



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“QUIZLET AS A TECHNOLOGICAL TOOL TO ENHANCE ENGLISH
VOCABULARY FOR SEVENTH GRADERS AT “ESCUELA DE
EDUCACIÓN BÁSICA SANTA MARIA DE LA ESPERANZA”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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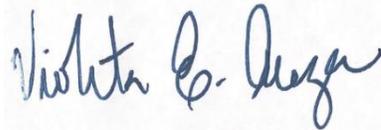
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "QUIZLET AS A TECHNOLOGICAL TOOL TO ENHANCE ENGLISH VOCABULARY FOR SEVENTH GRADERS AT ESCUELA DE EDUCACIÓN BÁSICA SANTA MARIA DE LA ESPERANZA" prepared by Lourdes Carolina Beltrán Zapata and Gabriela Nayeli Vélez Franco, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Península of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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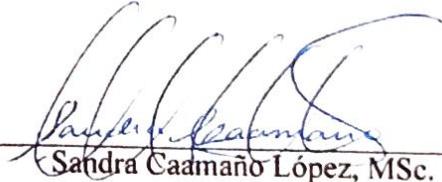
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-Beltran Zapata Lourdes Carolina

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-Velez Franco Gabriela Nayeli

Dedication I

This research project is dedicated to the most important people in my life, my parents Carlos Beltrán and Lourdes Zapata, for having instilled in me values that made me the person I am today, for having supported me at all times and trusting me in everything I set out to do, and for being my motivation to keep going. Also, to my siblings who were always by my side giving me the support I needed at times when things got a little difficult.

With love, Beltran Zapata Lourdes Carolina.

Dedication II

I would like to dedicate this research work mainly to my family because they are the people who have influenced my life, especially my parents, Maribel Franco Panchana and David Vélez Zamora, who have been a fundamental pillar for me, giving me the necessary support to get ahead every day, also to my grandparents and siblings, for the help and motivation they gave me throughout the process of my college career.

With love, Velez Franco Gabriela Nayeli.

Abstract

This research project was conducted at the "Escuela de Educación Básica Santa Maria de la Esperanza", whose main objective is to analyze the influence of the Quizlet tool to enhance vocabulary for seventh graders. The research considers relevant topics, which contribute to the research work, among them are the acquisition and techniques of vocabulary, features, advantages and benefits of Quizlet, among others. The research was conducted with a qualitative method. The data collection technique was the focus group and a questionnaire of eight semi-structured questions addressed to the three English teachers. With the analysis of the information collected, it was determined as a result that Quizlet is a valuable technological tool that contributes to the learning and improvement of English vocabulary. Finally, it is concluded that the influence of Quizlet is essential for seventh graders and teachers as it makes learning more interactive.

KEY WORDS: Quizlet, vocabulary, perceptions, benefits, advantages

Resumen

Este Trabajo Investigativo estuvo direccionado en la Escuela de Educación Básica Santa María Esperanza, el cual tiene como objetivo principal *Analizar la influencia de la herramienta Quizlet para mejorar el vocabulario en estudiantes de séptimo grado*. En la Investigación se consideran temas con relevancia, los cuales aportan al trabajo investigativo, entre ellos están la adquisición y técnicas de vocabulario, características, ventajas y beneficios de Quizlet, entre otros. La investigación fue realizada con un enfoque cualitativo. La técnica de recolección de información fue el focus group y un cuestionario de ocho preguntas semi estructuradas dirigidas a los tres profesores de inglés. Con el análisis de la información recopilada se determinó como resultado que Quizlet es una herramienta tecnológica valiosa que aporta al aprendizaje y a la mejora del vocabulario del idioma inglés. Finalmente, se concluye que la influencia de Quizlet es esencial para los estudiantes de séptimo curso y los profesores ya que hace el aprendizaje más interactivo.

PALABRAS CLAVES: Quizlet, vocabulario, percepciones, beneficios, ventajas

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Introduction

In the current educational settings, the integration of technological tools such as Quizlet has managed to play an important role in the development of pedagogical practices, since it has appeared as an accessible and dynamic tool that could transform vocabulary teaching, as well as learning, specifically in seventh grade. This qualitative research proposes to analyze the influence of Quizlet to enhance the English language vocabulary for seventh graders.

The choice of this research topic has relevance in the implementation of new technologies in the educational environment for students to have meaningful learning in the essential stage of their academic development.

In this context, it will be explored in a reflective way how seventh graders perceive and experience the use of Quizlet in the classes through the teacher. This research project aims to detail the theoretical fundamentals supporting this technological tool to enhance vocabulary, determine the benefits, and describe the advantages of Quizlet to enhance the English vocabulary for seventh graders.

This qualitative research seeks to broaden the understanding of the importance of Quizlet in English vocabulary enhancement and to provide essential information that will be beneficial to teachers. By understanding how teachers and students interact with this tool, it will be possible to usefully guide the implementation of technological tools in the classroom to enhance vocabulary learning in seventh graders.

Chapter I

The Problem

1.1. Research Topic

Quizlet and vocabulary.

1.2. Title of the project

Quizlet as a technological tool to enhance English vocabulary for seventh graders at “Escuela de Educación Básica Santa Maria de la Esperanza.”

1.3. Problem Statement

In the context of education, English language proficiency is essential. One of the fundamental pillars for achieving this, is the acquisition of a strong vocabulary. Building a rich and diverse vocabulary is important for effective comprehension, communication, and academic success.

As Rao (2019) argues, English is the most widely spoken and used language around the world, so it is appropriate to mention that deserves to be recognized as a global language in order to help meet the requirements of all people living in various parts of the world speaking different languages. However, Sevy-Biloon et al. (2020) mention that Ecuador has a low level of English, which is why students in public schools do not graduate with the required level of English. On the other hand, teachers find it difficult to follow the methodologies and strategies included in the curriculum, for this reason, teachers follow foreign standards that do not relate to what is happening in the classroom. As a result, this creates a situation where teachers do not teach properly, therefore, students do not learn.

The vocabulary acquisition is especially relevant for young children. In this stage, where the students are developing language skills, the seventh graders at “Escuela de Educación Básica

Santa Maria de la Esperanza,” are at a critical point in their academic learning growth. However, the methods used by teachers often focus on memorization instead of putting them into practice, for instance, when teachers write the list of vocabulary words on the board expecting students to only take notes and memorize them, making language learning boring and ineffective for students. As a result, it is estimated that one of the factors that diminishes vocabulary achievement can be the techniques and methodologies applied by the educators.

According to Bueno-Alastuey & Nemeth (2022), insufficient mastery of vocabulary in the second language, could present certain obstacles for learners. For example, this challenge may hinder their interest and prevent the students from becoming actively engaged during the class activities. This issue may extend to tasks such as grammar, reading comprehension, and effective written expression. In the current digital era, educational tools like Quizlet have completely changed the field and provided brand-new strategies for involving students in the learning process.

Quizlet¹ is an essential technology tool that enhances vocabulary acquisition. The program’s accessibility, user-friendly interface, and a variety of study modes; like flashcards, quizzes, and tests, cater to diverse learning styles. Fadhilawati et al. (2022) noted that in the classroom setting, the endeavor to memorize vocabulary effectively to retain it in their long-term memory proves to be a significant and demanding challenge that many students grapple with regularly. This research study is important because it will provide necessary and valuable

¹ Cinar, I., & Asım, A. R. I. (2019). The Effects of Quizlet on Secondary School Students’ Vocabulary Learning and Attitudes Towards English Asya *Öğretim Dergisi*, 7(2), 60-73.

information about the effectiveness of Quizlet in enhancing vocabulary for seventh graders and will contribute to the area of education.

1.4. Problem Question

- How does the use of Quizlet as a technological tool influence the vocabulary enhancement for seventh graders?

1.4.1. Specific Questions

- What are the theoretical fundamentals that support Quizlet as a technological tool to enhance vocabulary?
- How does Quizlet as a technological tool benefit seventh graders to enhance vocabulary?
- What are the advantages of Quizlet as a technological tool to enhance vocabulary for seventh graders?

1.5. Objectives

1.5.1. General Objective

- To analyze the influence of Quizlet tool to enhance vocabulary for seventh graders.

1.5.2. Specific Objectives

- To detail the theoretical fundamentals that support Quizlet as a technological tool to enhance vocabulary.
- To determine the benefits of using Quizlet to enhance vocabulary.
- To describe the advantages of Quizlet to enhance vocabulary.

1.6. Justification

Digital learning platforms have changed in popularity in today's quickly developing educational scene. This research focuses on Quizlet to enhance vocabulary and provide information about the influence that this technological tool has on seventh graders at “Escuela de Educación Básica Santa Maria de la Esperanza.” The advantage of Quizlet is that students can access many existing flashcards or create their own, and personalized English vocabulary learning. It is expected that in the teaching-learning process, the students will be motivated and be able to increase vocabulary which in turn will improve the overall performance of students in English.

According to Mykytka (2023), technology in the classroom has extended the field of teaching and learning English as a foreign language. Nowadays, teachers are looking for different options to traditional approaches by implementing online and mobile applications to foster effective and autonomous study.

As stated by Avisteva & Halimi (2021), language learners often do not have a strong command of new words. This deficiency prevents them from having, understanding, and analyzing speech or text in a foreign language. Vocabulary is an essential communication tool because students need to learn and understand the language.

Quizlet is an outstanding, easy-to-use online vocabulary management system for educators and learners. This tool helps students track their vocabulary learning with diverse options for reviewing the words they have learned. Regarded as the world's largest online learning community for students and teachers, Quizlet is one of the most popular language-learning technology tools on the Internet (Solhi Andarab, 2019).

Chapter II

Theoretical Framework

2.1. Background

Education has transformed over time, adopting tools and technologies that have allowed students to acquire knowledge in a modernized way. Quizlet is an outstanding tool. The platform offers several learning resources. Important studies on this technological tool have developed, both international and national. This validates its importance in enhancing vocabulary and examining its effectiveness in educational environments.

2.1.1. *International Studies*

The research conducted by (Hong Nguyen & Du Nguyen, 2021) called “Using Quizlet in Generating Learners’ Autonomy in Learning English Vocabulary”, concluded that after the implementation of Quizlet, student participation in learning activities increased. Specifically, their interest and time spent on vocabulary learning improved compared to before. The study's analysis yielded several important findings. One discovery shows that students had a higher level of engagement in learning vocabulary and doing exercises. Learners dedicated more time to self-study using the Quizlet application and no longer had difficulty remembering the meaning, spelling, and context of vocabulary. According to the study, most of the students opted to use Quizlet for vocabulary acquisition since the platform enables learners to perform diverse learning tasks, track vocabulary acquisition progress, and engage in vocabulary learning gamification. The features of Quizlet and findings from the research indicate that Quizlet is a promising tool for vocabulary instruction and learning, useful for both teachers and students. Teachers can extend their use of Quizlet beyond classrooms by following tips to optimize learning opportunities.

The study "Using Quizlet for Academic Vocabulary Acquisition" executed by Lukov (2022) found that when a picture is added to the flashcards the learner's immediate vocabulary learning is improved. Lukov states that students feel confident and comfortable when using Quizlet for the reason that the information needed is on the flashcards. Another positive aspect is highlighted by the students, such as that it is quite convenient and simple to use because the definitions of the terms are easy to understand.

The research "Using Quizlet in vocabulary learning: Experiences from Thai High School Students" by Sangtuptim (2019) examined the various study functions of Quizlet. The frequency of its use, advantages, and difficulties encountered by students were analyzed through surveys and interviews which indicated that students were satisfied with using this tool. It was shown that the function called "Match" was the most effective for remembering new terms quickly, while some students had difficulties with the function called "Write" since they had to spell the words according to the definitions given by the directions.

2.1.2. National Studies

Furthermore, the results obtained in the Constante & Villafuerte-Holguín (2023) research called "Professional Development of English Language Teachers in Ecuador" show that teachers share materials that collaborate with student learning online. Digital competencies and access to technology are two fundamental components in the new teacher profile as education has changed. Teachers do not show difficulties in solving problems that can be developed during virtual classes. However, Constante & Villafuerte-Holguín state that teachers in Manta must have the knowledge to implement these tools and applications. The authors were able to find that technological tools such as Padlet, Word World, and Quizlet were the most accepted applications by the participants; however, the Educaplay application showed the lowest approval. Therefore,

English teachers should be involved in learning and developing digital competencies for their use. Since the transition of face-to-face to virtual courses, there has been an increase in the creation of courses or workshops to help develop these skills. Teachers in Ecuador need to do more to feel confident and be able to develop professionally.

The main objective of the research “The Effectiveness of Pre-Teaching Vocabulary Through Quizlet to Improve Reading Comprehension in a Secondary EFL Class” carried out by Jaramillo Aguilar (2021) was to determine the effectiveness of the strategy of pre-teaching vocabulary using the Quizlet application. This study applied the action research design, and the participants were thirty-six students of a Fiscomisional High School in Loja. Jaramillo Aguilar used both quantitative and qualitative methods. The Cambridge test (KET reading comprehension) was used to measure the student's reading comprehension, and the interview was used to know their perceptions, reaching the conclusion that applying Quizlet helped to improve the students' comprehension, who expressed that the strategy and the application are useful, interactive, and effective.

2.2. Pedagogical basis

The pedagogical basis of this research project is related to constructivism because it focuses on the active construction of knowledge by students. This research focuses on the comprehension of how students participate actively in the process of constructing knowledge, according to the principles of the constructivist theory.

The constructivist theories of Piaget and Vygotsky are similar although there are differences in their respective approaches. While Piaget emphasizes that students participate actively and independently, Vygotsky encourages teachers to help students increase collaborative work and problem-solving. Both authors noted that learning is active and not passive because

students talk and learn about themselves when playing (Piaget, 1976). This approach focuses on hands-on experiences and knowledge construction through active participation in the environment.

In accordance with Anthony (1961), constructivism is based on the principle that knowledge cannot be acquired by learners alone while they remain at their desks. The classroom environment must be comfortable so that teacher-student and student-student interactions are meaningful through active participation

It is based on the belief that children are not only limited to making meaning by listening but also by doing. Through this process, children reflect on the material, extract meaning, and construct their own understanding. By using their experiences, students also construct frameworks called "knowledge structures." Constructionism differs in that the philosophy intends for the learner to construct their own unique, personalized meaning for whatever is being learned (Drew et al., 1959). Therefore, learners can control their own learning independently of teacher guidance. As a consequence, individual assessments measured against standards are considered ineffective.

2.2.1. Relationship between Constructivism and Vocabulary

As mentioned earlier, constructivism allows students to construct their own knowledge based on their prior experiences. This perspective connects to vocabulary development, as students encounter new words and relate them to their understanding of language and the world around them, rather than just memorizing. Discussions and problem-solving activities are applied by educators to encourage students to relate to the real world. This approach develops a more meaningful and lasting understanding of vocabulary, which prioritizes learning experiences.

2.3. Theoretical basis

2.3.1. Quizlet Definition

Quizlet is a versatile app available on both mobile devices and the web, designed around learning modules that consist of concepts paired with their respective definitions or explanations. These study sets are presented to learners through a variety of engaging learning modes, such as flashcards, interactive games, collaborative activities, and quizzes (Montaner-Villalba, 2019). These modes are particularly beneficial for learners aiming to gain proficiency in various subjects, with a special focus on languages and vocabulary development.

2.3.2. Vocabulary Definition

Understanding vocabulary is a fundamental part of learning a language. It is often one of the initial steps students take when starting to acquire a new language. As learners progress in their journey to grasp a second language, build their own collection of words in that language (Castro-García, 2020). As their grasp of the new language grows, so does their vocabulary knowledge, and this relationship works in both directions.

2.3.3. Vocabulary Acquisition

In the opinion of Pascual et al., (2022) vocabulary acquisition refers to the way in which people increase the number of words already known, this applies to both first and second-language learning. Vocabulary is separated into two categories, which are: functional words that serve grammatical functions and lexical words that provide information. Functional words encompass determiners, conjunctions, and pronouns, on the other hand, lexical words involve adjectives, nouns, adverbs, and verbs.

In addition, vocabulary acquisition can be studied through two paradigms of learning, which are mentioned by López et al., (2022) implicit and explicit learning. Implicit learning is

automatic and unconscious, while explicit learning processes information consciously. These types of learning can be applied in various contexts for students to develop a better level of vocabulary.

2.3.4. Vocabulary Techniques

Learning techniques are tools used by learners to actively study. The goal of teachers is to assist students in acquiring vocabulary in the English language however, the technique will depend on a variety of factors, such as the level and type of student, the curriculum, and the school system (Ling & Abdul Aziz, 2022). Teachers will need to take differences into account when applying teaching techniques. Moreover, teachers, technology, and teaching tactics play a crucial role in language acquisition.

Other teaching techniques include teaching vocabulary through short stories allowing teachers to create different contexts for students to use the language to communicate, exchange information, and express their ideas (Ali Mansoor, et al., 2023). This technique makes English language learning an engaging process for learners, as it allows for easy recall of frequently repeated words.

2.3.5. Features of Quizlet

Quizlet has indispensable functions, which are Flashcards, Learn, Write, Spell, Match, and Test. With the Flashcards feature, users have access to the definition of a term, where each card is flipped over with a click and includes the pronunciation if a sound button is pressed. The second function is Learn, in which vocabulary can be studied with multiple choice questions, flashcards, or written questions. The third function is Write; this feature makes users write their answers with English definitions. The next feature is Spell, where users write their answers based on what is heard. The feature called Match uses the timer to calculate users' time by matching

terms with their respective definitions. The last function is Test, which consists of testing users through multiple choice, true/false, and matching (Pham, 2022). The features that Quizlet possesses make learning fun for students, and prevent learning from being monotonous, which increases motivation and engagement in learners.

2.3.6. Advantages of using Quizlet

One of the advantages of Quizlet is that the activities can be done without the presence of the teacher. The "Play" part has video game options with interactive vocabulary. In "Match," students are asked to drag the word to its correct definition, overall, Quizlet is designed to help students learn vocabulary independently. Another advantage mentioned by Sari et al., (2020) is that this tool allows students to study together, making learning more interactive. Furthermore, Quizlet increases students' interest in studying.

These advantages focus on the retention of unfamiliar words that students may have. By using Quizlet, students will be able to use the vocabulary learned in their everyday lives (Abdullah Al-Malki, 2020). Teachers agree that it is useful because nowadays, students find digital tools motivating and interesting, as a profound change compared to other teachings. Due to digital resources, students can practice repeatedly, and study independently and at their own pace.

2.3.7. Benefits of using Quizlet

Quizlet as a technological tool presents benefits for the learning process of students. As Putri & Zuhri (2023) state, Quizlet has numerous positive effects that contribute to and encourage the study of vocabulary learning, as the influence of the interactive features makes learning enjoyable, stimulates memory and, at the same time, learners improve their

understanding of new terms. The diversity of this tool makes it a valuable resource, as it allows students to learn vocabulary tailored to their goals and interests.

Besides, Vu & Bui (2023) point out that the main benefits of this technological tool are the flexibility and variety of different study sets available for students to use. Quizlet has a huge positive impact on education since students are encouraged to actively participate in their learning, this is helpful for learners of all ages who want to expand their vocabulary in an effective way.

Quizlet is seen by students as an autonomous and user-friendly resource. Students can learn through their own devices because it is more convenient than using books or handouts (Prayogi & Wulandari, 2021). In addition, students can practice through different modes, which makes their learning interesting and enjoyable.

2.4. Legal basis

In this research, the legal basis is based on the Constitución de la República del Ecuador. The articles considered are articles 26 and 343.

Article 26, section 5 of the "Constitution of Ecuador" (2008) mentions that:

La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (CRE., 2008, Art 26).

This article emphasizes that everyone has the right to education, and it is the obligation of the state to guarantee it. It also points out that it is important to help everyone to live better.

Article 343, of the "Constitution of Ecuador" (2008) states that:

El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades (CRE., 2008, Art 343).

This article analyzes the importance of the educational system both for the acquisition of knowledge and the reinforcement of culture. In the educational framework, students are the main focus, which guarantees a meaningful education.

Chapter III

Methodological Framework

3.1. Method

3.1.1. *Qualitative research*

In education, it is essential to understand the different experiences and perceptions of learners. It is necessary to identify the student's learning processes through the teachers. This research project conducted at "Escuela de Educación Básica Santa Maria de la Esperanza" is qualitative research because it seeks to explore the opinions of the seventh grade teacher who belongs to the institution and two external teachers.

This qualitative research project has as its primary objective to recognize how the teachers perceive and use Quizlet as a necessary tool in the vocabulary teaching process. By understanding this phenomenon better from the teachers' perspective, it is hoped to comprehend how technology can be of great support for English vocabulary enhancement for seventh graders, and how this platform such as Quizlet can influence education in the digital age. As a methodological approach, qualitative research is based on the fact that various phenomena cannot be perceived through measurements, instead, it tries to analyze and collect data through audio and text. This is why it allows the understanding of experiences and opinions. What characterizes this type of research is that the teachers' voices and perspectives are heard. This type of research uses methods such as focus groups, interviews, and observations to deepen people's perceptions (Bhandari, 2023). It can be used to gain an in-depth view of a problem or generate new ideas. In addition, qualitative research seeks not only to explain and manipulate variables but also to understand and explore them (Nassaji, 2020). It is adaptive and interpretive

for the process and development of the research outcome, data can be collected using various qualitative tools such as observations, diaries, and interviews.

3.2. Type of Research

3.2.1. Phenomenological Studies

The popularity of phenomenology has been increasing because researchers have used it as a method for understanding and creating knowledge about first-person events or lived experiences of students in established educational contexts (Stolz, 2020). It is quite important to know and understand the historical context of phenomenology to have a better comprehension, and thus use it as a tool to obtain perceptions, providing essential information for enhancing the quality of education.

Besides, phenomenological research focuses on how people perceive, remember, and understand a phenomenon and how individuals talk about it with others, employing qualitative methods to explore people's experiences, allowing an understanding of how these individuals interpret and make sense of the environment (Selanik & Duban, 2021). By observing how people relate and share personal experiences, phenomenological research provides the most effective strategies because it considers the perspectives attributed to the subjects involved.

The phenomenological study focused on the teachers' perception of the use of Quizlet as a technological tool to enhance the vocabulary for seventh graders providing the opportunity to describe in depth the teachers' experience in the digital era. With this approach, it will be possible to analyze how the teachers incorporate Quizlet when teaching vocabulary, emphasizing the challenges and advantages of using this platform. The results obtained from this study will contribute to the enhancement of pedagogical practices by providing a clear understanding of how the teachers perceive Quizlet in enhancing students' English vocabulary. These perceptions

will influence future decisions related to the use of technology in the classroom and the implementation of new teaching strategies, which will help enhance the quality of education of seventh graders in the vocabulary acquisition process.

3.3. Data Collection Techniques

3.3.1. Focus Group

The focus group is a technique used in qualitative research to bring participants together to discuss a specific topic to gather information. To achieve this goal, researchers should read and organize the notes taken to find important details that make sense of the information, and the length of the sessions should be taken into account, as long discussions can tire participants. Although there is no rule about how many participants there should be in a focus group, it is considered that four to six are enough to have an active discussion (Yayeh, 2021). This technique enables researchers to extract valuable insights and meaningful conclusions from recompiled qualitative data. The dynamic interaction within a discussion group will enable researchers to examine not just individual perspectives but also the collective understanding of participants, enhancing the depth of the qualitative results.

3.4. Instruments

3.4.1. Questionnaire

In this qualitative research project, a questionnaire of semi-structured questions applied to the seventh grade English teacher at “Escuela de Educación Básica Santa Maria de la Esperanza” and two external teachers will be used. These questions will allow the teachers' perspectives and experiences to be explored in a flexible manner. These questions will help to provide a general framework for dialogue between the interviewees and the interviewers, allowing the teachers to

expand on the responses and provide specific details about the experience teaching vocabulary using Quizlet.

For the questionnaire, eight questions will be asked of the English teachers participating in the research. These questions are designed to focus on essential aspects associated with the use of Quizlet in English vocabulary teaching, as well as to inquire about the experience, perception, and practices of this technological tool. These questions seek to gather relevant information that will help understand the teachers' point of view about Quizlet in depth.

It is important to know that the focus group will be conducted online since two of the three participating teachers are external. Nevertheless, this will allow for a more comfortable, close, and personal communication environment, which will encourage an open conversation.

3.5. Processing and resources for data collection

In this qualitative research project, data collection is based on a focus group with three seventh grade teachers who use Quizlet as a technological tool to enhance students' vocabulary. This process begins with the elaboration of semi-structured questions, which were designed to get to know in depth the teachers' perceptions about the use of this tool. This questionnaire will include topics such as the purpose of vocabulary in English language learning, the integration of Quizlet in teaching strategies, benefits, advantages, and challenges that the teachers may face.

The focus group will be scheduled with English teachers and will be via Zoom, in a comfortable setting that will create a better environment for open and honest communication. During the discussion, the authors will take notes as a resource to capture the teachers' responses accurately, which will allow for in-depth analysis of the data obtained.

For the analysis of the data obtained, the teachers' confidentiality will be protected by ensuring that their responses are handled carefully. This data collection process will allow for an

in-depth detailing of the teachers' perception of using Quizlet as a technological tool to enhance the English vocabulary for seventh-grade students.

3.5.1. Population and sample

This research project will be carried out at "Escuela de Educación Básica Santa Maria de la Esperanza", which is located in "Barrio Rocafuerte, Calle 23 y Av Quinta, Santa Elena, La Libertad, Ecuador". This basic education school has courses from preschool to seventh grade, its modality is face-to-face, and it has only one English teacher for the entire school.

The selection of the English teachers as participants is based on the qualitative theory of the study, which aims to inquire into individual experience. The sample of the research project consists of three English teachers, one works at the institution and the other two are external. The teachers will be the primary participants in this research and will be used to understand in depth the experiences and perspectives related to using Quizlet.

Through the online focus group and detailed analysis, the teachers are expected to provide essential information and unique perspectives on the use of Quizlet in the educational context. This qualitative research project that focuses on the use of Quizlet as a technological tool to enhance vocabulary for seventh-grade students is delimited to a specific population and three samples representing this population will be selected.

Although the sample is small, this qualitative approach seeks to obtain detailed information about the educators' perceptions, which will provide valuable information to understand the benefits of Quizlet in enhancing the vocabulary for seventh-grade students.

Chapter IV

Analysis of Findings

4.1. Brief explanation of the findings

In this chapter, the results obtained from the focus groups were analyzed. This group included the English teacher from "Escuela de Educación Básica Santa Maria de la Esperanza" and the two external teachers who implement Quizlet as a technological tool in their classes. The main objective of this analysis is to determine the teachers' experience and perception of Quizlet. It is necessary to emphasize that the analysis of the result is based on the contribution of the participating teachers, which will offer a better understanding of the implementation of Quizlet in the seventh grade.

The findings indicated that using Quizlet can benefit teachers seeking to teach and enhance the English vocabulary learning for seventh graders. This technological tool can be a valuable complement to seventh-grade vocabulary teaching; it is essential to consider integrating Quizlet correctly into the classes and providing guidance to students with its use.

Moreover, the results showed an increase in student motivation when using Quizlet as the interactive game and activity. This tool makes the process of learning vocabulary fun and engaging, which causes retention of unknown words. Apart from that, the teachers reported that students seemed to be interested and willing to learn vocabulary with Quizlet.

4.2. Interpretation of data from the focus group

4.2.1. Question N.1

What is the purpose of vocabulary learning?

Figure 1

The purpose of vocabulary



Note. This figure shows the most usual words mentioned by the teachers about the purpose of vocabulary.

In the focus group, the three teachers stated that fluency, expression, critical thinking, language, and comprehension are the main objectives of this program. A broad vocabulary will improve communication skills, which means that with an extensive vocabulary, the students can communicate freely and fluently.

4.2.2. Question N.2

How do you integrate Quizlet into your vocabulary teaching strategies?

Figure 2

Integration of Quizlet into the teaching strategies



Note. This figure shows the most usual words related to the integration of Quizlet mentioned by the teachers.

In this question, teachers said that they integrate Quizlet into their teaching strategies using flashcards as an interactive game. The platform provides this game. The students enjoy the flashcards and have fun in their learning process without the tedious routine.

4.2.3. Question N.3

What challenges do teachers face when implementing the teaching of vocabulary?

Figure 3

Challenges to implementing the teaching of vocabulary



Note. This figure shows the most usual words mentioned by the teachers about the challenges faced when teaching vocabulary.



Note. This figure shows the most usual words mentioned by the teachers about the vocabulary learning interactivity.

As a result of this question, all teachers stated that Quizlet makes vocabulary learning more interactive through the fun flashcards, and the variety of games that the platform provides. In addition, the teachers mentioned that the students are very competitive and that causes them to feel more challenged and therefore interested. Finally, the teachers stated that due to all this rivalry, this tool makes it possible to track the students' progress.

4.2.6. Question N.6

Can you name some features of Quizlet that make it an engaging tool for the learning of new words?

Figure 6

Features of Quizlet



Note. This figure shows the most usual words mentioned by the teachers about the features of Quizlet.

In addition to “Flashcards”, the teachers thought that other features such as, “Learn”, “Write”, “Spell”, “Match”, “Test”, “Pictures”, and “Games” made Quizlet an attractive technological tool for the learning of new words. Subsequently, the students do not get bored and do feel motivated.

4.2.7. Question N.7

What are the advantages of using Quizlet?

Figure 7

Advantages of Quizlet



Note. This figure shows the most usual words mentioned by the teachers about the advantages of Quizlet.

All teachers felt the advantages of using Quizlet are that the students can work independently as well as work collaboratively. The Study Modes show that their students are fascinated with learning vocabulary daily. Moreover, another advantage is the “Play” and “Match” feature. This interactive game is incredibly dynamic. With the innovation of the tool, students can easily remember new terms with ease.

Chapter V

5.1. Conclusions and Recommendations

In this chapter, the conclusions and recommendations will be presented, based on the questionnaire made to the three English teachers and the results obtained from the focus group. The objectives of this research project are to detail the theoretical fundamentals, determine the benefits, and describe the advantages of Quizlet as a technological tool for enhancing vocabulary for seventh graders.

In the research project conducted and the contribution of English teachers, the specific questions of the work were answered. The theoretical fundamentals, benefits, and advantages of Quizlet as a technological tool to enhance vocabulary acquisition were described. These findings were essential for teachers seeking to improve the vocabulary learning process and to make it more dynamic and interactive by integrating technological tool.

5.1.1. Conclusions

It can be concluded that the research conducted gave details of the theoretical fundamentals that favor Quizlet as a technological tool for vocabulary enhancement. The use of relevant theories related to word repetition, active study, and the accessibility of this tool makes the vocabulary learning of seventh graders effective as well as dynamic.

It is concluded that the various benefits of Quizlet as a technological tool for vocabulary enhancement emphasize the positive impact on the learning process for seventh graders.

Consequently, Quizlet also provides considerable benefits for information retention and its rapid adaptability to contribute to learning in a fun and effective way.

Ultimately, the advantages of Quizlet for vocabulary enhancement were recognized, showing an essential set for educational usefulness. Quizlet provides a variety of tools that students can use to interact with peers and teachers. The ability to create and share flashcards facilitates students to adjust their learning style, thus encouraging proficient study to enhance vocabulary.

5.1.2. Recommendations

It is recommended that teachers take advantage of these theoretical fundamentals when using Quizlet, and design pedagogical strategies in which the principles of active learning and optimizing the effectiveness of Quizlet in vocabulary development and enhancement are emphasized. In addition, it is suggested that teachers keep up to date on relevant educational information about Quizlet.

With the results of this research, it is suggested that educators increase the use of Quizlet in their classes. For teachers to take full advantage of the benefits identified, it is advised that educators explore the various study modes that Quizlet has, and thus encourage the active participation of students by adapting the tool according to the learning styles of each one. Moreover, teachers should share tips with each other to enhance the educational experience to ensure that the use of Quizlet is effective in vocabulary development.

It is proposed that teachers actively use this technological tool in their daily practices to take advantage of Quizlet in English vocabulary enhancement. One of the things that can favor the process of vocabulary acquisition and enhancement is the creation of sets of flashcards, and the exploration of various functions of Quizlet, such as interactive games, and quizzes. Furthermore, it is important to encourage creativity when designing flashcards and to use this tool as a complement in educational settings. By doing so, students will experience an increased ability to retain and use new words every day, effectively improving their language skills.

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Annexes

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La Libertad, 08 de diciembre de 2023

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación denominado **“QUIZLET AS A TECHNOLOGICAL TOOL TO ENHANCE ENGLISH VOCABULARY FOR SEVENTH GRADERS AT ESCUELA DE EDUCACIÓN BÁSICA SANTA MARIA DE LA ESPERANZA”**, elaborado por BELTRAN ZAPATA LOURDES CAROLINA and VELEZ FRANCO GABRIELA NAYELI, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido con los requerimientos exigidos de valoración, el presente proyecto, se encuentra con un 1% de la valoración permitida, por consiguiente se procede a emitir el siguiente informe.

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Focus group questionnaire

Question N.1

What is the purpose of vocabulary learning?

Question N.2

How do you integrate Quizlet into your vocabulary teaching strategies?

Question N.3

What challenges do teachers face when implementing the teaching of vocabulary?

Question N.4

What are the benefits of using Quizlet as a tool for vocabulary enhancement in the classroom?

Question N.5

How does Quizlet make the vocabulary learning process more interactive?

Question N.6

Can you name some features of Quizlet that make it an engaging tool for the learning of new words?

Question N.7

What are the advantages of using Quizlet?

Question N.8

How do your students feel about the integration of Quizlet into their vocabulary learning activities?

Focus group evidence

