



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA
ELENA**

**SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“DIGITAL DIDACTIC MATERIALS USAGE FOR
TRAINING VOCABULARY COMPREHENSION IN
EIGHTH GRADERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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Statement of authorship

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Tomalá Vera Lenny Paul

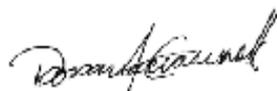
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La Libertad, February 23rd, 2023

ADVISOR'S APPROVAL

In my role as advisor of the research paper and title “**Digital Resources for Vocabulary Comprehension for tenth Graders**”, prepared by Lenny Paul Tomalá Vera, an undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in black ink, appearing to read "Rossana Vera Cruzatti".

Lcda. Rossana Vera Cruzatti, Msc.

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Declaration.

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY.
THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL
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Tomalá Vera Lenny Paul

Acknowledgment

I would like to extend my heartfelt gratitude to God for his love, guidance and strength in carrying out this research project. It is with humility and sincere appreciation that I acknowledge the tremendous support and encouragement received from my mother, family and PINE friends.

Their unwavering love and support throughout my journey in education have been instrumental in the completion of this research project. I am eternally thankful for the sacrifices they have made and for being my source of inspiration.

This project is dedicated to them, and I hope that it serves as a testament to their love and unwavering support.

Dedication

This research is dedicated to the almighty God, who has blessed me with the strength, knowledge, and wisdom to undertake this project. I am deeply grateful for His guidance and support throughout my academic journey.

This research is also dedicated to my mother, who has been my greatest source of inspiration and encouragement. Her unwavering love and support have been a constant source of comfort and strength, and I am truly grateful to have her in my life.

Finally, I would like to dedicate this research to my family, who have been my rock and my support system. Their love, encouragement, and unwavering belief in me have been instrumental in my academic and personal growth. I am deeply grateful for their love and support, and I am proud to call them my family.

With love,

Tomalá Vera Lenny Paul

ABSTRACT

This research project aims to investigate the effectiveness of digital didactic materials in improving vocabulary comprehension among language learners. In recent years, the widespread availability of digital technologies has led to a proliferation of digital didactic materials for language learning, such as mobile apps, websites, and e-books. However, the impact of these materials on language learners' vocabulary comprehension remains unclear. The purpose of this study is to provide empirical evidence on the effectiveness of digital didactic materials in enhancing vocabulary comprehension and to identify the most beneficial features of these materials.

The study employed qualitative methods; the data will be collected through questionnaires, interviews, and observations; a sample of language teacher will be assigned to either a control group or an experimental group, with the latter using digital didactic materials for vocabulary training. The findings of this study will have implications for language educators, curriculum developers, and digital didactic materials designers. The results will provide insights into the most effective features of digital didactic materials for vocabulary training and the pedagogical principles that should guide the design of these materials. Additionally, the study will contribute to the broader field of second language acquisition by shedding light on the role of digital technologies in vocabulary learning.

KEY WORDS: Digital, didactic, materials, vocabulary, comprehension

RESUMEN

Este proyecto de investigación tiene como objetivo investigar la eficacia de los materiales didácticos digitales para mejorar la comprensión de vocabulario entre los estudiantes de idiomas. En los últimos años, la disponibilidad generalizada de las tecnologías digitales ha dado lugar a una proliferación de materiales didácticos digitales para el aprendizaje de idiomas, como aplicaciones móviles, sitios web y libros electrónicos. Sin embargo, el impacto de estos materiales en la comprensión del vocabulario de los estudiantes de idiomas sigue sin estar claro. El propósito de este estudio es aportar pruebas empíricas sobre la eficacia de los materiales didácticos digitales para mejorar la comprensión del vocabulario e identificar las características más beneficiosas de estos materiales.

El estudio empleará métodos cualitativos, los datos se recogerán mediante cuestionarios, entrevistas y observaciones, una muestra de profesores de idiomas se asignará a un grupo de control o a un grupo experimental, en este último se utilizarán materiales didácticos digitales para el entrenamiento de vocabulario. Las conclusiones de este estudio tendrán implicaciones para los profesores de idiomas, los creadores de planes de estudios y los diseñadores de materiales didácticos digitales. Los resultados proporcionarán información sobre las características más eficaces de los materiales didácticos digitales para el aprendizaje de vocabulario y los principios pedagógicos que deben guiar el diseño de estos materiales. Además, el estudio contribuirá al campo más amplio de la adquisición de segundas lenguas al arrojar luz sobre el papel de las tecnologías digitales en el aprendizaje de vocabulario

PALABRAS CLAVE: Digital , didáctica, materiales, vocabulario, comprensión

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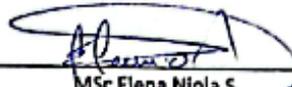
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Introduction

The field of language learning and teaching has seen remarkable advancements in the recent years with the integration of technology into the learning process. Digital didactic materials have been increasingly used in language classrooms for enhancing the language skills of students. The present research project aims to explore the usage of digital didactic materials for training vocabulary comprehension.

The use of digital didactic materials has become increasingly popular in the ground of language teaching and learning. These materials provide new opportunities for teachers to create engaging and interactive learning experiences, while students can benefit from the flexibility and accessibility that digital resources offer. The current research project focuses on the utilization of digital didactic materials in enhancing vocabulary comprehension among language learners. The study aims to explore the impact of the use of digital materials on vocabulary comprehension, as well as to identify the types of digital materials that are most effective for promoting vocabulary retention. The findings of this research will provide valuable insights for language educators and educational practitioners, as well as contribute to the ongoing discussions surrounding the integration of technology in language teaching and learning. The project also contributes to the advancement of knowledge in the field of digital didactics, as well as highlighting the need for further research in this area

Chapter I: The problem

Research Topic

Strategies and Vocabulary learning

Research Title

Digital didactic materials usage for training vocabulary comprehension for eight graders

The research problem.

Problem Statement

Nowadays, People is using technology to develop multiple activities such as soliciting a taxi, wiring money, or studying through virtual platforms. Education has adopted technology as a tool for improving learner performance creating opportunities in future, also it allows society to being educated by following a career that follows E - learning as its modality.

According to Hernández et al. (2019), since English is a universal language, this means that as it is a spoken language it helps people to communicate without roadblocks and provides the opportunity to visit and live in an Anglophone country for studying or working. English Language and its globalization have pushed people to learn this language to understand, express and exchange ideas to English speakers no matter foreign or native.

Vocabulary is one of the essential parts for English language, however, beyond time authors have aim to improve skills and rebuild methods instead of focus on elemental clues such as vocabulary. Authors elaborate the link between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary (2001). Vocabulary is one of the essential parts for English

language, however, beyond time authors have aim to improve skills and rebuild methods instead of focus on elemental clues such as vocabulary.

The impact of the industrial revolution on education, particularly in Education 4.0, requires digital transformations on a par with the technological era, to meet the needs of the information society at the pace of scientific and technological transformations and innovations, framed in a new educational model (Barreiro, 2021).

Virtual environments have stepped to adapt didactic resources into online classrooms. These have brought positive impact on English teaching and learning process. Multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization (Guan, 2018).

Digital resources are highly used in worldwide classrooms, because of its dynamic way to connect with the technological age. Currently, Classroom have upgraded by using new trend technology which are available in most of classrooms. During pre-professional practicum at Unidad Educativa Rubira in a eighth graders classroom, the author realize how digital didactic material were very important to develop vocabulary comprehension by using games through devices such as: projector, speakers, etc. Adding together, Peers felt comfortable in a digital environment because they are used to called technology natives. Students can interact and flow in the class by expressing their ideas with correct vocabulary getting accuracy in their ideas.

Research questions

Problem question

Are digital didactic materials viable for training vocabulary comprehension in a classroom?

Specific questions

1. How useful are the digital resources to help to train vocabulary comprehension in Unidad Educativa Rubira eight graders classroom?
2. What are the benefits of using digital resources for training vocabulary comprehension?

Objectives of the research

General objective

To describe the use of digital resources for training vocabulary comprehension at Unidad Educativa Rubira for eighth grader classroom.

Specific objectives

1. To determine the importance of digital didactic resources to train vocabulary comprehension at Unidad Educativa Rubira for eighth graders students.
2. To reflect on the positive outcome of the usage of digital didactic materials for learning vocabulary in Unidad Educativa Rubira eight graders' students.

Justification

Today, individuals are immersed in another epoch. The unstoppable technological progress that shakes our society has reached the academic classrooms and, with it, the development of new teaching methods (Torres, 2021). The use of digital technology in education is on the rise, and there is a growing interest in finding ways to effectively integrate it in classrooms.

Digital didactic materials, such as online vocabulary games, interactive flashcards, and multimedia, can be effective tools for teaching vocabulary in an English as a Foreign Language classroom. Katawazai et al. (2019) cited by Young-Davy, states that having a strong vocabulary leads to a sense of achievement, while a limited vocabulary hinders learners of all academic levels and can undermine even the most hardworking students

These materials can help students to learn new lexicon in a fun and engaging approach, which can improve their overall motivation and enthusiasm for learning. By examining the potential of digital didactic materials for vocabulary training, educators can identify new and effective ways to help students improve in this important area.

The use of digital technologies in English as a foreign language (EFL) teaching has not been addressed enough (Ahmed & Akyıldız, 2022). This statement urged to discover the benefits of using digital didactic materials for vocabulary training in a classroom. One benefit is that they can provide students with multiple exposures to new vocabulary words, which can help them better remember and understand the meanings of these words. Digital materials can also provide immediate feedback and allow students to track their progress, which can help them feel more confident in their vocabulary skills.

In addition to these benefits, digital didactic materials can be easily customized to meet the needs and abilities of individual students, which can make them more effective at helping students learn new vocabulary. They can also be easily accessed from a variety of devices, which makes them convenient for students to use outside of the classroom.

This work has deemed digital didactic materials as a key to train vocabulary comprehension in an EFL classroom. The scope of this research is to reflect the positive effect of using digital didactic resources for improving vocabulary understanding in Unidad Educativa Rubira; educators can contribute valuable insights to this ongoing discussion. The author indicates that digital resources are successful learning strategies for language development and interaction by lexicon study.

Chapter II: Theoretical framework

2.1 Pedagogical Basis

2.1.1 Learning Materials

Learning materials are the instructional contents provided to enrich learners' word knowledge and facilitate their understanding and memorisation of words (Ponce, 2018). A categorisation of information in graphic form used to support students' comprehension of target knowledge (Johnson, Pittelman, & Heimlich, 1986).

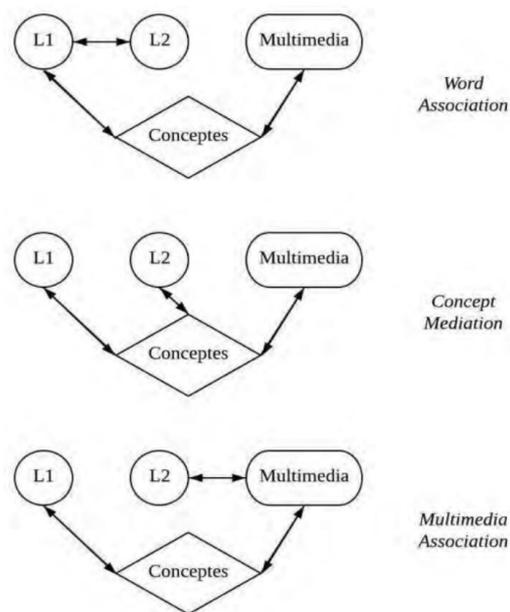


Figure. 1 (Johnson, Pittelman, & Heimlich, 1986)

Didactic materials

According to Hernández (2019), selecting appropriate instructional resources can be a challenging endeavor for educators, as it requires consideration of factors such as student attention, needs, and motivation in the language learning process. These materials, however, are essential for facilitating effective teaching and learning in the classroom. In particular, when choosing materials for the purpose of teaching English as a second language, it is important to consider materials that engage and motivate students.

2.1.2 Digital resources

According to Val-carcel (2016) cited by Torres (2021), digital resources have appeared in the current timeline, these resources are related to oral communication and language production through the new Digital resources have emerged in recent decades as a means of expression and creation through a new language based on senses and three factors that strengthen the understanding, creativity, and encouragement of students.

2.1.3 Vocabulary Learning Strategies and Technological media

According to Benedict and Shabdin, (2021), the integration of Vocabulary Learning Strategies (VLS) into the classroom and the use of various technological media have the potential to enhance students' interest in vocabulary acquisition. This combination of pedagogical approaches can create a dynamic and engaging learning environment that promotes student motivation and participation. By incorporating VLS into the classroom, teachers can facilitate the development of students' metacognitive skills and encourage them to take an active role in their own learning.

However, despite these backgrounds, the search for the most effective technique for vocabulary learning continues. The complexity of the process of vocabulary acquisition, combined with the variability in learning styles and preferences among students, means that no single approach can be considered the best for all learners. As a result, researchers are increasingly emphasizing the importance of tailoring vocabulary instruction to meet the needs of individual learners and promoting learner autonomy in vocabulary learning.

2.1.4 Learning theories

Siddiquei & Khalid (2017), states the three main types of learning theories: behaviorism, cognitivism, and constructivism. Behaviorism focuses on the observable and measurable aspects of learning. Cognitivism focuses on mental activity and how it can be

explained through computational theory. Constructivism emphasizes the role of the learner in actively constructing and building new concepts and ideas.

2.1.4.1 Behaviorism.

Initial computer based learning systems were intended to be on the principles of behaviorist school of thought. Speaking more precisely, behaviorism postulated that learning is the change in behavior of the learner that is observable and originates from the stimuli in external environment (Skinner, 1974).

2.1.4.2 Cognitivism.

Cognitivism claims that the “black-box” of behaviorism must be opened and understood by all. They view learner as an information processing unit just like computers. The learning of cognitive psychology includes different types of memory, motivation and thought processes. In cognitive learning, reflection also plays a major role with a belief that learning belongs to an internal process. They are in complete harmonization that levels of mental processes are not affected (Craik & Tulving, 1975; Ausubel, 1968).

2.1.4.3 Constructivism.

Constructivism Currently constructivist paradigm is acknowledged by e-learning developers. It is observed that most of the e-learning programs are focused on constructivist theory of learning nowadays (Schulz & Schultz, 2002). The notion of constructivist theory of learning is that information is encoded and interpreted by the learners whereas combined on the basis of their own perception. In this way, learners are in better position to learn by attributing the information to a personal meaning.

Learning Theories	Core Principles
Behaviorism	<ul style="list-style-type: none"> • Considered brain as a black box • Reactions can be provoked by external stimuli • Behaviors can be observed
Cognitivism	<ul style="list-style-type: none"> • Types of memories are involved • Learning can be viewed as an internal process • Node patterns are used
Constructivism	<ul style="list-style-type: none"> • Information is attributed to personal meaning • Learning is active rather than passive process • Developing of personal understanding

Table 1: Summary of Learning Principles

Source: (Siddiquei & Khalid, 2017).

(Siddiquei & Khalid, 2017)

2.1.5 Morphology

Morphology is the study of morphemes, the smallest units of language that have identifiable meaning or function. Types of morphemes include prefixes, suffixes, and roots. So, for example, unthinkable has three morphemes: un, think, and able. Think is the freestanding root; that is, it can stand on its own as a word (McKeown, 2019). Understanding the morphological structure of words can therefore aid in the acquisition and retention of vocabulary. Moreover, morphology and vocabulary are closely related in that morphology, or the study of the structure and form of words, helps to determine the meanings of words.

2.1.6 Vocabulary

According to (McKeown, 2019) cite by Alqahtani (2015) stated that Vocabulary refers to the set of words that we use in oral communication (expressive vocabulary) and in understanding spoken language (receptive vocabulary). Harmon and Wood described the role

of vocabulary in conceptual knowledge, it is mandatory to contemplate academic vocabulary reflecting linguistic and lexical knowledge.

2.1.7 Vocabulary comprehension

This strong correlation between vocabulary and comprehension leads to an obvious conclusion that if teachers teach word meanings, students will comprehend better. However, the relationship between vocabulary and comprehension is not that straightforward and is highly complex involving a host of other variables. (Harmon & Wood, 2018).

The link between vocabulary and comprehension suggests that teaching word meanings can lead to improved comprehension. However, it is important to consider that this relationship is multifaceted and influenced by a variety of factors.

2.2 Theoretical Basis

2.2.1 Vocabulary subskill

Sub-skills are as the building blocks for the main skills of learning and mastering a language. It means that in order for a learner to master a language, ELT textbooks developers need to contextualize them all for the language learners for them to be successful learners (Katawazai et al., 2019). Sub-skills serve as the foundation for the main skills of language learning and mastery. In order for students to be successful in their language learning journey, ELT textbook developers must present these sub-skills in a context that is meaningful and relevant to the learners.

2.2.2 Vocabulary learning

According to Kai and Hua, Vocabulary acquisition is considered a crucial aspect of language learning, as it is essential for the development of linguistic proficiency and the attainment of communicative competency in the target language. This has motivated researchers to explore various methods and strategies for teaching vocabulary effectively,

numerous studies have been conducted to examine the effectiveness of different techniques and approaches to vocabulary learning, including rote memorization, context-based learning, vocabulary notebooks, spaced repetition, and gamification. These investigations have provided valuable insights into the cognitive processes involved in vocabulary acquisition and have helped to inform the development of evidence-based vocabulary teaching practices.

2.2.3 Digital didactic materials

The usage of digital didactic materials has had positive effects in educational purposes into virtuality. These tools have generated very important educational products, both for their design and their didactic possibilities, reducing, in addition, the effort required by teachers to produce software, guiding them, and offering them predefined elements (Murray, 2003).

The new digital age requires pedagogy to rethink traditional didactic foundations, introduce new innovative digital technologies, and develop electronic resources that can skillfully combine learning, goals, content, and results (Liu, 2020).

2.2.4 Multimedia

According to Zhang et al., (2021) Multimedia input refers to the presentations of word concepts using multimedia technologies such as videos, images, and audio recordings. This type of input can be particularly effective in language learning because it allows learners to see and hear the concepts being presented, which can help to improve understanding and retention. Multimedia input can also be engaging and interactive, making it more enjoyable for learners to consume. In addition, multimedia input can provide learners with a more authentic language learning experience, as it allows them to encounter language as it is used in real-life situations.

2.2.5 ICT and EFL

Hussain (2018) cited by Raval (2014) ICT is defined as a scientific, technological and engineering-based management techniques which are used in information storage and

communication mechanism with optimal time and space utilization in comparison to other traditional methods adopted for the same.

Teachers and researchers have focussed on innovative methods to facilitate vocabulary learning, switching from passive to active learning, and ensuring that students are engaged and motivated to expand and retain their new vocabulary range (Kohnke et al., 2020).

According to Hussain (2018) cited by Kopinska (2013) says that there is a widespread recognition of the potential benefits of using technologies in English as a Foreign Language (EFL) classrooms, which has led to a surge of interest from both teachers and learners. As such, technologies are increasingly being utilized in EFL classrooms around the world.

Technology provides students with increased opportunities for individualized and self-paced learning, as well as access to a vast array of online resources for vocabulary development. This can be particularly beneficial for students who struggle with vocabulary acquisition and require additional support.

2.3 Legal Basis

The articles that are mentioned above highlight the importance of education for every human being, as well as the way English should be carried out in academic environments.

Constitución de la República del Ecuador

In the “Constitución de la República del Ecuador” (CRE.) the following articles are mentioned:

Art. 26. - Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. People, relatives, and community have the right and the responsibility to participate in the educational process ([CRE.], 2008).

Art. 27. - Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative and the development of skills and abilities to create and work ([CRE.], 2008).

Art. 28. - Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility, and graduation without discrimination and compulsory at the initial, primary, and baccalaureate levels or the equivalent will be guaranteed.

The State will promote intercultural dialogue in its multiple dimensions. It is the right of every person and community to interact across cultures and participate in a learning society. Learning will occur both in and out of school, and public education will be universal and secular at all levels. It will also be accessible to the third level of higher education ([CRE.], 2008).

Art. 29. - The State will guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their language and cultural environment. Mothers, fathers, or their representatives will be free to choose an education for their children according to their principles, beliefs, and pedagogical options (CRE, 2008).

Ministerio de Educación

In "Ecuadorian in-service English Teachers Standards" the Ministerio de Educación, in its fifth domain, which is called "Professionalism and Ethical Commitment" stands that teachers must be updating their techniques to improve in the field of imparting a foreign language. They also must show that they have enough knowledge regarding EFL. Furthermore, teachers

must work cooperatively with their colleagues to create a good atmosphere for their students (2002).

Despite this, the following aspects are outlined in item 5.b. "Professional Development, Partnership, and Advocacy" according to general standards:

5.b.1. To benefit from chances of career advancement.

5.b.2. To set proficient objectives.

5.b.3. To operate collaboratively with other members of the institution in order to create a comprehensive atmosphere among all.

4.b.4. To participate in cooperative teaching, specially in those of special instruction.

5.b.5. To recommend students to be part of educational aspects.

5.b.6. To bear students' background.

5.b.7. To act as knowledgeable resources for their academic communities.

Variables of the study

A variable in research simply refers to a person, place, thing, or phenomenon that you are trying to measure in some way. The best way to understand the difference between a dependent and independent variable is that the meaning of each is implied by what the words tell us about the variable you are using (University of Southern California, 2023).

Dependent and Independent Variable

Dependent Variable

The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. It is the presumed effect (University of Southern California, 2023).

Vocabulary Learning

Vocabulary is an indispensable key to fluency and is the heart of language competence whereby learners require sufficient vocabulary size and knowledge to function in

the language. Attaining sufficient vocabulary knowledge is a challenge for students during the course of acquiring a second language whether through formal or informal learning (Benedict & Shabdin, 2021).

Independent Variable

The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It is the presumed cause (University of Southern California, 2023).

Digital didactic materials

According to Liu (2020), didactics is the process of designing and describing the use of information and communication technologies (ICT) in individual lessons for learning. In the digital realm of didactic, learners have access to various learning environments, including digital video lessons, multimedia resources, hypertext links to texts and books, curated lists of websites and virtual labs.

CHAPTER III: METHODOLOGICAL FRAMEWORK

3. Method

3.1 Qualitative Methodology

According to Bhandari (2020), in qualitative research, data that is not numerical in nature such as text, audio, or video is collected and analyzed to gain a deeper understanding of concepts, experiences or perspectives. This method of research can provide in-depth insights into a particular issue or generate new ideas for further investigation.

Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data.

3.2 Type of research

3.2.1 Phenomenological research

Phenomenology helps us to understand the meaning of people's lived experience. A phenomenological study explores what people experienced and focuses on their experience of a phenomenon. As phenomenology has a strong foundation in philosophy, it is recommended that you explore the writings of key thinkers such as Husserl, Heidegger, Sartre and Merleau-Ponty before embarking on your research (Duquesne University, (n.d.)).

3.3 Data collection techniques

3.3.1 Interview

Interviews are an important tool in research as they allow for a deep understanding of the experiences, attitudes, and opinions of individuals. They provide a flexible and open-ended method of data collection, allowing the researcher to gather rich, detailed information that can be difficult to obtain through other methods. Additionally, interviews can help build rapport and trust with the participants, leading to more honest and accurate responses.

According to George (2022), an interview is a type of qualitative research technique that involves asking questions to gather information. This method involves two or more individuals, where one person serves as the interviewer and poses the questions.

Interviews also allow for the exploration of sensitive or personal topics in a controlled setting, as well as the opportunity for follow-up questions and clarification. They can also be used to gather information from hard-to-reach populations, such as those who may not respond to surveys or questionnaires.

Furthermore, interviews can also serve as a valuable source of qualitative data that can complement and enhance the findings from quantitative research methods.

3.4 Instrument

3.4.1 Questionnaire

Questionnaires are an important tool in research as they provide a convenient and cost-effective means of collecting data from a large number of individuals. They allow for the standardized collection of information from a large sample size, making them well-suited for large-scale studies.

Agreeing to Bhandari (2021), a questionnaire is a set of questions or items utilized to obtain information from participants regarding their perspectives, encounters, or beliefs. These questionnaires can be utilized to obtain both quantitative and qualitative data.

3.5 Type of question

3.5.1 Open-ended questions

Open-ended questions are an important tool in research as they allow for the exploration of participants' attitudes, experiences, and opinions in a more in-depth and nuanced manner. Unlike closed-ended questions (such as multiple-choice or Likert scale questions), open-ended questions do not provide pre-determined response options, allowing participants to respond in their own words. According to Weller et. al (2018) Open-ended questions are

utilized either on their own or in conjunction with other interview methods to delve into subjects in detail, comprehend processes, and uncover potential reasons for observed correlations.

3.6 Population and Sample

According to Thacker (2020), a population refers to the entire group of individuals who possess specific traits and characteristics, while a sample is a smaller portion of that population that is selected for study. The goal of sampling is to gather information from a representative subset of the population in order to make inferences about the entire population. The researcher interviewed five participants, they work as the sample of English teachers in Unidad Educativa Rubira, who are imparting English classes.

It is important to choose a sample that is representative of the population in order to ensure the validity and reliability of the research findings. A sample that is not representative of the population can lead to biased results and incorrect conclusions. There are several methods of sampling, including random sampling, stratified sampling, and cluster sampling, among others, each of which has its own strengths and weaknesses.

Figure. 7

Question 6: What do you believe is the future of vocabulary instruction, and how do you see digital materials playing a role in it?



Author: Lenny Paul Tomala Vera

Source: nubedepalabras.es

The most frequent words: replacing, odd material

This question is asking the interviewee for their opinion in the future of vocabulary instruction and how they envision digital materials playing a role in it. The interviewer is interested in the teacher's thoughts on the potential impact of technology and digital resources on the teaching and learning of vocabulary. The teacher is expected to express their views on the evolution of vocabulary education and how digital materials could be incorporated to create an effective learning environment for students.

Analysis: According to answer from teachers, the digital material will replace traditional or analogical resources, odd materials must be remastered in virtual environment such as games and resources.

4.2 Analysis of interview vs bibliography framework

The outcomes of the interviews displayed different positions; those interpretations will be analyzed through the theoretical framework.

The first question, “Can you describe your experience using digital didactic materials in classroom?”, is regarded to experiences of using technology to teach English language. Most of the teachers indicated their positive experience of using digital didactic materials at class, they remarked the interaction and engagement that is present during digital didactic materials. According to Murray (2003) digital didactic materials application in classrooms has led positive outcomes in Education into virtuality; the adaptation a long time has allowed an integration of digital devices in classrooms.

In the second question, “How do you incorporate technology in your lessons to promote interactive vocabulary learning?”, the answers to this question indicated numerous ways to engage the student through activities of recognition along with applications, this is possible because the institution provides teachers with digital devices and tools.

According to Hussain (2018) cited by Kopinska (2013), manifested the potential benefits of technology applied in EFL classroom, this promotes language learning through current trends of English teaching. Nowadays, the use of technology in an EFL class is common, the application in vocabulary learning can be possible through interactive activities of recognition or using apps.

The third question “How do digital materials help students to comprehend new vocabulary better compared to traditional methods?”, the teachers expressed the ways of how digital material support language learning, some teachers highlight that students are surrounded of technology, so it is easy for them to encourage to concentrate during the class and focus on new knowledge. Language learning emulated by using games into a virtual

environment encourage students to interact with their surrounding, besides of using physical devices something odd today.

The fourth question “How do you analyze the role of digital didactic materials in promoting vocabulary learning?”, the teachers described the role of digital didactic materials as an adequate input that fits in today's generations, the development of vocabulary promoted by the engagement of students for interact in an environment well know for them.

According to Harmon and Wood (2018), the relationship between vocabulary and comprehension is not simple, it depends of others variables involved in learning processes. The role of digital didactic materials is essential for vocabulary comprehension because offering a proper environment for learning gives good expectations.

The fifth question In your experience, “Do eighth grader students have any difficulties or challenges when using digital materials for vocabulary learning?”, the teachers described the easiness of students of using digital material for studying, there are not difficulties for students at the time of executing activities and games, instead the students feel comfortable in virtual environment.

In the last question “What do you believe is the future of vocabulary instruction, and how do you see digital materials playing a role in it?”, in the last questions, the answers were driven to discover their thought about the future of digital didactic materials, the teachers manifest their optimistic position about the replacing of physical materials and odd material in order to adapt them to virtuality. According to Liu (2020), the pedagogy requires to rethink conventional didactic foundations and resources, in order to develop innovative materials for next generations.

Chapter V: Reflections of the study

Over the process of data collection, execution of interview and interpretation data, the reflections are driven to develop students proficiencies to be able to interact in English. The research project aimed to investigate the effectiveness of digital didactic materials in enhancing vocabulary comprehension among students. The use of technology in education has been a topic of growing interest in recent years, with a focus on how digital resources can enhance students' learning experiences.

The research process involved a thorough review of relevant literature in the field to establish a theoretical foundation for the study. The literature review helped to understand the previous studies and existing knowledge on the topic and to identify the gaps in the existing research. Additionally, the review provided a comprehensive overview of the current state of the field, including the benefits and challenges of using digital didactic materials for vocabulary comprehension.

To carry out the investigation, a qualitative approach was employed, incorporating interviews as qualitative data collection technique. Interviews were designed to obtain information related to experiences and positions about promoting vocabulary learning while using digital didactic resources. The data provided valuable insights into the teachers' perspectives and experiences with using digital didactic materials for vocabulary training. The data collected through interviews were analyzed using thematic analysis to identify common themes and patterns among the participants' responses.

However, it is also important to note that the study has some limitations. The sample size was relatively small and limited to one specific group of teachers (English teachers), so it may not be generalizable to all professors or to different backgrounds. Additionally, the study did not investigate the long-term effects of using digital didactic materials on vocabulary

comprehension, so further research is needed to fully understand the impact of these materials over time.

The findings of the research project were insightful and provided valuable information on the effectiveness of digital didactic materials in training vocabulary comprehension. The results showed that digital didactic materials had a positive impact on students' vocabulary comprehension, increasing their motivation and engagement in the learning process. Moreover, the results indicated that digital didactic materials provided students with an interactive and personalized learning experience, enhancing their vocabulary retention and recall.

The results of this study have important implications for educators and educational institutions, as they demonstrate the potential of digital didactic materials to enhance students' vocabulary comprehension. Furthermore, the study provides a framework for the development and implementation of digital didactic materials, which can be used as a guide for future research in this area.

The study found that the use of digital didactic materials significantly improved students' vocabulary comprehension, as compared to traditional teaching methods. This highlights the potential of technology to positively impact student learning outcomes, particularly in the field of vocabulary acquisition. The use of interactive materials such as videos, games, and quizzes proved to be effective in engaging students and promoting active learning.

The experience of conducting this research project on was a journey of exploration and learning, investigating this research project was an enriching experience that depend my understanding of the impact of digital didactic materials on vocabulary comprehension. The findings of the study have important implications for educators, language teachers, and

instructional designers in the development of more effective and engaging digital materials for training vocabulary comprehension.

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ANNEXES

La Libertad, febrero 23 de 2023

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación "Digital Resources for Vocabulary Comprehension for 10th graders, "Unidad Educativa Rubira" Salinas, Provincia de Santa Elena, año escolar 2022-2, elaborado por el estudiante Lenny Paul Tomalá Vera, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, PINE, 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 Licenciada en Inglés, me permito declarar que el sistema autoplagio Compilatio, señala el 1% de similitud; por consiguiente se procede a emitir el presente informe.
Adjunto reporte de similitud.



Lcda. Rossana Vera Cruzatti, MSc.

Docente Tutor

Annex 2: Anti-plagiarism Report



Annex 3: Questionnaire



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Questionnaire for interviews

Here are some questions that might be useful to consider when evaluating the effectiveness of didactic digital materials for training vocabulary comprehension:

This information received in the following questionnaire is confidential, privileged and only for the educational purposes.

1. Can you describe your experience using digital didactic materials in classroom?
2. How do you incorporate technology in your lessons to promote interactive vocabulary learning?
3. How do digital materials help students comprehend new vocabulary better compared to traditional methods?
4. How do you analyze the role of digital didactic materials in promoting | vocabulary learning?
5. In your experience, do 8th grader students have any difficulties or challenges when using digital materials for vocabulary learning?
6. What do you believe is the future of vocabulary instruction, and how do you see digital materials playing a role in it?


Rosario Yanez-Cruz
Directora

Annex 4: Interview transcript

Forms Interview - Guardado

Preguntas Respuestas 5 Vista previa Estilo Recopilar respuestas

1. Can you describe your experience using digital didactic materials in classroom?

Más detalles

5 Respuestas

Respuestas más recientes

- "Digital materials offer a range of interactive and multimedia elements, suc...
- "Digital didactic materials such as applications and more help to engage stu...
- "My experience of using digital didactic materials is decent because the instit...

2. How do you incorporate technology in your lessons to promote interactive vocabulary learning?

Más detalles

5 Respuestas

Respuestas más recientes

- "I make use of technology such as projectors and interactive whiteboards to ...
- "To promote interactive vocabulary learning, I incorporate technology into m...
- "It is common to incorporate technology in lesson specially in vocabulary be...

3. How do digital materials help students comprehend new vocabulary better compared to traditional methods?

Forms Interview - Guardado

Preguntas Respuestas 5 Vista previa Estilo Recopilar respuestas

3. How do digital materials help students comprehend new vocabulary better compared to traditional methods?

Más detalles

5 Respuestas

Respuestas más recientes

- "Digital materials can provide audio, visual, and written examples of vocabu...
- "Digital materials provide students with more opportunities to encounter an...
- "They help students to comprehend because they are used to interact applic...

4. How do you analyze the role of digital didactic materials in promoting vocabulary learning?

Más detalles

5 Respuestas

Respuestas más recientes

- "I have conducted both formative and summative assessments of student lea...
- "To analyze the role of digital didactic materials in promoting vocabulary le...
- "The role of the content in virtual environments is to make students conform...

5. In your experience, do 8th grade students have any difficulties or challenges when using digital materials?

5. In your experience, do 8th grader students have any difficulties or challenges when using digital materials for vocabulary learning?

[Más detalles](#)

5
Respuestas

Respuestas más recientes

- "Some students have reported difficulties in navigating the technology or fin...
- "In my experience, 8th grader students have had few difficulties or challenge...
- "They do not have difficulties because they are used to develop activities in d...

6. What do you believe is the future of vocabulary instruction, and how do you see digital materials playing a role in it?

[Más detalles](#)

5
Respuestas

Respuestas más recientes

- "I see digital materials playing a central role in vocabulary instruction in the...
- "I believe that the future of vocabulary instruction is moving towards a more...
- "Technology will advance and digital materials will play the main role replac...