are the strategies, methods, and practices that teachers apply in teaching to build up students' learning.
3. Technology knowledge (TK): is composed of all knowledge about technology for teachers and the new tendencies informatics to apply into the curriculum.

The TPACK framework has three bodies knowledge interact, constrain, and afford all of these are related between them and bring to obtain four components which are:

1. Technological Content Knowledge (TCK): is the mutual relationship between content knowledge and technology.

2. Pedagogical Content Knowledge (PCK) is how the teachers organize and resolve the different problems in their class and adapt them for the student's capacities.

3. Technological Pedagogical Knowledge (TPK): is the comprehension that technology can limit and enable the development of pedagogical practices during classes.

4. Technological Pedagogical Content Knowledge (TPACK) refers to the relationship between technology, pedagogic, and content that allows teachers to apply adequate strategies in the teaching process. (p.102)

Nowadays, TPACK incorporates the use of technologies in Education as a model in which teachers have innovative classes, and students can increase their academic performance with their service.

### 6.2.4 Constructivist

Currently, constructivism has a significant influence in the educational area; that is why it is necessary to know its stance and relation to technology in learning.

According to (Reyero, 2019) states about constructivism, " learners build their knowledge, since they are part of an active process, through the action and experience. They are not passive learners because they respond to all pedagogical guides for teachers" (p.113). In Education (Shah, 2019) stated about constructivism that "ideas of Piaget, Vygotsky, and Freire reflect that in education learners are individualistic beings who are creators, interpreters, and organizers of their knowledge" (p.5).

In addition, it is necessary to know that the use of ICT has a relationship with the constructivist approach (Kurami, 2019) states:

> ICT is the best tool that supports the constructivist vision of Education. This means that ICTs provide platforms with which the student can learn individually. The teacher guides with the appropriate tools to search for content, increase new experiences, and construct knowledge during the teaching-learning process. (p.590)

Thus, based on constructivism and the use of the ICT in the virtual classroom, it is possible that the students can create their knowledge since ICT provides educational content for their individual needs. For that reason, the application of TPACK is associated with constructivism

which is stances to develop this research because these pedagogical currents state that the implementation of technological didactic resources is a tool that brings support in the classroom and helps students find significant knowledge.

### 6.2.5 Types of Technological Didactic Resources

The types of technological didactic resources which will help in this research to improve vocabulary sub-skill in the English language and get individual knowledge are:

### 6.2.5.1 Cerebriti

It is a technological tool, and it is found on the Web. Their application can help educate and provide activities to build knowledge through games in a funny and pleasant way. Also, it can be used in different subjects.

This platform provides teachers with ten templates that will make their work easier. All you have to do is fill them in with the required contents or questions and answers.

In addition, teachers and students can find the following activities:
- Quiz type,
- Mute map,
- Find the correct answers,
- Find the pair (text),
- Find the pair (image),
- Carousel of questions,
- Secret words,
- Identify the image,
- Ranking and Blank list.

### 6.2.5.2 Storynory

Students can read and listen to different texts and download or use them online with this technological tool.

Moreover, this platform brings tales, fables, poems, and songs, such as snowhite, mermaid, the beauty and beast, Greek stories, etc. Students can read, find new words and increase their vocabulary.

### 6.5.2.3 ESL Games

ESL games offer interactive and creative learning and teaching as Foreign Language. This platform is for use for different grades of Education, and students can learn English vocabulary, listening to the pronunciation, and phonics.

Students only find several links to find good games to learn vocabulary on this page. In it, students should click and listen to the word and play.

In addition, this web page brings for students a variety of games such as:

- Snakes and Ladders,
- Hangman, Spelling games,
- Wheel of Fortune,
- TV Games (Betting Game),
- Mazes, Memory Games,
- Matching exercises,
- Sequencing exercises,
- Picture Quizzes and more

### 6.2.3.4 Blabberize

It is an online tool where students can record their voices using different images after sharing on the same web page.

For languages, this platform is helpful since students enhance their oral communication, pronunciation, and comprehension of words. Besides, this platform allows students to listen to their recordings, identify mistakes, and correct them to improve vocabulary acquisition.

The steps to make a creative blabberize are:
1. Entry to the blabberize platform.
2. Click in MAKE to create your job.
3. Find a funny image.
4. Set the image according to your preference
5. Add a mouth in the picture.
6. Record the words
7. Finally, save and listen to your creation.

### 6.2.6 Impact of Pandemic (COVID 19) and Virtual Environment in the Learning Process

Due to pandemic (Covid 19) around the world, Education had to change the face-to-face model through a virtual environment. Thus, all members of community educative had to adapt to different methods, strategies, tools, etc., to reach appropriate learning in this new model of Education. Thus, this educational transition was complicated for both teachers and students since they were unknown how to use technological tools and surf the Web, which hindered the teaching and learning process.

For (Mishra et al., 2020) state, "(Covid 19) situation had terrible consequences in education because the educational system did not have adequate training to teach by online model for the long-term" (p.5). Furthermore, (Mahyoob, 2020), in the result of his research, mentioned that "in online classes, students had shown troubles such as technical in the use of platforms, academic in the acquisition of knowledge, and communication between teacher-student and student-student" (p.351).

Inside the English teaching and learning process during Covid 19, there are some points of view about virtual environments and technology tools. For Sugarman and Lazarín (2020) states:

> There are some obstacles in learning the English language, such as ownership of a digital device, poor pedagogical support at home, and limited technological resources for learning during the pandemic. Hence these barriers, English language learning is challenging to acquire because students do not improve their L2 skills since being at home speaking their mother tongue or L1 does not allow them to practice the target language. (p.1)

### 6.2.7 Vocabulary

One definition of vocabulary is all the words that a language has. People can speak, read, write, and understand to communicate with people who speak the same language.

(Bahri, 2021) defines "vocabulary as a collection of terms, and sometimes an expression organized alphabetically and translated" (p.3). Moreover, (Azizah, 2019) claims that "vocabulary is the smallest part of language, which has a meaning, and it helps as first step in the mastery's language" (p.1).

In addition, (Phillips & Phillips, 2017) defined "vocabulary is a sub-skill in the learning of English; also, it is important that students have a high level to understand and produce the main skills of this language (reading, writing, speaking, and listening)" (p.12). For Hoshino (2010, as cited in Katawazai and Haidari, 2019) emphases "vocabulary is the basis of language; thus, we can never underestimate its importance in learning a target language" (p.1236). Although vocabulary is a subskill, it is crucial to mastery during English language acquisition.

Easterbrook (2013) claims "that vocabulary has two principles which are orthographically (meaning words), and phonologically (is the combination of aspect morphological to build words)" (p.13).

Therefore, based on these definitions, the authors emphasize that vocabulary is a set of words that the principal function allows to learn a new language to create experiences. In addition, vocabulary has a relationship morphologically, phonologically, and orthographically in which learners can acquire the target language.

### 6.2.8 Importance of Vocabulary in EFL

Vocabulary is a meaningful sub-skill inside the learning process of English, and it is necessary for developing and getting a high level of this language. For that reason, it is mentioned by some authors who claim the importance of vocabulary and the relationship with the main skills.

Alqahtani (2015) mentioned, "the importance of vocabulary that it is crucial in the learning of languages and understanding what people express because words have a meaning or sense for the language comprehension" (p.21).

According to Tovar (2016) states that "without appropriate knowledge of the vocabulary of the foreign language people cannot express their ideas or understand thoughts for other people " (p.89). Therefore, it is essential to recognize the necessity of the target language and learn in a good way this sub-skill to establish clear communication between people who speak the same language.

Rexlin (2015) explains that "a strong base of vocabulary knowledge is indispensable for fostering the language skills which are the four pillars of English language" (p.8).

Moreover, the learning vocabulary combines the four skills in the target language to reach a high proficiency level. (Layli, 2018) states that "there is four main skill inside a foreign language reading, writing, speaking, and listening. Therefore, it is important that students have a vocabulary to master these skills. Meanwhile, students acquire more vocabulary to produce their foreign language" (p.4).

In (Romero & Rojas, 2013) mention the importance of vocabulary "it is necessary for the learning of English language if someone has enough vocabulary is easier to express the ideas or has a fluent communication in a real context of life" (p.34).

Consequently (Khan et al., 2018), "the lack of vocabulary creates obstacles in the learning of a target language, making it difficult to understand and express ideas in the English language" (p. 408). For (Macis & Schmitt 2017) state, "during the process of learning in EFL without the correct acquisition of vocabulary, learners cannot show their language knowledge and cannot develop the main skills in the target language" (p.408).

As we have seen, vocabulary is an essential part of the acquisition of English as a foreign language, as it allows: the comprehension and expression of ideas, the development of the main skills, and facilitates communication between people who speak this language.

### 6.2.9 Traditional Strategies to Learn Vocabulary

Traditional strategies have been used for a long period in learning vocabulary in the target language since these are easy-to-use tools for students to learn vocabulary in a didactic way.

Some traditional strategies can help as a tool during the teaching and learning process in the English language, such as flashcards, a list of words, and the use of the dictionary.

### 6.2.9.1 Flashcards

According to (Kayne, 2019), define " flashcards as a way the student can learn about different topics and is a memorization tool of vocabulary. It is composed of a format with two-sided in one has the word, and the other has the definition" (p.5).

Besides, (Aulia, 2018) mention, "The use of flashcards in the teaching of vocabulary can help as a good strategy because it contains the pictures, words, symbols or real things for understanding learners the meaning of these words, and it reinforces the basic knowledge" (p.5).

In addition, "the author mentions that it is a strategy which can be used in children and younger learners because this strategy enriches their vocabulary." (Aulia, 2018, p.6).

### 6.2.9.2 Memorization of Words

For Richards & Schmidt (2013, as cited in Bahri, 2021) claim: "generally, memorization refers to the aware method of memorizing information" (p.9). In addition, Bahri (2021) defines "the word memorizing as the conscious process. Students can use their memorization consciously, and when they execute, make memorization process" (p.9).

"To increase the vocabulary through the memorization method, students can memorize a part of vocabulary with specific techniques such as writing short phrases or sentences, making a conversation or dialogue, and even improving their spelling in words." (Azizah, 2019, p.2). Students have to repeat this process multiple times to memorize the new words during acquiring a foreign language.

Moreover, for Rivers (1983, as cited in Bahri, 2021) claims the students use this strategy in the following way:

1. Students memorize words through a list.
2. During reading a text, students highline the words that they do not understand.
3. In the process of reading, students find the meaning of a new word depending on the context of the text.
4. Students practice with themselves to memorize the word in the long term.
5. It is necessary to use dictionaries to increase the students' vocabulary. (p.11)

Thus, being these are one of the many traditional strategies that teachers use to acquire vocabulary in the English language, which today have been losing their effectiveness in virtual Education. Due to the pandemic, the academic system has changed modality. Technological tools are essential for students to have quality education and reach established knowledge.

### 6.2.10 Learn vocabulary with Technological Didactic Resources

Nowadays, in learning vocabulary, teachers and students can use the technological tools that develop the acquisition of this sub-skill and even the main skills in a foreign language. It is known that vocabulary is a sub-skill that is immersed in the main skills of the language. So, it is necessary to understand how technological didactic resources help to improve them.

Thus, (Vega, 2017) mentions that "technological didactic resources improve the acquisition of English vocabulary through platforms and innovative activities also, students can benefit with the continuous practice from their house" (p.27). In addition (Vega, 2017) states, "the use of ICT in the classroom helps in the development of reading, writing, speaking, and listening skills of the target language" (p.28) because these tools help to practice these skills in a constant way, and improve the English knowledge competence.

For (Maridueña, 2019), states that:

> Technological resources contributed to the English language. It facilitates the teaching-learning process because these provide dynamic strategies and help reinforce the knowledge and allow the development of the main skills and sub-skill as vocabulary. Moreover, these tools improve the students' learning, create motivation, and give interactive activities inside the classroom, which move away from the traditional methods of acquiring the foreign language (p.13).

According to (Martínez, 2020), claims

> The use of ICT facilitates the study of the vocabulary in the English language; due to globalization, it is easier to find many tools, platforms, and web pages that reinforce the knowledge in the students and develop the four skills in the target language (p.28).

"Information and communication technology (ICT) that are applied as a tool in the development of students' vocabulary, also these generate a better-quality education, and are a support for teachers to teach classes" (Guevara, 2017, pp.1274-1275). In addition, (Escobar et al., 2021) states that "technological didactic resources are applied in the learning of languages and vocabulary sub ability, as methodology, method, a technique to make its acquisition more effective" (p.1279).

Due to the pandemic of Covid-19, the educational institutions changed the face-to-face model to a virtual environment where teachers and students adopted technology as a part of the education system. Therefore, it increased the application of technological didactic resources inside virtual classes. In the English language, the change of the curriculum adopted the incorporation of these technological resources to facilitate the learning of it.

Inside the English language, vocabulary is an essential part of the first levels of its learning to achieve comprehension and understanding of the language. Therefore, vocabulary teaching should be a priority in acquiring a foreign language, so the teacher must use appropriate technological tools that generate interest in students to achieve a correct mastery of this sub-skill.

According to the above mentioned, the proposal for this research is to include these technological didactic resources in virtual classrooms as pedagogical support for learning and reinforcement of the English language, its skills, and sub-skills. In addition, these tools contribute in a motivating, innovative, creative way and encourage student autonomy, developing this language's knowledge.

## 7. METHODOLOGY

This research aims to analyze technological didactic resources for learning English vocabulary in a virtual environment during the Covid-19 pandemic, allowing innovative, creative, motivational English classes. These technological didactic resources provide several activities to increase the vocabulary sub-skill in students of Federico Froebel basic school in students of Fourth- grade, classes A, B, and C.

According to (Baena, 2017) states, the following steps in the build of the methodology design:

- Methodology

- Method

- Techniques

- Instruments (p.68).

For that reason, this research is based on the following methodology:

### 7.1 Research Methodology

In this research, there were applied two types of methodologies. The first is a theoretical methodology, for Arias, 2006 & Tamayo 2003 (cited in Gallardo, 2017) states that "the theoretical method generate a new knowledge without putting in practice it with the help to recollect data" (p.55). Also, it was applied the descriptive method (Sampieri, 2017) claims that "the descriptive method seeks to specify important properties and characteristics of any phenomenon being analysis, also describes trends of a group or population" (p.92).

Implementing the theoretical method did not require applying technological resources in the selected sample. This method made it possible to maintain this research as a proposal and reinforce knowledge. Moreover, the descriptive method helped detail the study and clarify how technological didactic resources can help increase vocabulary in a virtual environment during the pandemic in the students of Fourth-grade E.G.B at Federico Froebel Basic school in the 2021-2022 year.

**7.2 Types of research**

This present research was applied, not experimental research. For (Sampieri, 2017) mentions that "the not experimental research studies in which cannot modify the variables, but allows the observation and analysis of the study's object" (p.152). Consequently, the use of the type of research facilities the analysis and recollection of data through the observation to develop this research.

**7.3 Approach research**

In addition, the quantitative approach is immersed in this research. According to (Sampieri, 2017) states that "the quantitative approach uses data collection to test hypotheses based on the numerical measurement and statistical analysis to establish patterns of behavior." (p.4). Thus, this approach brought numeric data of the students of Fourth- grade, classes A, B, and C; at Federico Froebel Basic School, giving a criterion or point of view which clarified the research question.

**7.4 Population and Sample**

The present research was done at Federico Froebel Basic School, composed of 270 students. It was selected seventy (70) students belonging to the Fourth-grade E.G.B. These students have carried out their learning process for around two (2) years in a virtual environment due to the pandemic (Covid-19).

These students are distributed in different classes A, B, and C. Class A has (24) students, between them fourteen (14) girls and ten (10) boys. Then, class B has twenty-three (23) students with eleven (11) girls and twelve (12) boys. Finally, class C has twenty-three (23) students, thirteen (13) girls, and ten (10) boys.

**Table 2**

*Table of population and sample selected*

| FEDERICO FROEBEL HIGH SCHOOL FOURTH GRADE | | | |
|---|---|---|---|
| Class | Girls (students) | Boys (students) | Total (students) |
| A | 14 | 10 | 24 |
| B | 11 | 12 | 23 |
| C | 13 | 10 | 23 |
| **Total sample** | | | **70** |

## 7.5 Technique and Instrument

The technique appropriate to this research is the survey. In Niño (2011), "techniques are the operations, procedures or activities of the research and among the most commonly used are observation and interview" (p.29). Likewise, the instrument applied in this research is the questionnaire, for Niño (2011), in the same page states that "instruments are the elements or materials which allow the execution or application of the techniques" (p.9). Through this technique and instrument, information will be collected, and the survey data obtained from the population of this research will be analyzed.

## 8. ANALYSIS AND DISCUSSION OF RESULTS

This part of the research discusses and analyzes the survey results applied in the Fourth-grade students at Federico Frobel school. Therefore, ten questions were applied to the different classes including A, B, and C, to strength the main objective of this research which is to analyze the technological didactic resources to increase the vocabulary in the virtual mode during this pandemic (Covid-19). The following are the results of the survey applied to these students.

**Figure 1**

*Do you like to learn English?*
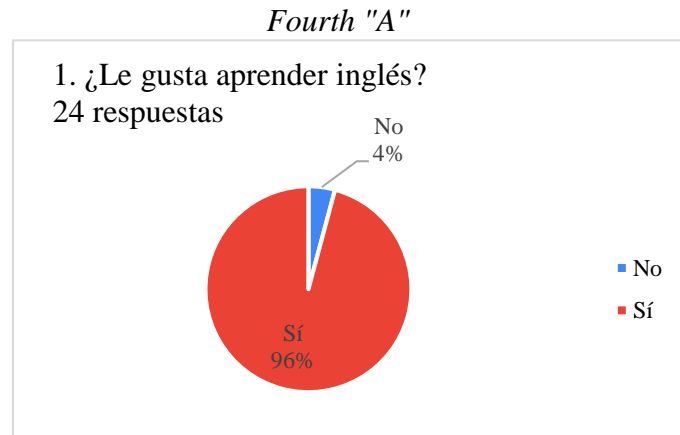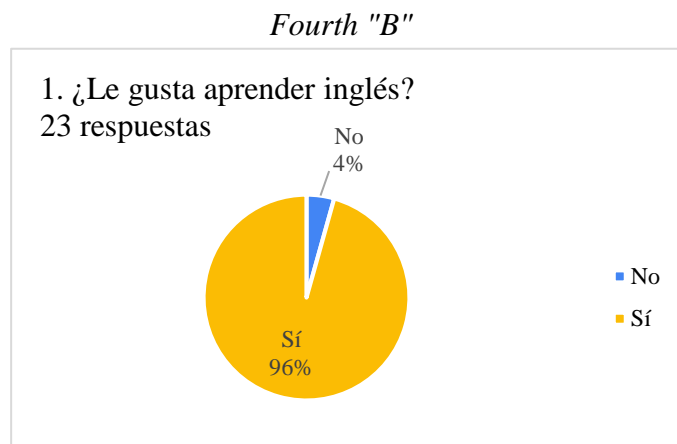
Fourth "A"



*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 2**

Fourth "B"



*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 3**
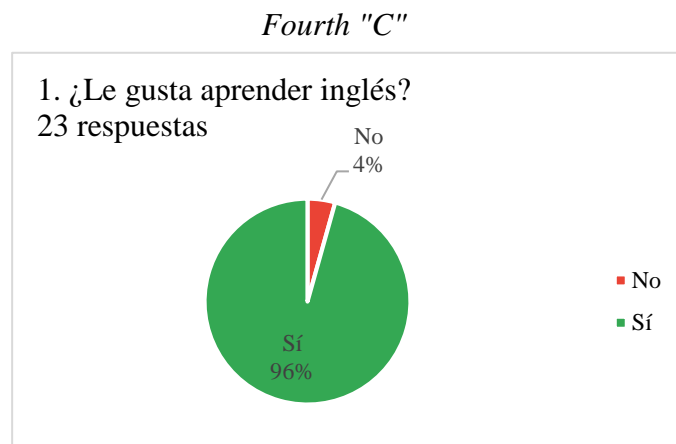
Fourth "C"



*Made by: Calderón Daniela & Ramírez Morelia*
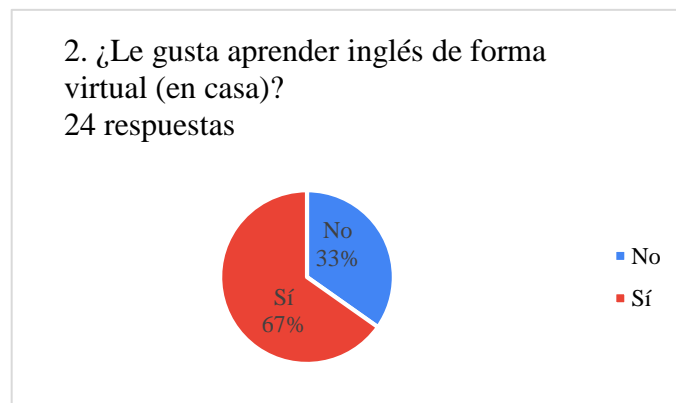
**Analyzes and Discussion**

According to the first question: *Do you like to learn English?* Twenty-four students of Fourth A answered this question where 96% of the students (23) responded in a positive way (yes), and 4% of the students (1) answered negatively (no). Meanwhile, 23 students of Fourth B responded to this question, where 96% of the students (22) responded positively (yes), and 4% of the students (1) answered negatively (no). In the Fourth C, the same results of Fourth B were obtained, positive (yes) 96%, and negative (no) 4%.

Thus, the analysis of this first question shows that between three classes, A, B, and C, 96% of students (67) like to learn English, and 4% of students (3) do not like to learn English. Thus, there is a similarity with the findings of Avella & Camargo (2010) who claim that "students like to learn English since they have to learn, also consider this language important for their future professions." (p.86)

**Figure 4**

*Do you like to learn English in virtual mode?*

*Fourth "A"*



2. ¿Le gusta aprender inglés de forma virtual (en casa)?
24 respuestas

No 33%
Sí 67%
■ No
■ Sí

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 5**

*Fourth "B"*
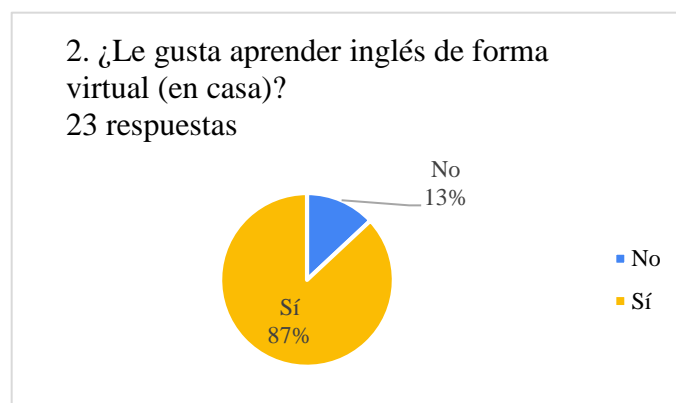


2. ¿Le gusta aprender inglés de forma virtual (en casa)?
23 respuestas

No 13%
Sí 87%
■ No
■ Sí

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 6**



*Fourth "C"*

2. ¿Le gusta aprender inglés de forma virtual (en casa)?
23 respuestas

*Made by: Calderón Daniela & Ramírez Morelia*

**Analyzes and Discussion**

The second question: *Do you like to learn English in a virtual mode?* Twenty-four students of Fourth A, 67% answered yes (16 students), and 33% answered no (8 students). In addition, in Fourth B, with 23 students where 87% responded yes (20 students) while 13% answered no (3 students). In Fourth C, 23 students which 43% answered yes (10 students), and 57% answered no (13 students).
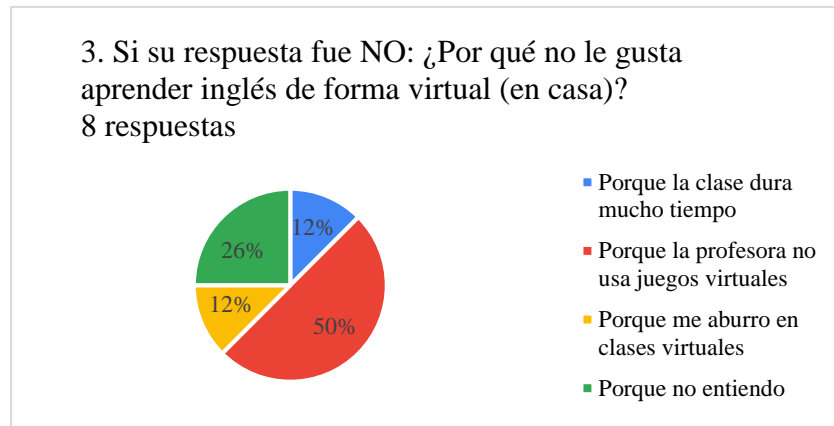
According to the result in the three Fourth A, B, and C, 66% of students (46) like to learn in the virtual mode; meanwhile, 34% of students (24) do not like to learn in the virtual mode. In Fourth A, B enjoy the virtual environment, in contrast to the result Fourth C where most of the students dislike learning in virtual mode, and these negative aspects can look at in question 3. Another percent like to learn in this mode. In this way, the finding of Herrera (2017) shows that "the students of the EFL like to learn language through Virtual Learning Environment because it brings a new experience in technical and motivates aspects during it using." (p.488)

**Figure 7**

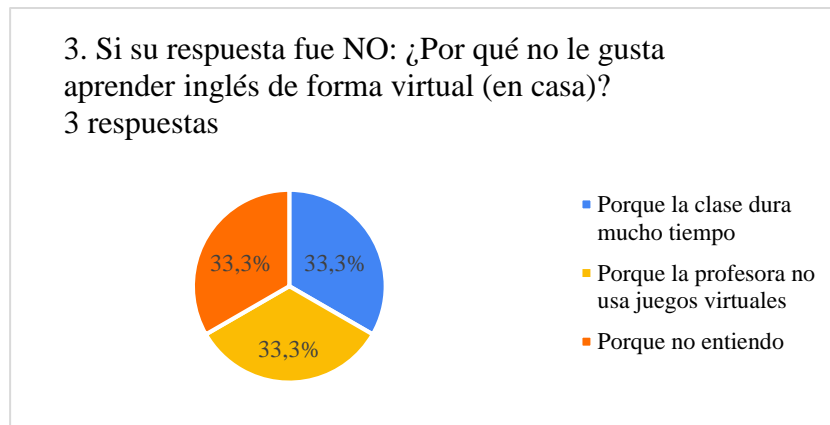*If your answer was No: Why do you not like to learn English in virtual mode?*

*Fourth "A"*

3. Si su respuesta fue NO: ¿Por qué no le gusta aprender inglés de forma virtual (en casa)?
8 respuestas



- Porque la clase dura mucho tiempo
- Porque la profesora no usa juegos virtuales
- Porque me aburro en clases virtuales
- Porque no entiendo

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 8**

*Fourth "B"*

3. Si su respuesta fue NO: ¿Por qué no le gusta aprender inglés de forma virtual (en casa)?
3 respuestas



- Porque la clase dura mucho tiempo
- Porque la profesora no usa juegos virtuales
- Porque no entiendo

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 9**

*Fourth "C"*

3. Si su  respuesta fue NO: ¿Por qué le gusta aprender inglés de forma virtual (en casa)?
13 respuestas



- Porque la clase dura mucho tiempo
- Porque la profesora no usa juegos virtuales
- Porque me aburro en clases virtuales
- Porque no entiendo
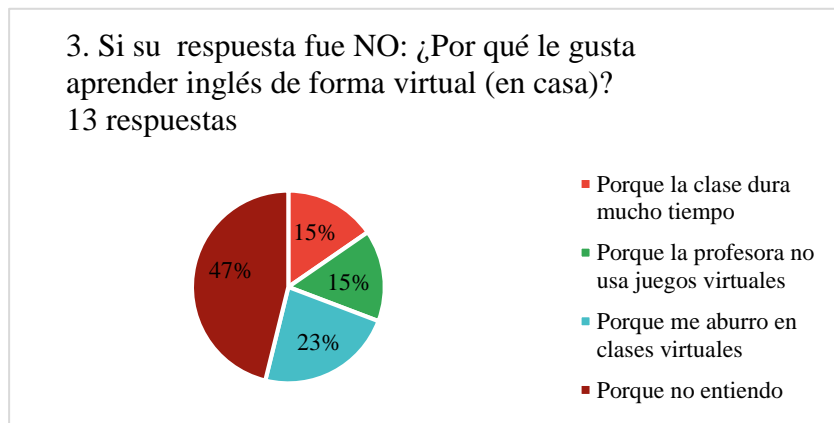
*Made by: Calderón Daniela & Ramírez Morelia*

**Analysis and Discussion**

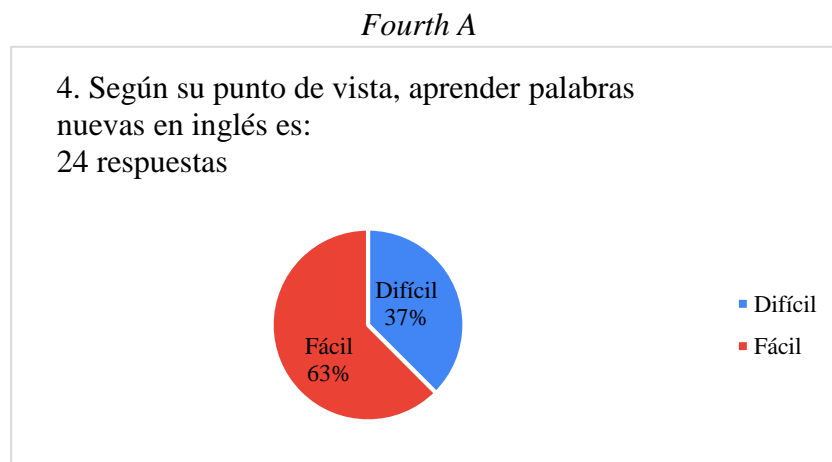In the third question students detail: *why they dislike learning English in virtual mode*. Thus, the results were: in the Fourth A 50% answered that teachers do not use virtual games (4), with 26% answered that they do not understand English (2), 12% reflected that they bored during the class (1), and 12% said that the classes are long (1). Moreover, In Fourth B only had three students who gave their reason; 33,3% mentioned that the classes are long (1), 33,3% answered that teachers do not use virtual games (1), and another 33,3% said that they do not understand English (1). The most important results can see in the Fourth C since the negative factors represent a great percent so, 47% showed that they do not understand English (6), 23% answered that they boring during English classes (3), 15% said that teacher does not use virtual games (2), and 15% responded that classes are long (2).
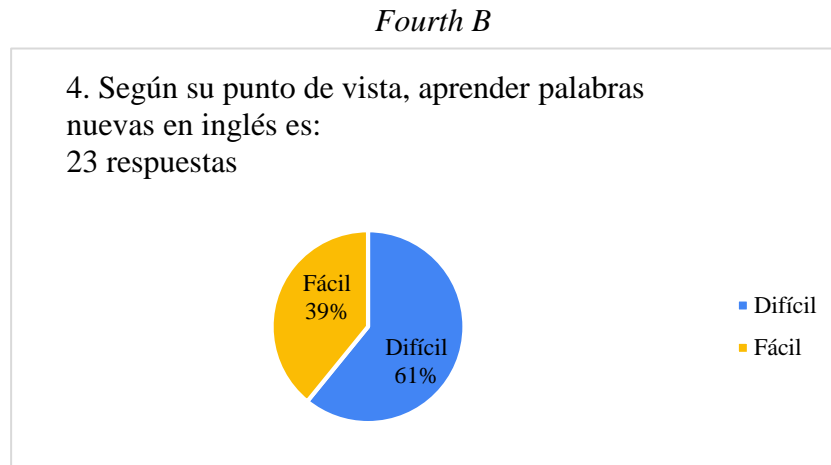
In addition, Vázquez (2017) stated that:

> One disadvantage of learning English in virtual mode, it is not applying the correct material since learners can feel boring during the classes. However, the application of the technological didactic resources is interactive, innovative, and motivational, allowing students can enjoy the English class in a virtual environment (p.58).

**Figure 10**

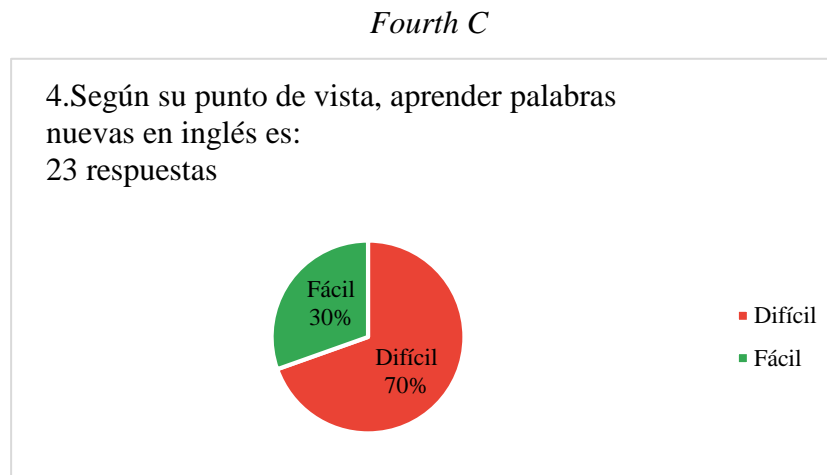*According to your point of view, learning new English words is:*

*Fourth A*

4. Según su punto de vista, aprender palabras nuevas en inglés es:
24 respuestas

Difícil 37%

Fácil 63%

- Difícil
- Fácil

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 11**

*Fourth B*



4. Según su punto de vista, aprender palabras
nuevas en inglés es:
23 respuestas

Fácil
39%

Difícil
61%

- Difícil
- Fácil

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 12**

*Fourth C*



4.Según su punto de vista, aprender palabras
nuevas en inglés es:
23 respuestas

Fácil
30%

Difícil
70%

- Difícil
- Fácil

*Made by: Calderón Daniela & Ramírez Morelia*
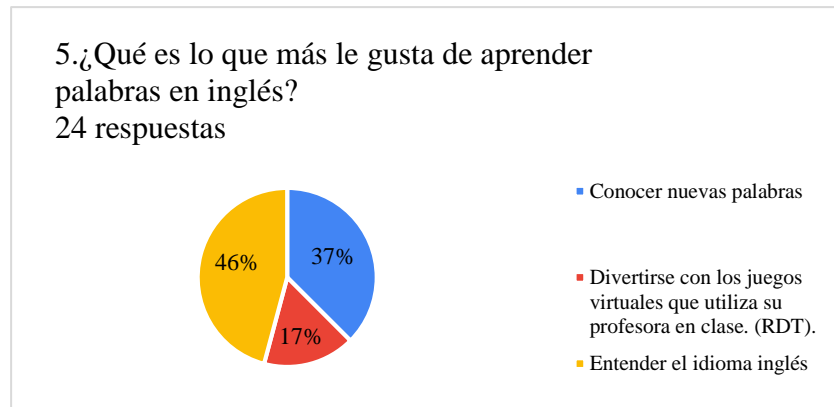
**Analysis and Discussion**

In the Fourth question: A*ccording to your point of view, learning new English words is,* the students for Fourth A mentioned with 63% that learning new words is easy (15), and 37% answered that is difficult (9). In the case of Fourth B, 61% of the students answered that it is difficult (14), and another 39% said that it is easy (9). Meanwhile, Fourth C showed 70% it is difficult (16), and 30% answered that it is easy (7).

As it can be evidenced, in Fourth A, many students easily learn new words. In contrast, Fourth B and C reflected a difficulty learning new English words with (30) students, representing 65% compared to 35% of students who mentioned that it is easy to learn new words (16). Afzal (2019) says that "during the vocabulary- learning process has had some difficulties due to several aspects, which limited acquisition." (p.290)

**Figure 13**

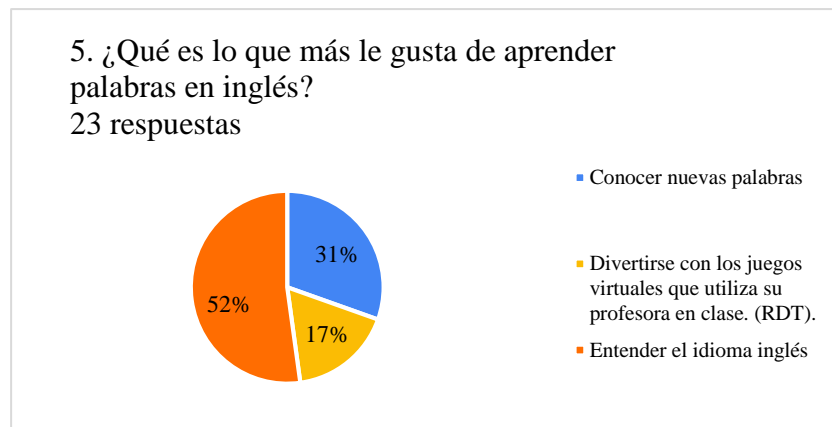*What do you like most about learning English words?*



*Fourth A*

5.¿Qué es lo que más le gusta de aprender palabras en inglés?
24 respuestas

- Conocer nuevas palabras
- Divertirse con los juegos virtuales que utiliza su profesora en clase. (RDT).
- Entender el idioma inglés

37% / 17% / 46%

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 14**



*Fourth B*

5. ¿Qué es lo que más le gusta de aprender palabras en inglés?
23 respuestas

- Conocer nuevas palabras
- Divertirse con los juegos virtuales que utiliza su profesora en clase. (RDT).
- Entender el idioma inglés

31% / 17% / 52%

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 15**



*Fourth C*

5.¿Qué es lo que más le gusta de aprender palabras en inglés?
23 respuestas

- Conocer nuevas palabras
- Divertirse con los juegos virtuales que utiliza su profesora en clase. (RDT).
- Entender el idioma inglés

26% / 35% / 39%
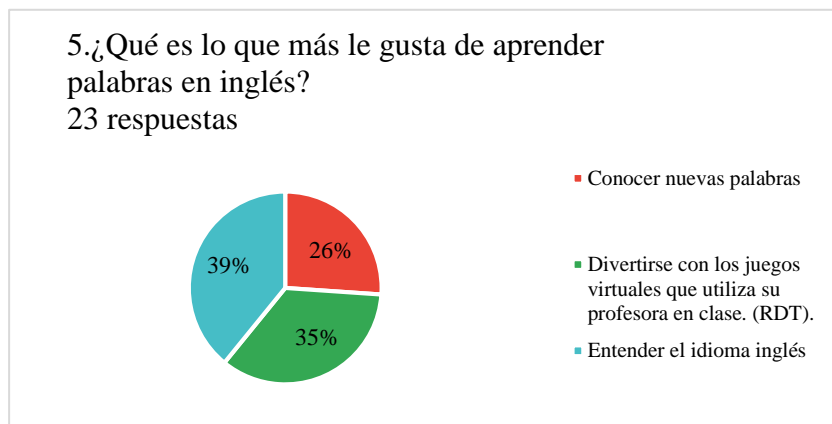
*Made by: Calderón Daniela & Ramírez Morelia*
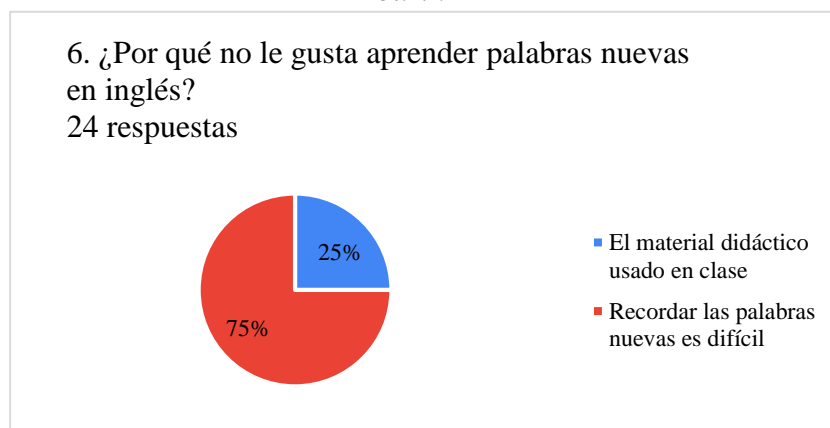
**Analysis and Discussion**

The analysis in the fifth question: *What do you like most about learning English words?* in Fourth A, 46% of students answered to understand the English language (11), also 37% mentioned knowing new words (9), and 17% of students like to use virtual games (TDR) (4). In Fourth B, 52% said to understand the English language (12), another 31% answered to know new words (7), and 17% said that they like to use virtual games (TDR) (4). While in Fourth C, 39% answered to understand the English language (9), 35% said that they like to use virtual games (TDR) (8), and 26% said to know new words (6).

After analysis, it is essential to mention that students show a great interest in understanding the English language, and at the same time, they want to know new words of this language. The findings Mushin (2012) claims "students show a positive attitude to learn new words, which allow them to understand the English language." For this reason, the proposal for using technological didactic resources (virtual games) can help motivate vocabulary learning in the students". (p.214)
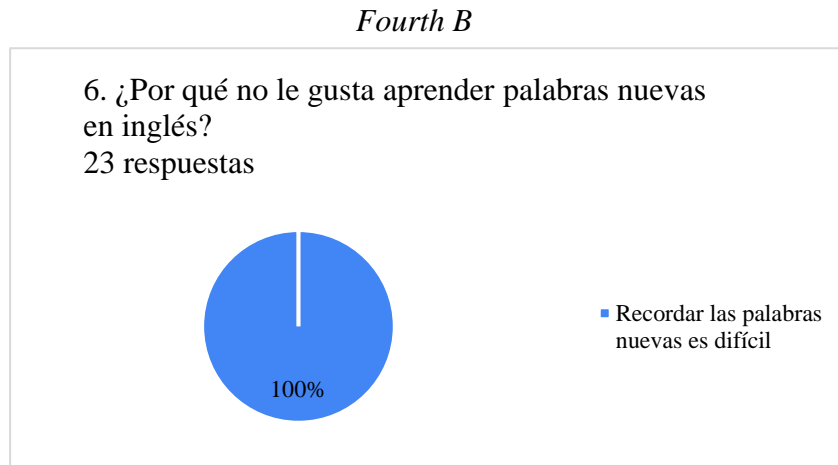
**Figure 16**

*Why do you dislike learning new words in English?*
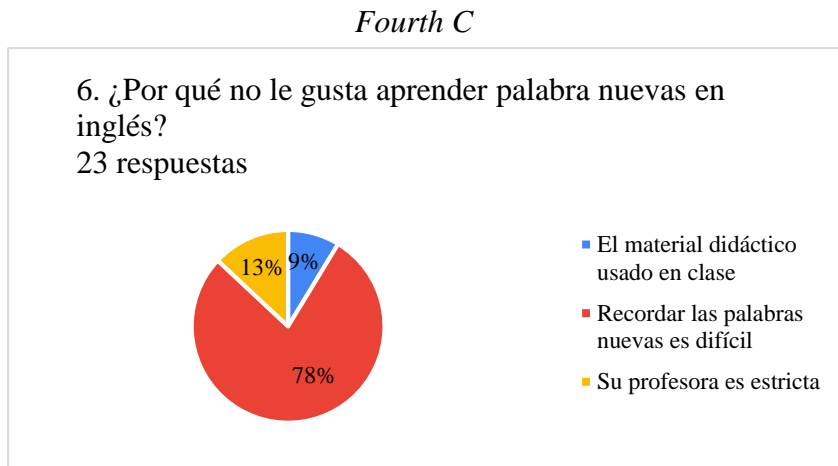
*Fourth A*

6. ¿Por qué no le gusta aprender palabras nuevas en inglés?
24 respuestas

25%

75%

- El material didáctico usado en clase
- Recordar las palabras nuevas es difícil

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 17**

*Fourth B*

6. ¿Por qué no le gusta aprender palabras nuevas en inglés?
23 respuestas

■ Recordar las palabras nuevas es difícil

100%

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 18**

*Fourth C*

6. ¿Por qué no le gusta aprender palabra nuevas en inglés?
23 respuestas

■ El material didáctico usado en clase

■ Recordar las palabras nuevas es difícil

■ Su profesora es estricta

13% 9%

78%

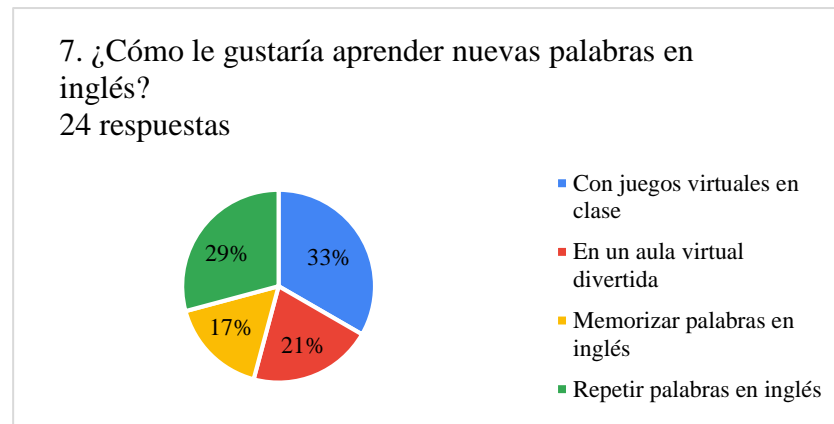*Made by: Calderón Daniela & Ramírez Morelia*

**Analysis and Discussion**

For the sixth question: *Why do you dislike learning new words in English?* in Fourth A, 75% of students answered that remembering words is difficult (18), and 25% said that the didactic material is used in classes (6). In Fourth B, 100% of students answered that remembering words is difficult (23). And Fourth C, 78% of students said that remembering words is difficult (18), another 13% answered that teacher is strict (3), and 9% mentioned that didactic material using in classes (2).

In the three classes, A, B, and C, the main factor influencing the learning is to remember words with 83% of students. The second factor in classes A and C is not to use the appropriated didactic material during the learning with 11% of students. The result and discussion of Afzal (2019) states that "starters students who learn English have difficulty finding the meaning of new words, memorize and retain them." (p.86)

**Figure 19**

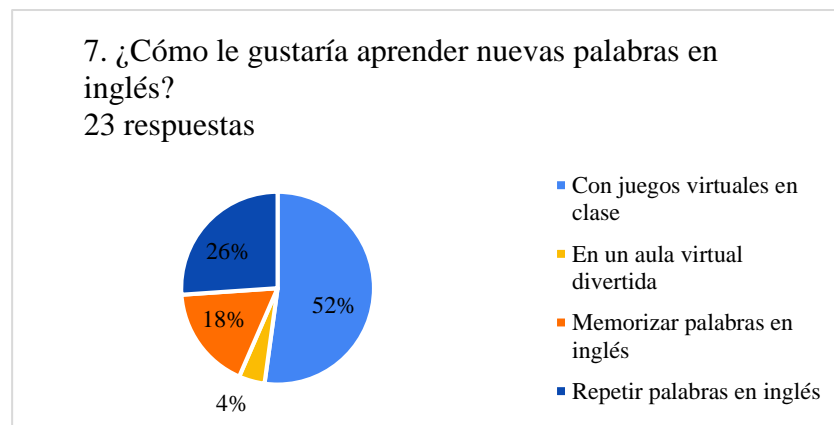*How do you like to learn new English words?*

*Fourth A*

7. ¿Cómo le gustaría aprender nuevas palabras en inglés?
24 respuestas



- Con juegos virtuales en clase
- En un aula virtual divertida
- Memorizar palabras en inglés
- Repetir palabras en inglés

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 20**

*Fourth B*

7. ¿Cómo le gustaría aprender nuevas palabras en inglés?
23 respuestas



- Con juegos virtuales en clase
- En un aula virtual divertida
- Memorizar palabras en inglés
- Repetir palabras en inglés

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 21**

*Fourth C*

7.¿ Cómo le gustaría aprender nuevas palabras en inglés?
23 respuestas



- Con juegos virtuales en clase
- En un aula virtual divertida
- Memorizar palabras en inglés
- Repetir palabras en inglés
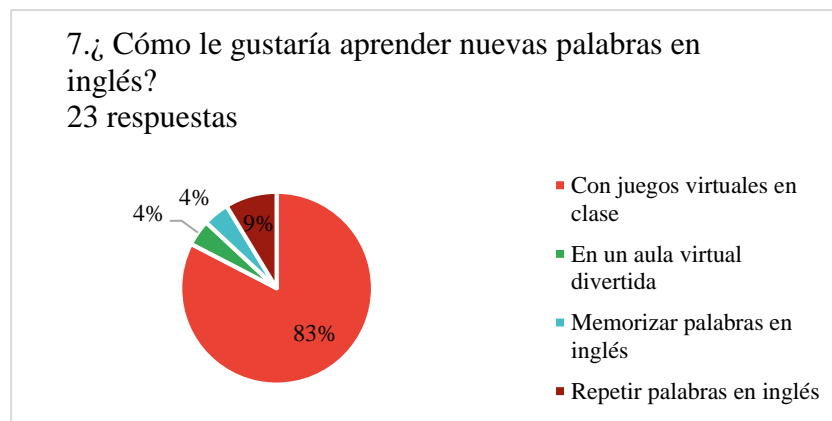
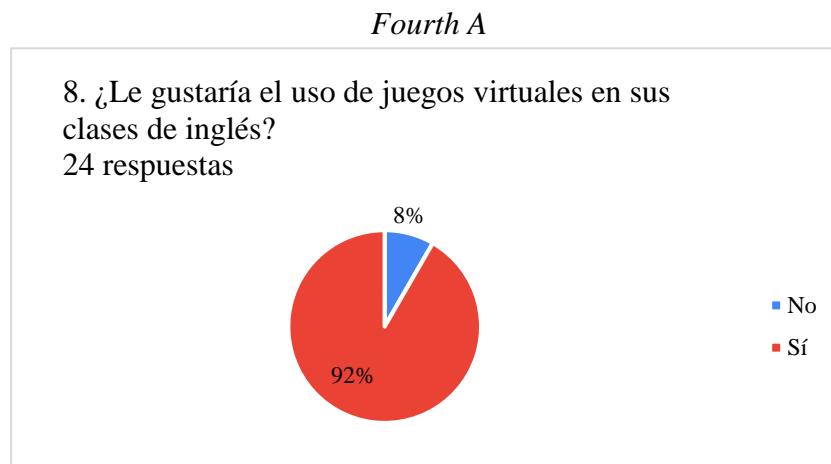*Made by: Calderón Daniela & Ramírez Morelia*

**Analysis and Discussion**

In the seventh question: *How do you like to learn new English words?* in Fourth A had 24 answers which 33% of students said that they want to learn with virtual games in classes (TDR) (8), 29% answered to repeat English words (7), another 21% said a fun virtual environment (5), and 17% mentioned to memorize English words (4). In Fourth B had 23 answers, 52% said that they want to learn with virtual games in classes (TDR) (12), 26% answered to repeat English words (6), also 18% mentioned memorizing English words (4), and 4% said a fun virtual environment (1). In addition, Fourth C had 23 answers where 83% of students said that they want to learn with virtual games in classes (TDR) (19), 9% answered to repeat English words (2), another 4% mentioned memorizing English words (1), and 4% said a fun virtual environment (1).
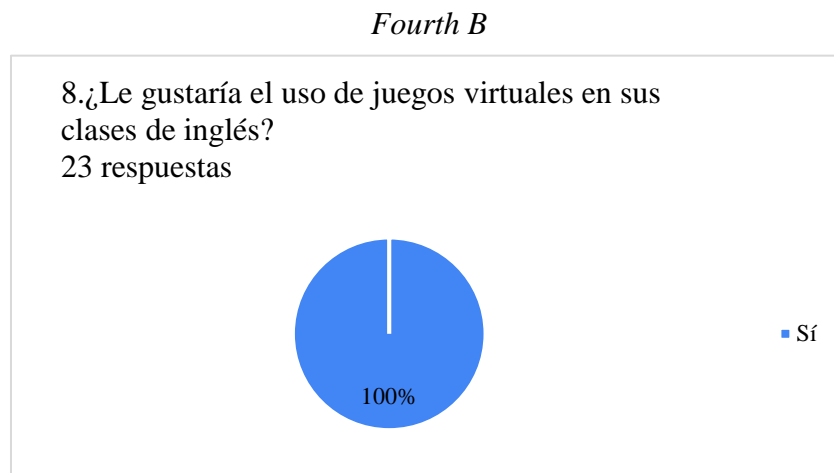
The analysis for these results reflects that in the Fourth grade, A, B, and C, technological didactic resources (virtual games) are suitable to increase their vocabulary. The data shows that 56% of students agree with this proposal. Meanwhile, the other percentage opted for the different options. Thus, the conclusions Pourhosein (2019) mentions that "the use of the games virtual in the English learning gives pleasant and motivating environment which allows an efficient vocabulary's acquisition in the students." (p.13)
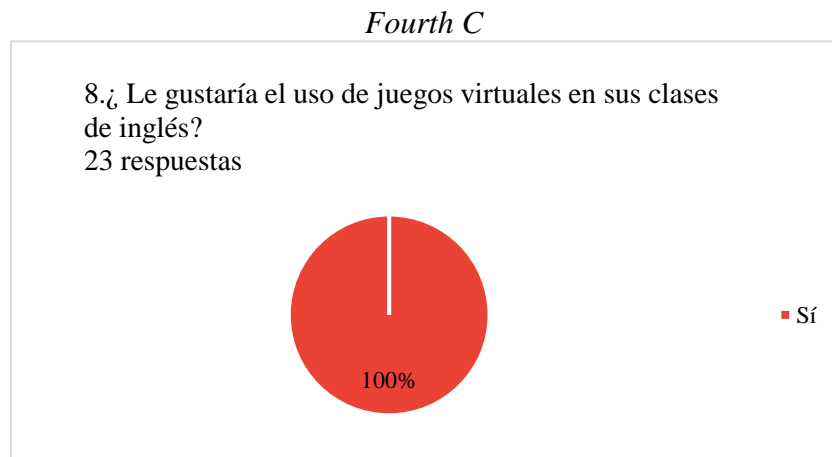
**Figure 22**

*Do you like to use virtual games in your English classes?*



*Fourth A*

8. ¿Le gustaría el uso de juegos virtuales en sus clases de inglés?
24 respuestas

No
Sí
8%
92%

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 23**

*Fourth B*

8.¿Le gustaría el uso de juegos virtuales en sus clases de inglés?
23 respuestas



■ Sí

100%

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 24**

*Fourth C*

8.¿ Le gustaría el uso de juegos virtuales en sus clases de inglés?
23 respuestas



■ Sí

100%

*Made by: Calderón Daniela & Ramírez Morelia*
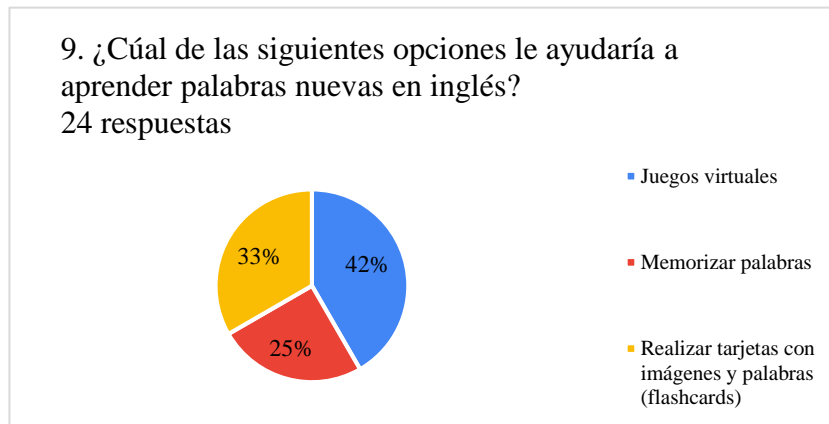
**Analysis and Discussion**

For the eighth question: *Do you like to use virtual games in your English classes?* In Fourth A, 92% of students answered yes (22), and 8% mentioned no (2). While, in Fourth B and C, 23 students in each class agreed to use virtual games with a 100%.

Based on the results shown, it can be said that the use of technological didactic resources helps in the learning of the English language in Fourth-grade students by providing an interactive and innovative class. In Tirén (2021) states that "students have a positive attitude in front of the use of virtual games in the English classes." (p. 35)

**Figure 25**

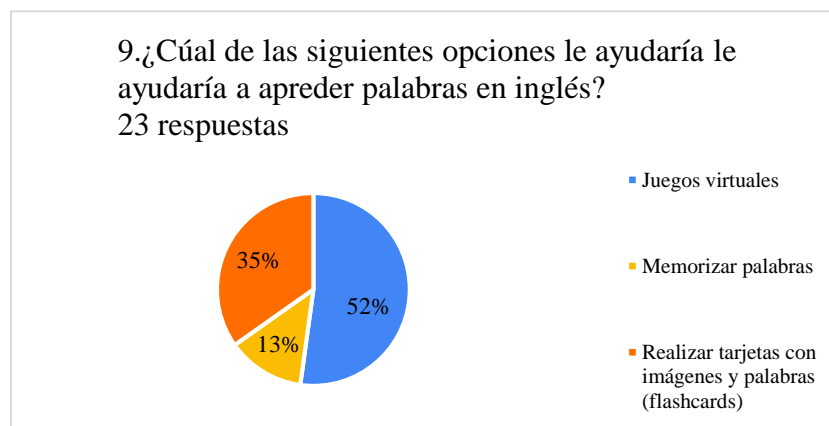*Which of the following options would help you learn English words?*

*Fourth A*

9. ¿Cúal de las siguientes opciones le ayudaría a aprender palabras nuevas en inglés?
24 respuestas

- Juegos virtuales
- Memorizar palabras
- Realizar tarjetas con imágenes y palabras (flashcards)

42%
33%
25%

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 26**

*Fourth B*

9.¿Cúal de las siguientes opciones le ayudaría le ayudaría a apreder palabras en inglés?
23 respuestas

- Juegos virtuales
- Memorizar palabras
- Realizar tarjetas con imágenes y palabras (flashcards)

52%
35%
13%

Made by: Calderón Daniela & Ramírez Morelia

**Figure 27**

*Fourth C*

9.¿Cúal de la siguientes opciones le ayudaría a aprender palabras en inglés?
23 respuestas

- Juegos virtuales
- Memorizar palabras
- Realizar tarjetas con imágenes y palabras (flashcards)

74%
22%
4%
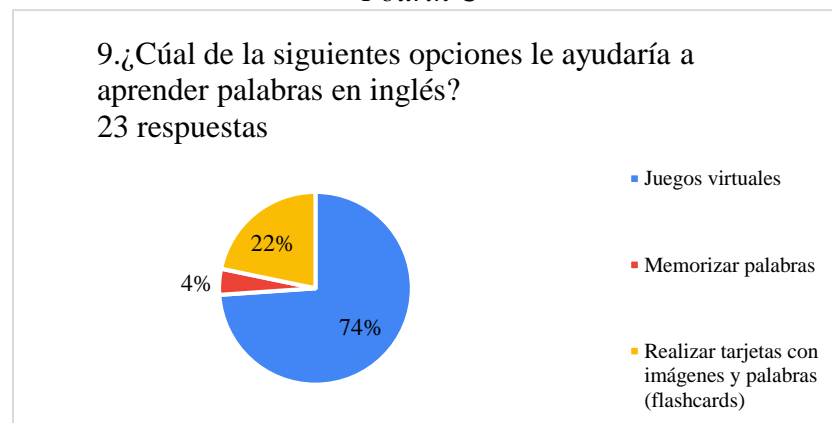
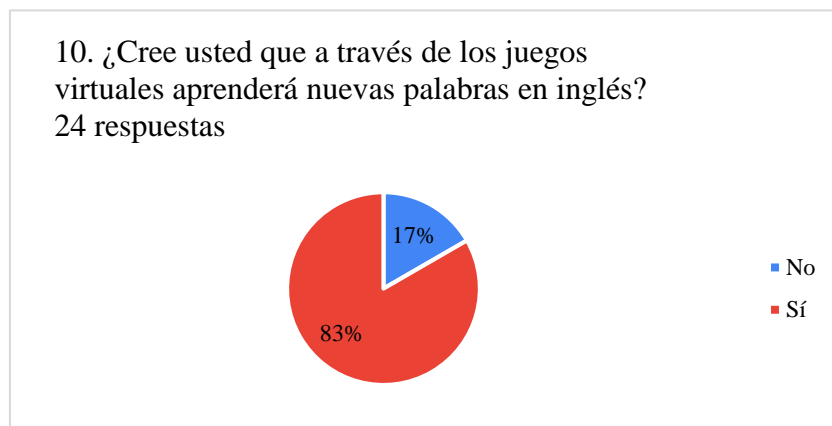*Made by: Calderón Daniela & Ramírez Morelia*

**Analysis and Discussion**

In question ninth: *Which of the following options would help you learn English words?* in the case of Fourth A, 42% of students answered with virtual games (10), 33% mentioned making flashcards (8), and 25% said to memorize words (6). Meanwhile, in Fourth B, 52% of students answered with virtual games (12), 35% mentioned making flashcards (8), and 13% said to memorize words (3). In Fourth C, 74% of students answered with virtual games (17), 22% mentioned making flashcards (5), and 4% said to memorize words (1).

Therefore, the results of this question positively support the proposal to use the technological didactic resources in the students of Fourth grade to motivate and increase their vocabulary learning in the English language with a 56%, which represents the majority of the students (39). In addition, Minaya (2019) her results shows that "the using of technological didactic resources are fundamental tools to develop English vocabulary, achieving that classes are successful and fun." (p.57)
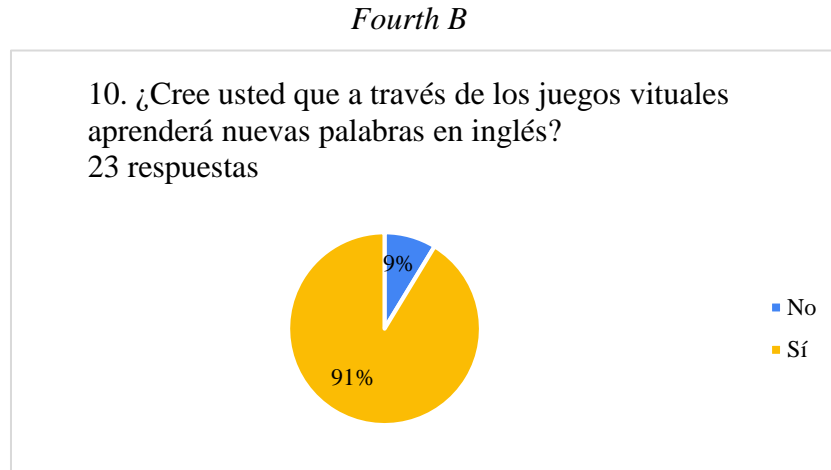
**Figure 28**

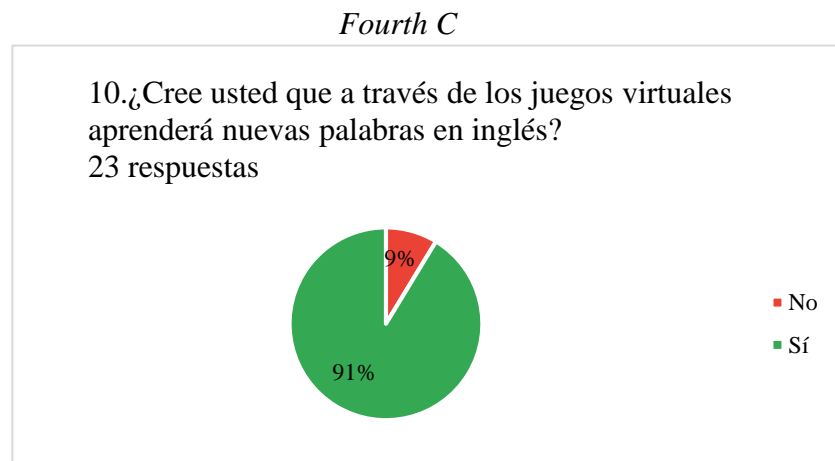*Do you think you will learn new English words through virtual games?*

*Fourth A*



10. ¿Cree usted que a través de los juegos virtuales aprenderá nuevas palabras en inglés?
24 respuestas

- No
- Sí

17%

83%

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 29**

*Fourth B*

10. ¿Cree usted que a través de los juegos vituales aprenderá nuevas palabras en inglés?
23 respuestas



9%

91%

■ No
■ Sí

*Made by: Calderón Daniela & Ramírez Morelia*

**Figure 30**

*Fourth C*

10.¿Cree usted que a través de los juegos virtuales aprenderá nuevas palabras en inglés?
23 respuestas



9%

91%

■ No
■ Sí

*Made by: Calderón Daniela & Ramírez Morelia*

**Analysis and Discussion**

Question number ten: *Do you think you will learn new English words through virtual games?* In Fourth A, 83% of students mentioned positively (yes) (20), and 17% answered negatively (no) (4). In Fourth B and C can be observed the same percentage 91% of students answered positively (yes) (42), while 9% answered negatively (no) (4).

With the analysis of this last question, it is stated that a great number of students support the proposal to apply technological didactic resources to increase their vocabulary and benefit positively in the knowledge of the English language. Nanfuka (2021) in her results claims "virtual games (TDR) brings an advantage in the development in the vocabulary of English as a foreign language." (p.13)

**Final Discussion**

The survey results applied to the Fourth-grade students at Federico Froebel school can be analyzed that these students like to learn English. Due to the pandemic (Covid-19), Education has changed a virtual mode; for that reason, some learners feel more comfortable learning English virtually. However, there is a negative factor in the understanding of the English language, causing a few learners to not like their English classes in virtual mode.

Regarding vocabulary being an essential part of this research, students mentioned that learning is difficult due to using inappropriate material and resources during its acquisition. On the one hand, the students are interested in learning and understanding new English words. On the other hand, it is difficult for students to remember words, limiting new vocabulary learning. Based on the Fourth-grade students, they would like to learn new words through the use and the aid of virtual games (TDR) during English classes.

The data collection reflects that students support the proposal to use technological didactic resources to increase their English vocabulary in their virtual classes during pandemic (Covid-19). To support this research, Minaya (2019) highlights that "the application of ITC in a virtual mode is necessary because it helps in the students' learning process. The sample of this research shows an increment in their English vocabulary through the use of the technology didactic resources during English classes" (p.57). Therefore, applying technological didactic resources brings a new experience to learn English because these have different innovative and creative activities that help increase learners' vocabulary.

Finally, Ashraf et al. (2014) in their conclusion states that "virtual games (TDR) are useful educational tools which increase the learners' motivation and improve their vocabulary in the English language." (p.290). Based on previous research, it is possible to say that, it can be established that implementing the technological didactic resources is efficient during the acquisition of English vocabulary in a virtual environment.

## 9. RESEARCH IMPACTS

This research is of educational nature since it provides innovative knowledge and technological aspects to improve English learning inside Educational Institutions. Due to that, this research shows how tools can help increase vocabulary (sub-skill) of the foreign language.

By implementing these technological resources in English classes, students will have a fun, productive, interactive, etc., environment to develop this skill. In addition, the information of this research will help as a didactic resource for the future English teachers who will use these resources inside their face-to-face classes using an English Laboratory and in Institutions that brings virtual Education.

Moreover, students can increase their technological abilities and knowledge, so technology has been helpful throughout English learning since teachers always have searched platforms web pages, used technological devices, etc., to develop the skills of this language.

This research has another economic impact since studying or developing language skills always makes monetary investments. The students' families should finance the payment of Internet fees to use the different websites and platforms. In some cases, these resources have a monetary value to their users, and others may be free. There are also online courses that must be paid for, which positively benefit learning the English language. Although it is a monetary investment, it positively helps learners when acquiring the English language.

## 10. CONCLUSIONS AND RECOMMENDATIONS

### 10.1 Conclusions

After this research, the specific objectives can be verified in the following conclusions:

- One of the most relevant factors that influence vocabulary learning in the students in the English language is the incorrect application of didactic materials. Hence, during this sub-skill, teachers have used traditional material to support increasing students' vocabulary. However, this has led to a lack of motivation and difficulty understanding new words, causing students' lack of interest in learning a foreign language.

- Technological didactic resources are platforms and web pages that provide a variety of creative activities that catch the student's attention to improve the acquisition of English vocabulary. Consequently, this research has shown four platforms such as Cerebrity, Storynory, ESL Games, and Blabberize will help as new technological resources for learning vocabulary in the foreign language in virtual classrooms.

- Once the technological didactic resources were found and based on the respondents' opinion, who supported the proposal to use these resources (TDR) for vocabulary learning. Additionally, these provide an innovative, interactive, fun, and motivating virtual classroom. Finally, the proposal is left to use technological didactic resources in a virtual environment, which will increase students' vocabulary in English.

**10.2 Recommendations**

For this research, about the proposal the use of technological didactic resources, the following recommendations are given:

- It is essential to recognize the principal factors that influence vocabulary learning inside the virtual classroom because not only the inappropriate use of didactic material could be a factor, but there could be others. For that reason, teachers should identify these factors in the students, which occur inside a virtual classroom. Therefore, they should find the appropriate methodology, strategy, technique, and material to reach the main object of increasing the vocabulary of the foreign language.

- As for the technological didactic resources, teachers should find the correct platforms and web pages which provide fun, invective, innovative, and motivating activities to increase students' vocabulary. Moreover, teachers should guide their students using them since they aim to vocabulary students' learning in a virtual classroom.

- Finally, this proposal should be applied to students of different ages since many students like to learn English using virtual games (TDR). They will be more comfortable, have significant learning, and increase their vocabulary in the English language. Also, teachers should risk applying new strategies, especially when English learning is virtually mode because language learning is enhanced through ingenious resources.

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## 12. ANNEXES

### 12.1 Annex 1. Survey research

<u>**IDIOMA**</u>

**1. ¿Le gusta aprender inglés?**

Si

No

**2. ¿Le gusta aprender inglés de forma virtual (en casa)?**

Si

No

**3. Si su respuesta fue NO: ¿Por qué no le gusta aprender inglés de forma virtual (en casa)?**

Porque no entiendo

Porque la profesora no usa juegos virtuales (RDT)

Porque me aburro en clases virtuales

Porque la clase dura mucho tiempo

<u>**VOCABULARIO**</u>

**4. Según su punto de vista, aprender palabras nuevas en inglés es:**

Fácil

Difícil

**5. ¿Qué es lo que más le gusta de aprender palabras en inglés?**

Entender el idioma inglés

Conocer nuevas palabras

Divertirse con los juegos virtuales que utiliza su profesora en clase. (RDT)

**6. ¿Por qué no le gusta aprender palabras nuevas en inglés?**

Su profesora es estricta

El material didáctico usado en clase

No usar juegos virtuales en la clase (RDT)

Recordar las palabras nuevas es difícil

**7. ¿Cómo le gustaría aprender nuevas palabras en inglés?**

Con juegos virtuales en clase

En un aula virtual divertida

Repetir palabras en inglés

Memorizar palabras en inglés

**8. ¿Le agradaría el uso de juegos virtuales en su clase de inglés?**

Si

No

**9. ¿Cuál de las siguientes opciones le ayudaría a aprender palabras en inglés?**

Juegos virtuales (plataformas y páginas web)

Realizar tarjetas con imágenes y palabras (flashcards)

Memorizar palabras

**10. ¿Cree usted que a través de los juegos virtuales aprenderá nuevas palabras en inglés?**

Si

No

**12.2 Annex 2. Online Survey Fourth A grade**



Link: https://docs.google.com/forms/d/e/1FAIpQLSe84o9-mRo9bGpDj7AB7SuKFzN0R6Uq4azkmHtR-OxP0ZKbrw/viewform?usp=sf_link

**12.3 Annex 3. Survey Responses Fourth A grade**



**12.4 Annex 4. Online Survey Fourth B grade**



Link:
https://docs.google.com/forms/d/e/1FAIpQLSesYbvsFv_3Ag2tdFjKufLJXg3cKFGbLOADje
JIV_0Ge83pXw/viewform?usp=sf_link

**12.5 Annex 5. Survey Responses Fourth B grade**



**12.6 Annex 6. Online Survey Fourth C**



Link: https://docs.google.com/forms/d/e/1FAIpQLScn-dwG_voPfEz1_SfXRPSpt59TC_IOM4sr6rYyUechoxjcTQ/viewform?usp=sf_link

## 12.7 Annex 7. Survey Responses Fourth C grade

**12.8 Annex 8. Tutor's Curriculum Vitae**

1. ***DATOS PERSONALES***

    *NOMBRES:*                              *JOSÉ IGNACIO*

    *APELLIDOS:*                           *ANDRADE MORÁN*

    *FECHA DE NACIMIENTO:*       *02-SEPTIEMBRE- 1990*

    *CÉDULA DE CIUDADANÍA:*      *050310104-0*

    *ESTADO CIVIL:*                      *SOLTERO*

    *DIRECCIÓN:*                          *LATACUNGA*

    *NÚMERO TELEFÓNICO:*            *032812-114 / 0979035791*

    *E-MAIL:*                              *jose.andradem@utc.edu.ec*

2. ***FORMACIÓN ACADÉMICA***

    ***PREGRADO:***

*- LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN – INGLÉS, UNIVERSIDAD TÉCNICA DE COTOPAXI (UTC), 2013.*

*- ENGLISH LANGUAGE DEVELOPMENT, KANSAS STATE UNIVERSITY (KSU), 2014.*

    ***POSGRADO***

*- MAGISTER EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA, UNIVERSIDAD TÉCNICA DE AMBATO (UTA), 2019.*

3. ***SEMINARIOS, CERTIFICADOS Y DIPLOMAS***

*- JUNIO 2021, CAMBRIDGE UNIVERSITY PRESS*

*TEENS TOGETHER WITH DENIEL VINCENTS*

*- JUNIO 2021, COACH GROUP ECUADOR*

*ACTIVIDADES DE DOCENCIA BASADO EN PROYECTOS*

*- MAYO 2021, COACH GROUP ECUADOR*

*TRADUCTOR E INTERPRETACIÓN DE IDIOMAS*

*- MARZO 2021, TESOL 2021- INTERNATIONAL CONVENTION &AMP; ENGLISH LANGUAGE EXPO.*

**12.9 Annex 9. First Author's Curriculum Vitae**

1. *DATOS INFORMATIVOS*

    *NOMBRES:*                                *JENNFER DANIELA*

    *APELLIDOS:*                              *CALDERÓN GUANO*

    *FECHA DE NACIMIENTO:*      *18- SEPTIEMBRE - 1993*

    *CÉDULA DE CIUDADANÍA:*    *172691476-3*

    *ESTADO CIVIL:*                        *SOLTERA*

    *DIRECCIÓN:*                            *MACHACHI*

    *NÚMEROS TELEFÓNICOS:*     *0958886501 – 02368441*

    *E.MAIL:*                                    *jennifer.calderon4763@utc.edu.ec*

                                                       *jennydanycg93@gmail.com*

2. *ESTUDIOS REALIZADOS*

*PRIMARIO*

*UNIDAD EDUCATIVA MARIANO NEGRETE*

*SECUDANRIO*

*ACADEMIA MILITAR DEL VALLE*

3. *TITULOS OBTENIDOS*

*- BACHILLER EN CIENCIAS*

*- EGRESADA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS.*

4. *EXPERIENCIA LABORAL*

*ESCUELA BÁSICA FEDERICO FROEBEL – 2021 – 2022 - MACHACHI*

5. *EXPERIENCIA ACADÉMICA*

*- ESCUELA BÁSICA LOJA – LATACUNGA*

*- UNIVERSIDAD TÉCNICA DE COTOPAXI – LATACUNGA*

*- UNIDAD EDUCATIVA MARIANO NEGRETE*

6. *CARGOS DESEMPEÑADOS*

*- PRÁCTICAS DE OBSERVACIÓN*

*- PRÁCTICAS DE AYUDANTÍA*

*- PRÁCTICAS PRE-PROFESIONALES*

*- DOCENTE EN EL ÁREA DE INGLÉS*

*- DOCENTE DE DIFERENTES MATERIAS*

7. *CURSOS REALIZADOS*

*- 1ST INTERNATIONAL ENGLISH TEACHING CONGRESS – UNIVERSIDAD TÉCNICA DE COTOPAXI – 2017.*

*- IMPROVING OUR TEACHING PRACTICES THROUGH TECHNOLOGY – UNIVERSIDAD TÉCNICA DE COTOPAXI – 2018*

*- FOSTERING ENGLISH ORAL AND CULTURAL COMPETENCES IN E-TANDEM LEARNING – UNIVERSIDAD TÉCNICA DE COTOPAXI – 2019.*

*- DEVELOPING RESPONSIBLE LEARNERS – CAMBRIDGE ENGLISH – 2019.*

*- DE NIVEUA B1 DE LANGUE FRANÇAISE – UNIVERSITÉ TECHNIQUE DE COTOPAXI – 2021.*

**12.10 Annex 10. Second Author's Curriculum Vitae**

1. **DATOS INFORMATIVOS**

   NOMBRES:                            *MORELIA ALEJANDRA*
   APELLIDOS:                          *RAMÍREZ YUGCHA*
   FECHA DE NACIMIENTO:      *14- ENERO - 1998*
   CÉDULA DE CIUDADANÍA:    *230071523-8*
   ESTADO CIVIL:                       *SOLTERA*
   DIRECCIÓN:                           *EL CARMEN*
   NÚMEROS TELEFÓNICOS:     *0990523818*
   E.MAIL:                                  *morelia.ramirez5238@utc.edu.ec*

                                                *morelia.ramirez0810@gmail.com*

2. **ESTUDIOS REALIZADOS**

**PRIMARIO**

ESCUELA SANTA MARIANITA

**SECUDANRIO**

UNIDAD EDUCATIVA LAS DELICIAS

3. **TITULOS OBTENIDOS**

- BACHILLER EN CIENCIAS

- EGRESADA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS.

4. **EXPERIENCIA LABORAL**

SERVICIOS CUIDADOS INFANTILES

5. **EXPERIENCIA ACADÉMICA**

- ESCUELA BÁSICA LOJA – LATACUNGA

- UNIVERSIDAD TÉCNICA DE COTOPAXI

- CENTRO DE DESARROLLO INFANTIL HAPPINESS

6. **CARGOS DESEMPEÑADOS**

- PRÁCTICAS DE OBSERVACIÓN

- PRÁCTICAS DE AYUDANTÍA

- PRÁCTICAS PRE-PROFESIONALES

7. **CURSOS REALIZADOS**

- 1ST INTERNATIONAL ENGLISH TEACHING CONGRESS – UNIVERSIDAD TÉCNICA DE COTOPAXI – 2017.

*- IMPROVING OUR TEACHING PRACTICES THROUGH TECHNOLOGY – UNIVERSIDAD TÉCNICA DE COTOPAXI – 2018*

*- FOSTERING ENGLISH ORAL AND CULTURAL COMPETENCES IN E-TANDEM LEARNING – UNIVERSIDAD TÉCNICA DE COTOPAXI – 2019.*

*- DE NIVEUA B1 DE LANGUE FRANÇAISE – UNIVERSITÉ TECHNIQUE DE COTOPAXI – 2021.*